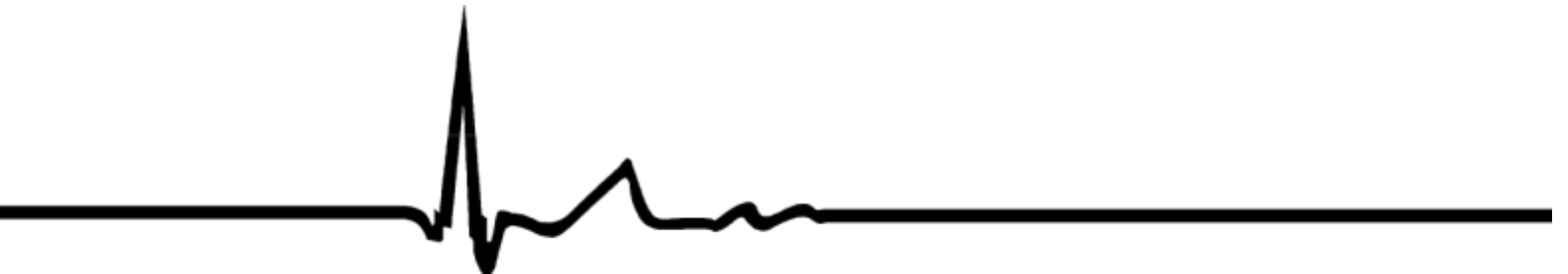




# **COLLEGE OF HEALTH PROFESSIONS**



## **GRADUATE STUDENT HANDBOOK**

**2023-24 Edition**

# COLLEGE OF HEALTH PROFESSIONS GRADUATE STUDENT HANDBOOK 2023-24

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\*To access the College of Health Professions Student Handbook, go to [https://my.davenport.edu/college- health- professions/handbook](https://my.davenport.edu/college-health-professions/handbook).



**College of Health Professions  
Acceptance of Policies and Procedures**

I, \_\_\_\_\_ (print name), have received the current Davenport University College of Health Professions Student Handbook. I understand that I am responsible for the information it contains regarding health programs and keeping up to date of any changes to the policies and/or procedures while I am a student in the College of Health Professions.

I further understand it is my responsibility to contact an advisor, Chair or Associate Chair, if I have any question regarding admission into, remaining in, or re-entering of my program. I agree to abide by the policies and requirements as stated in this handbook. I understand that I may need to sign an additional form(s) for my specific program.

I understand that I must abide by the professional ethics and standards accepted by professionals and technicians in my individual career choice. Confidentiality of medical information is mandatory. Dress code, personal conduct, and professional attitude are expected throughout my program and I understand that I will be expected to act professionally at all times.

---

Student's signature

---

Date

## **SECTION 1 - COLLEGE OF HEALTH PROFESSIONS GENERAL INFORMATION**

### **1.1 - WELCOME TO THE COLLEGE OF HEALTH PROFESSIONS**

Thank you for choosing Davenport University. The faculty and staff of College of Health Professions (COHP) would like to welcome you and congratulate you on your choice of a career in the healthcare industry. The healthcare industry is dynamic and ever-changing. You have chosen a rewarding and challenging profession with many opportunities.

### **1.2 - INTRODUCTION**

This handbook has been prepared to provide students with necessary information for specific curriculum. The student is strongly advised to refer to this handbook for guidance and information. The College of Health Professions programs provide a blend of theoretical concepts, laboratory practice, and clinical application. To be a successful student, it is essential that the student recognize and place a high priority on meeting program outcomes. Assuming responsibility for one's own actions, attendance and participation are paramount both as a student and as a healthcare professional.

Other policies and procedures of the University – course descriptions, calendar, graduation requirements, and other pertinent information are covered in detail in the Undergraduate Catalog.

#### **Note to prospective students:**

Students need to fulfill program requirements as recorded for their catalog year; however, if the health program is one that allows the student to sit for a certification exam, the student is best served by following the most current Undergraduate Catalog requirements.

If the student is unable to successfully complete the certification exam, or is not eligible to sit for the exam due to changes mandated by the accrediting/approving agency, the student needs to be aware of this and make his/her scheduling choice(s) accordingly.

**The information in this handbook is subject to change. This handbook is not considered an agreement or contract between individual students and Davenport University or its administrators. The University, through appropriate action, reserves the right to change policies, procedures, and other such information printed in any publication. All other prior versions of documents marked "Student handbook" for the College of Health Professions or programs housed therein are no longer valid.**

**Students are expected to comply with all University handbooks applicable to their student status, including but not limited to the Athletic Handbook, the College of Health Handbook, and the Student Code of Conduct.**

### **1.3 - PURPOSE OF THE COLLEGE OF HEALTH PROFESSIONS**

The purpose of the College of Health Professions is to provide a quality education to enable students to acquire knowledge, skills and competencies required to be successful in the healthcare field.

Curriculum is designed to meet requirements of the accrediting bodies and to prepare students to be eligible to apply for licensure or certification upon graduation.

Graduates are able to synthesize theoretical knowledge with professional practicum experiences, business principles and cutting edge technology, to critically evaluate healthcare issues, trends and practices to promote health.

Graduates acquire knowledge and skills to address healthcare needs of individuals and groups from diverse populations according to the highest ethical and legal standards of professional excellence.

#### **1.4 - OUTCOMES OF THE COLLEGE OF HEALTH PROFESSIONS**

Upon graduation from a program in the College of Health Professions, students will be able to:

1. Demonstrate the Davenport University Excellence System.
2. Utilize appropriate verbal and written communication pertinent to the chosen health profession.
3. Synthesize the clinical, managerial, and technology skills necessary to assess, analyze, apply and evaluate healthcare situations.
4. Organize and apply a broad base of knowledge as it relates to the chosen health profession.
5. Function effectively as a member of the health profession.
6. Apply legal and ethical standards pertinent to the chosen health profession.
7. Advance the health profession through application of research.
8. Continue professional self-development through advanced degrees.
9. Demonstrate competencies required to pass national certification, licensure, or registration examinations of the programs within the chosen profession.
10. Meet or exceed entry-level competencies for employment in the chosen health profession.

#### **1.5 - DAVENPORT UNIVERSITY EXCELLENCE SYSTEM**

The mission of Davenport University is to "prepare(s) individuals and organizations to excel in the knowledge-driven environment of the 21st century." To that end, the Davenport University Excellence System was created. The Excellence System consists of nine student learning outcomes that demonstrate professional competencies for graduates to engage in life-long learning and succeed in their chosen profession.

##### **Outcomes:**

##### **Global and Intercultural Competence**

Graduates understand that working and succeeding in an inclusive, international world involves complex issues present in diverse environments.

##### **Civic and Social Responsibility**

Graduates recognize the value of civic and social responsibility to empower themselves to make informed decisions and to participate in the communities in which they live.

##### **Ethical Reasoning and Action**

Graduates recognize that integrity is an essential component of accountability and is required in the evaluation of differing value systems to determine appropriate course of action.



**Critical and Creative Thinking**

Graduates develop an appreciation of the importance of context and perspective when identifying and challenging assumptions, ideas, processes and experiences.

**Analysis & Problem Solving**

Graduates use quantitative and qualitative methods of inquiry to assess and evaluate complex problems.

**Leadership & Teamwork**

Graduates understand how to build, direct, and facilitate groups to utilize members' talents to meet attainable goals.

**Information & Technology Proficiency**

Graduates identify, access and manage information and technology resources effectively in interpersonal, social and professional settings.

**Written Communication**

Graduates recognize the potential impact of written documents and effectively adapt the necessary skills to produce appropriate documents in a variety of interpersonal, social and professional settings.

**Professional Communication**

Graduates understand and demonstrate professional demeanor, presentation and communication skills in a variety of interpersonal, social and professional settings.

**1.6- STUDENT RIGHTS**

The current Davenport University *Graduate Catalog* specifies the rights given to all students in the University. Please review the Student Code of Conduct.

**1.7 - FACULTY RIGHTS AND RESPONSIBILITIES**

The faculty at Davenport University have the right and the responsibility to maintain a high standard of academic quality by meeting or exceeding course outcomes, program competencies, and accreditation standards.

Faculty have the right and the responsibility to recommend suspension, probation, or dismissal of a student from the classroom, clinical placement, and/or program, who exhibits unsafe practice, inappropriate and unethical behavior, dishonesty, or substandard care in the classroom or professional and clinical practice sites.

**1.8 - ADVISORY COMMITTEES**

The College of Health Professions maintains College, program, and curriculum advisors as a part of the College of Health Professions multi-disciplinary advisory committees. These committees meet a minimum of twice per year and are designed to address concerns and advancement of existing and new programs within the College of Health Professions.

Members of these committees provide advice on current healthcare trends and employment needs of the surrounding communities. In addition, these committee members maintain a liaison function between the University and the

healthcare providers or other organizations in communities. Membership information is available from the Dean and Associate Deans of the College of Health Professions.

### 1.9 – COLLEGE OF HEALTH PROFESSIONS LEADERSHIP AND FACULTY/STAFF (See *Graduate Catalog* for complete list of Faculty)

<b>Dean</b> College of Health Professions	Amy Stahley PhD, RN amy.stahley@davenport.edu	616-871-6162
<b>Associate Dean, Department Chair</b> Health Information Management /Allied Health	Linda Sorensen, Ed.D, MPA, RHIA, CHPS linda.sorensen@davenport.edu	586-620-4085
<b>Associate Chair Program Director</b> Masters of Health Information Management/HCMG Certificate	Joseph C. Brown. DHA jbrown193@davenport.edu	586-620-4088
<b>Department Chair</b> Occupational Therapy	Theresa Leto, DHS, MOT, OTR/L tleto@davenport.edu	616-871-6153
<b>Administrative Assistant</b> Occupational Therapy	Juliet Allen jallen69@davenport.edu	616-871-6151
<b>Academic Fieldwork Coordinator</b> Occupational Therapy	Susan Owens, MS OTR/L sowens14@davenport.edu	616-871-6159
<b>Assistant Professor</b> Occupational Therapy	Jennifer Bingman, OTD, OTRL jbingman@davenport.edu	616-871-6711
<b>Assistant Professor</b> Occupational Therapy	Barbra Katerberg, OTD, OTRL bkaterberg@davenport.edu	616-871-6156
<b>Instructor</b> Occupational Therapy	Stephanie Tamminga, CHT, MSOT/L stamminga@davenport.edu	616-871-6153
<b>Department Chair</b> Nursing	Tracy Alberta, MSN,RN tracy.alberta@davenport.edu	616-871-6155
<b>Associate Dean, Nursing,</b> BSN Completion/Concurrent	Aleta Pillai, PhD, RN aleta.pillai@davenport.edu	517-367-8255
<b>Clinical Coordinator</b> Online, MSN	Marlo Schepers, MSN, RN, FNP-C marlo.schepers@davenport.edu	616-780-0318
<b>Faculty</b> Online, MSN	Jessica Abernathy, DNP, FNP-C jessica.abernathy@davenport.edu	410-459-6691
<b>Faculty</b> Online, MSN	Annette Mannion, MSN, CRNP, IBCLC annette.mannion@davenport.edu	410-299-3315
<b>Faculty</b> Online, MSN	Georgia Elmassian, MSN, RN gelmassian@davenport.edu	616-974-2378

If you have further questions regarding your program, please contact your Department Chair, Associate Chair, or Faculty for assistance.

### 1.10 ADA STATEMENT

Students may request reasonable accommodations as a result of a qualifying disability as defined by Federal legislation within the Americans with Disabilities Act (1990), the Americans with Disabilities Amendments Act

(2008), or Section 504 of the Vocational Rehabilitation Act (1973). It is a students' responsibility to contact a Student Access Coordinator at their campus to initiate and fulfill the accommodation process.

This process requires completion of the Accommodation Request Form and Verification of Disability Form. Requests made after the start of the semester should be completed as early in the semester as possible to prevent delays in accommodation. Accommodations are not retroactive. The forms, contact information, and other accommodation information are located on the Student Access page of the Davenport website. Students who receive approval for accommodations can submit their approved Individual's Documentation of Accommodation (IDA) to their instructor to receive accommodations.

## **SECTION 2- ACADEMIC PROGRAM REQUIREMENTS**

### **2.1 – GRADING SCALE**

Please see the Graduate Catalog. Please refer to the appropriate section of the current handbook for more information concerning specific program requirements.

### **2.2 – PROGRAM PROGRESSION POLICY**

Passing grades are required in all College of Health Professions courses are listed in the Graduate Catalog to progress from one semester to the next and to graduate.

### **2.3 - STUDENT RESPONSIBILITIES AND EXPECTATIONS**

To be successful in the Davenport University College of Health Professions Programs, students and faculty need to be aware that the ability to meet the following professional standards will be continuously assessed. Students and faculty in any healthcare related program need the ability and skills in the following domains: observational/ communication ability, motor ability, intellectual/ conceptual ability, and behavioral, interpersonal, and emotional ability. Students and faculty must be able to perform independently, with or without accommodation, to meet the following professional standards.\*

*Students will be required to agree to adhere to these Professional Standards by signing and dating the form in Appendix A6.*

Observation/Communication Ability – Students and faculty must be able to:

1. Effectively communicate both verbally and non-verbally with patients, peers, faculty and other healthcare professionals.
2. Use senses of vision, touch, hearing, and smell in order to interpret data.
3. Demonstrate abilities with speech, hearing, reading, writing, English language, and computer literacy.

Motor Ability – students and faculty must be able to:

1. Display gross and fine motor skills, physical endurance, strength, and mobility to carry out healthcare related processes and procedures.
2. Possess physical and mental stamina to meet demands associated with excessive periods of standing, moving, physical exertion, and sitting.

3. Perform and/or assist with procedures, calculate, reason, analyze, and synthesize data to make decisions, often in a time urgent environment.
4. Incorporate new information from faculty, peers, and healthcare related literature and research.
5. Interpret data from electronic and other monitoring devices.

Intellectual/Conceptual Ability- Students must be able to:

1. Problem solve and perform, measure, calculate, reason, analyze, and synthesize data in order to make decisions, often in a time urgent environment.
2. Incorporate new information from teachers, peers, health related literature, and research.
3. Interpret data from electronic and other monitoring devices.

Behavioral, Interpersonal, and Emotional Ability – students/faculty must be able to:

1. Tolerate physically taxing workloads and function effectively during stressful situations
2. Display flexibility and adaptability in the work environment.
3. Function in cases of uncertainty that are inherent in healthcare settings involving patients, clients, vendors, and others interacting with healthcare providers.
4. Possess skills required for full utilization of the students' and faculty's intellectual abilities.
5. Exercise stable, sound judgment.
6. Establish rapport and maintain sensitive, interpersonal relationships with others from a variety of social, emotional, cultural, and intellectual backgrounds.
7. Accept and integrate constructive criticism given in the classroom, clinical, and healthcare facility settings.
8. Display proper hygiene and adhere to dress code policy of the practicum site and in the classroom.
9. Refrain from sleeping or taking breaks not approved by the practicum site.
10. Refrain from bringing cell phone or media devices onto practicum site.
11. Refrain from smoking on grounds (including in any vehicle). This includes chewing tobacco.
12. Refrain from use of alcohol or drugs, legal or illegal, which may interfere with student's ability to perform to acceptable standards of practice.

*(See Appendix A-6 to obtain required signature form)*

\*Adapted from SCSU and WCSU Department of Nursing Technical Standards

## **2.4 - STUDENT RE-ENTRY**

Per Davenport University *Graduate Catalog*, any student who has voluntarily interrupted his/her education for more than one semester (excluding Spring and Summer) is considered a re-entry student. Students re-entering the University should contact the Office of Student Services for specific information on academic requirements at the time they re-enroll.

Students need to complete the re-enrollment form updating their contact and degree information. Students must be aware that stopping out will impact their degree program and curriculum requirements, and should speak with their Advisor upon their return.

Students must also be aware that upon re-entry to the College of Health Professions each student will be required to repeat the Criminal Background Check and Drug screen (CBC and DS) process during the first semester after re- entry.

## **2.5 – CONFIDENTIALITY STATEMENT**

Each student will respect the confidentiality of any information that might be acquired while in any healthcare setting. It is expected that students will abide by all sections of the DU Student Code as well as all facility requirements regarding confidentiality, security, and privacy of health information as outlined in the Health Insurance Portability and Accountability Act (HIPAA), as well as any pertinent state and federal laws.

## **2.6 – ETHICS**

Davenport University students are expected to adhere to the Code of Ethics of their chosen profession and the Student Code. Students found to be acting in an unethical manner will be referred to the Office of Student Affairs as outlined in the current Davenport University *Graduate Catalog*.

### **HIPAA AND Privacy**

College of Health Professions policies and processes require all students to follow HIPAA (Health Insurance Portability and Accountability Act of 1996, Pub. L. No. 104-191, 110 Stat. 1936 (1996)) and all related state and federal laws concerning privacy and confidentiality of personal information. Any violation of HIPAA or related privacy laws is both a violation of federal and/or state law and the Davenport Student Code of Conduct. Such violations will result in referral to Student Affairs for appropriate disciplinary action. Depending on the severity of the violation, disciplinary action can include dismissal from the College of Health Professions. Students may also be subject to criminal and/or civil penalties under appropriate state and/or federal law.

## **2.7 – PROFESSIONAL APPEARANCE**

Students are required to dress appropriately while at professional and clinical practice sites. Students shall comply with the dress code(s) of their DU campus and the clinical and practicum settings. The purpose of the standard dress code is:

1. Limit the transfer of microorganisms from students to patients and vice versa.
2. Provide for safety and limit injury.
3. Present a professional appearance.
4. Identify the wearer as a Davenport University student.

## **2.8 – DISMISSAL FROM THE COLLEGE OF HEALTH PROFESSIONS**

Dismissal from a College of Health Professions program is based on the inability of the student to meet the Davenport University Excellence System, course and program outcomes, and/or the inability to be placed in a clinical/practicum site or to complete an assigned clinical or practicum experience due to an issue with the student beyond the control of the University. These include:

1. Failure to meet specific grade requirements for any major course.
2. Failure to meet specific course program/outcomes essential to student's program.
3. An agency's or facility's request for removal of student from the clinical and/or practicum experience.
4. Refusal by student to submit to drug testing, background check and /or failure to comply with health requirements.
5. Unsatisfactory evaluation by agency or facility preceptor.
6. Repeated unsatisfactory performance or a significant incident which jeopardizes the agency or facility.

7. Harassment of a preceptor, fellow student, or faculty member.
8. Actions or behaviors that interfere with a student's ability to safely and effectively give care to patients.
9. Violation of any patient safety policy or practice.
10. A positive Background check that results in removal from a College Of Health Professions program.
11. Violations of the Student Code of Conduct will result in a disciplinary process with outcomes determined by Student Affairs and the College of Health.

Academic processes reflected in the College of Health Professions Handbook are separate from processes specific to possible student code violations. Academic processes will be overseen by faculty in the student's program are outlined in this handbook or in handbook specific to a program and are considered programmatic or College processes. Possible student code violations are processed separately according to student code as described in the Graduate Catalog.

## **2.9 - REPEATING COURSES**

No course in the student's designated major may be repeated more than once. Repeating any major course is dependent on available space and approval of the Department Chair or Associate Department Chair at the students designated campus. The semester prior to repeating any major course the student must submit a letter to the appropriate Chair stating:

1. Area(s) of academic weakness
2. Personal plan for improvement
3. Date requested to repeat failed course

**No professional practicum course (i.e. Practicum or Clinical, etc.) may be repeated due to failure without explicit written permission from the Dean of the College of Health Professions.**

Students are advised to take courses in their chosen program in the designated sequence to ensure success. All College of Health Professions students are subject to Academic Standards of Progress as outlined in the current Davenport University Graduate Catalog.

## **2.10 – FINAL GRADE APPEAL**

Refer to Davenport University *Graduate Catalog* for a description of Final Grade Appeal.

## **2.11 - ATTENDANCE**

Attendance in class is strongly encouraged. In addition, some College of Health Professions' programs may have discipline specific requirements. Attendance at all clinical and professional practice experiences is mandatory. Please refer to the appropriate section of the current handbook for more information concerning specific program requirements.

## **2.12 – COURSE SYLLABI**

The syllabus for each course guides student learning. It also identifies program and course outcomes, as well as the class meeting schedule, course topics and assignments, instructor contact information, and classroom policies. Changes to syllabi can be made at the instructor's discretion.

## **2.13 – PATIENT SAFETY**

Davenport University College of Health Professions (COHP) recognizes that patient safety is a critical priority in the delivery of patient care. Students are trained and educated to critically evaluate safety issues in the clinical setting that may be a source of potential harm to patients. To support a culture of patient safety, the College has adopted a zero tolerance for any student action that may result in a violation of any patient safety policy or practice. Violation of any patient safety policy or practice may result in dismissal from the College of Health Professions.

## **2.14 – ALCOHOL AND DRUG-FREE ENVIRONMENT**

It is the policy of Davenport University that the unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol is prohibited on University property or as part of its activities. Please see the Alcohol and Drug-Free Environment Policy in the current Davenport University *Graduate Catalog* Illegal Drugs section of the Student Code for more information.

### **2.14.1 - College of Health Professions Policy for Students Concerning Medical Marijuana**

Michigan law governing marijuana: The Michigan Medical Marijuana Act of 2008 (MMMA) permits qualified patients and their primary caregivers to use, possess and grow limited amounts of marijuana for treatment of certain debilitating medical conditions. In addition, Michigan voters passed Proposal 1 in 2018, which allows for the recreational use of marijuana. However, the MMMA and Proposal 1 are in conflict with federal civil and criminal laws governing controlled substances, as well as federal laws requiring institutions receiving federal funds, by grant or contract, to maintain drug-free campuses and workplaces. Davenport University receives federal funding that would be in jeopardy if those federal laws did not take precedence over state law. Also, the College of Health Professions (CoHP) has various agreements with outside clinical sites that require a clean drug screen to be completed before students may be placed at those sites for educational purposes. Therefore, the use, possession, or cultivation of marijuana in any form and for any purpose continues to violate the Davenport Drug and Alcohol Policy, is a violation of our student code of conduct and is prohibited at Davenport University. Students who test positive for marijuana or marijuana metabolites in any form may be subject to dismissal from the College of Health.

## **2.15 – CRIMINAL BACKGROUND CHECK AND DRUG SCREENING**

All students in the Davenport University College of Health Professions (the "COHP") are required to submit to criminal background check and drug screening (collectively, the "Testing") at the time of declaring a major in the COHP. The results of the Testing (the "Results"), which shall remain confidential, shall be used by the COHP to approve or disapprove of a Student for enrollment or continued enrollment in the COHP, and/or eligibility for training programs, clinical or practicum. The Testing shall be completed by registering for the appropriate course and completing the entire testing process in the course. Each student is responsible for acknowledging and explaining positive Result(s) after completing the process. A student will be dismissed from the COHP if he or she refuses to consent to the Testing. The cost of the Testing is the part of the course fee and is the responsibility of the student.

Each student in the COHP is required to sign a consent form (the "Consent") prior to the Testing. The Consent permits Davenport University to access the Results and to provide the Results to any hospital, facility or other healthcare agency partnering with the COHP as a part of the fulfillment of such student's education or training requirements, or assessment of such student's qualifications for a clinical or practicum. Pursuant to the terms of the Consent, all students in the COHP are under the obligation to report to the COHP any arrest or conviction of the student after the date of the

Consent. Failure to report such an arrest or conviction may result in dismissal of the student from the COHP program, denial of clinical or practicum placement, and/or the denial of a degree from the COHP.

Students may be required to repeat the Testing, at the students' expense, in order to participate in certain training programs, clinical or practicum, depending on the requirements of an Agency where such student may be placed or when the student is considered a "re- entry" student as defined by the current Davenport University Graduate Catalog. Students should be aware that applicable laws also mandate further criminal background checks requested by Agencies for individuals working with certain patient populations. Before a student participates in each training program, clinical or practicum with an Agency regulated by such state and federal laws, the student will be required to sign and deliver to the Associate Department Chair or designated faculty member a Clinical Student Disclosure Statement, submit to repeat Testing or be fingerprinted.

Each student needs to be aware that drug use, a criminal history or a finding of disqualifying status or conduct can make a student ineligible for (1) enrollment or continued enrollment in the COHP, (2) placement with an Agency for training programs, clinical components or rotations, and/or (3) licensure, certification or registration with state, or federal government programs and/or national certifying organizations. Davenport University and the COHP do not review or determine whether a student is subject to a finding of a disqualifying status or conduct or otherwise make any judgments that are the responsibility of licensing or credentialing organizations. The COHP's acceptance of any student with drug use or a criminal history does not ensure that such student will be acceptable for placement with any Agency, will be able to satisfy the graduation requirements of the COHP program, or will be eligible for licensure, certification or registration with state or federal programs or national credentialing organizations.

#### Review of Positive Results:

The COHP prepares prospective health care workers to attain a high standard of professional responsibility for the patients they will treat. The COHP seeks to devote its resources to those candidates who have the best prospects of achieving initial licensure, certification, or registration with state, or federal government programs and/or national certifying organizations, attaining high standards and serving the needs of the patient population today. Therefore, the COHP has instituted this Policy for prospective and current students.

It is the COHP's policy that if a student has a positive Result from the Testing or if such student notifies the COHP of an arrest or conviction, the following procedure(s) will be followed:

1. Such student will be suspended from all COHP activities outside of the Davenport University campus, including, without limitation, any participation in any training programs, clinical or practicum at an Agency. Notice of such suspension shall be immediately provided to such student.
2. The student will be notified to meet privately with the appropriate COHP Associate Department Chair or designated faculty member to review and discuss the Results as it pertains to the student's career goals and academic plan. The student will be requested to provide a detailed written explanation of the positive Result(s).
3. Following the meeting, the Associate Department Chair or designated faculty member will make a recommendation to the COHP Compliance Committee and forward to the COHP Compliance Committee all documentation that the student believes is relevant to Result(s).

Based on the recommendation of the Associate Department Chair or designated faculty member, the COHP Compliance Committee, shall determine the appropriate response of the COHP, and shall proceed accordingly, consistent with Davenport University policies and procedures. If the Committee determines that the student be allowed



to continue in the student's COHP program, the student assumes the risk of any difficulties that may occur, including inability to place in agency clinical or practicum placement(s) needed for program completion and graduation.

*All decisions of the COHP Compliance Committee are final.*

## **2.16 – HEALTH PROFESSIONAL EXPERIENCES**

In the College of Health Professions, all majors have a required Professional Health Experience. These experiences may be a clinical, practicum, fieldwork or academic service learning. Each program has different requirements and processes. Each student must follow those requirements as part of meeting the program outcomes. The Nursing clinical

requirements are described in the Nursing section of this handbook. Undergraduate students should refer to the program section of the undergraduate handbook.

Students must consult with their advisor and/or Program Director and /or Department Chair to plan for this experience and ensure that all requirements and pre-requisites are met before enrolling.

**COVID Vaccinations:** All COHP students may be required to have completed the COVID Vaccination prior to being placed in a clinical, fieldwork and practicum placement. Students may be required to submit proof of vaccination upon request.

**Unvaccinated students may not be able to be placed due to site requirements and therefore unable to progress in their program or graduate.**

## **2.17 – PERSONAL HEALTH INSURANCE**

Personal health insurance is strongly advised for any student in the College of Health Professions.

## **2.18- REQUIREMENTS FOR GRADUATION**

Please refer to the current Davenport University Graduate Catalog for more information.

## **2.19- STUDENT CODE PROCESS**

Please refer to the current Davenport University Graduate Catalog for more information.

## **2.20- FREE BRUSH-UP CLASSES FOR DU GRADUATES**

Please refer to the current Davenport University Graduate Catalog for more information.

## **2.21 – HEALTH REQUIREMENTS**

### **2.21.1- Physical and Emotional Demands**

All healthcare occupations have specific physical, mental, and emotional demands. Carefully read the program descriptions that follow this general section and consider the tasks described. Discuss any pre-existing conditions with your healthcare provider and the Associate Department Chair or Advisor to determine whether you would be able to complete the clinical and professional objectives of any program. A description of physical and mental requirements which the student must be able to perform safely to complete the clinical and

professional objectives of a health profession program at Davenport University are included in this document. Please review the requirements with a healthcare professional and have them indicate whether you will be able to meet requirements.

### **2.21.2 - Health Examination**

If a student's specific program requires a health examination, the health examination is the financial responsibility of each student. A licensed physician, physician assistant, or nurse practitioner of your choice may complete the health examination. Contact the Associate Department Chair at your location for alternative exam and vaccination sites.

#### **2.21.2.a- Pre-existing Conditions**

Comments by the healthcare professional or the student concerning pre-existing conditions do not automatically preclude the student from a COHP program. However, the following criteria will be considered:

1. The examiner's estimate of the ability of the student to meet clinical practice requirements without serious limitations, without aggravating pre-existing conditions or without jeopardizing the safety of patients and staff.
2. The University's estimation of potential legal liability, patient safety, the program requirements, and any specific stipulations in the agreements with cooperating healthcare facilities.

### **2.21.3 - Immunizations**

All students shall be required to provide documentation of current immunizations or immunity to Varicella, Measles, Mumps, and Rubella (MMR), Tetanus, Diphtheria, and Pertussis (TD/Tdap), and Influenza, Hepatitis B, and a recent negative TB skin test or chest x-ray prior to beginning any clinical or professional practice experience. Davenport University follows CDC immunization guidelines. A current flu shot is required.

#### **2.21.4 - Hepatitis B Vaccine: PLEASE TAKE NOTE:**

Healthcare workers who have contact with blood and/or body fluids of any person who may have Hepatitis B should have the Hepatitis B Vaccine for the purpose of immunization against this infection.

If a student has concerns or questions about this immunization, or the side effects or contraindications of the vaccine, they should discuss them with a healthcare professional. The vaccine is available from private physicians or clinics.

All College of Health Professions students must read, sign, and return the Hepatitis B Information Form to the Associate Dept. Chair. Any student in any program who refuses Hepatitis B vaccination will be required to sign an acknowledgment waiver. Additionally, students who may have direct contact with patients shall be required to comply with the Occupational Safety and Health Administration requirements related to blood borne pathogens.

### **2.21.5 - Screening for Tuberculosis ("TB Testing")**

Students and faculty in the College of Health Professions with potential for exposure to tuberculosis during instruction in a healthcare or classroom setting are required to complete a TB skin test. The results of the

testing shall be determined to

be current and negative prior to enrollment in or teaching a professional practice experience and must remain current throughout the clinical/practicum experience.

## **2.22 – BLOODBORNE PATHOGENS EXPOSURE / NEEDLESTICK INCIDENT REPORTING**

### **2.22.1 - On-Campus**

#### **2.22.1a – On-Campus Students**

1. Notify your instructor immediately, clean the wound with soap and warm water, and treat any bleeding.
2. Fill out the Davenport University Incident Report with your instructor. This report can be found online at <https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>. Go to your personal physician and have them draw blood for bloodborne pathogens exposure. If you do not have a personal physician, you must go to the nearest urgent care clinic.
3. If you have health insurance, the follow-up care should be covered by this expense, if not the Davenport University health insurance provided as part of the course fee will.
4. If you are using the University provided health insurance, please request your physician or the clinic send all bills to the Associate Department Chair. This person will then send the bills on to the University's Risk Management group for payment.

#### **2.22.1b – On-Campus Faculty**

1. As soon as a student notifies you of a needlestick, have the student clean the wound as above and with the student fill out the Davenport University Incident Report (<https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>).
2. Unless it is a medical emergency, do not allow the student to leave the classroom without completing the University Incident Report first.
3. Make sure the student understands the importance of obtaining follow-up care and screening with his/her personal physician or the nearest urgent care facility.
4. Notify the Associate Department Chair by email or phone of the incident and document steps you have taken.

### **2.22.2 - Off Campus/Practicum Site Students**

#### **2.22.2a - Off Campus/Practicum Site Students**

1. Notify your site preceptor immediately.
2. Follow your clinical/practicum site's policies and procedures for bloodborne pathogens exposure. Your site preceptor can assist you with complying with this step.

3. If the site is not able to draw your blood for a bloodborne pathogens exposure, you must go to your personal physician or the nearest urgent care clinic and have them draw blood for a bloodborne pathogens exposure.
4. Notify the Davenport University Practicum Manager.
5. Fill out a Davenport University Incident Report. You must fill out this report as soon as possible. This report can be found online at:  
<https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>.
6. If you have questions about the report, ask the Practicum Manager or course instructor for assistance.
7. If you have health insurance, the follow-up care should be covered by this expense, if not the Davenport University provided health insurance will cover the cost.
8. If you are using the University provided health insurance, please request your physician or the clinic send all bills to the Associate Department Chair. This person will then send the bills on to the University's Risk Management group for payment.

#### **2.22.2b - Off Campus/Practicum Site Faculty**

1. As soon as a student notifies the faculty of a needle stick, faculty should ask the student what has been done at the site, fill out the Davenport University Incident Report as soon as possible with the student:  
<https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>
2. Verify that the student is following-up with the practicum site.
4. Unless it is a medical emergency, the student should not be allowed to leave the clinic site before completing the site's policy and procedure.
5. Make sure the student understands the importance of obtaining follow-up care and screening at the practicum site or with his/her personal physician/the nearest urgent care facility.
6. Notify the Associate Department Chair by email or phone of the incident and document steps you have taken.

### **2.23 – SOCIAL MEDIA GUIDELINES**

The Administration and Faculty of the College of Health Professions (COHP) recognize the importance of social networking tools (including, but not limited to, electronic devices such as tablets, cell phones, smartphones, photographs, streaming video, Facebook, Twitter, LinkedIn, YouTube and other social media websites) as means of communication. However, students must be aware of the potential consequences of disclosing patient related information on patient privacy and confidentiality and on their own professional image.

1. Consider carefully what you post on any social networking site before posting.
2. Remember you are representing Davenport University and your profession.
3. Be aware that what is posted online is there forever, even if you delete or request removal of the posting.
4. Realize that potential employers regularly review websites, blogs, and social media throughout the hiring process and after hiring.
5. Posting of information on websites, blogs, and social media can and will have consequences that can impact educational goals, current and future career ambitions and legal consequences.

### Cell Phones

#### Clinical Area:

1. Cell phones may not be carried or used by students in any clinical/practicum area.
2. Use of electronic references while at the clinical/practicum site may only be done with the specific permission of the clinical supervisor/faculty at the time of access.
3. Phones may be used before or after work, or during scheduled breaks if allowed by the site.
4. Phones may only be used in public areas of the clinical facility, not in patient rooms, patient lounges, hallways, utility rooms or other areas where any patient-related activity takes place.
5. Provide family members with the phone number of a contact person at the facility or University for emergency purposes instead of calling student cell phone.

#### Classroom:

1. Cell phones may not be used in the classroom or lab settings without permission by the faculty.
2. Electronic devices must be turned off while the student is in class unless permission is given by faculty for class use.
3. Cell phones may be used during breaks from class, in designated areas of the building.

### Visual or Audio Media

#### Clinical Area:

1. Students may not disclose any patient identifiable information of any kind including images or voices.
2. Information about the patient, family member or visitor of the patient, agency staff member cannot be recorded.
3. Cameras or recording devices (including cell phone cameras, iPads and other electronic devices) are not allowed in the clinical area.
4. Students and faculty may be photographed or recorded with their individual consent if this is acceptable with facility guidelines.

#### Classroom:

1. Cameras or recording/electronic devices may be allowed in the classroom or lab setting only with specific faculty permission.
2. Any individual to be included in a photograph/recording must give his or her written consent before the photo/recording is taken.
3. Any individual that is photographed/recorded can withdraw consent at any time and request that the photograph/recording be destroyed.

4. Care must be exercised to ensure that classroom/lab activities are not disrupted by taking photographs or recording.

### Social Networking Media

Social networking sites are continually developing and include any user-created multimedia that is published and shared in an electronic environment.

#### Clinical Area:

1. Extreme caution must be taken to protect patient privacy at all times.
2. Posting of any information related to the clinical area, clients, agency staff, faculty and other students in an email or on a social networking site is strictly forbidden.
3. Videotaping and/or taking of still photographs in the clinical setting are forbidden.
4. Posts on social networking sites regarding any aspect of the clinical experience are forbidden.
5. The student may not reveal any personal health information (even if not identified to a particular client) in any context on a social networking site.
6. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of clinical experience, type of treatment or use of highly specific medical information or photographs may still lead to the identity of a specific individual, which is a violation of HIPAA.
7. Students shall not initiate or accept "friend" requests from patients, patient's family members, faculty, clinical/practicum supervisors, clinical colleagues and/or similar individuals.

#### Classroom:

1. A student shall not report private academic information of another student on a social networking site.
2. Violations may constitute violation of state or federal privacy laws or regulations.
3. A student shall not post any information related to a fellow student, faculty member, clinical supervisor, and/or clinical employee that can be interpreted as private, derogatory, defamatory, or demeaning toward the faculty member, clinical supervisor, and/or clinical employee.
4. Students shall not initiate "friend" requests of any faculty member or clinical supervisor while the student is enrolled in any COHP program.
5. Students understand that they may be "defriended" (the act of removing someone from one's friend list) by individuals who are or become faculty and/or clinical supervisors while the student is enrolled in any COHP program.

### Consequences:

Violation of any of these guidelines will be determined on a case-by-case basis and may include:

1. Verbal or written reprimand
2. Dismissal from the class or clinical area
3. Potential failure of course or clinical
4. Potential dismissal from the currently enrolled program
5. Investigation and disciplinary action by Davenport University as outlined in the current Student Code of Conduct
6. Potential legal consequences both criminally and civilly



# **HEALTH INFORMATICS AND INFORMATION MANAGEMENT**



## **SECTION 3: COLLEGE OF HEALTH PROFESSIONS GRADUATE PROGRAMS**

### **3.1 WELCOME TO THE HEALTH INFORMATICS and INFORMATION MANAGEMENT MASTERS PROGRAM**

Thank you for choosing the Davenport University Health Informatics and Information Management program. The faculty and staff of Davenport University congratulate you on your choice of a career in HIM. The healthcare system is dynamic and ever changing. You have chosen a career path that is rewarding with many opportunities.

Davenport University's graduate program in Health Informatics and Information Management is an interdisciplinary program providing a unique blend of business, technology, and healthcare graduate education for current health systems environments. Today's health information management professionals are hybrids who work closely with technology professionals, management professionals and health care providers to ensure the integrity, confidentiality, and appropriate access of healthcare information. Reflecting the most contemporary practices in the field, the program is structured to provide experiences in the development, implementation, and maintenance of software and data systems; data analysis, privacy and security; and strategic and operational resource policy and planning. This interdisciplinary program prepares graduates to perform and lead activities related to access, protection, and implementation of systems to analyze and leverage health information into business intelligence for improved decision making based in the information-driven, knowledge-based healthcare environment.

### **3.2 DEFINITION**

Per our partner: The American Health Information Management Association (AHIMA) (2022) "Health Information Management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. It is a combination of business, science, and information technology" Health information management (HIM) professionals affect the quality of patient information and patient care at every touch-point in the healthcare delivery cycle. They are the link between clinicians, administrators, technology designers, and information technology professionals (AHIMA, 2023).

**3.3 AHIMA (2023)** continues by adding "Health information programs incorporate the disciplines of health, management, financial aspects, information technology, and law into one curriculum. Because of this unique mixture, health information graduates can choose from a variety of work settings across an array of healthcare environments." Health Informatics (HI) is a science that defines how health information is technically captured, transmitted and utilized. Health informatics focuses on information systems, informatics principles, and information technology as it is applied to the continuum of healthcare delivery. This program is an integrated discipline with specialty domains that include management science, management engineering principles, healthcare delivery and public health, patient safety, information science and computer technology. Health Informatics programs demonstrate uniqueness by offering varied options for practice or research focus.

### **3.4 HIM JOBS AND CAREER PATHS**

Traditional roles in HIM have changed and continue to change as advancements occur in business, technology, and healthcare. Traditional roles may still exist in some organizations; we also make way for emerging roles in HIM practice. Per their interactive career map, which illustrates the job titles and career paths for HIM Careers, AHIMA (200) identifies six career fields HIM professionals are prepared to excel in:

1. Data Quality
2. Informatics
3. Data Analytics
4. Privacy, Risks, and Compliance



5. Revenue Cycle Management
6. Consumer Health Information

For most of us, reaching true proficiency in our evolving workplaces will require new ways of thinking about our work, a more assertive stance toward our careers, and certainly, additional education.

### **3.5 GROWTH AND INCOME**

The U.S. Department of Labor's Bureau of Labor Statistics indicated the 2022 median annual wage for medical and health services managers which includes health information managers was \$104,830. This major is an excellent career choice for the person who is seeking a healthcare profession that combines interest in computer science, business, management, legal procedures, and healthcare research. HIM professionals play a key role in making the healthcare system work.

As of August 2022, the State of Michigan's Hot 50 job outlook predicts the growth for Medical and Health Services Managers from 2020-2030 will be 31.5%.

### **3.6 FRAMEWORK FOR Health Informatics and Information Management (HIIM) EDUCATION**

AHIMA curricular domains, which form the basis for AHIMA's framework for HIM education, are the building blocks on which our HIIM curriculum is built. The HIIM graduate degree program at Davenport University is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in the Health Information Management category.

### **3.7 SCOPE OF PRACTICE**

By earning your master's in health information management online degree at Davenport, you'll be ready for a diverse range of jobs in health information management, including data analytics, privacy and compliance, and data integrity in hospitals, research institutes, consulting firms, electronic patient record companies and more. Health Information managers often serve in bridge roles, connecting clinical, operational, information technology and administrative functions.

To be a successful graduate, you need basic knowledge, skills and aptitudes. Together, the HIM programs at Davenport University provide a blend of theoretical concepts, laboratory practice and practical application in the classroom and computer laboratory setting at the University and actual experience in healthcare settings. To be a successful student, it is essential that you recognize and give a high priority to meeting the outcomes of the program. Assuming responsibility for your own actions, attendance and participation are important not only as a student but to be successful once you have entered the healthcare field.

Competence in the field requires that the HIM professional display professionalism, communicate effectively, and practice with an optimum level of accuracy.

Employment opportunities exist for HIM professionals in any organization that collects and/or uses patient data or health information such as pharmaceutical companies, law and insurance firms, and health product vendors.

### **3.8 UNDERGRADUATE PREREQUISITES**

All students admitted into the Davenport University Master of Science in Health Informatics and Information Management are expected to have a bachelor's degree with the necessary undergraduate preparation in management, technology and statistics typically found in a health, technology, or business discipline. A bachelor's

degree from a regionally accredited institution or approved international institution with an overall grade point average (GPA) of 2.75 or better (on a 4.00 scale) is required.

Students who have not successfully completed equivalent undergraduate courses in statistics, database design, and information security will be required to complete these courses at the graduate level. A grade of "C" or better must be earned in each course to show proficiency.

In addition, students who have not successfully completed equivalent undergraduate courses in Pathophysiology & Pharmacology, Anatomy & Physiology and Medical Terminology will be required to complete these courses prior to acceptance.

Students will also need the equivalent of HINT 770 (Clinical Vocabulary and health Record Content). Students who have an associate degree or bachelor degree in HIM will have met the requirements of this course. All others will need to take HINT 770.

### **3.9 PROGRESSION IN THE HEALTH INFORMATION MANAGEMENT PROGRAMS**

There is a formal admission process into the MSHIIM program. As part of the application process, students will be asked to write a personal statement describing why they wish to pursue this degree. Students will follow a prescribed program sequence. Failure to follow the prescribed sequence may delay graduation as certain courses are only offered once per academic year. Specific prerequisites or co-requisites must be met before students are allowed to schedule certain courses. A final grade of C is required to pass any College of Health Professions course with the exception of the Capstone course, which requires a final grade of B.

### **3.10 PROFESSIONAL ORGANIZATIONS**

Davenport is affiliated with the following professional organizations and students are encouraged to participate with them to maximize their experience in the MS HIIM program:

American Health Information Management Association (AHIMA)

<http://www.ahima.org>

233 North Michigan Avenue, Suite 2150

Chicago, IL 60601-5800

(312) 233-1100

Each state has a Component State Association (CSA) of AHIMA. They can be located at

<https://www.ahima.org/who-we-are/governance/component-state-associations/>

Healthcare Information and Management Systems Society (HIMSS)

<http://www.himss.org>

230 East Ohio Street, Suite 500

Chicago, IL 60611-3269

(312) 664-4467

Individual HIMSS chapters can be located at this link:

<https://www.himss.org/membership-participation-chapters>

National Association of Health Services Executives (NAHSE)

1050 Connecticut Ave NW #5th

Washington, DC 20036  
202-772-2042

Individual NAHSE chapters can be located at this link: <https://www.nahse.org/Web/Web/About-Us/Local-Chapters.aspx>.

American College of Healthcare Executives (ACHE)  
300 S. Riverside Plaza, Suite 1900.  
Chicago, IL 60606-6698  
312-424-2800

Individual ACHE chapters can be located at this link:  
<https://www.ache.org/chapters>

### **3.11 PROFESSIONAL NETWORKING**

Students are strongly encouraged to begin networking their first semester of school. Examples of networking include but are not limited to volunteering for a local healthcare organization, joining professional associations and participating in local and state AHIMA and/or HIMSS meetings and seminars.

There is a HIM related registered student group for students to join and participate. The MS HIM program director will provide more details on how to participate with this group.

### **3.12 AMERICAN HEALTH INFORMATION MANAGEMENT CODE OF ETHICS**

#### **Preamble**

The ethical obligations of the health information management (HIM) professional include the safeguarding of privacy and security of health information; disclosure of health information; development, use, and maintenance of health information systems and health information; and ensuring the accessibility and integrity of health information.

Healthcare consumers are increasingly concerned about security and the potential loss of privacy and the inability to control how their personal health information is used and disclosed. Core health information issues include what information should be collected; how the information should be handled, who should have access to the information, under what conditions the information should be disclosed, how the information is retained and when it is no longer needed, and how it is disposed of in a confidential manner. All of the core health information issues are performed in compliance with state and federal regulations, and employer policies and procedures.

Ethical obligations are central to the professional's responsibility, regardless of the employment site or the method of collection, storage, and security of health information. In addition, sensitive information (e.g., genetic, adoption, drug, alcohol, sexual, health, and behavioral information) requires special attention to prevent misuse. In the world of business and interactions with consumers, expertise in the protection of the information is required.

#### **Purpose of the American Health Information Management Association Code of Ethics:**

The HIM professional has an obligation to demonstrate actions that reflect values, ethical principles, and ethical guidelines. The American Health Information Management Association (AHIMA) Code of Ethics sets forth these values and principles to guide conduct (See also AHIMA Vision, Mission, and Transformation Values). The code is relevant to all AHIMA members and CCHIIM credentialed HIM professionals [hereafter referred to as certificants], regardless of their professional functions, the settings in which they work, or the populations they serve. These purposes strengthen the HIM professional's efforts to improve overall quality of healthcare.

The AHIMA Code of Ethics serves six purposes:

1. Promotes high standards of HIM practice.
2. Summarizes broad ethical principles that reflect the profession's core values.
3. Establishes a set of ethical principles to be used to guide decision-making and actions.
4. Establishes a framework for professional behavior and responsibilities when professional obligations conflict or ethical uncertainties arise.
5. Provides ethical principles by which the general public can hold the HIM professional accountable.
6. Mentors practitioners new to the field to HIM's mission, values, and ethical principles.

The code includes principles and guidelines that are both enforceable and aspirational. The extent to which each principle is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical principles.

### **Code of Ethics 2019 Ethical Principles:**

Ethical Principles: The following ethical principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members and certificants.

A health information management professional shall:

1. Advocate, uphold, and defend the consumer's right to privacy and the doctrine of confidentiality in the use and disclosure of information.
2. Put service and the health and welfare of persons before self-interest and conduct oneself in the practice of the profession so as to bring honor to oneself, their peers, and to the health information management profession.
3. Preserve, protect, and secure personal health information in any form or medium and hold in the highest regards health information and other information of a confidential nature obtained in an official capacity, taking into account the applicable statutes and regulations.
4. Refuse to participate in or conceal unethical practices or procedures and report such practices.
5. Use technology, data, and information resources in the way they are intended to be used.
6. Advocate for appropriate uses of information resources across the healthcare ecosystem.
7. Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.
8. Represent the profession to the public in a positive manner.
9. Advance health information management knowledge and practice through continuing education, research, publications, and presentations.
10. Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.
11. State truthfully and accurately one's credentials, professional education, and experiences.
12. Facilitate interdisciplinary collaboration in situations supporting health information practice.

13. Respect the inherent dignity and worth of every person.

Source: ([www.ahima.org](http://www.ahima.org))

### 3.13 SCHOLARSHIPS

Financial aid is available to qualified students through the American Health Information Management Association's (AHIMA) Foundation of Research and Education, which offers both loans and scholarships. For more information, visit <https://www.ahimafoundation.org/about-us/scholarships/> or call the scholarship hotline at 312-233-1131.

“Launched in 1996, the [HIMSS Foundation](#) has supported 65+ students with \$260,000+ in scholarships to pursue their education in digital health, information and management systems. We have provided hands-on training to 150+ students, helping guide health policy and informatics education.

Beginning in 2021, the HIMSS Foundation funded \$25,000 for two educational programs to increase the diversity in the digital health workforce: the CAHIMSSM Grant for Minority Professionals and Students, and the Emerging Healthcare Leaders Program” (HIMSS, 2023).

The Michigan Health Information Management Association (MHIMA) also offers scholarships to qualified students. For more information visit <https://www.mhima.org/members/scholarship-award/> on the MHIMA web site.

### 3.14 AHIMA Health Information Management 2018 Graduate Level Curricular Domains

<b>Domain I: Data Structure, Content, and Information Governance</b>
I.1 Assess healthcare delivery systems across diverse stakeholder perspectives.
I.2. Develop strategies for the management of information.
I.3. Develop strategies to achieve data integrity with data governance standards.
I.4. Integrate health record requirements across the health industry.
I.5. Analyze the impact of classification systems, clinical vocabularies, and nomenclatures on the healthcare continuum.
I.6. Design data dictionaries in compliance with governance standards.
<b>Domain II: Information Protection-Access, Use, Disclosure, Privacy, and Security</b>
II.1. Develop privacy strategies for health information.
II.2. Develop security strategies for health information.
II.3. Determine compliance requirements throughout the health information life cycle.
<b>Domain III: Informatics, analytics, and Data Use</b>
III.1 Recommend solutions using health informatics strategies.
III.2. Perform data analysis of health information within a statistical application.
III.3. Present data visually through a computerized application.
III.4. Propose a research initiative for organizational effectiveness.
III.5 Create organizational knowledge with database management techniques.
III.6. Recommend organizational strategies in relation to the exchange of health information.
<b>Domain IV: Revenue Cycle Management</b>
IV.1. Evaluate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines
IV.2. Manage components of the revenue cycle.
IV.3. Evaluate compliance with regulatory requirements and reimbursement methodologies.
<b>Domain V: Health Law and Compliance</b>
V.1. Assess legal processes impacting health information.
V.2. Develop strategies for compliance with external forces.
V.3. Evaluate risk management strategies across the health continuum.
V.4. Evaluate the impact of policy on health care.
V.5. Recommend strategies for detecting and preventing health care fraud.
<b>Domain VI: Organizational Management and Leadership</b>
VI.1. Leverage fundamental leadership skills.
VI.2. Recommend strategies for organizational change.
VI.3. Determine human resource strategies for organizational best practices.
VI.4. Formulate data-driven decisions to meet strategic goals.
VI.5. Recommend financial management processes.
VI.6. Recommend strategies that promote cultural diversity.
VI.7. Develop strategies based on ethical standards of practice.
VI.8. Assess consumer engagement activities.
VI.9. Propose a training program for a health care workforce.
VI.10. Recommend project management methodologies to meet intended outcomes.

**3.15** Students can choose to obtain the MS in HIIM alone, or they may select the MS in HIIM with a Certificate in Data Analytics. Course hours vary based on the student's selection and academic background. See both program sequences below:

## MASTER OF SCIENCE IN HEALTH INFORMATICS AND INFORMATION MANAGEMENT

### RECOMMENDED PROGRAM SEQUENCE (33 CREDITS)

<b>Admission</b>	All students are required to have the equivalent of the following courses at the undergraduate level prior to admission to the program:
<b>Prerequisites:</b>	<ul style="list-style-type: none"> <li>• Medical Terminology</li> <li>• Anatomy &amp; Physiology</li> <li>• Pathophysiology &amp; Pharmacology</li> </ul>
<b>Prerequisites:</b>	<p><b>CISP 547</b> Database Design or Foundations or equivalent course at undergraduate level or above.</p> <p><b>IAAS 581</b> Information Security and Assurance or equivalent course at undergraduate level or above.</p> <p><b>STAT 500</b> Statistics for Business or Basic Statistics Course at undergraduate level or above.</p> <p><b>HINT 770</b> Clinical Vocabulary and Health Record Content (students who have a BS or AS in HIM will meet the requirements of this course).</p>

#### YEAR ONE

<u>Fall Semester (6 credits)</u>			<u>Winter Semester (6 credits)</u>		
HINT601	Health Information Management Orientation	0	IAAS 600	Information Security Planning	3
HCMG 630	Health Care Organizations	3	DATA 667	Data Visualization and Communication (15 week course)	3
DATA 610	Essentials of Business Analytics (15 week course)	3			
<u>Spring/Summer Semester (3 credits)</u>					
HINT 775	Health Information Governance (S2)	3			

#### YEAR TWO

<u>Fall Semester (6 credits)</u>			<u>Winter Semester (3 credits)</u>		
HCMG 750	Financial Management for Healthcare	3	HINT 730	Legal Aspects and Compliance	3
MGMT 653	Leading Organizations	3			
<u>Spring/Summer Semester (6 credits)</u>					
IAAS 675	Health Care Security	3			
HINT 760	Research Methods in HIM	3			

#### YEAR THREE

<u>Fall Semester (6 credits)</u>		
HINT799	Capstone Experience in HIIM (F2)	3

Total: 30-33 hours depending on undergrad course work (see HINT 770)

This information is subject to change and cannot be considered an agreement or contract between individual students and Davenport University. Refer to the current University catalog to confirm degree requirements.

# MASTER OF SCIENCE IN HEALTH INFORMATICS AND INFORMATION MANAGEMENT with CERTIFICATE in DATA ANALYTICS

## RECOMMENDED PROGRAM SEQUENCE (39 CREDITS)

<b>Admission</b>	All students are required to have the equivalent of the following courses at the undergraduate level prior to admission to the program:
<b>Prerequisites:</b>	<ul style="list-style-type: none"> <li>• Medical Terminology</li> <li>• Anatomy &amp; Physiology</li> <li>• Pathophysiology &amp; Pharmacology</li> </ul>
<b>Prerequisites:</b>	<p><b>CISP 547</b> Database Design or Foundations or equivalent course at undergraduate level or above.</p> <p><b>IAAS 581</b> Information Security and Assurance or equivalent course at undergraduate level or above.</p> <p><b>STAT 500</b> Statistics for Business or Basic Statistics Course at undergraduate level or above.</p> <p><b>HINT 770</b> Clinical Vocabulary and Health Record Content (students who have a BS or AS in HIM will meet the requirements of this course)</p>

### YEAR ONE

<u>Fall Semester (6 credits)</u>			<u>Winter Semester (6 credits)</u>		
HINT601	Health Information Management Orientation	0	IAAS 600	Information Security Planning	3
HCMG 630	Health Care Organizations	3	DATA 667	Data Visualization and Communication (15 week course)	3
DATA 610	Essentials of Business Analytics (15 week course)	3			
<u>Spring/Summer Semester (3 credits)</u>					
MGMT 653	Leading Organizations	3			
HINT 775	Health Information Governance (S2)	3			

### YEAR TWO

<u>Fall Semester (6 credits)</u>			<u>Winter Semester (6 credits)</u>		
DATA 625	Data Methods for Business Analytics (15 week course)	3	HCMG 750	Financial Management for Healthcare	3
DATA 710	Introduction to R Programming (15 week course)	3	HINT 730	Information Management in Healthcare (W2)	3
<u>Spring/Summer Semester (6 credits)</u>					
IAAS 675	Health Care Security	3			
HINT 760	Research Methods in HIM	3			

### YEAR THREE

<u>Fall Semester (3 credits)</u>		
HINT799	Capstone Experience in HIIM (F2)	3

Total: 36-39 hours depending on undergrad course work (see HINT 770)

This information is subject to change and cannot be considered an agreement or contract between individual students and Davenport University. Refer to the current University catalog to confirm degree requirements.



### **3.16 Health Care Management Graduate Certificate (12 Credits - HC MGMT GRC)**

The Graduate Certificate in Healthcare Management is designed for working healthcare professionals who want to enhance their proficiency and leadership skills in the healthcare management field. The certificate program is a 12 credit hour (15 if prerequisite courses are needed) and can be completed in one year. The curriculum introduces students to concepts in information management, ethical and legal principles, financial concerns, and an option to explore medical practice management or strategic management in healthcare.

The State of Michigan's Bureau of Labor Market Information and Strategic Initiatives predicts the job growth from 2020-2030 for medical and health services managers will be 31.5%. There will be an increasing need for managers who are versed in medical group practice management as well as those with knowledge of health information technology and informatics systems.

The credit for a single course cannot be applied to more than one degree or certificate; a course substitution must be approved by the Department Chair.

#### **Pre-Requisite:**

Applicants must demonstrate knowledge of financial concepts determined by the CoHP through review of Resume, Statement of Purpose, and Transcripts that would be typically attained in an undergraduate accounting-related course or professional budgetary responsibility. For applicants needing preparation in financial foundations, coursework such as FINC610 may be required.

HCMG630 Health Care Organizations or its equivalent may be taken as part of a graduate degree at Davenport University or on its own as a required prerequisite that must be completed prior to taking the following courses in the Graduate Certificate in Health Care Management.

#### **Certificate Hours: 12 hours (not including HCMG630)**

#### **Required Courses**

HCMG 730 Legal and Ethical Perspectives in Healthcare  
HCMG750 Financial Management for Health Care  
HCMG770 Strategic Management in Health Care  
HCMG745 Healthcare Practice Management

*The Department of Education requires Davenport University to provide certain information (Gainful Employment Disclosure) regarding this certificate program to aid students in making a decision to enroll. The Gainful Employment Disclosure information for this Graduate Certificate can be found at: <https://www.davenport.edu/graduate-student/certifications/health-care-management>.*

## HEALTH CARE MANAGEMENT - GRADUATE CERTIFICATE

### RECOMMENDED PROGRAM SEQUENCE (12 CREDITS)

**Prerequisites:** HCMG630 is a required prerequisite that must be completed prior to taking the courses in the Graduate Certificate in Health Care Management.

For applicants needing preparation in financial foundations, coursework such as FINC510 or equivalent may be required.

#### YEAR ONE

##### Fall Semester (6 credits)

HCMG730	Ethical and Legal Perspectives in Healthcare	3
HCMG 750	Financial Management for Healthcare	3

##### Winter Semester (6 credits)

HCMG745	Health Care Practice Management	3
HCMG770	Strategic Management in Healthcare	3

This information is subject to change and cannot be considered an agreement or contract between individual students and Davenport University. Refer to the current University catalog to confirm degree requirements.

### 3.17 DATA Analytics Graduate Certificate

Davenport University also offers a graduate certificate in Data Analytics available entirely online. The certificate requires four courses, two of which MS in HIIM graduates will have already completed as part of the degree requirements.

With two additional courses, DATA625 and DATA710, students can also earn the graduate certificate in Data Analytics through the College of Arts & Science. More information can be found at the following link: [Data Analytics Graduate Certificate](#)

### 3.18 FREQUENTLY ASKED QUESTIONS (HIM PROGRAMS)

1. Do graduates of this degree qualify to sit for the Registered Health Information Administrator (RHIA) exam??

*Davenport University's bachelor degree in Health Information Management qualifies graduates for the RHIA exam, and associate degree in Health Information Technology prepares graduate for the Registered Health Information Technician (RHIT) exam. Students with the Masters in HIIM will be eligible to sit for the RHIA exam provided they have the requisite foundational knowledge in Anatomy and Physiology, Pharmacology and Pathophysiology, and Medical Terminology. The Department Chair and the Program Director will determine if the students meet these requirements. There are other certifications graduates may want to consider depending on their background and interest.*

AHIMA <http://www.ahima.org/certification>

- Certified in Healthcare Privacy & Security(CHPS)
- Certified Health Data Analyst(CHDA)
- Certified Documentation Improvement Practitioner (CDIP)

2. Where can I take courses for this program?

*This program is designed to be completed entirely online. Because this interdisciplinary program shares courses with the College of Business, College of Technology, and College of Arts & Sciences some courses may be found in-seat; however the scheduling of courses does not incorporate an entirely in-seat option.*

3. How long will this program take to complete?

*Students to take one course every seven-week online session will complete the degree in about 2 years and one semester. There are two fifteen-week courses are required for the DATA coursework in the generic sequence, and four fifteen week courses for DATA coursework if the student selects the Data Analytics Certificate program sequence.*

4. Why does this degree include courses outside of the College of Health Professions?

*Healthcare is a diverse and interdisciplinary environment, with many professions coming to together to support patient care. This degree is designed to let the experts teach each diverse topic. For example, Davenport University's College of Technology has been recognized by the National Security Association and the Department of Defense as a Center of Academic Excellence in data security. The College of Business partners with the degree to teach strategy, management, and finance while the College of Arts & Science has developed a Data Analytics program for professionals. We tie all of this together with the HIIM courses to graduate a professional ready to advance in the workplace.*

5. Who are the program directors for the MS HIIM program and Health Care Management Graduate Certificate?

*Joseph Brown, DHA, CHDA ([jbrown193@davenport.edu](mailto:jbrown193@davenport.edu)) is the director for both programs.*

### **3.19 Student Rights**

1. Graduate students have a right to quality education, review of formative evaluation and due process. Specifically, a student has a right to the following when pursued in accordance with the College of Health Professions and University Policies and Procedures:
2. A fair academic and clinical evaluation of their performance.
3. Confidentiality of information concerning grades and performance.
4. Participation in course and faculty evaluations.
5. Facilitation of awareness of self as an individual with varying physical, emotional, and developmental needs. The student will seek assistance or accommodation as appropriate or needed.

6. An education program with clinical instruction in an institution accredited by the Joint Commission for Accreditation of HealthCare Organizations, Centers for Medicare and Medicaid Services, or other relevant accrediting bodies.
7. Appeal an academic decision including a grade or dismissal from the Masters' program (see the Graduate Catalog.
8. File a complaint against the program with the Michigan Board of Nursing or the Higher Learning Commission.

### 3.20 References

American Health Information Management Association. (2022). Career Tools.  
<https://www.ahima.org/certification-careers/certifications-overview/career-tools/career-pages/health-information-101/>

U.S. Bureau of Labor and Statistics. (2022).  
<https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

Health Information and Management Systems Society. (2022).  
[https://www.himss.org/what-we-do-initiatives/foundation-overview?utm\\_campaign=general&utm\\_source=google&utm\\_medium=cpc&utm\\_term=&adgroupid=134509372449&gclid=CjwKCAjwoMSWBhAdEiwAVJ2\\_ndu44gKn4gl5rEJm-ms2cxlHPKk0bwNW2R3DRJwAXWhuVgy3\\_ZPHrVRoCN44QAvD\\_BwE](https://www.himss.org/what-we-do-initiatives/foundation-overview?utm_campaign=general&utm_source=google&utm_medium=cpc&utm_term=&adgroupid=134509372449&gclid=CjwKCAjwoMSWBhAdEiwAVJ2_ndu44gKn4gl5rEJm-ms2cxlHPKk0bwNW2R3DRJwAXWhuVgy3_ZPHrVRoCN44QAvD_BwE)



# **MASTER OF SCIENCE IN OCCUPATIONAL THERAPY**



**GRADUATE STUDENT HANDBOOK**

**2023-24**

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## OCCUPATIONAL THERAPY

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On behalf of the faculty and staff of the Occupational Therapy Department, I would like to welcome you to another exciting academic year at Davenport University. Whether you are just entering our program or returning for another year, new learning opportunities await you.

To help you gain a better understanding of the Master of Science in Occupational Therapy Program, the College of Health Professions, and Davenport University, we have developed a College of Health Professions Graduate Student Handbook. The information contained within the Student Handbook is designed to serve as an introduction to the Department, College, and University and direct you to resources that will help you throughout your academic program.

We are so grateful for the opportunity to be a part of your journey from student to entry-level clinician. By the end of this program, we believe you will be well-prepared to have a positive impact on both the clients you serve and the profession of occupational therapy.

Thank you for being part of the Davenport University community. If you have questions or if there is anything that I or other members of the Occupational Therapy team can do to assist you, please let us know.

Sincerely,

Theresa Leto

Theresa Leto DHS, OTRL  
Associate Professor and Department Chair Occupational Therapy  
Davenport University

## MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

### 3.21 INTRODUCTION TO STUDENT HANDBOOK

The Occupational Therapy Graduate Student Handbook has been prepared to provide graduate students with information about the Master of Science in Occupational Therapy (MSOT) program and to provide procedural guidance.

**Note:**

*The information in the Occupational Therapy section of the College of Health Professions Student Handbook is subject to change without notice.*

### 3.22 Occupational Therapy Faculty and Staff

Occupational Therapy Faculty and Staff		
<b>Department Chair, Associate Professor</b> Theresa Leto DHS, OTRL (616) 871-6153 <a href="mailto:tletto@davenport.edu">tletto@davenport.edu</a>	<b>Academic Fieldwork Coordinator</b> Susan Owens, MS, OTRL (616) 871-6159 <a href="mailto:sowens14@davenport.edu">sowens14@davenport.edu</a>	<b>Administrative Assistant</b> Juliet Allen (616) 871-6151 <a href="mailto:jallen69@davenport.edu">jallen69@davenport.edu</a>
Full-Time Faculty		
Jennifer Bingman, OTD, OTRL Assistant Professor (616) 871-6711 <a href="mailto:jbngman@davenport.edu">jbngman@davenport.edu</a>	Stephanie Tamminga CHT, MSOT/L Instructor (616) 871-6153 <a href="mailto:stamminga@davenport.edu">stamminga@davenport.edu</a>	Barbra Katerberg, OTD, OTRL Associate Professor (616) 871-6156 <a href="mailto:bkaterberg@davenport.edu">bkaterberg@davenport.edu</a>
<b>Adjunct Faculty</b> Kelly A. McCarron, Ed.D, OTRL Associate Dean of Academic Retention & Student Success-Global <a href="mailto:kmccarron@davenport.edu">kmccarron@davenport.edu</a>	<b>Academic Advisor</b> Sarah Murphy (616) 871-6701 <a href="mailto:smurphy34@davenport.edu">smurphy34@davenport.edu</a>	
<b>Admissions Representative</b> Nate Swanson (616) 554-5397 <a href="mailto:nswanson5@davenport.edu">nswanson5@davenport.edu</a>	<b>Admissions Representative</b> Amy Doxtater Senior Community College Admissions Rep (269) 552-3328 <a href="mailto:adoxtater@davenport.edu">adoxtater@davenport.edu</a>	

### 3.23 Accreditation Status

The entry-level Master of Science in Occupational Therapy degree at Davenport University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The program received 7-year accreditation approval which is granted to new programs that have demonstrated exceptional education quality. The next full accreditation review is scheduled to occur during the 2022/2023 academic year.

Graduates of the Davenport MSOT program are eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

The Occupational Therapy program at Davenport University adheres to all ACOTE requirements including timely notifications to ACOTE of changes within the MSOT program and/or Davenport University. The members of the Occupational Therapy Department are responsible for demonstrating honesty, integrity, and ethical conduct in all dealings with ACOTE consistent with policies and procedures for honest and ethical behavior.

For more information about accreditation contact:

Accreditation Council for Occupational Therapy Education  
6166 Executive Boulevard, Suite 200  
North Bethesda, Maryland 20852-4929  
<https://acoteonline.org>  
(301) 652-6611  
[accred@aota.org](mailto:accred@aota.org)

Additional information regarding accreditation can be obtained from:

Davenport University  
Occupational Therapy Department  
Dr. Theresa Leto, Department Chair  
Suite 033 Academic Building  
[tletto@davenport.edu](mailto:tletto@davenport.edu)  
(616) 871-6153

### **3.24 Mission Statement**

The mission of the Occupational Therapy Program at Davenport University is to provide practice-based education that is knowledge-driven and prepares students to be client- centered practitioners who embody principles of human occupation in their practice.

### **3.25 Statement of Philosophy**

The Occupational Therapy academic program at Davenport University is founded on the Philosophical Base of Occupational Therapy that defines occupations as “activities that bring meaning to the daily lives of individual, families, communities, and populations and enables them to participate in society (AOTA, 2017). Occupational therapy is based on the belief that individuals have an innate need and right to engage in meaningful occupations and that participation in these occupations is a determinant to health for individuals, families, communities, and populations. Occupations occur in context throughout the lifespan. This participation in meaningful occupations throughout the lifespan leads to occupational adaptations that facilitate well-being and quality of life.

### **3.26 Fundamental Beliefs about Humans**

Consistent with the Philosophical Base of Occupational Therapy (2017), the Philosophy of Occupational Therapy Education (AOTA, 2018) emphasizes the view of humans as occupational beings, occupation as health determinant, and participation in occupations as a fundamental human right but this official document specifically centers on



beliefs about knowledge, learning and teaching. The philosophy of occupational therapy education believes that education (learning) is an ongoing process that shapes the occupational therapy student, their professional identity and their professional skills.

Humans are occupational beings with an innate drive to engage in meaningful occupations across the lifespan. The Occupational Therapy Program at Davenport University is founded on the fundamental belief that for all humans, learning is facilitated by intrinsic motivation and by the teaching and learning environment (Orsini, Evans & Jerez, 2015). Educational programs that support intrinsic motivation embrace and facilitate student learning. For students who are intrinsically motivated, satisfaction is gained from setting learning and professional goals, self-evaluation and reflection. Students also gain satisfaction through participation in learning activities, successful completion of context-oriented assignments, and/or mastery of technical skills. Learning becomes a part of the natural educational environment and is fueled by student motivation rather than the drive for external rewards (Richlin, 2006). Being part of the learning environment is motivating in itself. The educational setting becomes a meaningful context for the students, influencing and facilitating their learning and performance. Richlin (2006) identified four factors essential for intrinsic motivation: success, curiosity, originality, and relationships.

The four factors identified by Richlin (2006) can be met within the structure of an occupational therapy education program. The Occupational Therapy Department at Davenport University:

1. Promotes success by building on prior knowledge and experience and by valuing student accomplishments:
2. Arouses curiosity by incorporating authentic clinical issues and experiential learning into the curriculum.
3. Facilitates originality by providing opportunities for critical reasoning, self-directed learning, and self-reflection.
4. Encourages relationships by modeling therapeutic use of self, building therapeutic alliances, and establishing a collaborative and inclusive educational environment.

Meeting the motivational needs of students must occur in conjunction with expectations associated with goals for the educational experience.

### **3.27 Beliefs about How Humans Learn**

Fundamentally, the Davenport University occupational therapy program reflects the philosophical base of the profession and the philosophy of occupational therapy education. The program believes that humans have an innate drive for occupation. The Occupational Therapy Department at Davenport University is an academic program focused on student learning and achievement and adopts the educational philosophies of humanism and constructivism. The philosophy encourages the program's curriculum design, course construction, and instructional approach reflect the belief that human learning is strongly influenced by intrinsic motivation to learn and that this motivation prompts the development of personal goals. Thus, motivational needs of students can be addressed through a thoughtfully constructed education program. The Occupational Therapy Program's teaching approach is founded on a hierarchical structure that builds on prior knowledge and guides students forward and upward through introduction, reinforcement, and mastery of concepts. This approach supports developmental growth in critical thinking, professional judgment and integration of core concepts of the profession. Implementation strategies include active engagement in classroom instruction, experiential learning, self-directed study, and self-reflection. This approach promotes habits of lifelong learning. The program aims to provide practice-based education that is knowledge-driven and prepares students to be team-oriented and client-centered clinicians who incorporate principles of human occupation into their practice.

## 3.28 MASTER OF SCIENCE IN OCCUPATIONAL THERAPY CURRICULUM

### 3.28.1 Overview

The Master of Science in Occupational Therapy is a post-baccalaureate, entry-level practice degree intended for students who want to study to become practicing occupational therapists.

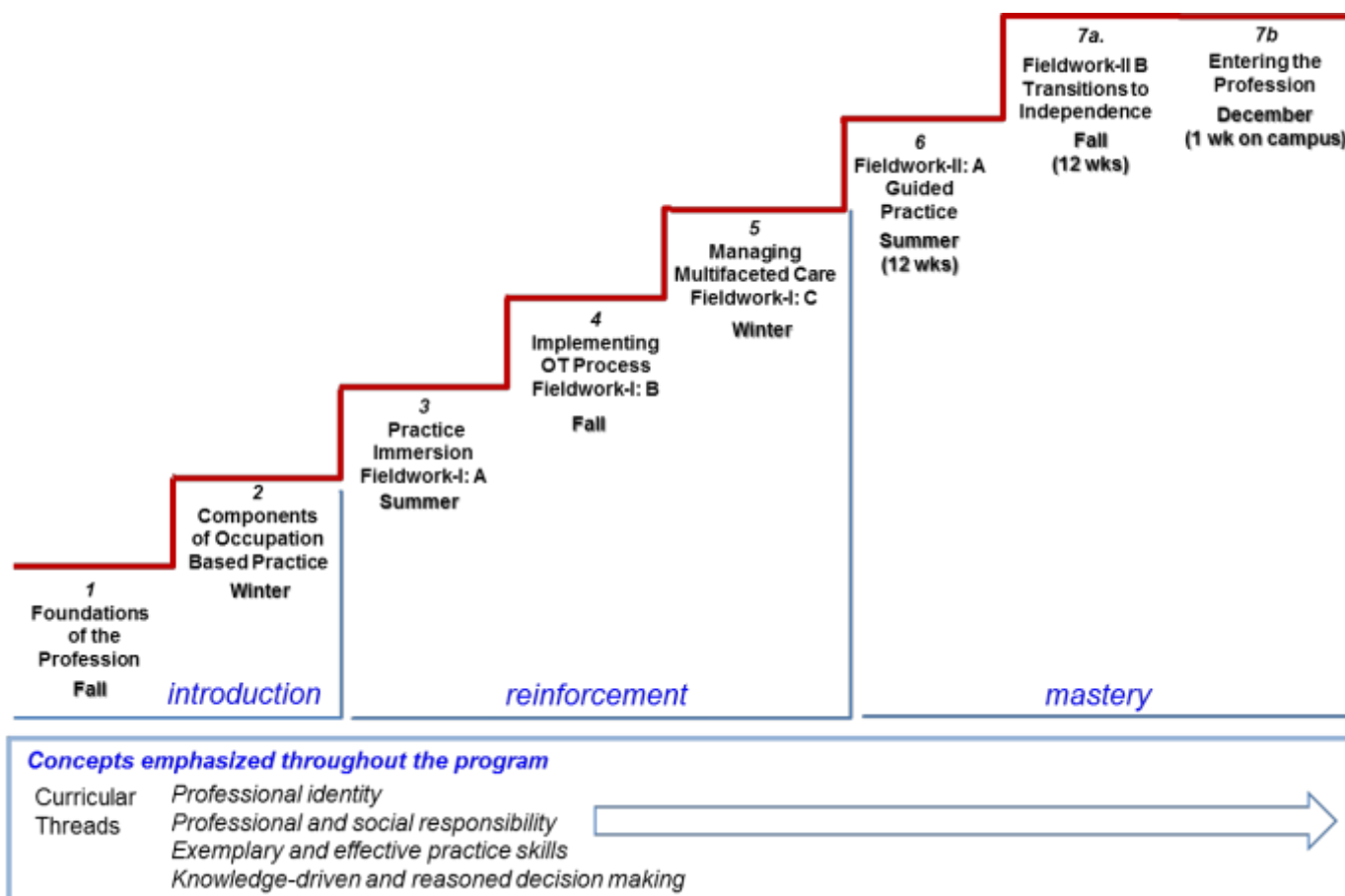
The entry level MSOT program is a full-time on-campus graduate program offered at the W.A. Lettinga campus. The MSOT program at Davenport University provides practice-based education that prepares students to be exceptional practitioners. Classroom education is supported by extensive hands-on training provided through on-campus practical activities and off-campus immersion experiences in practice settings. Small class sizes and individualized instruction by experienced clinicians and educators assist students master the skills needed for contemporary and emerging areas of practice.

### 3.28.2 Length of Program

The MSOT program (78 credits) is delivered as a full-time on-campus program. Students enter the Occupational Therapy Program in the Fall Semester and progress through the program as a cohort. The typical program is 28 months in length and is conducted over 7 consecutive semesters (including summers).

### 3.28.3 Curriculum Design

Occupational Therapy education at Davenport University is provided over seven consecutive terms. As shown in the figure below, students not only move forward learning new concepts throughout the program but also move upward strengthening their knowledge, skills, and abilities by building on prior didactic and practical experiences.



### **3. 28.4 Curricular Threads**

The curriculum also contains major content areas that are emphasized throughout the program (curricular threads). Each curricular thread is introduced in a first or second term foundational course and is then reinforced in subsequent courses throughout the curriculum. Content is reinforced by provision of review modules, authentic application, experiential learning, and/or additional content. The curricular threads provide a solid foundation of concepts important to practice and the profession and further unify content across the curriculum.

As shown in the previous figure, the four curricular threads providing foundation of the curriculum are:

1. Professional identity
2. Professional responsibility
3. Exemplary and effective practice skills
4. Knowledge-driven and reasoned decision making

### **3. 28.5 Curriculum Sequence**

The sequence of content is intentional providing a logical progression of ideas across the curriculum. The sequence and hierarchy of the semesters are aligned with Bloom's Taxonomy and fits well with the university's I.R.M approach to global assessment of student learning (I: introduction; R: reinforcement; and M: mastery). A summary of the progression of the curriculum is provided below.

#### **Semester-1: Foundations of the Profession**

Semester-1 occurs in the Fall Semester and focuses on foundational knowledge and exploration of the profession. Foundations of knowledge include the study of body systems, healthcare organizations/systems, and the fundamentals of knowledge-driven practice. Students begin exploration of the profession through the study of human occupation, the foundations of the profession (including history of occupational therapy and professional roles), and fundamentals of Occupational Therapy practice. Participation in experiential learning reinforces student understanding of communication, interaction, and human diversity. At the conclusion of Semester-1, students understand the concept of evidence supported, occupation-based, client- centered care and are prepared to move forward with a sense of professional identity.

#### **Semester-2: Components of Occupation-Based Practice**

Semester-2 occurs in the Winter Semester. Semester-2 continues the study of body systems and introduces students to the basic components of effective practice – clinical observation, analysis, assessment, and documentation. Students have opportunities to sharpen their observation skills; analyze tasks, activities, and environments; perform criterion and standardized assessments, and practice professional documentation. Participation in faculty-mentored scholarship activities also occur during this term, strengthening foundations in knowledge- driven decision making. At the close of the winter semester students possess basic skills in analysis, assessment, and documentation. The students incorporate communication and interaction skills learned in the previous semester into the assessment process and adhere to principles of ethical practice learned during this term. At the conclusion of Semester-2, students are prepared to move upward to Level-1 Fieldwork to perform supervised assessments in practice environments.

#### **Semester-3: Practice Immersion**

Semester-3 occurs in the Summer Semester. In Semester-3, students complete a 4-week Level-I Fieldwork immersion practicum.

The Level-I Fieldwork experience reinforces concepts covered previously including information gathering, communication (with patients and staff), assessment, and documentation. In addition, the students are introduced to occupation-based treatment planning as a preparation for second year courses.

#### **Semester-4: Implementing the Occupational Therapy Process**

Semester-4 occurs in the Fall Semester in the second year of the program. Semester-4 reinforces learning from previous semesters and advances student understanding of the occupational therapy process. Content focuses on planning and implementation of treatment in the contexts of school-based practice, outpatient service, and community-based care. In this semester, students participate in behavioral/mental health Level-I fieldwork which reinforces content in concurrent courses and contributes to the mastery of communication/interaction skills introduced earlier in the program. Treatment approaches, intervention goals, and target outcomes focus on enhancing participation in activities of daily life and maximizing engagement in meaningful occupations. Access to care and management of occupational therapy services are also included, further enhancing student awareness of professional responsibilities. Critical review of the literature continues which contributes to knowledge-driven best-practice interventions. At the close of the Fall Semester, students possess skills in planning and provision of treatment for clients/patients receiving ongoing care primarily in one service setting. Students are also aware of requirements and restrictions associated with delivery of service. Skills developed during this semester prepare students to move forward to practice with patients who are likely to continue their care through transfer to (and among) other service settings.

#### **Semester-5: Managing Multifaceted Care**

Semester-5 occurs in the Winter Semester in the second year of the program. Semester-5 prepares students for practice with patients who are likely to transfer among services such as acute care, continuing care, skilled-nursing, rehabilitation, long-term care, and home care.

Students are exposed to practice that necessitates consideration of multiple care options; involves complex transfer and discharge planning; necessitates patient advocacy, and requires skillful communication with patients and their families. To supplement didactic instruction, students participate in Level-I Fieldwork with persons who have neurological conditions. Seating, mobility, assistive device, and technological interventions are covered as well as continued review of the literature. At the close of the Winter Semester, students are prepared to advance forward to Level-II fieldwork.

#### **Semester 6 and 7: Level-II Fieldwork**

Level-IIA Fieldwork is the first of two Level-II practice experiences. During Level-IIA Fieldwork students apply previously acquired knowledge and skills to full time practice in more challenging practice settings. Level-IIA Fieldwork is designed to foster professional identity, promote clinical reasoning, and further develop communication, evaluation, interventions, and advocacy skills. Level-IIB Fieldwork is the second of the two Level-II practice experiences. Level-IIB is designed to prepare students to assume greater responsibility; perform well in novel situations; and demonstrate advanced problem-solving and clinical reasoning. The goal of Level-IIB Fieldwork is to develop competent, entry-level practitioners who will function as generalist occupational therapists. Following completion of the second full-time fieldwork experience, students return to campus for a one-week experience to reflect upon their professional identity as an occupational therapist and create a professional development plan considering potential future roles as practitioner, fieldwork educator, consultant, OT educator, researcher, and entrepreneur.

### 3. 28.6 Overview of Courses

<b>Foundations</b>		<b>11 Credits</b>
OCTH601	MSOT Orientation Seminar	0
BIOL621	Functional Human Anatomy I	4
BIOL622	Functional Human Anatomy II	4
HCMG630	Health Care Organizations	3
<b>Core Courses</b>		<b>40 Credits</b>
OCTH610	Principles of Human Occupation and Foundations of the Profession	3
OCTH616	Fundamentals and Scope of Occupational Therapy Practice	3
OCTH621	Acute and Chronic Conditions: Effect on Occupational Performance	3
OCTH636	Analysis of Environment, Task, and Activity	2
OCTH636L	Analysis of Environment, Task, and Activity Lab	1
OCTH652	Fundamentals of Dev. and Developmental Assessment	2
OCTH652L	Fundamentals of Dev. and Developmental Assessment Lab	1
OCTH721	Occupational Therapy Process in Sensory-Motor Disruption	3
OCTH738	Occupational Therapy in Behavioral and Mental Health	3
OCTH751	Evaluation of Upper Limb Injuries	2
OCTH751L	Evaluation of Upper Limb Injuries Lab	1
OCTH760	Access to Care I	2
OCTH766	Access to Care II	2
OCTH756	Management of Occupational Therapy Services	3
OCTH772	Equipment and Technological Interventions	2
OCTH778	Central Nervous System Injury and Disorders	3
OCTH778L	Central Nervous System Injury and Disorders Lab	1
OCTH787	Issues in Aging: Changes in Activities and Occupations	3
<b>Research</b>		<b>6 Credits</b>
OCTH628	Fundamentals of Knowledge-Driven Practice	3
OCTH660	Research and Scholarship in Occupational Therapy	3
<b>Clinical Fieldwork Experience</b>		<b>17 Credits</b>
OCTH715	Level-I Fieldwork A: Occupational Therapy Process	3
OCTH745	Level-I Fieldwork B: Behavioral and Mental Health	1
OCTH785	Level-I Fieldwork C: Neurological Conditions	1
OCTH795A	Level IIA Fieldwork: Guided Practice	6
OCTH795B	Level IIB Fieldwork: Transitions to Independence	6
<b>Capstone</b>		<b>4 Credits</b>
OCTH789	Emerging Areas of Practice	3 cr.
OCTH799	Entering the Profession	1 cr.

### 3. 28.7 Plan of Study (78 Credits)

<b>FALL 1</b>	<b>Term 1: Foundations of the Profession</b>	<b>16 Credits</b>
BIOL 621	Functional Human Anatomy-I	4
OCTH 601	MSOT Orientation Seminar	0
OCTN 610	Principles of Human Occupation & Foundations of the Profession	3
OCTH 616	Fundamentals and Scope of Occupational Therapy Practice	3
OCTH 621	Acute and Chronic Conditions: Effect on Occupational Performance	3
OCTH 628	Fundamentals of Knowledge-Driven Practice	3
<b>WINTER 1</b>	<b>Term 2: Components of Occupation-based Practice</b>	<b>16 Credits</b>
BIOL 622	Functional Human Anatomy-II	4
HCMG 630	Health Care Organizations	3
OCTH 636	Analysis of Environment, Task, & Activity	2
OCTH 636L	Analysis of Environment, Task, & Activity - Lab	1
OCTH 652	Fundamentals of Development & Developmental Assessment	2
OCTH 652L	Fundamentals of Development & Developmental Assessment - Lab	1
OCTH 660	Research and Scholarship in Occupational Therapy	3
<b>SUMMER 1</b>	<b>Term 3: Practice Immersion</b>	<b>3 Credits</b>
OCTH 715	Level 1: Fieldwork-A	3
<b>FALL 2</b>	<b>Term 4: Implementing the Occupational Therapy Process</b>	<b>15 Credits</b>
OCTH 721	Occupational Therapy Process in Sensory-Motor Disruption	3
OCTH 738	Occupational Therapy in Behavioral & Mental Health	3
OCTH 745	Level-I Fieldwork-B	1
OCTH 751	Evaluation and Intervention of Upper Limb Injuries	2
OCTH 751L	Evaluation and Intervention of Upper Limb Injuries Lab	1
OCTH 756	Management of Occupational Therapy Services	3
OCTH 760	Access to Care-I	2
<b>WINTER 2</b>	<b>Term 5: Managing Multifaceted Care</b>	<b>15 Credits</b>
OCTH 766	Access to Care-II	2
OCTH 772	Technology and Adaptation Supporting Participation	2
OCTH 778	Central Nervous System Injury & Disorders	3
OCTH 778L	Central Nervous System Injury & Disorders - Lab	1
OCTH 785	Level-1 Fieldwork-C	1
OCTH 787	Issues in Aging: Changes in Activities & Occupations	3
OCTH 789	Emerging Practice: Program Development & Program Assessment	3
	Preparation for Level-II FW	0
<b>SUMMER 2</b>	<b>Term 6: Guided Practice</b>	<b>6 Credits</b>
OCTH 795a	Level-IIB Fieldwork	6
<b>FALL 3</b>	<b>Term 7: Transitions to Independence</b>	<b>7 Credits</b>
OCTH 795B	Level-IIB Fieldwork	6
OCTH 799	Entering the Profession	1
<b>Total Credits for Program</b>		<b>78</b>

### **3.28.8 Alterations to Plan of Study**

Alterations to the plan of study must be reviewed by the Occupational Therapy Program Curriculum Committee and approved by the Occupational Therapy Department Chair.

Requests from the student must:

- Be made in writing and addressed to the Occupational Therapy Department Chair,
- Include specific alteration(s) being requested,
- Include justification for the alteration(s), and
- Be received by the Occupational Therapy Department Chair one month prior to the first term of the Occupational Therapy Program.

Additional information from the student may be requested as part of the deliberation process. Response to the student will be provided in writing within two weeks of the request.

## **3.29 FIELDWORK**

### **Overview**

Clinical experiences are important components of occupational therapy education. Davenport University Occupational Therapy students participate in fieldwork experiences throughout the program. Some fieldwork will occur at locations within the greater Grand Rapids area and will occur in combination with on-campus classes. Other fieldwork occurs as full-time immersion experiences where students leave campus for extended periods of time. The full-time fieldwork immersion experiences may occur nationwide.

As shown in the Plan of Study, the program contains three Level-I fieldwork experiences and two Level-II fieldwork experiences.

### **Timely Completion of Fieldwork**

Students must successfully complete all Level-II Fieldwork requirements within 18 months of completion of academic coursework in order to graduate from the program. The Occupational Therapy Department Chair must approve any alteration to the established fieldwork plan.

### **Note:**

Students enrolled in the program cannot be guaranteed fieldwork placements in any specific location, including the Grand Rapids area. Students are responsible for housing and transportation related to education experiences (including fieldwork).

Refer to the Master of Science in Occupational Therapy Fieldwork Handbook for additional fieldwork information.

## **3.30 PROGRAM OBJECTIVES**

### **Student Learning Outcomes**

Four concepts (curricular threads) are emphasized throughout the Davenport University Occupational Therapy Program:

1. Professional identity
2. Professional and social responsibility
3. Effective and exemplary practice
4. Knowledge-driven clinical reasoning

The four curricular threads provide the foundation for evaluation of student performance and overall success of the program. At the conclusion of the Master of Science in Occupational Therapy Program graduates will:

- Interpret the importance of purposeful activity and meaningful occupation to consumers, colleagues, administrators, and policy makers.
- Integrate concepts of human occupation into evaluation, treatment, goals and documentation.
- Demonstrate professional and social responsibility through socially and culturally competent communication and interaction.
- Exemplify professionalism through ethical behavior, advocacy, and leadership supporting the diverse needs of individuals, communities, and society.
- Appraise/recommend effective interactive, adaptive, and technological approaches intended to facilitate communication, enhance function, and promote participation.
- Implement exemplary practice utilizing depth and breadth of knowledge, skills, and abilities in assessment and treatment.
- Evaluate options to address challenging issues in practice and the profession through clinical reasoning, creative problem solving, and critical thinking.
- Advance best-practice in contemporary and emerging areas of practice by consistently seeking, critically reviewing, and utilizing information from the literature and credible sources.

### **3.31 ADVISING & STUDENT SUPPORT**

#### **Academic Advising**

Following acceptance into the Occupational Therapy Program, students are assigned an academic advisor. Academic advisors assist students with the transition into Davenport University and provide ongoing advising which includes:

- Establishing Blackboard and Panther Mail (DU email) accounts
- Assisting students with financial aid applications
- Scheduling classes
- Ordering textbooks
- Answering questions related to academic programs and policies
- Addressing student concerns and when appropriate, assisting with creation of action plans to resolve concerns
- Assisting students prepare for each semester
- Performing pre-graduation audits
- Supporting students from the start of the program through graduation

Academic advisors can be accessed by phone, email, or appointment at the W.A. Lettinga campus. See page 42 for the contact information of your assigned academic advisor.

#### **Professional Program Advising**

In addition, students are assigned to a faculty member from the Occupational Therapy Department, to mentor and assist students with:



- Advising related to program courses and progression
- Professional development throughout the program including monitoring professional skills and professional behaviors, creating of professional development plans, and providing guidance regarding career options
- Facilitating student success through development of Academic Support Plan

### **Student Responsibilities in the Advising Process**

- Students are responsible for meeting with their academic advisor and faculty mentor at least one time per semester to review their progress in the Occupational Therapy Program.
- Students seeking to change their academic advisor or faculty mentor should contact the Occupational Therapy Department Chair.

### **Academic Support Plans**

Students who have difficulty meeting the requirements of the Occupational Therapy Program may be required to develop an Academic Support Plan. The need for an Academic Support Plan will be determined by the student's academic advisor and/or faculty mentor. An Academic Support Plan may be needed due to frequent absences, personal issues, health concerns, and/or academic performance difficulties. The creation of the Academic Support Plan is a collaboration of the student, academic advisor, faculty mentor, department chair, and available campus resources. The purpose of the Academic Support Plan is to outline specific goals, objectives, and action steps to assist the student in achieving success.

### **Student Support Services**

In addition to academic advising services, students in the Occupational Therapy Program will have access to student support services available to all Davenport University graduate students. Student support services are outlined in the Davenport University Graduate Catalog and are listed below.

- Counseling
- Housing
- Email
- Student identification Cards
- Change of contact information (name, address, or phone number)
- Student insurance
- Student with disabilities
- Student life
- Intercollegiate sports
- Career services
- Davenport University Alumni Association

You may also access the Student Success Handbook at the link below. The student success handbook includes important information in a one location.

Student Success Handbook - <https://davenport.libguides.com/student-success-handbook>

### 3.32 ACADEMIC PROGRESSION

#### Overview

The sequence of the Occupational Therapy Plan of Study is intentional. Each academic term in the program is dependent upon successful completion of all required coursework in all prior academic terms. Therefore, failure of one course within a term results in the inability to progress within the program. In order to maintain good academic standing in the Occupational Therapy Program, a student must:

- Achieve a grade of 'B minus' or better in all program courses (OCTH courses), except OCTH 789 and OCTH 799. In these courses, the student must achieve a grade of "B" or better to progress.
- Achieve a grade of 'C' or better in out-of-program courses (BIOL and HCMG).
- Maintain a cumulative grade point average (GPA) of 3.00 throughout the program.

Grade	Grade Points	Percentages (%)	Attainment Level
A	4.0	100 – 93	Superior
A-	3.7	92 – 90	
B+	3.3	87 – 89	Above Average
B	3.0	83 – 86	Acceptable
B-	2.7	80 – 82	
F	0.0	79 -- 0	Failure
NF	0.0	n/a	Failure / No Show
W	-	n/a	Withdraw

*\*The grading scale is not rounded.*

#### Academic Suspension

A grade lower than a 'B minus' in OCTH courses, a grade lower than a "B" in OCTH 789 or OCTH 799, or a grade lower than a 'C' in BIOL/ HCMG courses will result in a failing grade. A student who fails a course that is required in the Plan of Study will be placed on suspension and will not be allowed to progress to the next semester. The student must successfully complete the failed course at the next opportunity the course is offered and apply to the Occupational Therapy Department for re-entry into the program.

#### Probation

If the cumulative GPA of an Occupational Therapy student falls below 3.0, the student will be placed on Academic Probation for that semester. The following semester, the student will be on Graduate 2nd Probation. At the end of the Graduate 2nd Probation the student must have a semester GPA of 3.0 or better. Failure to achieve a semester GPA of 3.0 or better will result in Academic Dismissal. The Occupational Therapy probation policy is aligned with the Davenport University policy for graduate students (DU Graduate Catalog).

**Graduate academic warning.** An Occupational Therapy student on Graduate 2nd probation who achieves a semester GPA of 3.0 or above, but does not increase their cumulative GPA to a 3.0 or greater will be placed on Academic Warning. Students will remain on Academic Warning as they work to improve their cumulative GPA to a 3.0 or better (as long as they maintain the 3.0 or better semester GPA.) Failure to achieve the 3.0 or better semester GPA will result

in Academic Dismissal. The Occupational Therapy Graduate Academic Warning Policy is aligned with the Davenport University policy for graduate students (DU Graduate Catalog).

**Graduate good standing post probation.** A graduate student who has been on a Probationary or Warning Status at any time must maintain a 3.0 or better semester GPA in every subsequent semester of attendance. Failure to achieve the 3.0 or better semester GPA will result in Academic Dismissal even if the cumulative GPA is 3.0 or above. The Occupational Therapy Program complies with the Davenport University policy for graduate students (DU Graduate Catalog).

### **Graduate Academic Dismissal**

A graduate student who has had one or more semesters on any probationary status that fails to maintain a semester GPA of 3.0 or better faces Academic Dismissal. The Occupational Therapy Program complies with the Davenport University policies for Graduate Academic Dismissal (DU Graduate Catalog).

**Re-entry following dismissal.** A Davenport University graduate student who has been dismissed from the University for academic reasons may apply for re-entry under the following conditions:

1. There must be a lapse of at least one semester (including spring/summer) following the dismissal.
2. A letter requesting re-entry should be submitted to the Occupational Therapy Department Chair at least four weeks before the semester/session in which the student wishes to re-enter. Permission to re-enter will be determined by the Occupational Therapy Department Chair and the Dean of the College of Health Professions. If the student is reinstated, the student must meet the required conditions of re-entry and maintain a semester 3.0 GPA or better in each subsequent semester. If the student does not maintain a semester GPA of 3.0, the student will be dismissed from the program.
3. No re-entry will be considered after a final dismissal.
4. The Occupational Therapy Program complies with the Davenport University re-entry policy for graduate students (DU Graduate Catalog).

### **Grade Appeals**

The Occupational Therapy Program supports and complies with Davenport University Final Grade Appeal policies and procedures as outlined in the Davenport University Graduate Catalog.

### **Tuition Refund and Student Withdrawal**

The Occupational Therapy Program supports and complies with Davenport University tuition refund and student withdrawal policies and procedures as outlined in the Davenport University Graduate Catalog.

### **Graduation Requirements and Timelines**

Students must successfully complete the Occupational Therapy Plan of Study to be eligible for graduation. Level-II Fieldwork requirements must be completed within eighteen months of completion of academic coursework.

### 3.33 NON-DISCRIMINATION AND PROTECTIONS

#### **Non-Discrimination**

The Occupational Therapy Program supports and complies with Davenport University equal opportunity and safety/security policies for all employees, prospective students, and active students as outlined in the Davenport University Graduate Catalog.

#### **Americans with Disabilities Act**

The Occupational Therapy Program supports and complies with the provisions of the Americans with Disabilities Act (ADA). University-wide accommodations, information for students, and policies/procedures are outlined in the Davenport University Graduate Catalog.

A student with a disability is responsible for contacting the Davenport University Student Access Coordinator in order to seek and receive accommodations. Students must complete an Accommodations Request Form and may need to complete additional forms (such as Verification of Disabilities Form). Students are encouraged to contact the Student Access Coordinator early in the program (or when the issue arises) to facilitate implementation of accommodations in a timely manner.

***Note:** Students who have temporary issues may also be eligible for accommodations. Students with temporary conditions should contact the campus Student Access Coordinator for guidance.*

#### **Accommodations – Practical Performance**

If the student with is unable to execute a physical task utilizing standard (commonly accepted) procedures, the student must demonstrate the skills necessary to instruct others including:

- Description of task
- Purpose of the task (justification/rationale)
- Target populations (staff, patients, clients)
- Steps in the process (including appropriate environment and precautions)
- Follow-up assessments (if needed)

#### **Accommodations – Fieldwork**

Students who have issues that may impact participation or performance in fieldwork should contact the Occupational Therapy Academic Fieldwork Coordinator at time of entry into the program (or when the issue arises).

#### **Accommodations – NBCOT**

The National Board for Certification in Occupational Therapy (NBCOT) provides reasonable accommodations and appropriate Special Testing Accommodations for eligible exam candidates. Please note that English as a second language, computer anxiety, and test anxiety are not defined as disabilities in the Americans with Disabilities Act; therefor do not qualify the student for accommodations. For additional information refer to: [www.nbcot.org](http://www.nbcot.org).

### 3.34 PROGRAM REQUIREMENTS AND STUDENT RESPONSIBILITIES

#### **Criminal Background Check and Drug Screening Requirements**

All students in the Davenport University College of Health Professions are required to submit to criminal background checks and drug screenings (CBC/DS). The results of the checks/testing, which remain confidential, will be used to determine a student's eligibility for continued enrollment in the College of Health Professions and the Occupational Therapy Program. Students who refuse to consent to criminal background checks and/or drug testing will be dismissed from the program. Criminal background checks and drug screening will occur three times throughout the MSOT

program (costs associated with background checks and drug screenings are part of course fees). Additional screenings may be required (due to positive results, request by fieldwork site, or other circumstances). Costs associated with the additional CBC/DS screenings will be the responsibility of the student.

Specific information regarding criminal background checks and drug screening procedures, requirements, and positive results are described in the College of Health Professions Handbook. The Occupational Therapy Program supports and complies with the College of Health Professions policies including use of medical marijuana.

### **Felony Convictions (potential impact on eligibility for certification):**

Persons who have been charged with or convicted of a felony may be barred from being certified by the National Board for Certification in Occupational Therapy (NBCOT).

**NBCOT certification** must be successfully completed to practice as an occupational therapist. Students with concerns are encouraged to review their specific situation with NBCOT. Questions should be directed to:

Credentialing Services at NBCOT

12 S. Summit Avenue, Suite 100

Gaithersburg, MD, 20877

(301) 990-7979

Email: [character.review.nbcot.org](mailto:character.review.nbcot.org)

[www.nbcot.org](http://www.nbcot.org)

### **Technology Requirements**

The Occupational Therapy Program at Davenport University frequently uses computers to support in-class learning. Therefore, students who are admitted to the program are required to have their own portable computing device capable of:

- Sending and receiving email
- Working with Microsoft processing programs (Word, Excel, and Power Point)
- Working with Adobe Acrobat Reader
- Navigating internet sites
- Interfacing with Black Board (computer-based learning management service)

Information regarding hardware and software requirements can be found on the Davenport University website. DU Global Campus - Technology – Hardware Requirements DU Global Campus - Technology – Software Requirements

### **Time Commitment to Program**

Students enrolled in the Master of Science in Occupational Therapy program typically attend class 18 – 20 hours per week. Students can also expect to devote additional time to individual study, group study, and/or participation in fieldwork experiences. Optional opportunities are also available to students such as participating in student organizations, serving as representative to program/college events, and taking part in university events.

### **Work Guidelines**

The Occupational Therapy Curriculum is a full-time commitment as noted above. Even though many students work while going to graduate school, extensive work commitments may jeopardize academic performance and success in the program. During the main 15 week semesters, the typical number of hours of worked outside of the MSOT program is 8 - 12 hrs.

### **Attendance Expectations**

Due to the sequential nature of the occupational therapy curriculum consistent class attendance is critical for not only each individual's experience but also the entire class learning experience. All students are expected to attend all classes and fieldwork experiences throughout the occupational therapy curriculum (and be on-time).

In the event that a class (or classes) must be missed due to illness or other circumstances, a student should notify the course professor(s) and the Occupational Therapy Administrative Assistant prior to the class or at the first opportunity.

Students who have excessive absences (resulting in a negative impact on academic performance) may be instructed to develop an Academic Support Plan in conjunction with their faculty mentor to address attendance concerns. Without improvement in attendance, students may be subject to dismissal from the program.

### **Standard Writing Format**

The American Journal of Occupational Therapy and the Master of Science in Occupational Therapy at Davenport University have adopted the APA Writing Style from the American Psychological Association. APA format should be followed for course work involving in-text citations, headings, tables, figures, and/or reference lists. Course instructors will alert students to specific course requirements. Students should follow APA requirements/guidelines from the most current edition of the Publication Manual of the American Psychological Association.

### **Personal Appearance Requirements**

A. **On-campus daily dress.** Business casual dress is expected for classroom activities due the number of guest speakers or visitors (both in-seat and virtual). Short-length shorts/skirts, tight fitting tube, tank, or halter-tops are not appropriate. In addition, for safety reasons:

1. Closed-toe shoes are highly recommended and may be required for specific classes, such as splinting and mobility-equipment laboratories. Course instructors will alert students to footwear requirements.
2. Long hair should be pulled back, away from patients/clients and equipment.
3. Dangling jewelry (both on ears and neck) should be removed during classroom/lab practical activities and during any patient/client care activity.

B. **DU OT professional identification.** The Occupational Therapy Program has adopted official professional dress (black polo with DUOT logo and tan slacks). DUOT professional dress may be required for both on- campus and off-campus events when students are representing the Occupational Therapy Program, the College of Health Professions, or Davenport University. The program Department Chair, course instructors, and/or the Academic Fieldwork Coordinator will alert students to dress requirements.

Costs associated with the DUOT polo are the responsibility of the student. Ordering information is available through the Occupational Therapy Department.

C. **Tattoos, body art, and body piercings.** Tattoos, body art, and body piercings (other than earrings) should not be visible when the student is representing Davenport University including off-campus fieldwork or field trips, in- class guest speakers, and on-campus professional events (for example career fairs, campus-wide speakers, and Student Day of Research).

Please note: Fieldwork sites may have additional specific requirements such as removal of all jewelry, artificial nails, and/or hair accessories. The OT Academic Fieldwork Coordinator should be consulted regarding site- specific dress requirements.

## **Social Media Guidelines**

The Occupational Therapy Program complies with the College of Health Professions social media guidelines.

## **Course and Program Evaluation**

Students are strongly encouraged to participate in university-developed and instructor-developed evaluation of course and instruction. Honest and constructive student feedback is essential for improvement and refinement of Occupational Therapy courses and teaching pedagogy. Student feedback is anonymous - course instructors will not review information from end-of-term evaluations until after grades have been submitted.

In addition, students may be asked to participate in periodic program evaluation as an individual, small group, or as a cohort. The Occupational Therapy Department is dedicated to ongoing improvement of the curriculum and values student opinion and input. Students are encouraged to participate in the organized sessions and seek out faculty to provide feedback if they choose.

## **3.35 HEALTH AND SAFETY**

### **Safe Use of Equipment and Supplies**

Participation in professional education may have potential risks both in the didactic and practical components of the program. Students should be aware of potential risks which may occur during activities such as therapeutic functional exercise, range of motion, manual muscle testing, transfers, use of adaptive equipment, splinting, manual therapies, and/or use of physical agent modalities. Risks may include (but are not limited to) physical fatigue and discomfort; infections; and skeletal, muscle, and/or soft tissue injuries. Students should adhere to the following:

1. Hands should be washed frequently thoroughly – soap and water are available in both the main OT classroom (room 034) and the Independent Living Suite (OT Functional Skills Laboratory; room 030)
2. Footwear should be appropriate for activities performed
3. Long hair should be pulled back, away from patients/clients and equipment
4. Dangling jewelry (both on ears and neck) should be removed during classroom/lab practical activities and during any patient/client care activity

### **Infection Control Procedures**

All students should follow the following standard precautions:

1. Frequent and thorough washing of hands with soap and water. Washing must occur before and after each contact with persons or equipment.
2. Appropriate use of disinfectant on classroom and laboratory surfaces during flu season.
3. Use universal precautions for any contact with blood or body fluids.
4. Dispose of any contaminated materials in the appropriate container (containers are located in the Functional Skills Laboratory (room 030).
5. Clean and disinfect equipment following guidelines established for the equipment.

### **Personal Health Insurance**

Personal health insurance is strongly advised for any student in the College of Health Professions.

## **Immunizations**

Fieldwork sites typically require documentation that immunizations are up-to-date. Students should refer to the fieldwork manual and/or contact the Academic Fieldwork Coordinator for additional information as requirements are site-specific.

## **Medical Conditions**

A student with an acute or chronic medical condition may be required to provide documentation of a medical release to the Occupational Therapy Department Chair in order to participate in classroom, laboratory, and/or fieldwork activities of the program. In addition, students are strongly encouraged to communicate with the Occupational Therapy Fieldwork Coordinator prior to and during fieldwork if the condition is likely to impact on fieldwork dates and/or performance.

If a student must withdraw from the program due to medical reasons, a student who has good academic standing at time of withdrawal will be eligible to return to the Occupational Therapy Program following resolution of the health condition (and potentially a health release from a physician). Due to the intentional sequence of the program, a student who withdraws from the program due to medical reasons may not be able to resume coursework until the following academic year.

## **Liability Insurance**

Liability insurance is provided to students through course fees associated with specific courses.

### **3.36 PROFESSIONAL DEVELOPMENT**

#### **Professional Development**

Professional development begins early in academic programs and continues throughout the span of professional careers. Professional characteristics that are important to the field of Occupational Therapy have been identified by the DU MSOT program and established as the curricular threads of the academic curriculum.

These curricular threads serve as the foundation for the DU MSOT Professional Development Tool. The DU MSOT Professional Development Tool provides MSOT mentees opportunities for:

- Self-reflection
- Dialog with faculty
- Selection of areas for professional growth
- Creation of plans to facilitate professional development

At time of entry into the MSOT program students are matched with a faculty mentor who serves as a professional development guide and resource. Students meet with their faculty mentors at least one time per semester to review their progress in the Occupational Therapy Program.

#### **AOTA Code of Ethics**

All students in the Occupational Therapy Program must abide by the Code of Ethics established by the American Occupational Therapy Association: <http://ajot.aota.org/article.aspx?articleid=2442685>

Failure to comply with the AOTA Code of Ethics (2015) will result in implementation of a Plan of Correction and may result in dismissal from the program if the issue is not resolved.

#### **Academic Dishonest/Misconduct and Student Code Process**

Students are expected to abide by the Davenport University Student Code and Student Code Process as outlined in the Davenport University Graduate Catalog.



### **Ethical Research and Research Involving Human Subjects**

Research projects must be conducted in an ethical manner and any project involving human subjects must be approved by the Davenport University Institutional Review Board (IRB). IRB policies and procedures can be found on the Davenport University web site: <https://my.davenport.edu/irb>

Students conducting research will be assigned a research mentor who will guide the students through the IRB and research process.

### **3.37 STUDENT RESOURCES**

#### **Tuition**

Graduate tuition is assessed as a per-credit hour charge. Current tuition rates are available on the Davenport University web site: [Davenport University Tuition | College Costs | Tuition Fees](#).

#### **University Fees and Course Fees**

University Fees are stated in the Davenport University Graduate Catalog. Additional fees associated with individual courses are stated in the course descriptions (Occupational Therapy section of the Davenport University Graduate Catalog).

#### **Tuition Refund and Student Withdrawal**

The Occupational Therapy Program supports and complies with Davenport University tuition refund and student withdrawal policies and procedures as outlined in the Davenport University Graduate Catalog.

#### **Professional Memberships**

All students enrolled in the Master of Science in Occupational Therapy Program join the American Occupational Therapy Association (AOTA) as student members. Registration as a student member of AOTA is managed by the Occupational Therapy Department – costs are covered through course fees.

#### **Student Occupational Therapy Association**

A student Occupational Therapy Association (SOTA) organization has been developed within the MSOT program at Davenport University. Students can access the SOTA Organization through the Davenport University BlackBoard website utilizing student login and password.

#### **Weather and Snow Emergencies**

Students are not expected to travel to class when Davenport University is officially closed or in instances where travel advisories exist because of weather conditions. In instances when the University is closed due to severe weather, a message will be posted on the Davenport University homepage.

Note: When it comes to University closings, each of the campuses in the DU System operate independently. The Occupational Therapy Program will only be impacted by closings at the W. A. Lettinga campus. Students who are unable to travel to class because of road conditions are to notify:

Juliet Allen

Administrative Assistant, Occupational Therapy

[jallen69@davenport.edu](mailto:jallen69@davenport.edu) (616) 871 – 6151

### **3.38 CONCERNS AND COMPLAINTS**

#### **Program Issues**

Persons with concerns about the Occupational Therapy academic program, faculty, staff, and/or students enrolled in the program should present complaints in writing to the Occupational Therapy Department Chair. The Department Chair accepts the written complaints and will respond within two weeks in most cases. Longer response periods may be needed if the complaint requires additional information or significant investigation.

Written complaints may be submitted by postal or electronic mail and should be addressed to:

Theresa Leto DHS, OTR  
Associate Professor and Department  
Chair Occupational Therapy Department  
6191 Kraft Avenue S.E. Grand Rapids, Michigan 49512  
[tletto@davenport.edu](mailto:tletto@davenport.edu)

The Occupational Therapy Department maintains a file of all complaints filed against the academic program, faculty, and/or students enrolled in the program.

#### **Department Chair Concerns**

Complaints against the Occupational Therapy Department Chair should be submitted in writing to the Dean of the College of Health Professions by either postal mail or electronic mail:

Amy A. Stahley, PhD, RN  
Dean, College of Health Professions  
Davenport University  
6191 Kraft Avenue, SE  
Grand Rapids, MI 49512  
[astahley@davenport.edu](mailto:astahley@davenport.edu)  
616-871-6162

The College of Health Professions maintains a file of all complaints filed against the Department Chair.  
Accreditation Issues

#### **Accreditation Issues**

Persons with concerns that the program may not be in compliance with accreditation standards or that the program may not be following proper accreditation policies or procedures should present complaints to the Accreditation Council for Occupational Therapy Education (ACOTE).

To receive official consideration, all complaints must be submitted in writing to the ACOTE Chairperson at the following address:

ACOTE Chairperson  
c/o the AOTA Accreditation Department 6166 Executive  
Boulevard, Suite 200  
North Bethesda, MD 20852-4929  
301-652-6611  
[accred@aota.org](mailto:accred@aota.org) Webpage: [www.acoteonline.org](http://www.acoteonline.org)

## **College of Health Professions**

Students in the Occupational Therapy Program should be familiar with and comply with policies and guidelines of the College as outlined in the College of Health Professions Student Handbook.

## **Davenport University**

In addition to information in the Occupational Therapy section of the College of Health Professions Graduate Student Handbook, students should be familiar with and comply with guidelines of the University as outlined in the Davenport University Graduate Catalog.

Specifically:

1. Financial Aid
2. Student Services
  - a. Counselling
  - b. Housing
  - c. Email
  - d. Student identification cards
  - e. Change of contact information (name, address, or phone number)
  - f. Student insurance
  - g. Student life
  - h. Intercollegiate sports
  - i. Career services
  - j. Davenport University Alumni Association
3. Academic Policies and Procedures
  - a. General graduation requirements
  - b. Academic integrity
  - c. Academic standards of progress
  - d. Coursework and grades
  - e. Grade appeals
  - f. Davenport University Libraries
  - g. Davenport University tutoring services
  - h. Release of student information statement
  - i. Student right-to-know statement
4. Non-Academic Policy and Procedures
  - a. Security services
  - b. Anti-harassment policy
  - c. Anti-violence policy
  - d. Campus use guidelines
  - e. Telephone messages and usage
5. Student Code
  - a. Student rights
  - b. Student responsibilities
  - c. Misconduct
  - d. Student code process



# **MASTER OF SCIENCE IN NURSING**



### **3.39 WELCOME**

Welcome to the Davenport University Masters of Science in Nursing Program! The faculty have designed a graduate program that will provide you with the foundational tools you will need for advanced practice roles in nursing, whether it be as an MSN-prepared Nurse Generalist, Nurse Educator Family Nurse Practitioner, or Psychiatric Mental Health Nurse Practitioner

The faculty are dedicated to assisting each student to be successful. We have developed this handbook so that you can easily access the policies and procedures that are important for your successful progression through the program. Please review it carefully and ask any questions that you might have.

### **3.40 MISSION AND VALUES**

The mission of Davenport University is to prepare people and organizations to excel in the knowledge-driven environment of the 21<sup>st</sup> century. The Davenport values represent the behavioral expectations of faculty, staff and students in performing assigned responsibilities and achieving set goals. These values are represented through STAIR: Serving Students with Quality, Trustworthiness, Accountability, Innovation and creativity, and Respect for others.

### **3.41 DAVENPORT UNIVERSITY NURSING PROGRAM PHILOSOPHY**

Nursing is not limited to physical care but incorporates the promotion, protection, and optimization of health. Nursing practice is guided by research which contributes to the delivery of evidence-based care. Advanced Practice Registered Nurses (APRNs) are educated with a population focus to treat and diagnose illnesses, advise the public on health issues, manage chronic disease, and engage in continuous education to remain ahead of any technological, methodological, or other developments in the field. APRNs hold at least a Master's degree, in addition to the initial nursing education and licensing required for all Baccalaureate-prepared Registered Nurses (RNs).

The formation of nursing professionals is based on a conceptual model that includes five over-arching concepts: the human person, nursing, health, environment/society, and the teaching/learning process.

#### **Human Person**

Human beings are unique, adaptable, and possess inherent dignity, thus worthy of caring, nurturing, and respect. Human beings exist in highly valued reciprocal relationships with others.

#### **Environment/Society**

Human beings exist within a dynamic physical, social, and cultural environment. The environment impacts the health of individuals, groups, and populations and as such, is a relevant consideration for the nurse.

#### **Health**

Health is individually defined by the distinctive perspective of each human person or group, based on unique goals for optimizing quality of life, mental health, and functional status. Health is a dynamic state, continually changing, and all can improve health as it is individually defined by each person.

## **Nursing**

Nursing is a caring profession that embraces a holistic approach to healthcare, in fully recognizing the interconnectedness of biological, psychological, social, cultural, and spiritual factors that contribute to health. Nurses are autonomous healthcare providers, accountable for their practice as determined by academic preparation, licensure, and certification. Nursing has its own scientific body of knowledge built from a foundation of biological and social sciences and adheres to a code of ethical behavior.

## **Teaching/Learning**

Teaching and learning is a collaborative interaction between teacher and learner, with mutual accountability for active engagement, respectful communication, and constructive problem-solving. The faculty recognize that learners, as human persons, are unique and present with a variety of learning styles, developmental stages, and life experiences that create individual states of readiness for transformational learning. Learning is active, builds on prior knowledge, requires intrinsic motivation, and leads to a measurable change in knowledge, behavior, and nursing clinical judgment. Faculty engage in evidence-based pedagogies and provide an equitable and inclusive learning environment for all.

### **3.42 MASTER OF SCIENCE IN NURSING (MSN) PROGRAM**

The MSN curriculum was built using the baccalaureate program as the foundation. The Master's level courses deliver advanced coverage of the concepts learned at the baccalaureate level including advanced health assessment, pathophysiology and pharmacology, with a focus on synthesizing the best evidence to inform the application of knowledge in advanced nursing practice.

National standards and professional guidelines were used to develop the MSN student learning outcomes and curriculum including the Public Health Code Act 368 of 1978 and Public Act 499 of 2016 as amended from the State of Michigan. This Master's curriculum reflects all the content areas required in the American Association of Colleges of Nursing (AACN) The Essentials: Core competencies for professional nursing education (AACN, 2021). In addition, the University has adopted the Quality Matters© standards that help ensure quality within the online learning environment.

The Master's Graduate Nursing Core addresses the ten domains that broadly describe the competency areas that all nurses prepared in master's nursing programs acquire (AACN, 2021). Coursework includes nursing theory, nursing research and evidence based practice, transforming nursing practice through leadership, policy, and advocacy as well as concepts of advanced nursing science.

The academic year at Davenport University comprises three terms (two 15 week terms in the Fall and Winter and one 12-week in the Spring/Summer), with a break in between terms. The MSN program (all concentrations) can be completed in 5 semesters of full time study and 10 semesters for part-time study.

#### **3.42.1 Thesis/ Research Project**

All MSN students (all concentrations) enrolled at Davenport University will complete a master thesis or research project as partial fulfillment of the Master of Science in Nursing degree requirements. The thesis or research project is original research that contributes new knowledge to the field of nursing. The purpose of the master thesis or research project is to demonstrate the ability to identify a problem, express the problem theoretically, develop questions or hypotheses, design research, implement research, collect and analyze, discuss the results and implications to nursing, and make recommendations for further research. Each option will provide data that demonstrates the student's ability to critically read, think, and communicate both in writing and orally. Both options will be concerned with framing a question significant to

nursing and analyzing the evidence in the literature that relates to the problem identified. Students will need to demonstrate the ability to analyze, interpret, and present data to answer the questions. A formal thesis or research project defense is required. Students can choose to present their research at Davenport University's Day of Research. Students will be assigned a faculty mentor at the conclusion of NURS 640 who will serve as a guide for completion of the thesis or special project.

#### **3.42.1a Thesis Option**

The master's thesis involves quantitative or qualitative research that the student completes individually. The student will search for and critically assess the evidence found by conducting a literature review for clinical or education applicability. The thesis will include designing a study and implementing the research process. The research process will be used to answer the research questions that will contribute new knowledge to clinical practice or nursing education. The foundation of the thesis work begins in NURS 600 and is completed during the final two semesters of the MSN program.

#### **3.42.1b Research Project Option**

The research project option is an evidence-based project that connects research to nursing practice or nursing education. The emphasis of the research project is to apply, integrate, and utilize best practices for clinical practice or nursing education. The student will search for and critically assess the evidence found by conducting a literature review for clinical or education applicability. The research project will include a written scholarly paper and will produce a final product to be determined by the student with guidance from faculty. The foundation research for this project begins in NURS 600 and is completed during the final two semesters of the MSN program.

#### **3.42.2 MSN Orientation-Mandatory Synchronous Session**

This online synchronous orientation is required in the first semester of acceptance to the MSN program. The mandatory online synchronous orientation will begin at the start of the Fall semester. Students will be notified of the date and time prior to the start of the semester. The MSN Orientation is designed to review the MSN required course curriculum, syllabi, clinical requirements and provide the students with an opportunity to meet each other and unite in an educational community.

#### **Other Synchronous Sessions**

At the discretion of faculty, other synchronous class meetings may be scheduled. Advance notice will be provided when possible. Synchronous class sessions may be recorded, at faculty discretion. Reviews of completed exams will not be recorded. .

#### **3.42.3 NURS 601**

This online course must be completed in the fall semester of the first year of the MSN program. Students in this course must register for and complete the required Criminal Background Check (CBC) and Drug Screen (DS). Additional requirements (ie, immunizations, modules, etc.) are a requirement of this course as well. The MSN Student Handbook will be also be reviewed.

### 3.42.4 MSN Graduate Learning Outcomes (all concentrations)

1. At the conclusion of the MSN program, graduates will:
2. Synthesize concepts and theories from nursing and related disciplines to deliver ethically based, person- centered care to individuals, families, and populations within an evolving health care environment.
3. Integrate scholarship and clinical judgment, based on best evidence, to design, coordinate, and evaluate the delivery of person-centered care to individuals, families, and populations.
4. Integrate current and emerging health and information technologies effectively into one's practice to enhance health outcomes of individuals, families and populations in a complex healthcare environment.
5. Collaborate effectively within an inter-professional context to improve the delivery of care across the healthcare continuum.
6. Apply organizational and systems leadership strategies in an evolving healthcare system to promote scholarship that translates into high-quality and safe patient care environments.
7. Advocate for policies at the local, state, and national levels to impact social determinants of health, reduce health care disparities, and advance the profession of nursing.
8. Demonstrate beginning competency in an advanced nursing role, including ongoing professional development, reflective self-care, emotional intelligence and cognitive flexibility.

### 3.42.5 Academic Progression in MSN Program

Grading Scale - The following grading scale is for **all nursing (NURS and NRPY) courses**:

Grade	Grade Points	Percentages (%)
A	4.0	100 – 93
A-	3.7	92 – 90
B+	3.3	89 – 87
B	3.0	86 – 83
B-	2.7	82 – 80
F	0.0	79 -- 0

MSN students **MUST** complete ALL courses in the major with a minimum grade of B- (80%) or they will not be allowed to progress to the next course in the sequence.



### 3.42.6 Progression

A. Students must have a minimum of a 2.7 GPA within the nursing major to be eligible for graduation (See also DU Undergraduate Catalog).

1. Students must have a minimum of a 2.7 GPA within the nursing major to be eligible for graduation (See also DU Undergraduate Catalog).

#### B. Definitions

1. Stop-Out: Refers to a situation in which a student is in good academic standing and must step out of the nursing program for a personal reason. Some reasons for this include, but are not limited to, a family emergency, health concern, or a call to military service.
2. Fail-Out: Refers to a situation in which a student does not pass an NURS or NRPY course with the minimum grade required (80%). Distinction is made between a single course fail-out and multiple course fail-out (dismissal). See procedures below.
3. Withdrawal: Refers to the academic procedure of removing oneself (or being removed) officially from enrollment in a course.
4. Withdrawal-fail: Refers to a situation where a student withdraws from a course that they are failing (grade less than 80%) after the halfway mark of the semester.
5. Dismissal: Refers to a situation where the student may not return to the nursing program except through the formal application process for admission. Reasons for dismissal are listed below.

#### C. Requirements for Progression

1. Minimum grade of 80% in all NURS and/or NRPY courses
2. Course sequences are required. All courses must be taken in the order indicated on the appropriate course sequence. Courses not taken during the indicated semester may negatively affect progression to the next semester.

#### D. Procedures

1. If a student stops-out, fails one NURS or NRPY course, or withdraw-fails one NURS/NRPY course, the student may request readmission to the Nursing program. The student must write a "Letter of Intent to Reenter the Nursing Program". The letter should include:
  - a. An explanation of the reasons for stop-out or fail-out.
  - b. A summary of the changes that have occurred in the situation since stepping out of the program
  - c. In the case of a fail-out or a withdraw-fail, a detailed and specific plan for success if readmitted

The letter should be submitted to the Program Director of the MSN Program at Davenport University. This letter of intent MUST be received prior to the date that application materials to the nursing program for the upcoming year are due. Letters received after the due date will not be accepted and the student would need to go through the full application process in the following year. It is the student's responsibility to ensure the "Letter of Intent to Reenter the Nursing Program" is received.

2. Accepted students wishing to change concentrations must submit a letter of intent to change concentrations to the Program Director of the MSN Program one semester prior to the start of the next academic year.
3. Re-admission to the nursing program is not guaranteed and is granted at the discretion of the Program Director. The following conditions apply:
  - a. Students who stop-out will be given first priority for readmission.
  - b. Students who fail-out or withdraw-fail will be considered at the end of the application cycle for the next academic year.
  - c. Readmission must occur within one year of stop-out, fail-out or withdrawal. After one year has elapsed, students must apply to the program using the formal admissions process. Exceptions for military service and extenuating circumstances will be considered.
  - d. If readmitted, the student must take and successfully complete (grade of 80% or higher) the course(s) from which the student withdrew or did not pass, as well as any co-requisite courses, in order to progress in the program.
4. If a student is dismissed from the program, they will not be readmitted. In this case the student may apply to the nursing program using the posted admission application instructions and posted deadlines. If admission is granted after a dismissal, the student must take and successfully complete (grade of 80% or higher) the course(s) from which the student withdrew or did not pass, as well as any co-requisite courses, in order to progress in the program.
5. Dismissal from the Nursing Program may occur for the following reasons (not an all inclusive list):
  - a. Failure to maintain an overall GPA of 2.7
  - b. Failure of 2 or more separate NURS and/or NRPY courses in one semester or in separate semesters.
  - c. Failure of the same NURS and/or NRPY course twice.
  - d. Failure to be respectful of instructors, peers or patients. See also "Student Misconduct" policies in the DU Undergraduate Catalog.

- e. Failure to adhere to the Academic Integrity Policy. The COHP adheres to the University's Academic Dishonesty Policy and the Student Code of Conduct. Please refer to the Undergraduate Catalog for these policies.
- f. Failure to comply with the requirements concerning drug and alcohol abuse.
- g. Violation of HIPAA federal mandates in the clinical setting.
- h. Patient safety violations. See "zero-tolerance" policy in Section 1 and also examples below.
- i. Violations of ethical or legal guidelines (see "Clinical" below).
- j. Violations of cell-phone or social media policies.

### **3.42.7 Maintaining Nursing Licensure**

MSN students must hold a current, unencumbered nursing license in the state(s) they practice throughout the program. Should the student lose their nursing license while enrolled at Davenport University, they will be dismissed from the program.

1. Didactic courses with a corresponding clinical (C) or lab (L) course are co-requisites and linked together. A student who receives a failing grade (less than B-/80%) in the clinical (C) or lab (L) component of course, will also receive a failing grade for the didactic co-requisite course. This means that the student must retake both the didactic and the co-requisite clinical or lab course before being allowed to progress in the Nursing Program. Accordingly, if a student receives a failing grade (less than B-/80%) in the didactic portion of a course, the student will also receive a failing grade for the clinical or lab co-requisite course. No student is able to progress in the nursing program of study unless the theory AND its counterpart clinical or lab course(s) are all passed at the same time. The theory, clinical and lab would all need to be repeated if the student were readmitted at a later date.
2. Repeating Nursing Course: If granted readmission, no single course in the Nursing Program can be repeated more than once.
3. If a student withdraws from a course it is his/her responsibility to meet with the Program Director and the Nursing Advisor to complete the withdrawal process. Failure to officially withdraw from a course/clinical by the official withdrawal date will result in a failing grade for the didactic course and any co-requisite clinical/lab course.
4. If a student is dismissed from the nursing program, it is the responsibility of the Program Director to provide written documentation and supporting documents as to the reasons for dismissal. This documentation is to be placed in the student record and the administrator of all of Davenport University's nursing programs is to be notified and given a copy of such student record.

### **3.42.8 MSN Nurse Generalist Concentration**

The MSN program prepares the students in the advanced nursing generalist role to become skillful in analysis (critical thinking & reasoning), pathophysiological concepts, advanced health assessment skills, pharmacological principles and applications, evaluation of evidence, critique of research, and synthesis of

literature to support best practices. Students develop and conduct research that contributes to nursing knowledge development. The students then learn how to critique research findings that answer nursing questions, solve nursing problems, and develop innovative nursing interventions for select nursing populations. Students complete clinical within a variety of settings where they develop leadership skills related to practice improvement.

The nurse generalist curriculum is the foundational (core) curriculum for all of the MSN concentrations.

#### [MSN Generalist Concentration Full Time Course Sequence](#)

*\*Part-Time Options are available. Consult with your advisor for more information on part-time study in the MSN program.*

#### **3.42.9 MSN Nurse Educator Concentration**

The Master of Science in Nursing –Nurse Educator concentration nursing will prepare individuals for the nurse educator role in academic or staff development settings. The curriculum integrates core master’s-level concepts, advanced clinical foundations (assessment, pharmacology, pathophysiology) and education-focused courses. Students develop teaching strategies in the didactic and clinical setting, synthesize teaching/learning theories, and acquire skills in curriculum development. Clinical practicum objectives include the student’s ability to provide didactic and clinical instruction within the academic or clinical settings. As a result, graduates of the Nurse Educator concentration are well prepared to assume faculty or clinical instructor positions in schools of nursing or staff development positions in health care institutions. Upon successful completion of the MSN Nurse Educator Concentration, the graduate will be eligible to seek certification as a Certified Nurse Educator (CNE), offered by the National League for Nursing (NLN).

The Direct Care Core: The nursing educator is a direct care role and therefore requires graduate-level content in the three Direct Care Core courses (3 Ps) (AACN, 2021). The curriculum provides graduate content in three separate courses (NURS 738) Advanced Pharmacology, NURS 735 Advanced Pathophysiology, and NURS 740/740V Advanced Health Assessment and Virtual Lab.

#### [MSN Nurse Educator Full-Time Course Sequence](#)

#### [MSN Nurse Educator Post-Graduate Certificate Course Sequence](#)

*\*Part-Time Options are available. Consult with your advisor for more information on part-time study in the MSN program.*

#### **3.42.10 Family Nurse Practitioner (FNP) Concentration**

Family Nurse Practitioners (FNP) are advanced practice registered nurses are licensed, certified and independent practitioners who work in collaboration with other healthcare professionals to deliver family-focused care. Nurse practitioners practice in a variety of health care settings that provide both acute and chronic medical services to individuals, families, and groups of all ages. FNP’s emphasize health promotion and disease prevention in patients who are well, chronically ill, or acutely ill / injured. The advanced training and education allows FNP’s to act as high quality primary care providers to patients across the lifespan.

#### [MSN Family Nurse Practitioner Full-Time Course Sequence](#)

*\*\*Part-Time Options are available. Consult with your advisor for more information on part-time study in the MSN program.*

#### Family Nurse Practitioner-Post Graduate Certificate Course Sequence

##### **3.42.11 FNP Onsite Campus Intensive NURS 772 – Mandatory Attendance - Lettinga Campus.**

In this course, the students participate in a **MANDATORY face-to-face** campus experience. The intensive will provide opportunities for practice and demonstration of clinical skills necessary for the clinical course sequence.

Individualized faculty-guided instruction in the management of patient focused problems will be provided including simulated patient experiences. Experiences include development of the basic suturing and small procedure skills that are often completed in the primary care setting. This course is required prior to the first clinical course (see course sequence).

##### **3.42.12 Psychiatric Mental Health Nurse Practitioner concentration**

The Psychiatric Mental Health Nurse Practitioner program focuses on a comprehensive approach to care for patients with mental health conditions across the lifespan. Graduate Psychiatric Mental Health Nurse Practitioner students will be prepared to assume leadership roles for targeted populations in inpatient, outpatient, and community settings. Psychiatric Mental Health Nurse Practitioners are prepared to provide holistic care to individuals with acute and chronic mental health conditions, with or without comorbid conditions, by providing assessment, diagnosis, pharmacological and non-pharmacological therapies, and utilization of interprofessional team approaches.

Upon successful completion of the program, the graduate will be eligible to seek certification as a Psychiatric Mental Health Nurse Practitioner from American Nurses' Credentialing Center (ANCC). Following successful certification, the graduate applies to the Department of Professional Regulation for licensure as an advanced practice registered nurse (APRN) for practice in their state.

#### Psychiatric Mental Health Nurse Practitioner Full-Time Course Sequence

*\*\*Part-Time Options are available. Consult with your advisor for more information on part-time study in the MSN program.*

#### **Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate Course Sequence**

##### **Post-Graduate Certificates (FNP or PMHNP): Completion of Advanced Pathophysiology, Advanced Health Assessment and Advanced Pharmacology (3 Ps)**

A. Students seeking a post-graduate FNP or PMHNP certificate who have previously taken graduate- level courses in Advanced Health Assessment, Advanced Pathophysiology, and/or Advanced Pharmacology ("3-Ps"), may be eligible to receive credit for these courses.

B. Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology must be taken at Davenport University if the student is not transferring in these credits.

### **3.43 Student Rights**

Graduate students have a right to quality education, review of formative evaluation and due process. Specifically, a student has a right to the following when pursued in accordance with the College of Health Professions and University Policies and Procedures:

1. A fair academic and clinical evaluation of their performance.
2. Confidentiality of information concerning grades and performance.
3. Participation in course and faculty evaluations.
4. Facilitation of awareness of self as an individual with varying physical, emotional, and developmental needs. The student will seek assistance or accommodation as appropriate or needed.
5. An education program with clinical instruction in an institution accredited by the Joint Commission for Accreditation of HealthCare Organizations, Centers for Medicare and Medicaid Services, or other relevant accrediting bodies.
6. Appeal an academic decision including a grade or dismissal from the Masters' program (see the *Graduate Catalog*.)
7. File a complaint against the program with the Michigan Board of Nursing or the Higher Learning Commission.

### **3.44 Professionalism and Civility**

Professionalism and Professional Values-professionalism includes the inherent values of altruism, caring, human dignity, and integrity, communication and respect which are fundamental to Nursing\*. Inherent in accountability is responsibility for individual actions and behaviors, including civility. In order to demonstrate professionalism, civility must be present. Civility is a fundamental set of accepted behaviors for a society/culture upon which professional behaviors are based. See Nursing appendix 1.

\*The Essentials: Core competencies for professional nursing education (AACN, 2021).

#### **Clinical Experience Policies and Procedures**

*\*Please refer also to the clinical preceptor handbook*

The course syllabus, in collaboration with the MSN Online Clinical Coordinator will serve as a written plan and provide objectives and student performance expectations to serve as a guide for the preceptor. Students are responsible to make sure the preceptor has a copy of the student and preceptor guide. The preceptor will also receive a copy of the course syllabus from the student when they are given this guide. The student and preceptor guide will serve as a guideline for the roles and responsibilities of the student, preceptor, and instructor as well as the required forms that are required of the MSN student.

### **3.45 Preceptors: MSN Generalist Concentration/ MSN Ed Concentration**

1. Hold an unencumbered RN License in good standing
2. Have a Masters of Science in Nursing (minimum) or doctoral degree in nursing (preferred)
3. Express willingness to be a preceptor
4. Be available during the clinical experience
5. Not related to preceptee or is not current supervisor, manager or administrator
6. Agree to complete preceptor agreement, evaluation forms and contact instructor, Clinical Coordinator, or Associate Department Chair with any issues or concerns
7. Please see the Blackboard shell for Clinical Preceptor Handbook.

### **3.46 Preceptors: MSN Family Nurse Practitioner (FNP) and Psychiatric Mental Health (PMHNP) Concentration**

1. FNP: Hold an unencumbered license in good standing as an APRN (NP, CNM, CNS), Physician's Assistant (PA) or Physician
2. PMHNP: Holds an unencumbered license in good standing as a Psychiatrist or a Psychiatric Mental Health Nurse Practitioner
3. Be practicing in a role / setting that is appropriate for the clinical course
4. Provide a CV or resume and their most recent evaluation
5. Express willingness to be a preceptor
6. Be available during the clinical experience
7. Not related to preceptee or is not current supervisor, manager, or administrator
8. Agree to complete preceptor agreement, evaluation forms, and contact instructor or Program Director of the MSN program with any issues or concerns
9. Please see the Blackboard shell for Clinical Preceptor Handbook.

### **3.47 FNP: Agencies Considered:**

1. Outpatient Family Medicine sites are preferred.
2. Local Public Health Departments, Tribal Health Services, Community Health Clinic or Agency

3. Community agencies that provide assistance to the underserved-indigent populations
4. Outpatient Community based clinics (HIV, Drug and Alcohol, Preventative Health Clinics, Department of Health Epidemiology Clinics)

*\*FNP students: refer to information below as regards clinical site placement.*

### **3.48 PMHNP: Agencies Considered**

1. A combination of inpatient and outpatient mental health sites is preferred.
2. Acceptable sites include: private practices, community psychiatric centers, college counseling centers, employee assistance programs (EAP), drug/alcohol rehabilitation centers, crisis centers, community centers, or any other site where psychiatric evaluation and follow up assessment takes place.
3. Other sites will be determined on an individual basis.

### **3.49 Student Evaluation in Preceptorships**

1. Students in the MSN Program online program work collaboratively with a preceptor. The preceptor does not formally participate in grading the student's performance. Preceptors will verify the students time in clinical and overall performance in meeting clinical criteria. Feedback from the preceptor will be used by course faculty to determine students' mastery of course objectives and assigning a letter grade for the course.
2. The clinical preceptor will provide input on student clinical progress. This will be documented on the MSN student Evaluation Form.
3. Failure to meet course learning outcomes would result in a student failing the course.
4. Preceptor will contact the instructor immediately with any student concerns.
5. Students found falsifying records of clinical hours may be subject to failure of the course and consequences of violating the academic integrity policy.

### **3.50 Clinical Health Requirements**

1. Students are required to comply with all clinical health requirements of Davenport University. Additional requirements may be required of some clinical agencies and students must comply with those as well.
2. It is the student's responsibility to provide and maintain current health records. The student is expected to maintain a satisfactory level of mental and physical health to provide a safe and competent level of functioning. Professional Practice Standards can be found in Appendix A6.
3. If a student has any changes in their health status while enrolled in a clinical course, the student is expected to notify their clinical instructor and the Clinical Coordinator as soon as possible and may be required to obtain a



complete physical, at their own expense, at the discretion of the Clinical Coordinator. Medical clearance from a provider may be required to return to clinical after a change in health status.

4. If a medical or other extenuating circumstance is going to affect a student's attendance at clinical beyond an isolated event, the student should notify the faculty, the Clinical Coordinator and Student Access as soon as possible. It is the student's responsibility to make timely notifications of any circumstances that may impact a student's ability to attend clinical.

[Link to DU Medical Accommodation Request Form](#)

5. It is the student's responsibility to inform the University of any assistive-device or accommodations required to meet the objectives of the nursing program so that reasonable accommodation and/or counseling can be provided according to federal guidelines. Clinical placement cannot be guaranteed if physical limitations exist or assistive devices are required, as many clinical partners will not allow students to be placed in their facilities if this is the case.
6. Students must submit all of the required clinical health documentation by the published deadline. Students who have not submitted all required documentation cannot continue in their clinical course. Any student who does not submit all of the requirements by the deadline date may be withdrawn from the clinical course and the associated didactic course.

### **3.51 Health Assessment and Personal Record**

The following items must be uploaded into the student's Verified Credentials Account:

1. Statement of Fitness Health Appraisal Form
2. Evidence of immunity to Hepatitis B (titers are required)
3. Evidence of immunity to measles, mumps, rubella and varicella (vaccinations or titers)
4. Record of annual TB Screening
5. Record of annual influenza vaccination for current academic year
6. Record of up-to-date vaccination against COVID-19 or documentation of approved exemption
7. Basic Life Support AHA (BLS) card
8. Copy of RN license in state of residence and state completing clinical rotations

### **3.52 Immunizations**

1. Nurses and nursing students are at risk for increased exposure to certain preventable infectious diseases and other health hazards. It is important for nurses to be immunized properly for protection against these diseases and for the prevention of their spread among clients in hospitals and clinics. In addition, nurses must rigidly

adhere to special precautions to minimize risks. All nursing students must provide proof of immunity for required immunizations. Students should discuss their immunization status and the advisability of receiving these immunizations with their healthcare provider. Titers are acceptable.

2. The Center for Disease Control and Prevention (CDC) recommends that all healthcare providers (HCP) including students be immune to Hepatitis B, measles, mumps, rubella, and varicella, regardless of the degree of risk for exposure to patients. Influenza, COVID-19 and tetanus vaccination is also recommended to prevent disease transmission.
3. All students in the Nursing Program at Davenport University are required to prove immunity to these infectious diseases. If vaccination is contraindicated, a student should work with the clinical coordinator to identify available options for proving immunity or waiving the vaccination (see below). Clinical agencies reserve the right to refuse placement of a student who does not have a required vaccination, regardless of reason.
4. The vaccines and TB screening/skin testing listed in detail below are required for the student to participate in any clinical and practicum experience. All nursing students are required to present documentation of current immunizations/TB screening before posted deadlines (see above).
5. Students obtain vaccinations, TB screening and/or titers at their own expense.
6. If a contraindication(s) exists for the vaccination, the student will provide appropriate documentation for the contraindication(s) and a titer will be required, if applicable. Davenport University cannot guarantee clinical placement for an unvaccinated student. (See information below.)
7. Annual influenza vaccination must be completed by the posted deadline (see above).

### **Proof of Immunity Guidelines**

1. Measles/Mumps/Rubella (MMR): Documentation of lab immunity (titer) or two doses with the first dose given at or after 12 months of age and one other dose given at least one month later may be submitted to fulfill Rubeola (Measles), Mumps and Rubella requirements. If documentation shows only one MMR at or after 12 months of age, one additional MMR is required. If both doses of MMR occurred prior to 12 months of age, two doses are required.
2. Varicella: Documentation of lab immunity (titer) or two doses of vaccination (Varivax) given 1-2 months apart. History of chickenpox is not sufficient evidence of immunity and a titer is required.
3. Hepatitis B: Previous Hepatitis B vaccination series with at least three vaccinations, immunization dates and anti-BBs titer results (proof of immunity) are all required.
4. Tetanus, diphtheria and acellular pertussis (Tdap): Documentation of Tdap vaccination is required once every 10 years.
5. Influenza: one dose per year as directed by current CDC immunization requirements. This vaccination is required and is due by October 1 of each year.

6. COVID-19 Vaccination: Evidence of up-to-date vaccination, defined by the Centers for Disease Control (CDC) may be required by posted deadlines for any student who will be placed in a clinical site. Students who are unvaccinated against COVID-19 may not be able to be placed due to site requirements and therefore unable to progress in their program or graduate. Each clinical partner has their own policies regarding COVID-19 vaccination exemptions and maintains the right to deny placement for unvaccinated students.

[Link to DU Religious Accommodation Request Form](#)

[Link to DU Medical Accommodation Request Form](#)

### **3.53 Tuberculosis (TB) Testing**

1. Tuberculosis Testing (TB): Davenport University requires students to upload documentation of a blood test or two most recent skin tests completed within 2 months of starting the program and updated annually thereafter.
2. The two-step TB skin test or a TB Blood test is required for initial testing. QuantiFERON- TB Gold In-Tube test (QFT-GIT) and the T-SPOT are both acceptable.
3. If a student is found to have an expired TB skin test, the two step TB skin test or a TB blood test will need to be obtained. The student is responsible to remain current in their TB screening requirements.
4. Students who have positive TB test results (skin or blood) will need to submit documentation of a negative Chest X-Ray and ONE of the following Absence of Symptoms Forms:
  - a. Davenport University Absence of Tuberculosis Symptoms Form
  - b. Sparrow Hospital Annual Tuberculosis Questionnaire
5. Students with positive Chest X-Ray results, please visit your healthcare provider to complete treatment and notify your Clinical Coordinator.

### **3.54 Other Requirements**

1. Criminal Background Check and Drug Screening is required prior to the start of the Nursing Program and annually thereafter.
2. Basic Cardiac Life Support (BLS) Healthcare Provider Course: Students must have a current, two-year BLS card. It is the students' responsibility to keep current BLS certification while in the program. American Heart Association (AHA) BLS for Healthcare Providers (CPR & AED) is the only allowable certification. It is the student's responsibility to remain current in their BLS requirements.
3. OSHA Training: Site-specific training (clinical agency) will be verified by the Clinical Coordinator and documented.
  - a. Proof of an active and unencumbered RN license is required prior to enrolling in clinical courses.

### **3.55 Miscellaneous**

1. Health Insurance: It is strongly encouraged that each student has health insurance in case of medical emergencies or injuries that occur while in a clinical rotation.
2. Incident Report: A student who suspects that he/she may have been exposed to blood and other body fluids, contaminated materials, or other hazardous substances (i.e. radiation or chemicals), must immediately notify his/her clinical instructor or other clinical supervisor as well as immediately notifying the Nursing Department at Davenport University, so prompt and appropriate treatment or protective measures can be instituted. A clinical agency incident report, and student incident report must be completed and submitted to the Nursing Department. The link for a DU incident report can be found here: [Link to DU Incident Report Form](#).
3. Standard Precautions: DU will follow Standard Precautions (See Nursing Appendix). These may be applied throughout the program as a standard in any of the agencies the university uses for clinical experience. Students should be familiar with the specific standards at their assigned clinical sites.
4. Clinical Experience Restrictions: Recommendations for clinical experience restrictions are found in the Nursing Appendix 2. These apply to temporary illnesses/conditions that a student may experience during the clinical courses. These recommendations are from the Center for Prevention of Communicable Diseases ([www.cdc.gov](http://www.cdc.gov)) in Atlanta, Georgia.

### **3.56 Clinical Agency Policies**

1. Students and faculty must conform to the policies of the affiliating agency. The agency has the right to request the student or the clinical instructor to be removed if they are not conforming to agency policy. The agency is to inform the Associate Department Chair of the Online MSN Program if a need exists to remove a student from the clinical facility.
2. Students are responsible for their own medical expenses should emergency treatment be required in the clinical agency. An incident report must be filed at the agency, the clinical instructor notified of the incident, and an anecdotal note placed in the student's clinical record.
3. Students must abide by the agency's rules regarding cell phone use. Cell phone use during clinicals should be limited to essential functions only. See "Cell Phones" in section 2.
4. Clinical sites are often difficult to obtain and students may be required to travel in order to experience a specific nursing specialty at a facility which can accept nursing students. It is the students' responsibility to arrange travel to and from the clinical site.

### **3.57 Personal Appearance Requirements—Clinical Settings**

Dress Code: A neat, clean, odor free, and scent free professional appearance in the clinical area is of utmost importance. The purpose of a standard dress code is:

1. To limit the transfer of microorganisms from student to patients and vice versa
2. To provide for safety and limit injury

3. To identify the wearer as a Davenport University student
  4. To appear as a professional healthcare provider
- A. Hair and Beards: For both male and female students hair must be clean, well groomed, and neat. Hair must be fastened to prevent falling in front of shoulders and face. Hair must not hang below collar level. Males are expected to keep facial hair clean and neatly trimmed.
  - B. Cosmetics and Fingernails: Cosmetics should be worn in moderation. Fingernails are to be clean and fingertip length. Artificial nails are not allowed. Nail polish may not be worn.
  - C. Perfume and after-shave are forbidden.
  - D. Jewelry: Jewelry should be kept to a minimum. Most jewelry harbor microorganisms (specifically rings with large stones) and are inappropriate in the clinical area. It may be necessary to remove all jewelry for specific patient care. Small post-style earrings may be worn per ear. No additional adornments of jewelry (internally or externally) are allowed.
  - E. Visible body piercing jewelry is not allowed in the clinical area. (This policy includes tongue studs, eyebrow, lip and nasal studs).
  - F. Tattoos: Must not be visible (must be covered) while in the clinical setting.
  - G. Gum and tobacco chewing: This is not allowed in clinical or laboratory practice or during presentations.
  - H. Profane language: Cursing is unprofessional, unacceptable and disrespectful on campus and in the clinical setting.
  - I. Smoking: DU is a smoke-free campus. When in clinical affiliation, students will conform to the agency policy. Consideration should be given to the patient's well-being regarding smoke odors on uniform or breath.

### **3.58 Clinical Placement—Information specifically for the FNP and PMHNP Tracks**

A Clinical Coordinator is available for guidance and assistance with the clinical placement process, but the student is responsible to initiate and drive the process. Appropriate clinical placement sites can be found in the DU Acceptable FNP or PMHNP Clinical Sites by Clinical Course document, linked below. NOTE: For students seeking clinical placement at Spectrum Health: Spectrum Health uses a waiting list system to determine clinical placements among all of their clinical partners. Do not contact potential preceptors directly at Spectrum Health to inquire about clinical placement. All placements must be processed through the Office of Medical Education. Contact the Clinical Coordinator for guidance.

### **3.59 FNP Clinical Rotation Information**

***To ensure FNP students are selecting appropriate clinical sites all students should reference the document: [DU Acceptable FNP Clinical Sites by Clinical Course](#).***

1. Winter NURS 768C (January -April); 45 hours - Health Promotion. Any primary care site (family medicine, internal medicine)

2. Summer NURS 776C (May - July); 225 hours - Acute and Episodic Care. Urgent care or primary care (family medicine, internal medicine).
3. Fall NURS 781C (September - December); 225 hours - Women's Health/Pediatrics. Women's health/pediatrics preferred; can be family medicine or internal medicine/peds as long as an appropriate number of women and children are seen.
4. Winter NURS 786C (January - April); 225 hours - Chronic Disease Management. Family medicine, internal medicine/Peds, Internal Medicine (as long as adequate pediatric patients have been seen).

### **3.60 PMHNP Clinical Placement Information**

*To ensure PMHNP students are selecting appropriate clinical sites all students should reference the document: [DU Acceptable PMHNP Clinical Sites by Clinical Course](#)*

- Summer NRPY 733C (May - July) 180 hours
- Fall NRPY 747C (September - December) 180 hours
- Winter NRPY 775C (January - April) 180 hours

Clinical placements must be submitted to CORE ELMs via Site Prospector by the deadlines communicated by the Clinical Coordinator. Late submissions may not be processed in time for the start of the semester, which could result in delayed clinical start or postponed course enrollment. Clinical placements require 2-4 weeks to process within the university; processing time can take up to 6-8 weeks if additional documentation or paperwork is needed from a clinical agency.

### **3.61 Clinical Hours and Competence**

Davenport University's accreditation for the FNP program requires 720 total clinical hours and the PMHNP program requires 540 total clinical hours; these are direct patient care hours. Direct patient care hours must be hands-on patient care where the student is actively involved in the assessment, diagnosis, and treatment of patients. Observation is permitted to learn new procedures (occasionally) and for the first day of rotation but other than that, students are expected to be actively participating and taking care of patients. Students are expected to be actively participating in the clinical setting throughout the entire semester, and within the semester start and end dates. Front- or back-loading of clinical hours is not allowed. Additionally, if a gap in the clinical experience is unavoidable, no more than 2 weeks of lapsed time is allowed, in order to maintain alignment between course content and clinical experiences.

Completion of clinical hours for each course is required, but alone does not guarantee successful completion of the course. Students must demonstrate competency in course objectives, clinical performance, evaluations, and professionalism to graduate. This competence is determined by the clinical faculty, in conjunction with the preceptor and course assessments. Failure to demonstrate competency in one or more of the areas above may result in failure of the course. Professionalism is an integral component of advanced practice; failure to consistently exhibit professionalism in course work, interactions with peers, faculty, and preceptors, or communication is unacceptable.

Students will document their clinical hours and encounters within the clinical tracking system (CORE ELMS). The expectations for documentation include:

A. Patient Encounters

1. Enter field encounters for all patients seen
2. Must be completed within 7 days of the encounter; entries after this time will not count toward required hours
3. Must have a minimum of one patient seen per hour; more may be needed to demonstrate competence

B. Clinical Time

1. Clinical time starts when you start seeing patients and ends when you are finished; do not add hours before or after.
2. If you work through lunch, you can count those hours - if you do not work through lunch then these hours do not count toward required hours.

C. Evaluations

1. Need from EACH Preceptor at Midterm AND Final for each course
2. Must demonstrate competency appropriate for course level
3. Hours not accompanied by evaluations do not count toward required hours

**3.62 Davenport University Nursing Honor Society Sigma Theta Tau International– Psi Omicron Chapter**

Student members are invited to join based on their academic achievements and leadership potential.

**MSN Students:**

*Must have completed 20 nursing credits towards a MSN GPA of 3.5 or greater and in the top 35% of their cohort.*

**Nurse Leaders**

*Nominated as members based on three criteria:*

- Legally recognized to practice nursing in your country
- Minimum of a baccalaureate degree or the equivalent in any field of study
- Demonstrated achievement in nursing

**3.63 Accreditation**

The master's degree program in nursing and post-graduate APRN certificate program at Davenport University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

**Name and Address of the Nursing Education Unit:** College of Health Professions,  
Davenport University 6191 Kraft Ave SE Grand Rapids, MI 49512  
Office Phone: 616-871-6154  
Office Fax: 616-871-6161

**Nurse Administrator**

Dr. Amy Stahley, PhD, RN Interim Dean,  
College of Health Professions 6191 Kraft Ave SE Grand Rapids, MI 49512

Office Phone: 616-871-6160

Office Fax: 616-871-6161

**Regional Accrediting Body**

Higher Learning Commission of the North Central Association of Colleges and Schools

30 N. LaSalle

Chicago, IL, 606902

**National Accrediting Body**

Commission on Collegiate Nursing Education (CCNE)

1 Dupont Circle NE Washington DC 20036-1120



## NURSING APPENDIX 1

### Davenport University Nursing Program Civility Pledge

Davenport University's Values represent the behavioral expectations of our faculty, staff, and students in performing their responsibilities and achieving their goals. These values include quality, trustworthiness, accountability, innovation and creativity, and respect for people.

The nursing program at Davenport University is guided by standards defined in The Essentials: Core Competencies for Professional Nursing Education. The following Domains, Competencies and Sub-Competencies reflect the role of civility in professional nursing.

Domain	Competency	Relevant Sub-Competencies
Quality and Safety	Contribute to a culture of provider and work environment safety.	Level 1: Recognize one's role in sustaining a just culture reflecting civility and respect.  Level 2: Foster a just culture reflecting civility and respect
Professionalism	Demonstrate accountability to the individual, society, and the profession.	Level 1: Demonstrate adherence to a culture of civility.  Level 2: Foster strategies that promote a culture of civility across a variety of settings.

In the Davenport University Nursing program we as a community pledge to cultivate an environment of mutual respect and responsibility for all we come in contact with. Whether we are students, faculty, or staff, all have a right to be in a safe, supportive environment free of incivility in all aspects of interaction and respect all others for his or her individuality. Civility requires cooperation, inclusiveness, kindness, courtesy, and patience.

How we interact with one another is critical to maintaining an effective learning environment. We will thrive when we approach interactions and conversations openly, directly with one another, and with courtesy and professionalism. We recognize that each of us has an obligation to the community in which we have chosen to be a part of.

I pledge to uphold the values of the Davenport University civility pledge each year I attend the nursing program.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

American Association of Colleges of Nursing. (2021). The essentials: Core competencies for professional nursing education. <https://www.aacnnursing.org/AACN-Essentials>

## NURSING APPENDIX 2

### Michigan Right to Know Law

The Michigan Right to Know Law is designed to provide safety information to employers and employees exposed to hazardous chemicals and other safety concerns of the workplace.

Contracted clinical agencies have provided this information for their employees and our students have access to this information.

For more information regarding the Michigan Right to Know Law, visit the following website. [https://www.michigan.gov/-/media/Project/Websites/leo/Documents/MIOSHA12/lara\\_miosha\\_cetsp22.doc?rev=fddf77fabaa642ca854282eb5902d600](https://www.michigan.gov/-/media/Project/Websites/leo/Documents/MIOSHA12/lara_miosha_cetsp22.doc?rev=fddf77fabaa642ca854282eb5902d600)

For further assistance or answers to questions, you may also call or visit:

Michigan Department of Labor  
Safety Education and Training Division  
P.O. Box 30015  
Lansing, MI 48909  
(517) 322-1809

Michigan Department of Public Health Division of Occupational Health  
P.O. Box 30035  
Lansing, MI 48909  
(517) 335-8250

## NURSING APPENDIX 3

### Recommendations for Clinical Experience Restrictions\*

**Students and faculty must adhere to Davenport University and Clinical Agency Policies in regards to restrictions for attendance at clinical.**

\*Injuries, surgical procedures and/or restrictions such as the need for crutches, walking boots, lifting restrictions and assistive devices may prohibit the student's ability to attend assigned clinical site and progress in the clinical course. **Students are responsible to inform their faculty and clinical coordinator ASAP of any medical challenges that will impact clinical participation.** A physician's statement specifying the level of activity and any other restrictions may be required. Students are responsible to provide an updated provider's statement to the Clinical Coordinator and Program Director of any changes in condition.

Disease/Problem	Relieve from Direct Patient Contact	Partial Work Restrictions	Duration
Conjunctivitis	Yes		Until discharge ceases or until 24 hours after hours after antibiotic is initiated
Diarrhea, acute (with fever, cramps or bloody stools, or lasting more than 24 hours)	Yes		Resolve
Herpes simplex: Genitalia	No	Do not take care of high risk patients	Until lesions heal
Herpes Simplex: Orofacial	No	Do not take care of high risk patients	Until lesions heal
Herpes Zoster (Shingle)	No	Do not take care of high risk patients	Until lesions dry & crust
Pediculosis	Yes		Until 24 hours after treatment
Staphylococcus Aureus (skin lesions)	Yes		Until lesions have resolved
<i>URI with temp. elevations above 99.6 (0)</i>	Yes	Do not do patient care	Until acute symptoms resolve
Pregnancy	Student may address concerns to the Clinical Coordinator		
Known Covid-19 infection	Yes	Do not report to patient care facility	Until cleared by provider, CDC-recommended isolation period has ended, or per clinical agency requirement.

For more complete information, see the CDC's Guideline for Infection Control in Hospital Personnel, particularly Table 2 at the end of the document, available at the following link:

<https://www.cdc.gov/hicpac/recommendations/core-practices.html#Table>

For complete CDC recommendations regarding preventing transmission of COVID-19:

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

## NURSING APPENDIX 4

### American Nurses' Association Code of Ethics for Nurses

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
3. The nurse promotes, advocates for, and protects the rights, health and safety of the patient.
4. The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse through individual and collective effort, establishes, maintains and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

*From: American Nurses' Association. (2015). Code of ethics for nurses with interpretive statements, Washington, DC: American Nurses Publishing, American Nurses Foundation/American Nurses Association.*

## NURSING APPENDIX 5

### Scope of Nursing Practice

The Nursing Scope and Standards of Practice describe the “who,” “what,” “where,” “when,” “why,” and “how” of nursing practice:

- “Who: Registered Nurses (RN) and Advanced Practice Registered Nurses (APRN) comprise the “who” constituency and have been educated, titled, and maintain active licensure to practice nursing.
- What: Nursing is the protection, promotion, and optimization of health and abilities; prevention of illness and injury; facilitation of healing; alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, groups, communities, and populations.
- Where: Wherever there is a patient in need of care.
- When: Whenever there is a need for nursing knowledge, compassion, and expertise.
- Why: The profession exists to achieve the most positive patient outcomes in keeping with nursing’s social contract and obligation to society” (American Nurses Association, n.d., para 2).

American Nurses Association (n.d.). Scope of Practice. Retrieved from <https://www.nursingworld.org/practice-policy/scope-of-practice/>

## **NURSING APPENDIX 6**

### **American Nurses' Association Standards of Practice**

#### **Standard 1. Assessment**

The registered nurse collects pertinent data and information relative to the healthcare consumer's health or situation.

#### **Standard 2. Diagnosis**

The registered nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues.

#### **Standard 3. Outcome Identification**

The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or situation.

#### **Standard 4. Planning**

The registered nurse develops a collaborative plan encompassing strategies to achieve expected outcomes.

#### **Standard 5. Implementation**

The registered nurse implements the identified plan.

##### **Standard 5A. Coordination of Care**

The registered nurse coordinates care delivery.

##### **Standard 5B. Health Teaching and Health Promotion**

The registered nurse employs strategies to teach and promote health and wellness

#### **Standard 6. Evaluation**

The registered nurse evaluates progress toward attainment of goals and outcomes.

### **American Nurses' Association Standards of Professional Performance**

#### **Standard 7. Ethics**

The registered nurse integrates ethics in all aspects of practice.

#### **Standard 8. Advocacy**

The registered nurse demonstrates advocacy in all roles and settings.

#### **Standard 9. Respectful and Equitable Practice**

The registered nurse practices with cultural humility and inclusiveness.

#### **Standard 10. Communication**

The registered nurse communicates effectively in all areas of professional practice.

#### **Standard 11. Collaboration**

The registered nurse collaborates with the healthcare consumer and other key stakeholders.

**Standard 12. Leadership**

The registered nurse leads within the profession and practice setting.

**Standard 13. Education**

The registered nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.

**Standard 14. Scholarly Inquiry**

The registered nurse integrates scholarship, evidence and research findings into practice.

**Standard 15. Quality of Practice**

The registered nurse contributes to quality nursing practice.

**Standard 16. Professional Practice Evaluation**

The registered nurse evaluates one's own and others' nursing practice.

**Standard 17. Resource Stewardship**

The registered nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, financially responsible, and used judiciously.

**Standard 18. Environmental Health**

The registered nurse practices in a manner that advances environmental safety and health.

Source: *American Nurses Association [ANA]. (2021). Nursing: Scope and Standards of Practice (4th ed.). ANA*



## NURSING APPENDIX 7

### Professional Organizations

The following are professional groups that are available to you either as a student (\*) or as a graduate of your respective program.

1. CCNE Commission on Collegiate Nursing Education [www.ccneaccreditation.org](http://www.ccneaccreditation.org)
2. ACEN Accreditation Commission for Education in Nursing <https://www.acenursing.org/>
3. NAPNES National Association of Practical Nurse Education and Service <https://napnes.org/drupal-7.4/index.php>
4. American Association of Colleges of Nursing-BSN Essentials <https://www.aacnnursing.org/Education-Resources/AACN-Essentials>
5. Sigma [www.sigma.org](http://www.sigma.org)
6. ATI Assessment Technologies Institute <http://Atitesting.com>
7. AWHONN Association of Women's Health Obstetric and Neonatal Nurses <https://www.awhonn.org/>
8. INASCL International Nursing Association for Clinical Simulation and Learning <https://www.inacsl.org>
9. SSIH Society for Simulation in Healthcare [www.ssih.org](http://www.ssih.org)
10. American Nurses Association (ANA) – RN [www.nursingworld.org](http://www.nursingworld.org)
11. Michigan Nurses Association (MNA) – RN <http://www.minurses.org/>
12. Michigan Student Nurse Association (MSNA)–RN <http://www.minurses.org/mnsa/links.shtml>
13. Michigan Center for Nursing  
[https://www.michigan.gov/healthcareworkforcecenter/0,4592,7-231-42467\\_43391-152282--,00.html](https://www.michigan.gov/healthcareworkforcecenter/0,4592,7-231-42467_43391-152282--,00.html)
14. National Student Nurses' Association [www.nsa.org](http://www.nsa.org)
15. The agency of the State of Michigan for regulation of nursing practice is:  
State of Michigan Board of Nursing  
[www.michigan.gov/cis/0,1607,7-154-10568\\_17671\\_17682-59003--,00.html](http://www.michigan.gov/cis/0,1607,7-154-10568_17671_17682-59003--,00.html)

Department of Consumer and Industry Services Bureau of Health Services  
611 W. Ottawa 4th Floor  
P. O. Box 30018 Lansing, MI 48909



# **COLLEGE OF HEALTH APPENDICES**



## **A-1 Common COHP Abbreviations, Acronyms, and Key Words**

### **Allied Health:**

<b>AAMA</b>	American Association of Medical Assistants
<b>AAMT</b>	American Association of Medical Transcriptionists
<b>AHDI</b>	Association for Healthcare Documentation Integrity
<b>AHIMA</b>	American Health Information Association
<b>CAAHEP</b>	Commission on Accreditation of Allied Health Education Programs
<b>CAHIIM</b>	Commission on Accreditation for Health Informatics and Information Management Education
<b>CCA</b>	Certified Coding Associate (entry-level certification exam of the AHIMA)
<b>CCS</b>	Certified Coding Specialist (expert-level certification exam of the AHIMA)
<b>CCS-P</b>	Certified Coding Specialist – Physician-based (expert-level certification exam of the AHIMA)
<b>CMA</b>	Certified Medical Assistant (certification exam of the American Association of Medical Assistants)
<b>CMT</b>	Certified Medical Transcriptionist
<b>HICM</b>	Health Insurance Claims Management
<b>HIM</b>	Health Information Management
<b>HIT</b>	Health Information Technology
<b>HSA</b>	Health Services Administration
<b>MA</b>	Medical Assisting
<b>PPE</b>	Professional Practice Experience (AKA Practicum, Practicum, Externship, Clinical) Practicum Allied Health Professional Practice Experience (AKA Practicum, Externship)
<b>RHIA</b>	Registered Health Information Administrator
<b>RHIT</b>	Registered Health Information Technician
<b>RMA</b>	Registered Medical Assistant (certification exam of the American Medical Technology Association)
<b>RMT</b>	Registered Medical Transcriptionist

### **Nursing:**

<b>BSN</b>	Bachelor of Science in Nursing
<b>Clinical</b>	Nursing professional practice experience
<b>HESI</b>	Health Education Systems Inc. (Nursing admission assessment)
<b>Level I</b>	Practical Nursing Diploma Program
<b>Level II</b>	Nursing Associate of Applied Science
<b>Level III</b>	Nursing Bachelor of Science Program
<b>NCLEX</b>	National Council Licensing Exam (state board licensing exam for nursing)
<b>NCLEX-RN</b>	National Council Licensing Exam for the Registered Nurse
<b>ACEN</b>	Accreditation Commission for Education in Nursing
<b>PN</b>	Practical Nurse
<b>RN</b>	Registered Nurse

### **DU Miscellaneous**

<b>AD</b>	Associate Dean
<b>AAS</b>	Associate of Applied Science (Degree)
<b>ABA</b>	Associate of Business Administration (Degree)
<b>BBA</b>	Bachelor of Business Administration (Degree) BS Bachelor of Science (Degree)
<b>CBC</b>	Criminal Background Check

<b>CEA</b>	Career and Education Advisor
<b>CEP</b>	Career and Education Plan
<b>CSC</b>	Career Services Coordinator
<b>DS</b>	Drug Screening
<b>DU</b>	Davenport University
<b>DUES</b>	Davenport University Excellence System
<b>DUO</b>	Davenport University Online
<b>COHP</b>	College of Health Professions

## A-2 Student Disclosure (CBC)



### College of Health Professions ACKNOWLEDGEMENT AND AUTHORIZATION FORM Criminal Background Check (CBC) and Drug and Alcohol Screening (DS)

HLTH101 N/M/R and Graduate 601 courses provide the opportunity to register and process the criminal background check (CBC) and drug screen (DS) testing required of all College of Health Profession (CoHP) students. Courses contains a fee, which covers the cost of the CBC and DS. HLTH101 N, M and R are zero credit, pass/fail (P/F) courses designed for the student just entering health professions or preparing for a Practicum/ clinical experience. Graduate 601- HINT 601, OCHT 601, OCHT 601R, NURS 601 follow the same CBC and DS authorization process. Refer to the current CoHP Handbook for requirements.

**I understand** the CBC and DS must be completed no later than **72 hours or three business days** after forms have been received in my Verified Credentials account In order to successfully complete the course requirements, I must submit to the instructor a **donor receipt in** Blackboard acknowledging I have completed the CBC and DS. If the CBC and/or DS **are not completed**, I will receive an “F” (failure) for HLTH101 or Graduate level 601. If I receive an “F” grade, I must register for the course in the following semester, pay the required tuition and fees, and complete the required assignments, or **I will be blocked from future scheduling/finalizing of all courses.**

I understand that any past, current or future positive background check and/or positive drug screen can block entry into any College of Health Professions program, progression in any College of Health Professions program including denial of placement for clinical, practicum, internship, and/or externship courses, program completion, and/or ability to be employed in any healthcare setting.

I authorize Verified, or any other facility approved by Davenport University (DU), the Federal Bureau of Investigations, the Michigan State Police, or any other agency to conduct a criminal background check and/or a drug screen for any drug, alcohol, or substance requested by Davenport University, and to release those results to Practicum sites and hospitals who request the information.

I understand and agree that if I am arrested or convicted of any offense, I will immediately inform the relevant College of Health Professions representative for my program. I understand that individuals who are arrested for or convicted of certain exclusionary offenses (which are not limited to drug or alcohol offenses), even if the individual has previously taken and passed a drug screen, at Davenport University's discretion, may not be placed into a required clinical component or rotation of any course, may be removed from any such clinical component or rotation if already placed, and may be suspended or removed from the relevant Davenport University College of Health Professions program. I authorize Davenport University to release the results of my criminal background check and my drug screen, and my Clinical Student Disclosure Statement, if applicable, to any hospital, facility or other partner healthcare agency, which requests the results as a part of fulfilling my education/training requirements, or assessing my qualifications for employment or a clinical component or rotation.

I understand the completion of education/training requirements, clinical components, and/or rotations may be graduation requirements, and a degree will not be granted to those who do not successfully complete all required education/training, clinical components, and/or rotations. I also understand that the results of my criminal history check, drug screen and/or certain findings related to my status or conduct may impact my eligibility to enroll or continue my enrollment at Davenport University, participate in clinical components or rotations, and/or obtain licensure, certification, or registration from the State of Michigan or regulating agency.

### **College Of Health Professions Professional Standards**

Students and faculty in any healthcare related program need the abilities and skills in the following domains:

Observation/Communication Ability, Motor Ability, Intellectual/Conceptual Ability Behavioral, Interpersonal, and Emotional Ability. These professional standards will be continuously assessed. Students and faculty must be able to perform these skills independently, with or without accommodation.

I have received and reviewed the current Davenport University College of Health Professions Student Handbook. I understand that I am responsible for the information it contains regarding health programs and remaining up to date with any changes to the policies and/or procedures while I am a student in the College of Health Professions. I further understand that it is my responsibility to contact an advisor, program specific Chair or Associate Department Chair, if I have any questions regarding admission into, remaining in, or re-entering my program. I agree to abide by the policies and requirements as stated in this Handbook. I understand that I may need to sign additional form(s) for my specific program. I understand that I must abide by the professional ethics and standards accepted by professionals and technicians in my individual career choice. Adhering to a stated dress code, personal conduct, and professional attitude are expected throughout my program, and I understand that I will be expected to act professionally at all times. Adherence to the Health Insurance Portability and Accountability Act (HIPAA) compliance requirements, including confidentiality of medical information is mandatory. Violations may result in removal from my CoHP Program and Davenport University.

**STUDENT ID**\_\_\_\_\_

**NAME (Printed)**\_\_\_\_\_

**SIGNATURE**\_\_\_\_\_

**DATE**\_\_\_\_\_

## A-3 Bloodborne Pathogen Exposure/Needlestick Incident Reporting

### Bloodborne Pathogens Exposure/Needlestick Incident Reporting

#### A. On Campus

##### 1. Students:

- a. Notify the instructor immediately, clean the wound with soap and warm water, and treat any bleeding.
- b. Fill out the Davenport University Incident Report. This report is found online at <https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>. Have the site or your personal physician draw blood for bloodborne pathogens exposure. If you do not have a personal physician, you must go to the nearest urgent care clinic.
- c. If you have health insurance, the follow-up care should be covered by this expense, if not the Davenport University provided health insurance will.
- d. If you are using the University provided health insurance, please request your physician or the clinic send all bills to the Department Chair/Associate Chair. This person will then send the bills on to the University's Risk Management group for payment.

##### 2. Faculty:

- a. As soon as a student notifies you of a needlestick, have the student clean the wound as above and fill out the Davenport University Incident Report. (<https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>) with the student.
- b. Unless it is a medical emergency, do not allow the student to leave the classroom without having filled out the University Incident Report first.
- c. Make sure the student understands the importance of obtaining follow-up care and screening with his/her personal physician or the nearest urgent care facility.
- d. Notify the Associate Department Chair by email or phone of the incident and what steps you have taken.

#### B. Off Campus/Practicum

##### 1. Site Students:

- a. Notify your site preceptor, instructor, and COHP personnel immediately.
- b. Follow your practicum site's policies and procedures for bloodborne pathogens exposure. Your site preceptor should be able to assist you with complying with this step.
- c. If the site is not able to draw your blood for a bloodborne pathogens exposure, then you must go to your personal physician or the nearest urgent care clinic and have them draw blood for a bloodborne pathogens exposure.

- d. Notify the Davenport University Practicum Manager for your practicum.
- e. Fill out a Davenport University Incident Report. You must fill out this report as soon as possible. This report is found online at <https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>. If you have questions about the report, ask the practicum manager for assistance.
- f. If you have health insurance, the follow-up care should be covered by this expense, if not the Davenport University provided health insurance will.
- g. If you are using the University provided health insurance, please request your physician or the clinic send all bills to the Department Chair/Associate Chair. This person will then send the bills on to the University's Risk Management group for payment.

2. Faculty:

- a. As soon as a student notifies you of a needlestick, ask the student what has been done at the site, fill out the Davenport University Incident Report (<https://publicdocs.maxient.com/incidentreport.php?DavenportUniv>) with the student and verify that the student is following-up with the practicum site.
- b. Unless it is a medical emergency, do not allow the student to leave the clinic site without following that site's policy and procedure.
- c. As soon as possible have the student fill out the University Incident Report.
- d. Make sure the student understands the importance of obtaining follow-up care and screening at the practicum site or with his/her personal physician/the nearest urgent care facility.

Notify the Associate Department Chair by email or phone of the incident and what steps you have taken.





**Please sign and date prior to beginning your Professional Practice Experience.**

**Hand in or email to your Instructor.**

**(Nursing students: *Hand in to your clinical instructor prior to beginning every clinical rotation*)**

### **College Of Health Professions Professional Standards**

In order to be successful in the Davenport University College of Health Professions Programs, students and faculty need to be aware that the ability to meet the following professional standards will be continuously assessed. Students and faculty in any healthcare related program need the ability and skills in the following domains: observational/ communication ability, motor ability, intellectual/ conceptual ability, and behavioral, interpersonal, and emotional ability. Students and faculty must be able to perform independently, with or without accommodation, to meet the following professional standards\*:

#### **Observation/Communication Ability**

Students and faculty must be able to:

- Effectively communicate both verbally and non-verbally with patients, peers, faculty and other healthcare professionals
- Use senses of vision, touch, hearing, and smell in order to interpret data
- Demonstrate abilities with speech, hearing, reading, writing, English language, and computer literacy

#### **Motor Ability**

Students and faculty must be able to:

- Display gross and fine motor skills, physical endurance, strength, and mobility to carry out healthcare related processes and procedures
- Possess physical and mental stamina to meet demands associated with excessive periods of standing, moving, physical exertion, and sitting
- Perform and/or assist with procedures, calculate, reason, analyze, and synthesize data in order to make decisions, often in a time urgent environment
- Incorporate new information from faculty, peers, and healthcare related literature and research
- Interpret data from electronic and other monitoring devices

#### **Intellectual/Conceptual Ability**

Students must be able to:

- Problem-solve, measure, calculate, reason, analyze, and synthesize data in order to make decisions, often in a time urgent environment.
- Incorporate new information from teachers, peers, health related literature, and research.
- Interpret data from electronic and other monitoring devices

### **Behavioral, Interpersonal, and Emotional Ability**

Students and faculty must be able to:

- Tolerate physically taxing workloads and function effectively during stressful situations
- Display flexibility and adaptability in the work environment
- Function in cases of uncertainty that are inherent in healthcare settings involving patients, clients, vendors, and others interacting with healthcare providers
- Possess the skills required for full utilization of the student's and faculty's intellectual abilities
- Exercise stable, sound judgment
- Establish rapport and maintain sensitive, interpersonal relationships with others from a variety of social, emotional, cultural, and intellectual backgrounds
- Accept and integrate constructive criticism given in the classroom, clinical, and healthcare facility settings

**\*Adapted from SCSU Dept. of NUR and Western CT State University Department of Nursing Technical Standards**

**NAME** \_\_\_\_\_

**DATE** \_\_\_\_\_