

GRADUATE PROGRAMS

STUDENT HANDBOOK

2024-2025

Empowering you to
pursue bold ideas and
influence health care
delivery in Indiana and
around the world.

THAT'S MY

GIANT LEAP

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Welcome

Welcome to the Purdue University School of Nursing Graduate programs. The demand for highly skilled and knowledgeable nurses with advanced degrees continues to climb. This is an exciting time to be a nurse, and your presence in our graduate programs means that you are preparing to be a change in agent in the profession.

The profession of nursing holds a central role in meeting the health care health care needs of populations and individuals. Nurses continue to be recognized by the public as the most trusted member of the health care team. With this trust and authority comes great responsibility. Students enrolled in Purdue's graduate programs are expected to demonstrate behaviors in class and clinical practice that deserves and commands this respect.

Within this handbook is information about major policies, procedures, and guidelines for graduate students in the School of Nursing. Please become familiar with the handbook as it may provide answers to many of your questions.

In addition, you should peruse the [University's Regulations Website](https://www.purdue.edu/academics/ogsps/faculty/forms.html) to become familiar with university level student regulations, including student conduct and student records. The Office of the Vice Provost for Graduate Students and Postdoctoral Scholars website, <https://www.purdue.edu/academics/ogsps/faculty/forms.html> has a section for current students that addresses academic, financial and student life parameters for graduate students. The faculty and staff of the School of Nursing stand ready to collaborate with you on your academic journey as you pursue your next professional goals.

History of the Purdue University School of Nursing

The School of Nursing at Purdue University traces its beginning to the early 1960's. Indiana, as well as the nation, was confronted with a critical need for registered nurses. The concept of associate degree nursing education, new on the national scene, was embraced by Charles H. Lawshe, dean of university extension, as a means of addressing Indiana's severe nursing shortage. The first class of thirty students was admitted in the fall of 1963. During that year, nursing functioned as a de facto department within the Division of Applied Technology. With the organization of a School of Technology in 1964, department status for nursing was approved by the Board of Trustees. Nursing organizationally remained a part of the School of Technology for 15 years. Associate degree programs were begun on the Calumet, Ft. Wayne, North Central, and Indianapolis campuses by 1966. Curriculum and course content was the same on all campuses. In 1970, control of the nursing program on the Indianapolis campus was shifted to Indiana University and an upper-division baccalaureate program was begun in West Lafayette and Calumet. By the 1975, Calumet and Ft. Wayne campuses were granted autonomy and provided the opportunity to develop programs responsive to their own communities. Using funds acquired from the Public Health Service, the present home of the School of Nursing was constructed and ready for occupancy in 1977.

The strong program of professional preparation in nursing was recognized by the Board of Trustees in 1979 when the Department of Nursing became a School of Nursing, administratively linked with the Schools of Pharmacy and Health Sciences. With school status achieved, the faculty decided to admit freshmen to the baccalaureate degree program and phase out the associate degree program beginning in 1982. On April 20, 1991, the Nursing and Allied Health Sciences Building was renamed the Helen R. Johnson Hall of Nursing in tribute of the visionary who initiated nursing programs throughout the Purdue system.

Timeline

1963	Associate degree nursing program initiated by Charles Lawshe, Dean of University Extension
1964	School of Technology established. Nursing program shifted from University Extension to School of Technology in the Department of Nursing.
1970	Upper division baccalaureate program initiated resulting in a 2 + 2 nursing program.
1972	Funds (\$1.3 M) secured from the Public Health Service, US Department of Health, Education and Welfare to construct the Nursing and Allied Health Building.
1979	Department of Nursing becomes a School of Nursing, administratively aligned with the Schools of Pharmacy and Health Sciences.
1982	Associate degree program eliminated and a four-year program resulting in a baccalaureate degree in nursing program established. Nursing Center for Family Health funded
1991	Building named in honor of Helen R. Johnson, the visionary who started nursing programs on WL, Calumet, Ft. Wayne, North Central, and Indianapolis campuses. In 1970 the control of the associate degree nursing program on Indianapolis campus shifted to Indiana University with the formation of the Medical Center. On April 20 th Dr. Johnson was joined at the naming ceremony by Drs. LaNelle Geddes who succeeded her as head and Jo Brooks who had just been named Dr. Geddes's successor.
1998	Graduate courses offered on WL campus in collaboration with Calumet.
2003	Master's program in nursing initiated, offering a major as an adult nurse practitioner .
2005	Doctorate in nursing (DNP) program admits first cohort.
2006	Pediatric nurse practitioner option added to master's program. Both ANP and PNP programs designed as either degree or certificate programs.
2010	School of Nursing becomes one of nine academic units in the newly established College of Health and Human Sciences.

Timeline

2013	Adult Nurse Practitioner program becomes Adult Gerontology Primary Care Nurse Practitioner program (AGNP) . The Pediatric Nurse Practitioner (PNP) program becomes Primary Care Pediatric Nurse Practitioner program.
2015	Family Nurse Practitioner (FNP) concentration added to the master's program and first cohort admitted
2015	System-wide, Collaborative DNP (CDNP) program admits its first cohort in conjunction with Purdue University, Calumet and Indiana University-Purdue University, Fort Wayne
2017	PhD program admits first cohort.
2018	Psychiatric/Mental Health Nurse Practitioner Program (PMHNP) initiated.

The nursing programs were initially accredited in the 1960s by the National League for Nursing and continued with this accrediting body until the new Commission on Collegiate Nursing Education (CCNE) was formed in the late 1990s. The baccalaureate program, accredited in 2001 by CCNE, was re-accredited in 2006. The graduate programs, with the exception of the FNP, were last accredited in 2014. The accreditation was approved for 10 years. The faculty believes that an external review by peers is vital to having programs of a high caliber. The self-study process requires all faculty and staff to complete a thoughtful review of where we have been and articulate a clear vision of where we are going next.

Resources

The School of Nursing is housed in the 18,095-square-foot Helen R. Johnson Hall of Nursing. Within this building are a number of spaces that are used for graduate education. The majority of faculty offices are located on the second floor.



Center for Nursing Education and Simulation (CNES)

The Center for Nursing Education and Simulation, located on the first two floors of Johnson Hall, provides an active learning environment that replicates the healthcare settings in which our graduates practice. The CNES is committed to partnering with faculty and students by providing resources to support creative teaching strategies developed to promote active learning. High fidelity simulators and health assessment areas may be of use to graduate students acquiring new skills and carrying out activities that require simulation. In 2015, the CNES received a 1 million dollar renovation, featuring new simulators.

Office Space for Graduate Students

Graduate students have shared office space in Johnson Hall. This space includes desks, computers, printer, work table, and comfortable chairs for graduate students to use when preparing for class or working on projects. **There are various nursing journals available for use. Please notify the graduate office of any printer supplies that may be needed. The graduate office has a limited number of laptops that may be checked out for short**

periods of time. Please be considerate of the shared professional workspace by keeping work areas clean and remove all personal items when not using a computer station.

Information Technology at Purdue (ITaP)

The Teaching and Learning group of ITaP provides support to enhance the learning experiences of Purdue students. Purdue University uses the Brightspace System, an online course environment that allows faculty to deliver course materials, communicate with students, and create learning activities. Students in many courses submit assigned homework and papers through Brightspace.

At [ITaP](#), students can find resources to help conquer technology challenges. Whether you're a newbie on campus or a seasoned student working on a 3rd degree at Purdue, issues may arise with technology. Three methods of assistance are available: consultations, tutorials, and Gold Answer articles.

Tutorials are available for multiple software programs, including the university provided e-mail service that is available by default for all students. Visit the ITaP website for instructions if you would like to use an e-mail client like Outlook or Thunderbird.

Specific information for students including information about:

- Career Accounts (your Purdue email address that is used by the School and University to communicate with students)
- Brightspace (web-based management and delivery of course content for all campuses in the Purdue system)
- Discounts on software and hardware
- Equipment loans
- Filelocker for the temporary, secure storage system and sharing of information

PAL 3.0 is offered as a means of using the wireless network at Purdue if you bring a laptop to campus. Policies regarding the use of a laptop vary from course to course.

A Student Advisory Council seeks student input on IT matters: to share information, to help ITaP communicate with student body, to engage student population, and to help develop communications plans.

Computing Requirements

As a student in the nursing program, you will be required to use computer applications on a regular basis. These requirements apply regardless of whether students take distance learning courses or on-campus courses. All students are expected to have a personal computer that is compatible with online course access while in the graduate program. A laptop computer is recommended.

The Online Writing Lab: OWL

The Purdue University Writing Lab and Purdue Online Writing Lab (OWL) assists students in their development as writers—no matter what their skill level—with on-campus consultations, online participation, and community engagement. The Purdue Writing Lab serves the Purdue, West Lafayette, campus and coordinates with local literacy initiatives. The [Purdue OWL](#) offers global support through online reference materials and services.



The Writing Lab houses writing resources and instructional materials as a free service. Tutors are Graduate Teaching Assistants who tutor writing in all subject areas. Tutors work one-to-one with Purdue undergraduates and graduate students in 30-minute consultations. The Writing Lab also offers workshops covering a variety of topics, from the writing process to résumés and cover letters.

Libraries

The library catalog ([Purdue Library Website](#)) is the key to finding books and journals in the Purdue University Libraries. The libraries' lists of hundreds of subject-specific databases and electronic journals are also found on the home page. Users may access the system from any computer with network connections. Remote access to the databases and electronic journals requires linking to the resource from the libraries website and entering a valid Purdue Career Account and password.

The Thomas S. and Harvey D. Wilmeth Active Learning Center (WALC) serves the departments of Chemistry; Earth, Atmospheric and Planetary Sciences (EAPS); Engineering; Life Sciences; Pharmacy, Nursing and Health Sciences; and Physics. For up-to-date information visit [WALC Website](#).

Interlibrary Loan Articles may be acquired through interlibrary loan if not available on campus. Forms are completed electronically on the library website.

Loan Policy Books may be borrowed for sixteen weeks. A valid Purdue student identification card is required to check out items.

Some materials labeled as "Special Collections" may be restricted to in-library use or require special permission from the library staff to check out. Hard copies of Journals, reference books, indexes, reserve books and readings may only be used in the library.

Overdue items Books may be returned to any campus library. They may be renewed at the library service desk or by phoning the library at 494-1416. You can also renew items online at [Purdue Library Website](#) by selecting "My Library Account" and following the directions.

Users who fail to return materials will be billed for replacement costs and nonrefundable overdue fee and processing fees. Borrowing privileges will be suspended until the fees are paid and the library account is cleared, and grades may be held until such encumbrances are paid.

Purdue University Student Health Center (PUSH)

PUSH is students' primary site for health care on campus. Full-time, fee-paying students are entitled to an unlimited number of pre-paid visits to PUSH providers and a limited number of consultations with staff in PUSH's Counseling and Psychological Services unit. Fees are charged for ancillary services.

Nursing Center for Family Health (NCFH)

The NCFH, a nurse managed clinic serving Purdue faculty, staff and retirees located in the Lyles-Porter building primarily provides health and wellness activities. It is a clinical site for graduate and undergraduate nursing students and a cadre of other College of Health and Human Sciences students. Students gain experiences in health promotions, ambulatory healthcare and inter-professional education. While NCFH is the home base for operations, staff and students' complete health-screening activities at many locations across campus. NCFH is collaborating with PUSH on several projects focused on student health.

North Central Nursing Clinics (NCNC)

North Central Nursing Clinics is made up of 4 Nurse Managed Clinics. Established in July 1995 by the School of Nursing, the Family Health Clinic in Delphi was the first clinic to open, and it has developed a history and reputation for offering quality healthcare in the community for over twenty years. The initial grant from the Indiana State Department of Health was to demonstrate the efficiency of nurse-managed clinics in providing primary healthcare and improving community health with a focus on rural medically underserved and vulnerable populations. The clinic then expanded opening a satellite location in Monon in 2006. In January 2016 the Family Health Clinic of Burlington opened. In June 2016, the Family Health Clinic of Wolcott became the 4th clinic. In March 2009, the Family Health Clinic received Federally Qualified Health Center (FQHC) designation and established a community-based board of directors. In June 2014 the clinic received the National Committee for Quality Assurance Patient-Centered Medical Home (PCMH) Level 2 designation. In 2015 4,989 individual patients were seen for a total of 12,985 patient encounters.



Burlington
425 E 5th St., Ste B
765-564-3016



Delphi
901 Prince William Rd
765-564-3016



Monon
420 N Market
877-797-2404



Wolcott
128 W Market
219-747-2067



Overview of the School of Nursing Graduate Program

The nursing graduate programs deliver an innovative curriculum with the DNP capitalizing on Purdue's strengths in engineering. The emphasis on healthcare engineering and interdisciplinary collaboration provides students with

opportunities to learn from faculty, hospital and community leaders, and policy makers. We offer a focus on rural populations and the opportunity to build multiple inter-professional relationships across the campus. The DNP is a practice-focused doctoral program that prepares graduates for the highest level of clinical nursing practice. DNP graduates acquire the tools to both create and evaluate the impact of change in healthcare systems through a combination of courses and clinical experiences. There are two paths to the DNP, post-baccalaureate and post-masters.

To achieve practice specialization on the way to the DNP, *post-baccalaureate* students may choose from three advanced practice primary-care concentrations at the West Lafayette campus: Adult Gerontology Primary Care Nurse Practitioner (AGNP), Primary Care Pediatric Nurse Practitioner (PNP), and Family Nurse Practitioner (FNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP). Using a combination of web-based, live satellite, and on-campus courses, this cooperative arrangement allows for a variety of specializations with the convenience of local offerings and faculty support. Students are eligible to take the respective national certification exams after completing the requirements for the masters in these concentrations. Post-master's certificates are also available.

Post-master's students are also admitted to the DNP program. Transcripts from the student's master's program are reviewed for placement in the DNP program. Those students holding a master's in an area other than the four acknowledged Advanced Practice Nursing roles (which includes NP, CNS, Midwife, CNRA) are required to take the core APRN courses (pathophysiology, pharmacology, and physical assessment - [Student Regulations Assessment Website](#)).

The DNP program is designed to prepare graduates to have knowledge and skills in the areas of scholarly practice, practice improvement, innovation and testing of care delivery models, evaluation of health outcomes, health policy, leadership in healthcare delivery and quality improvement, and clinical expertise for advanced nursing. The curriculum provides for integration of research and theory requisite for scientific inquiry in the advanced practice roles. Students who select a combination of online and on-campus courses, or a hybrid format, may choose one of two available tracks in the Purdue DNP program: (1) direct practice/systems management and (2) public health/homeland security. Students who prefer a fully online format may choose the Collaborative DNP program with a concentration in Transitions and Quality Improvement.

Purpose

The overarching objective of Purdue's graduate program is to provide state-of-the-art educational opportunities for professional nurses preparing for leadership and practice roles in healthcare. The graduate curriculum is organized according to the American Association of Colleges of Nursing's (AACN) *Standards and Essentials*, the *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2022), and *The Core Competencies for Nurse Practitioners* (NONPF, 2022). The AGNP program is also based on the *Adult-Gerontology Primary Care Nurse Practitioner Competencies* (AACN, 2010) and the PNP and FNP Programs on the *Population Focused Nurse Practitioner Competencies* (Population Focused Task Force, National Association of Nurse Practitioner Faculties, 2013).

Mission

The mission of Purdue University School of Nursing is to serve the citizens of Indiana, the nation, and the world. We do this through *discovery* that expands the realm of nursing knowledge; *learning* by the dissemination and preservation of knowledge that prepares beginning and advanced nursing graduates for professional licensure and leadership in their work settings. We practice *engagement* through the application of nursing science in local to global healthcare settings, and *advocacy* through participation in healthcare legislation and policy that respect diverse client populations.

In all these activities, the School of Nursing seeks to:

- Prepare graduates for the practice of professional nursing in general and specialized clinical settings.
- Contribute to the improvement of nursing education through innovation, evaluation, and participation in local to global nursing education activities.
- Conduct research and other scholarly activities to add to the body of specialized knowledge and theory in nursing.
- Support the improvement of health from the local to global arena through discovery, learning, and engagement.
- Advocate for the improvement of the healthcare delivery system through changes in public policy about accessibility, effectiveness, and quality of healthcare.
- Promote a positive societal view of professional nursing by increasing public awareness of nursing's contribution to healthcare.
- Provide continuing education programs to facilitate intellectual development in the field of nursing.
- Acknowledge diversity of values and ethics, culture, and ethnicity of all people.
- Encourage the advancement of nursing science by creating a milieu that fosters information literacy, lifelong learning, and scholarly endeavors.

Strategic Approach

The School of Nursing promotes the liberal and practical education of men and women of diverse backgrounds for beginning and advanced nursing practice. We believe that professional nursing practice begins with baccalaureate nursing education and continues throughout the nurse's professional life. We further believe that nursing education is enhanced by a community of motivated students and faculty committed to excellence in learning. The faculty is a scholarly community with a shared vision of *discovery, learning, and engagement/service*. This shared vision expands nursing and healthcare knowledge, prepares graduates for leadership roles, reaches out to the local and global community, and enhances *advocacy* through participation in healthcare legislation and policy that respects diverse client populations. The school's integration of the University's tripartite mission of discovery, learning, and engagement initiatives is exemplified in our two nurse-managed clinics that serve over 6,000 clients annually, many of whom are uninsured or underinsured. The school engages in projects that will improve the quality of healthcare delivery for people of local community, state, national, and global arenas, while preparing expert nurses to meet the healthcare needs of a changing society. *Discovery* and *practice/service* trajectories focus on rural healthcare, health promotion, disease prevention, quality of life, healthcare systems, child development, pharmacology, gerontology, nursing historical inquiry, ethics, human rights, and innovations. The School of Nursing is part of a distinguished tradition of *democracy, inclusiveness, flexibility* and *accessibility* in higher education. The school seeks to develop and nurture *diversity* as its members pursue academic excellence and preeminence. As it makes advanced nursing education available to qualified students, the school demonstrates its concern for the *intellectual and personal growth and worth of every individual*. Our community's celebration of its members' *diverse backgrounds, cultures, and viewpoints* cultivates *mutual respect* in all its interactions.

Purdue University Non-Discrimination Policy

Purdue University is committed to the development and nurturing of a diverse community. The University believes that diversity stimulates creativity, promotes exchange of ideas, and enriches life. See [Purdue University Nondiscrimination Policy Statement Website](#).

Conceptual Framework

The contemporary paradigm of nursing – person, health, nursing, and environment – serves as the foundation for advanced nursing practice. As a practice discipline, nursing is based on the integration of theory and research. Theory and research are applied and integrated to provide evidence-based practice to influence, develop, and implement health policy.

The advanced practice registered nurse (APRN) functions within different contexts of practice as the client experiences various health states. Within these contexts, the APRN utilizes scientific inquiry, leadership and role competence to promote, restore, and maintain health, and to prevent illness. The focus of the Master of Science (MS) and Doctor of Nursing Practice (DNP) programs is primary healthcare in rural and underserved settings. The faculty believes that graduate education builds and extends the foundations of nursing knowledge gained at the baccalaureate level with respect for the diversity of each student's antecedent knowledge and experiences.

Graduate education serves as an avenue for inter-professional learning experiences while expanding the understanding of the nursing paradigm. The programs provide opportunities for integration of advanced knowledge, theory, and research as well as experience in leadership, research utilization, expertise in clinical practice, health policy formation, and the development of role competence.

The advanced practice nurse at the master's level has specialized knowledge in advanced pathophysiology, pharmacology, advanced health assessment, complex clinical decision-making, legal and ethical decision-making, and healthcare policy. The APRN conducts histories and physical examinations, manages commonly recurring acute and chronic health conditions, counsels, and provides patient education. The MS/APRN has collaborative prescriptive authority in the state of Indiana and in many states throughout the United States.

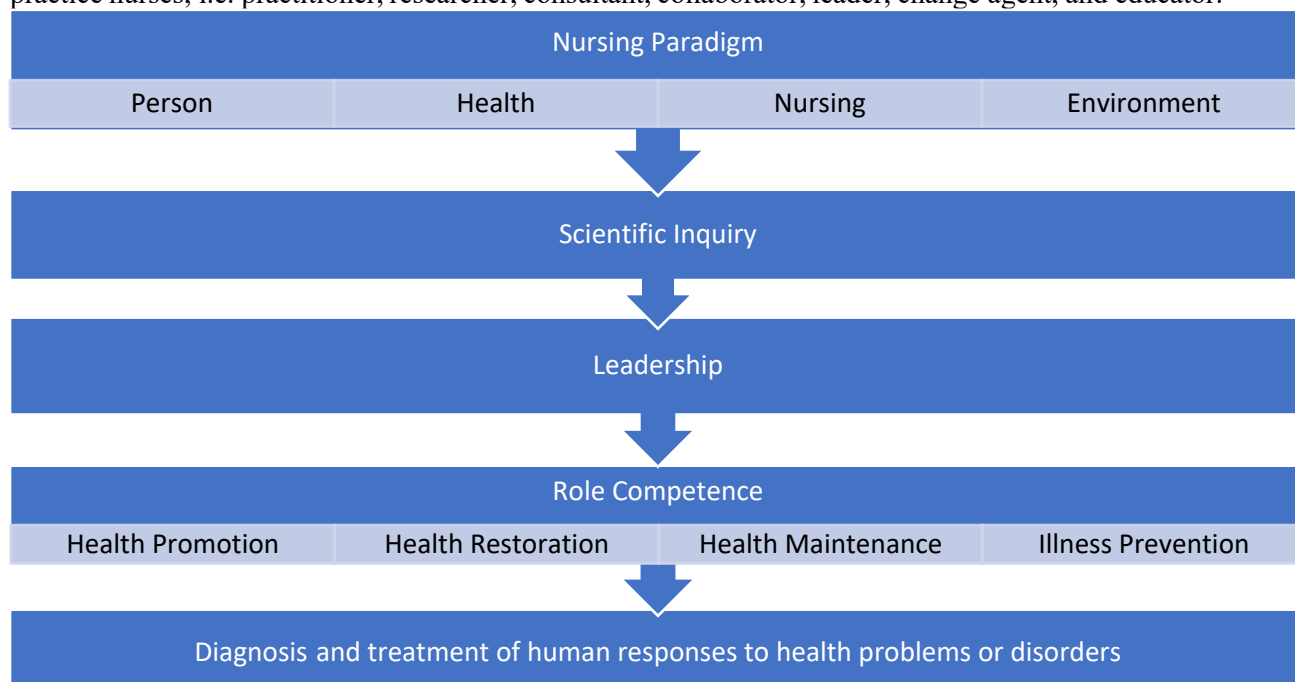
The advanced practice nurse at the practice doctoral level (DNP) has specialized knowledge in the innovation and testing of care delivery models, the history of the current healthcare system, leadership, practice improvement, evaluation of health outcomes, health policy, and evidence-based practice research to strengthen healthcare delivery systems and design new systems from local to global settings. The DNP collaborates with interdisciplinary faculty, hospitals, community leaders, and state, national, and international healthcare administrators. The DNP is prepared to practice in a multiplicity of arenas such as advanced practice nursing healthcare clinics and private practices, hospitals, schools of nursing, health policy agencies, state and national healthcare systems, and industrial and pharmaceutical research entities.

Conceptual Overview of Advanced Practice Nursing

Nursing Paradigm: The synthesis of concepts of person, health, environment, and nursing.

Core: Scientific inquiry, based on theoretical knowledge and research skills, and leadership development and health policy serve as the foundation of advanced practice nursing.

Roles: Competencies resulting from the application of theory, research, and leadership enacted by advanced practice nurses, i.e. practitioner, researcher, consultant, collaborator, leader, change agent, and educator.



Admissions Policies and Procedures

Admission Requirements

Applicants must meet the following admission requirements:

1. Graduation from an accredited baccalaureate program in nursing. International students must graduate from a nursing program that has undergone comparable review and must score a minimum of 550 on the paper-based TOEFL. The minimum Internet-based test scores for admission require a total score of at least 100 with no subscale score less than 22. The minimum subscale scores are the following:
 - Writing 22
 - Speaking 24
 - Listening 22
 - Reading 22
2. A minimum undergraduate nursing cumulative Grade Point Average of 3.0, on a four-point scale, or equivalent "B" average. **Note:** Applicants not meeting this criterion may be considered for conditional enrollment status.
3. Evidence of current registered nurse licensure in the State of Indiana.
4. Evidence of successful completion (3.0 on a 4.0 scale) of an upper division statistics* course (30000-50000 level) taken within the last 5 years for all DNP students. Master's students must have had an upper division STATS course at some point in their college education. DNP students must complete this requirement at least one semester prior to taking NUR 62600 (Applied Biostatistics for Outcome Evaluation).
5. A personal interview with a graduate program faculty advisor may be requested.
6. Basic computer competency including word processing and use of Internet.
7. Successful completion of a criminal background check through CastleBranch in a timely manner. Instructions on how to complete this step will be provided in your admission letter.

* STAT 30100, SOC 38200, SOC 58100, STAT 50100, STAT 51100 or other course deemed comparable by the School of Nursing Admissions Committee.

The following documents must be submitted:

1. The Graduate School Application Form. This is to be completed on-line at the [Office of the Vice Provost for Graduate Students and Postdoctoral Scholars](#).
2. Two official (original) transcripts from each school attended.
3. A 300–500-word essay, which addresses your purpose for undertaking graduate study in nursing, reasons for choosing Purdue, career goals, and research interests.
4. Three letters of recommendation evaluating your scholarly potential. At least one recommendation must be from a professor of nursing. If you have been out of school for more than 5 years, you may substitute a direct manager for professor.
5. A curriculum vita or resume.
6. A copy of current and unencumbered registered nurse license.

Application Procedures

Applications with all supporting documents must be submitted by March 1 for priority consideration into all graduate programs. Some graduate programs offer a second admissions cycle. The deadline for which is September 1. Please consult the director of the specific program to determine if spring admission is available. No action can be taken until all admission documents have been received. See Classification Status for information on degree-and non-degree seeking admission policies. For more information on the Purdue School of Nursing, visit our [website](#).

The Graduate Admissions Committee of the School of Nursing reviews completed application materials. The school forwards its recommendation to the Office of the Vice Provost or Graduate Students and Postdoctoral Scholars in West Lafayette for review and final action. Students receive official notification of the action taken from the Office of the Vice Provost or Graduate Students and Postdoctoral Scholars.

Applications for full time study will be given priority admission consideration. Transferring from full time to part time study may be done on a space available basis with permission of the appropriate Program Director. The school cannot guarantee required courses will be available in the needed sequence when students move to part time status.

Follow the online application procedure by logging onto the [Office of the Vice Provost for Graduate Students and Postdoctoral Scholars](#). You will need to create an application account to start your application.

Return all other materials to:

Graduate Program
School of Nursing, Johnson Hall
502 N. University St.
West Lafayette, Indiana 47907

- Request that **two** official transcripts from each school attended be mailed to the Graduate Program (address above). ALL transfer credits shown on AD, BS and/or MS degree transcripts require two official transcripts from the school where the credits were originally obtained. **Electronic transcripts should be sent to gradadm@purdue.edu for verification. The School of Nursing cannot accept electronic transcripts.**
- A copy of your current registered nurse license is required.

Notification of Admission

The School of Nursing will notify applicants of their admission recommendation, in writing. The Office of the Vice Provost for Graduate Students and Postdoctoral Scholars will send email notification to admitted applicants.

Conditional Enrollment

An applicant who does not meet one or more of the admission requirements may be considered for conditional enrollment. The specific conditions will be addressed in the admission recommendation letter. Students who fail to meet the specific conditions may not be allowed to continue in the graduate program.

Regular (Degree Seeking) Graduate Students

Degree seeking applicants must submit their applications online at the West Lafayette Campus Office of the Vice Provost for Graduate Students and Postdoctoral Scholars [website](#).

Post Baccalaureate Non-Degree Enrollment (Temporary)

This classification is intended for those who wish to pursue study beyond the baccalaureate degree but do not have specific degree objectives. It is not intended to be a form of probationary admission to a regular degree program. It is possible for those registered in this classification to be considered for admission to the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars as a regular graduate student.

If an individual in this classification is later admitted as a regular graduate student, **no more than twelve hours of credit** may be applied to an advanced degree program. Students who receive a grade of “C” in any nursing course must retake the course. Non-degree registrants may be required to secure consent from each of the departments in which they would like to register for courses.

Transfer of Credits

Graduate nursing faculty will evaluate courses from other institutions for equivalency and transferability.

Financial Aid

Students can arrange financial assistance through the Division of Financial Aid Services, Stewart Center, room G18. This office can be reached by telephone at 765-494-5050. Further information is also available on the Division of Financial Aid Services [website](#).

Purdue University Graduate School

From fellowships to assistantships, the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars offers many opportunities, resources, and strategies to assist graduate students in obtaining funding. Information is available on the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars [website](#).

Scholarships and Fellowships

A limited number of fellowships and scholarships are available for graduate nursing students. The deadline for applying is generally in April of the academic year preceding the awards. Amounts of money awarded and

eligibility requirements vary. For further information and applications, contact the [Division of Financial Aid Services](#). There is an application for scholarships for graduate nursing students located on the School of Nursing website. Qualifications to receive these scholarships varies based on program of study and focus of projects. Make sure to check the website for specific information and dates.

Professional Federal Nurse Traineeships

Federal Nurse Traineeship awards are grants from the US Department of Health and Human Services specifically earmarked for graduate nursing students. These awards may be available based on a year-to-year award from HRSA. Awards vary with the amount of funding received. Traineeships are administered from the School of Nursing. On occasion, other program-based financial aid administered through the School of Nursing is available. This information will be available through the School of Nursing Graduate Office if funding is available for the current academic year.

Graduate Research or Teaching Assistantships

Graduate Research (RA) or Teaching Assistantships (TA) may be available for graduate students interested in providing a supportive role in scholarly and/or teaching activities with nursing faculty. Benefits from RA and TA positions include fee remission, medical insurance supplement, and monthly stipends. To be eligible for an appointment, an individual must be enrolled in a minimum of 6 hours of graduate study and remain registered at this level during the entire appointment period. Students must have a minimum of 2 years of clinical experience to be considered for a teaching assistantship.

Students serving as Graduate Research Assistants must complete Institutional Review Board (IRB) Collaborative Institutional Training Initiative (CITI) training online prior to commencement of the research assistantship. All graduate students must complete this program prior to NUR 59800 or NUR 69800.

Students interested in applying for a TA position should indicate their interest to the School of Nursing Graduate Program Administration Specialist for further information. Applicants must submit a written resume. The Associate Head administers the interview process. Appointments for TA positions are made based on the applicant's qualifications and the needs of the school.

Other Financial Resources

Nursing Education Loan Repayment Program (NELRP)

This program offers registered nurses financial assistance to repay educational loans, in return for service in eligible facilities in nursing shortage areas. For eligibility information and application instructions, see the U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA) Bureau of Health Professions [website](#).

National Health Service Corps (NHSC) Scholarship Program

The NHSC has a number of opportunities available for health professions students. These programs offer individuals the chance to make a real difference in a community. Nurse practitioner students can reduce their educational debt through the National Health Service Corps (NHSC) Scholarship Program (SP) or the NURSE Corps Scholarship Program (NURSE Corps SP). Administered by the U.S. Department of Health and Human Services, Health Resources and Services Administration, these scholarship programs support nurse practitioner

students committed to working in communities with limited access to care. Students can apply to one program—or both—but may only accept a scholarship from one. Details are available at the National Health Services Corps website: [NHSC.HRSA Website](#).

Minority Scholarships

Minority Nurse Magazine and the National Coalition of Ethnic Minority Nurse Associations offer 3 scholarships. The deadline for applying is February 1st. See [Minority Nurse Scholarship Website](#) for further details. This site also provides a searchable database of other scholarships.

Reserve Officer Training Corps (ROTC)

Purdue has Army, Navy, and Air Force, ROTC programs. Availability of scholarships varies with the demand for advanced practice nurses. Contact each branch for details about what they are currently offering.

[Purdue Army ROTC](#)

[Purdue Air Force ROTC](#)

[Purdue Naval ROTC](#)

Progression Policies and Procedures

The School of Nursing abides by the policies and procedures outlined by the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars. Listed below are issues that are of special importance to graduate nursing students as well as policies established by the School of Nursing graduate faculty.

Change of Date of Admission and Re-Application to Graduate School

An applicant whom, after being granted admission by the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars, does not enroll for three or more consecutive academic sessions (including the summer session) must reapply, complete a new application and pay the application fee. Updated or additional admission information may be required. Conditions may be placed on admission.

a. Domestic Applicants

A request to change the date of admission for a domestic applicant is required only when more than three sessions will have elapsed between the original date and the new date of admission (e.g. fall 2015 to fall 2016). The department must submit a request, in writing, along with a copy of the applicant's request for a change of date, to the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars. Approval of a change of date request will allow an applicant a fourth session in which to register without submitting new application. Only one change of date request can be honored, and the request must be submitted before the end of the session in which the student was originally admitted.

b. International Applicants

Although an international applicant's admission is governed by the same regulations as those of a domestic applicant, the Certificate of Eligibility (I-20 or DS-2019), issued to international applicants by the Office of International Students and Scholars (ISS), is valid only for the session specific on the document. For this reason, a

change of date request is required for any session change. The department must submit the request, in writing, along with a copy of the applicant's request for a change of date, to the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars. A copy of the change of date letter is then sent to the ISS office. The international applicant is required to return the original Certificate of Eligibility (I-20 or DS-2019) issued to him or her before a new certificate can be issued. If the change of date request extends beyond one year or three sessions, the applicant also will be required to update documentation of financial support. Only one change of date request can be honored, and it must be submitted before the end of the session in which the student was originally admitted.

Withdrawal and Re-Entry Procedures

A graduate student who wishes to withdraw from the Master of Science program or the DNP program must submit a written request to the Graduate Program, School of Nursing, Johnson Hall, 502 North University Street, West Lafayette, IN 47907.

Students who withdraw must file a Registrar Form 702 through the MyPurdue portal/academics tab/withdrawal. When the Form 702 is submitted students will be directed to contact the Office of the Dean of Students (ODOS) in Schleman 207 to complete the withdrawal process. Students may contact ODOS by phone or in person. If the student does not take time to contact ODOS, the withdrawal will not be complete. Information about refunding of fees and tuition is available on [the ODOS website](#).

All current graduate students who have not registered for three or more consecutive academic sessions (including the summer session) must submit a new application to the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars and pay the application fee. Updated or additional admission information may be required. Conditions may be placed on admission.

Standards of Work

Success in graduate study requires a serious commitment and performance of high quality. Students must achieve a minimum grade of “B” in all required courses.

Integrity of graduate work is addressed in the *Graduate Education at Purdue University*, available at: [Graduate Education Information Website](#) as are other expectations and responsibilities of students and faculty.

Students enrolled in the School of Nursing's graduate program must also conform to the University's Student Code of Honor, the Graduate Student Standards of Work, Office of the Dean of Students Regulations Pertaining to Student Conduct, and the ANA Code of Ethics.

[The ANA Code of Ethics](#)

In partnership with their major professors, students must use iThenticate software to detect signs of plagiarism for intellectual products produced during their studies.

Progression and Graduation Requirements

A student who is admitted to graduate study on a conditional basis must meet all conditions (e.g., grades, other requirements) established at the time of admission. If a student fails to meet these conditions he or she may be dismissed from the program.

All graduate students must achieve at least a “B” in required courses. If a student receives a “C” in a required course, the course must be repeated. A grade of “C” is considered a non-passing grade for all courses in the graduate program. Pass/not pass grades also cannot appear on the plan of study. The School of Nursing does not use +/- grades.

- A required nursing course can be repeated only once.
- No more than one required nursing course can be repeated.
- Students who receive a failing grade in a second required nursing course will be dismissed from the program.

Students who have not completed required clinical hours will receive a grade of incomplete for that course. In order to progress to the next course that requires clinical hours, all clinical hours from the preceding course must be completed before the first day of the next semester.

DNP students who remain in the program after the completion of the eighth calendar year will need to seek an extension from the Purdue School of Nursing. If students need assistance, they may consult with their graduate advisor.

Upon enrollment in DNP Practice Inquiry, I students have two calendar years to complete the program. This timeline applies regardless of the students’ status (i.e. full-time, part-time, or inactive).

The electronic Plan of Study (ePOS) must be submitted and accepted by the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars no later than the Friday prior to the beginning of the semester in which one intends to graduate.

Incomplete Work

Students may not take more than *one* incomplete without risk of being asked to withdraw from the program. If an incomplete (I) is taken, “the student must achieve a permanent grade in the course no later than one year after the incomplete is given or the incomplete grade will revert to a failing grade” (*Purdue University Senate Document 12-5*, p. 3). If not completed within this timeframe, the term IF (Incomplete-Failing) will appear on the transcript, indicating the student’s failure to achieve a permanent grade with this grade counting in all respects as a failing grade.

Students Needing Remediation to Progress

Students who are not progressing satisfactorily will receive a Mid-Semester Report of Unsatisfactory Work. Each student is encouraged to meet with the course faculty member and his or her graduate faculty mentor or committee chair as soon as a problem or concern arises.

Guidelines for Resolving Problems

Faculty members strive to create an atmosphere conducive to learning. Mutual respect between faculty and students is expected. If a problem should arise, the issue can usually be resolved by direct communication between the student and the professor. To facilitate the problem-solving process, it is suggested that the graduate student take the following steps:

1. Always ask for clarification first

2. Speak with the faculty member as soon as a problem or concern arises.
3. Seek help from the faculty member on an individual basis.
4. Ineffective strategies include ignoring the situation, waiting until the last minute or expecting others to resolve the issue. Do not ignore the situation or wait until the last minute or expect someone else to take care of your issues.

Procedure for Resolving Student/Faculty Course Conflicts

Conflict should be resolved where the conflict originates, if possible, and this Conflict Resolution Form reflects that philosophy. At any step, you may be asked to meet any and all of the faculty you have spoken with already, for example, instructor, course coordinator, and level coordinator. The attached form needs to be taken with you during each step of the process. (After each step, add all comments to the attached form, obtain signatures, and date the form. If more space is needed use the back of the sheet or attach another sheet.)

It is encouraged that conflicts be resolved in the following manner:

- Step 1: Schedule an appointment to talk with the professor of the course or the course coordinator if applicable. Meet with the professor and obtain signatures on the Conflict Resolution Form. If the conflict cannot be resolved at this level, proceed to step 2. If the differences are resolved, the process is concluded.
- Step 2: Schedule an appointment with the Program Director (if different than instructor). Meet with the Program Director and obtain signatures on the Conflict Resolution Form. If conflict cannot be resolved at this level, proceed to step 3. If differences are resolved, the process is concluded.
- Step 3: Schedule an appointment with the Assistant Head of Graduate Programs. Meet with the appropriate administrator and obtain signatures on the Conflict Resolution Form. If the conflict cannot be resolved at this level, proceed to step 4. If differences are resolved, the process is concluded.
- Step 4: Schedule an appointment with the Head or Associate Head of the School of Nursing. Meet with the appropriate administrator and obtain signatures on the Conflict Resolution Form.

If additional assistance is required, the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars has a mechanism to assist graduate students to resolve problems and conflicts. An Associate Dean in the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars serves as an ombudsman and has a cadre of peer ombudsmen who will assist graduate students. Peer ombudsmen are trained graduate students who provide a peer's perspective regarding a student concern.

The completed form will be kept in the student's file.

**Purdue University
School of Nursing
Conflict Resolution Comment and Signature Form**

Step 1: Faculty Member

Comments:

Faculty Date

Student Date

Step 2: Program Director

Comments:

Program Director Date

Student Date

Step 3: Assistant Head of Graduate Programs

Comments:

Assistant Head for Graduate Programs Date

Student Date

Step 4: Head/Associate Head of School of Nursing

Comments:

Head/Associate Head Date

Student Date

Probation/Dismissal

Graduate students who receive a grade below a “B” (3.0) in any required course or whose cumulative GPA falls below 3.0 (graduate) will be placed on probation, indicating serious academic difficulty. Students placed on probation must:

- Repeat any required nursing course in which they received a grade below a “B” and receive a grade of “B” or higher.
- Be aware that a required nursing course can be repeated only once.
- Be aware that no more than one required nursing course can be repeated.
- Students on probation who fail to successfully complete a required nursing course within one calendar year of the probation notification will be dismissed from the program.

Students must be aware that in matters of integrity, clinical judgment, plagiarism, or other situations that compromise any of the following they may be placed on probation by the graduate faculty of the School of Nursing or be recommended to the Office of Dean of Students for dismissal from the program:

- ANA Code of Ethics
- Graduate Student Standards of Work and/or

Dean of Students Regulations Pertaining to Student Conduct Grade Appeals

University policy states: “The grade appeals system affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned because of prejudice, caprices, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned to other students. Additionally, a student may challenge the reduction of a grade for alleged scholastic dishonesty.” A summary of the Official Grade Appeals Rules can be found in Section E of the Purdue University Student Regulations Governing Student Conduct. Grade appeals initiated by nursing students are heard by a joint committee of the College of Health and Human Sciences. Information about the appeal process may be obtained in the School’s Graduate Office.

Purdue University Grievance Procedures

Grievance Procedures for students who are employed by the university as teaching assistants or research assistants fall under Purdue University Policy VI.D.2, *Grievances by Postdoctoral Researchers, Graduate Student Personnel, Clinical Residents and Clinical Interns*.

The Office of Institutional Equity, located on the 10th floor of Young Hall (765-494-7253), is the appropriate place to report a concern regarding harassment or discrimination. A form, obtained from this office, called the *Complaint Information Form*, should be completed to initiate the process. Additional information is available at: [Purdue University Office of Institutional Equity Website](#).

Students with disabilities who wish to receive assistance should contact the Disability Resource Center, Ernest C. Young Hall, 8th Floor (V/TTY 765-494-1247). There is a grievance procedure administered through the Disability Resource Center for students who have specific complaints regarding the University's compliance with certain provisions of the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008. For more information, students should contact the Disability Resource Center.

Plan of Study

All graduate students pursuing an advanced degree from Purdue University will be required to electronically complete a Plan of Study (POS). The Plan of Study Generator can be accessed from MyPurdue under the *Academic* tab. A tentative Plan of Study should be drawn up in advance of registration for the first session of graduate work in collaboration with the program director. A formal Plan of Study should be submitted electronically as soon as possible, generally the end of the first session for full-time master's students, and at the beginning of the clinical semesters for part-time students. The POS should be submitted by DNP students once their committee chair has been determined and the practice inquiry project clarified.

The Plan of Study *MUST* be received in the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars office *prior to the first day of the academic session of graduation*. Students not meeting this deadline will not be able to graduate and will be required to register for "Degree Only" status for the following session to receive the degree.

Use your name as you want it to appear on your diploma. (Some people change names, add a maiden name, etc.).

Flow of the Electronic Form

The student initiates the electronic ePOS through MyPurdue; the link to MyPurdue is located on the bottom of Purdue's website front page. The student can modify and save the Plan until he/she determines it is ready for review by the School of Nursing's POS coordinator (this role is served by the Graduate Program Administration Specialist in the School of Nursing) and the MS and/or DNP advisory committee. At this time, the student submits the electronic Plan as a draft. While a Plan is in Saved status, it can be edited by the student and the School of Nursing's POS coordinator. When the student feels the form is ready for review, either the POS coordinator or the student can submit the electronic Plan as a Draft. Once the Plan is submitted as a Draft, an e-mail notification is sent to the faculty advisory committee and to the POS coordinator. During this time, the advisory chair, remaining committee members, and the student can personally communicate about the Plan. During the time the Plan is in Draft status, it can be edited by the student and the POS coordinator. It can be viewed by any member of the advisory committee.

The School of Nursing Graduate Program Administration Specialist will complete a review of the Plan at this time to ensure that it meets the requirements set by the School of Nursing and the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars. Any transfer courses or undergraduate excess courses on the Plan must be verified by an official transcript. All exceptions to Office of the Vice Provost for Graduate Students and Postdoctoral Scholars policy are flagged in the Plan with an X. A reason for why the exception should be waived must be entered under the Comments and Notes section by the student or POS coordinator. When the final Plan is completed, the student will access the electronic Plan via MyPurdue and submit it in a final form. After that, no person can alter it. Only the student can submit the plan as Final, as this indicates the student's signature on the plan. The submitted Plan of Study form requires electronic signatures of the following, in this order:

- School of Nursing Graduate Program Administration Specialist
- Advisory committee members
- School authorization (Assistant Head of Graduate Programs)
- Dean of school, if required
- Office of the Vice Provost for Graduate Students and Postdoctoral Scholars authorization
- Office of the Vice Provost for Graduate Students and Postdoctoral Scholars processor

General Graduate School Rules

- A minimum of 30 hours is required for the master's degree. Non-thesis option students MUST list those 30 hours on the Plan of Study.
- Courses taken as pass/no pass, satisfactory/unsatisfactory options, or for zero credit are unacceptable in fulfilling degree requirements and are not eligible to be used on the Plan of Study.
- Research credits, such as NUR 69800 and 69900, are used for fulfilling degree requirements in the School of Nursing but are not eligible to be used on the Plan of Study.
- Courses at the 30000 or 40000 level completed as a graduate student with a "B" or better, are limited to a total of 6 credit hours. Courses at the 10000 or 20000 level are not eligible to be on a Plan of Study.
- A maximum of 12 credit hours can be earned in post-baccalaureate status or as undergraduate excess credits to be applied toward a master's degree. Undergraduate excess credits must be designated as such prior to being used on a Plan of Study.
- Greater than 50% of Purdue credits must be earned through the campus where the degree is conferred (applicable to regional campus transfers)
- At least 50% of the total credit hours used to satisfy degree requirements must be earned while registered at Purdue.
- All classes, including transfer credits from other universities, must have grades of "B" or better.
- Course credits earned by a student whose graduate study has been inactive for five years or more (from the last semester attended) cannot be used on a Plan of Study. A Plan of Study approved prior to such a period of inactivity is invalid.
- Consistent with Purdue University policy, a maximum of 40 credits will be transferred from a master's degree or professional doctoral degree from an accredited institution to the post-master's DNP plan of study. The School of Nursing's Graduate Committee is responsible for making a recommendation to the Graduate School on accepting previously acquired credits. These credits are not subject to the "five-year rule" that prohibits use of out-of-date coursework on plans of study.
- Coursework used to satisfy the requirements of one master's degree may not be used on the Plan of Study for another master's degree.

Change to the Plan of Study

On occasion, a change to the Plan of Study may need to be made, after it has been approved. Students will make the change via [West Lafayette-My Purdue](#). A change must be accompanied by a brief rationale in the space provided. Poor performance is not an appropriate rationale for removing a course from a Plan of Study.

Course Substitution and Equivalency Review

Students who wish to have courses from other universities or programs reviewed for course equivalency or substitution will need to submit a request and a copy of the syllabus to the course faculty of record. Faculty teaching the course will review and evaluate the submitted course materials for course equivalency.

Contact the Graduate Program Administration Specialist for details. Send requests, along with syllabus, to the Program Director.

Final Exam Forms

After successful completion of the master's Presentation, the School of Nursing Graduate Program Administration Specialist submits an electronic Final Examination Form (Form 7 for non-thesis students; Form 8 for thesis students).

Preceptorships

Mandatory Requirements Prior to Beginning Preceptorship Experiences

In order to safeguard the health of students and clients, the following mandatory requirements have been established for School of Nursing students that must be completed prior to preceptorships.

*Please note***For the academic year of 2021-2022 it is **strongly** recommended by Purdue University and the School of Nursing that all students receive the COVID-19 immunization. Many of our practice partners now require COVID Immunization for all our nursing students and faculty who participate in any clinical activities in their facilities. Please secure proof of your COVID vaccination or submit a medical or religious exemption request to Kim Phillips (phill254@purdue.edu) with the Purdue School of Nursing. Our contractual agreements with our clinical practice partners have always required that students and faculty adhere to the site's policies and safety protocols which will now include flu and COVID immunizations. On site clinical learning is required to complete the School of Nursing graduate programming so it is essential that you meet all practice partner policy and safety protocols to support your successful completion of your program.*

Physical Examinations and Vaccinations

Students must have a physical examination prior to beginning their first preceptorship. This examination must be performed by a health professional (physician or nurse practitioner) and must include documentation of current immunizations:

1. Tetanus/diphtheria/pertussis (Tdap); must include a one-time adult pertussis vaccination 2006 or later
2. Measles/mumps/rubella (MMR)
3. Varicella (chickenpox), titer of 1.1 is required. If titer is negative, a 2 shot series must follow.
4. Hepatitis B series, titer of 10 or greater is required. If titer is negative, must repeat 3 shot series one time. If still negative, considered a non-responder.
5. Polio
6. Influenza, annual. Must be updated each fall within 30 days after vaccination becomes available
7. Annual Mantoux TB test, Interferon-gamma release assays blood test (GFT-GIT or T-SPOT) or chest x-ray

In addition, other immunizations or screenings may be added as required by our affiliating agencies.

In order to ensure that documentation is submitted in a timely manner, the physical examinations, TB test, and immunizations must be turned in well in advance of the first preceptorship.

Official immunization documentation and medical records will be submitted by students through a third-party document collection and verification service. Information about the service and submission procedures will be provided by the School of Nursing Graduate Program Administration Specialist each year during the new graduate student orientation.

Licensure

All students enrolled in the Graduate Nursing Program must present evidence of nurse licensure and a record of current Health Care Provider CPR certification. Students must be licensed as an RN in the state(s) in which they have clinical experiences. Indiana licensure is required if students have clinical experiences in this state. The license acquisition process usually takes 6-10 weeks. Address and telephone number of the agency to contact are:

Health Professions Bureau
(Attn: [Indiana State Board of Nursing](#))
402 West Washington St., Room W066
Indianapolis, IN 46204
Phone: 317-234-2043
FAX: 317-233-4236

Malpractice Insurance

For the protection of the student, **malpractice** insurance must be obtained annually for all graduate students. This insurance is obtained through the school's group policy* and covers from August 1st to July 31st. The process is initiated with the School's Graduate Office.

* IMPORTANT NOTE:

The School of Nursing's group policy insurance does not cover accidental injury to a student that may occur before, during, or after classes or clinical activities. Students are not covered by the University when they travel to and from clinical sites in private automobiles. The University only provides insurance when a student is riding in an approved University-owned and properly authorized vehicle. Students also need to be aware that the malpractice insurance only provides coverage for liability while practicing as a student in Purdue University School of Nursing activities.

CPR Certification

Students must be certified in either the American Heart Association's Basic Life Support for Healthcare Providers, the American Red Cross's CPR/AED for Professional Rescuers and Health Care Providers, or the National Safety Council's Basic Life Support Healthcare and Professional Rescuers. Copies of students' CPR Certification will be submitted through a third-party document collection and verification service along with immunization records.

Health Insurance

All students are required to carry their own health insurance. Costs associated with any incident on campus or at clinical sites shall remain the responsibility of the student. The University does offer graduate student health insurance at a reduced rate. Information is available on The Office of the Vice Provost for Graduate Students and Postdoctoral Scholars website, [Office of the Vice Provost for Graduate Students and Post Doctoral Scholars Insurance Website](#).

Background History

A national background check will be conducted by CastleBranch, at the student's expense. Any student whose name appears on the Indiana State Department of Health, Indiana Nurse Aid Registry, or the Department of Health and Human Services Office of Inspector General List of Excluded Individuals/Entities, or who has been

convicted of a sexual offense involving a minor (Zachary's Law, P.L. 11-94) will be unable to meet the requirements of the graduate program. These lists are consulted annually.

A criminal history check revealing certain crimes may preclude students from fulfilling clinical requirements. The Indiana State Board of Nursing and many other states now require full disclosure of any criminal issues, even if these were dealt with via a diversion agreement.

Drug Testing

Students prior to participation in a clinical course in the program may be required to complete a drug screen at the designated time and place and at the expense of the student before engaging in any clinical activity. Any student that tests positive for drugs may be precluded from fulfilling clinical requirements. Please refer to full policy in this handbook.

Alcohol and Controlled Substance

Students who are engaged in clinical work at a practicum site may be required to submit to random tests for illegal use of controlled substance as a provided by the law or regulations of the affiliating agency.

Communicable Disease Policy

The School of Nursing document entitled Policies Regarding Communicable Diseases must be carefully read and adhered to. In addition, forms pertaining to communicable disease must be signed and returned to the School of Nursing prior to beginning the first practicum course. These forms are:

- Universal Precautions Policy and Instruction Acknowledgment
- Standard Precautions Policy and Instruction Acknowledgment
- Hepatitis B Vaccine Declination
- Statement of Informed Consent

Beginning a Preceptorship Experience

Before beginning each practicum experience, there are several steps that need to be taken. Each step is listed below:

1. An area of practice will be selected, that is based on your personal, educational, and/or professional goals. You may recommend a preceptor for consideration by the graduate faculty.
2. Write tentative behavioral objectives that are congruent with course objectives.
3. Initiate a meeting with the preceptor. Points to consider:
 - a) Discuss goals and objectives of experience and provide a copy of your objectives.
 - b) Arrange for an orientation to the practice setting.
 - c) Determine a schedule most beneficial to both.
4. You may be asked to submit a completed "Initial Preceptorship Information" form to faculty prior to the beginning of the practicum.

General Information Regarding Agency Policies

The APRN program's 630-hour preceptorship is comprised of clinical experiences in the Advanced Health Assessment course, three preceptorship courses, and a hands-on workshop that addresses areas such as suturing. The preceptorship sites include physician offices, School of Nursing or community clinics, and other community agencies.

All agencies require a formal letter requesting placement to initiate the clinical experience. All agencies require that students be currently licensed in the state in which the agency is located. Make available a copy of your current licensure and proof of malpractice coverage to both the agency and the faculty member. Other information may be requested by the agency (i.e. description of the graduate program, course objectives, etc.). If so, inform the appropriate faculty member. Most institutions require that the students wear appropriate identification. Name tags are secured through the Graduate Program Administration Specialist, prior to beginning clinical courses.

Progression Policy

All clinical hours for the preceding course must be completed before the first day of the next semester.

Student, Preceptor, and Faculty Responsibilities

Student Responsibilities:

- Arrange a mutually acceptable clinical schedule.
- Develop personal learning objectives.
- Integrate personal learning objectives with course objectives.
- Observe policies of the agency.
- Notify preceptor and faculty of illness or absence and arrange to make up missed clinical time.
- Confer with the preceptor and faculty to stay informed about progress toward goals.
- Confer first with the preceptor and then with the faculty when the clinical experience does not meet the student's learning objectives.
- Adhere to the standards of professional practice.

Beginning Student:

- Spends initial time observing preceptor.
- Assessment skills should be validated by preceptor.
- Management plans need significant guidance.
- Needs significant direction.
- Becomes more proficient in analyzing data and is more skilled at assessing and formulating management plans.
- With progression, preceptor allows student to take on more independent responsibilities.

Intermediate Student:

- Improves in use of time and resources.
- May require help in prioritizing and coordinating care.
- Requires support and assistance for complex cases.
- Is ready to demonstrate other APRN functions, such as patient or family teaching and participating on teams.
- Is expected to perform all role functions in an organized, efficient, skillful, and more independent manner.
- Is expected to engage in interdisciplinary roles including collaboration, consultation, and referral.
- Develops a more collegial relationship with preceptor.
- Utilizes evidence-based practice.

Preceptor Responsibilities:

- Orient the student to the clinical site and to agency policies.
- Be an expert role model.
- Provide valuable, evidence-based learning experiences with appropriate patient populations.
- Provide ongoing feedback to improve the student's assessment and management skills.
- Guide the student to meet the needs of the patient population and the clinical site.
- Draw on the student's experience, education, and learning style.
- Direct the student to resources and reading.
- Inform faculty and the student of any concerns about student behavior, clinical skills, or student progression.
- Reinforce what is right about student performance.
- Review what needs to be improved.
- Correct mistakes.
- Demonstrate and critique client and family education skills.
- Promote critical thinking and clinical reasoning skills.

Faculty Responsibilities:

- Provide guidance and supervision for the advanced practice nursing student during the preceptorship.
- Make on-site visits during the semester.
- Arrange conferences with students at the beginning, middle, and end of the semester or as needed or requested.
- Assist the student in solving clinical and interaction problems in selected settings during on-site visits, conferences, and seminar discussions.
- Provide constructive feedback to students.
- Support student in developing personal values and philosophy for the advanced practice role.
- Promote personal growth of students.
- Assist student in conflict resolution.
- Review additional skills required for present assignment with the student.
- Select site based upon student's present course, objectives, and past experiences.
- Inform preceptors of student's level of development, including skill level, knowledge and experience, and learning needs.
- Serve as expert role model in assessment, diagnosis, treatment, and evaluation of clients.
- Maintain proficiency in the advanced nurse practitioner role.
- Familiarize self with agency policies and procedures.
- Establish a collaborative relationship with preceptors.
- Maintain communication with preceptors and other agency personnel.
- Obtain feedback on student's performance from preceptor.
- Represent Purdue School of Nursing.

Clinical Attire

The faculty and/or the agency involved decide upon appropriate dress for a clinical practicum course. Generally, street clothes with a lab coat and name tag are considered appropriate. Clinical agencies disallow both jeans and open-toed shoes.

Attendance

A large component of graduate study focuses on discussion and exchange of ideas. The graduate nursing faculty, therefore, expect that each student will recognize responsibility to professional colleagues and attend all regularly scheduled lectures, online chats, seminars, conferences, and clinical preceptorships. If a graduate nursing student is unable to attend a classroom or preceptorship session, the need for remedial study will be assessed on an individual basis or according to requirements set forth by the course faculty member. In the case of clinical preceptorship absence, the student is responsible to contact *both* the clinical facility representative and the responsible faculty member prior to the scheduled experience.

It is always difficult to balance multiple roles; however, there are better times than others to pursue graduate study. When students have too many competing demands, they find that the completion of the program is extremely challenging. Outside work schedule is not an excuse for absenteeism or inability to complete assignments on time.

Primary Care MS and Certificate

Overview

The master's programs provide a state-of-the-art educational opportunity for professional nurses preparing for leadership and practice roles in healthcare as Adult Gerontology Primary Care Nurse Practitioners, Primary Care Pediatric Nurse Practitioners, Family Nurse Practitioners, or Psychiatric Mental Health Nurse Practitioners with a focus on the delivery of healthcare in rural settings. A post-master's certificate program for these concentrations is designed for individuals already having a master's in science in Nursing from an accredited institution. More information is available on the SON website. The graduate program offers an innovative approach to advanced practice education by incorporating learning experiences with other professions (e.g., medicine, pharmacy, audiology, speech pathology, social work, and physical and occupational therapy) during the 630-hour preceptorship (a 645-hour preceptorship is required for the FNP program). The unique features of the West Lafayette graduate nursing program include the opportunities for study and research on the West Lafayette campus with multiple professions, a focus on rural and underserved populations, and a global perspective.

Program Goals

Upon successful completion, graduates of the respective NP programs will be able to:

- A. Evaluate client and family responses to health and illness as a basis for promotion, restoration and maintenance of health and functional abilities and the prevention of illness.
- B. Synthesize theory and research in the management of the care of individuals and families in a specialized area of practice.
- C. Use nursing interventions based on knowledge of the interrelationship among person, environment, health and nursing.
- D. Demonstrate role competence as an Adult Gerontology Primary Care Nurse Practitioner (AGNP), a Family Primary Care Nurse Practitioner (FNP), or a Pediatric Primary Care Nurse Practitioner (PNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), in providing care to individuals and families including rural and vulnerable populations.
- E. Provide leadership in effecting positive change in professional, social, political, and ethical situations to advance nursing, healthcare and health policy.
- F. Evaluate nursing and health systems effectiveness based on outcomes.

G. Demonstrate competencies as an advanced practice nurse through successfully meeting standards for national certification.

The Purdue University Primary Care Nurse Practitioner graduate programs feature the opportunities for multidisciplinary study and research on the West Lafayette campus, along with a rural focus and a global perspective. Students will have intradisciplinary and interdisciplinary experiences through electives and through clinical preceptorships.

Other features include:

- Clinical preceptorships with multidisciplinary teams caring for underserved populations in rural primary healthcare settings.
- Clinical preceptorships in culturally diverse local settings, opportunities to participate in special learning experiences in national (Native American reservation) and international settings (Nursing Students Without Borders).
- Use of distance learning technology as a component of the Purdue Graduate Nursing Consortium.
- The opportunity for part-time study, allowing students to continue to maintain part-time professional employment while pursuing an advanced degree.
- Access to multi-disciplinary faculty and researchers in related fields of study.
- Opportunities to work with nursing faculty in a specified area of nursing research.
- Opportunities to work with multidisciplinary members of the healthcare team in the assessment, planning, implementation, and evaluation of care for specific populations.

The program is designed to educate nurses who can provide competent, culturally sensitive, cost-effective, accessible, and efficient care with an emphasis on rural underserved populations. Students have an opportunity to participate in clinical preceptorships with diverse populations in the U.S., specifically the growing Hispanic population in rural Indiana and the Native American population through the Purdue University School of Nursing Navajo Nation project in Kayenta, Arizona. Graduates will be eligible to take the national certification exam offered either by the American Nurses Credentialing Center (ANCC), or for PNP's, the Pediatric Nursing Certification Board (PNCB).

Specifics about the curriculum and plan of study for the graduate MS and certificate options are located on the school's [website](#).

Doctor of Nursing Practice Program

Overview

The DNP program is designed to develop graduates who are equipped to engage in solving complex healthcare delivery problems. Through multiple partnerships students have opportunities to develop innovative, collaborative projects. These include organizations such as:

- Regenstrief Center for Healthcare Engineering (RCHE),
- Purdue University Homeland Security Institute,
- Center on Aging and the Life Course (CALC),
- Purdue Healthcare Advisors,
- North Central Nursing Clinics (NCNC)
- College of Health and Human Sciences,
- College of Engineering,

- College of Pharmacy,
- College of Technology, and
- Health Communications in the Brian Lamb School of Communications

The program of study centers on knowledge and skill building in the areas of scholarly practice, practice improvement, innovation and testing of care delivery models, evaluation of health outcomes, health policy, healthcare economics, leadership in healthcare delivery and quality improvement, and clinical expertise for advanced nursing education.

Unique features of the DNP program include:

- Implementation of collaborative practice team education and internships in which DNP students, engineering graduate students, and others share coursework and work together on major internship experiences that involve research and implement evidence-based practice.
- Advanced information technology and computer sciences to improve quality of healthcare delivery systems.
- Access to faculty and researchers in multiple professions working in specified areas of clinical research.
- Clinical preceptorship with inter-professional teams caring for underserved populations in rural and urban healthcare settings.
- Strategic leadership opportunities in the North Central Nursing Clinics (nurse managed FQHC) as well as ACO's and local/regional healthcare facilities.
- Opportunities to tailor cognate courses in areas of sub-specialization such as rural health, pharmacology, practice design and management, or public health/homeland security.
- Sequential curriculum design, post-baccalaureate to DNP, emphasizing health promotion, disease prevention, chronic disease management, and evidence-based practice.
- Flexibility of leaving the program after the master's degree is completed and re-entry for the last two years.
- Opportunity for part-time study, which allows students to maintain professional employment while pursuing an advanced degree.

Program Goals

Upon successful completion of the DNP, the graduate will be able to:

1. Evaluate systems responses to health and illness as a basis for the promotion, restoration and maintenance of health and function abilities and the prevention of illness.
2. Integrate advanced knowledge of nursing theories, related sciences and humanities, and methods of inquiry in the care diverse of populations.
3. Design quality, cost effective nursing interventions based on the knowledge of interrelationships among person, environment, health and nursing.
4. Measure outcomes to evaluate nursing and health systems in diverse settings.
5. Demonstrate role competence as a Doctor of Nursing Practice in providing care to individuals and families including rural and vulnerable populations.
6. Translate research to support evidenced-based practice for diverse populations.
7. Initiate changes in the healthcare system through the implementation and evaluation of health policies that strengthen the healthcare delivery system.
8. Apply systems concepts to prevent and solve complex healthcare delivery problems.

Specifics about the DNP Plan of Study are located on the [Purdue School of Nursing DNP Website](#).

Successful completion of the DNP Practice Inquiry Project is a shared responsibility among the committee chair, committee members, and the student. Responsibilities of the chair and committee members are described below. In addition to recognizing the expertise of the committee members and closely following their instructions, it is the responsibility of the student to arrange a minimum of two synchronous committee meetings at the mutual convenience of all members of the committee.

Practice Inquiry Project

Doctor of Nursing Practice (DNP) Degree Plans of Study must include a Practice Inquiry Project that provides evidence that the student can expertly appraise evidence relevant to practice. The Practice Inquiry Project is a faculty-guided scholarly experience that provides evidence of critical thinking and the ability to apply evidence-based principles through problem identification, proposal development, implementation, and evaluation of a clinical problem. Details related to the project are outlined in Practice Inquiry Project Guidelines available at [DNP Practice Inquiry Project Guidelines and Checklist Website](#).

Role of the DNP Committee Chair

The purpose of the Committee Chair is to guide the student through decisions to efficiently and effectively build the foundational work, preparation, and processes that culminates with the required Practice Inquiry Project.

The Committee Chair will have expertise in the topic of the student's DNP Practice Inquiry Project. As the expert, the Committee Chair will be able to efficiently guide the student through each phase of the project including determining the type of project, the scope of the project and the committee members whose areas of expertise will complement the project.

Faculty who are assuming the role of Committee Chair must have regular graduate faculty certification and have served as a committee member on at least one graduate committee in which the project is completed. Faculty should be aware of the rules from the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars that govern professional doctorates.

Specific roles and responsibilities of the faculty member who takes this role with new DNP students include:

Socialization into the doctoral role

- Provide support and encouragement to the individual student as he/she progresses to completion of the DNP.
- Encourage and facilitate the process of student communication with committee members.
- Mentor new committee members into the role of committee chair.
- Reinforce student's responsibilities as adult learners.

Advising of the courses and cognate residencies

- Understand the student's competencies as they relate to coursework and project topic and scope.
- Help students determine requisite knowledge in the processes of the required courses and cognates and residencies needed for their DNP project.
- Help the student determine appropriate Practice Inquiry Projects for their portfolio (topic, scope, location, using existing data).
- Assist the student to find committee members who can make a valuable and unique contribution to the project.

- Help students identify small grants, fellowships, attendance and presentations to conferences, and seminars relevant to their educational and career goals.
- Assist the student with making connections with professionals and opportunities relevant to their DNP project.

Project Processes/Construction

- Assist the student in the importance of understanding and meeting the established timelines (as identified by the checklist, grad documents).
- Participate with the student in meetings with the committee members and assist the students in prioritizing the expectations discussed during those meetings.
- Assist the student in acquiring IRB approval for their DNP project.
- Be available to meet regularly (e.g. monthly/weekly) with the students during the writing phases of the project.
- Maintain an easily accessed record of communications with the student that describes feedback provided to students and expectations for addressing the feedback. (These records give evidence for authorship and, if needed, student appeals.)
- Ensure the student understands the value of the process of multiple revisions to each component of their project.
- Ensure that the written project and final oral presentation are satisfactorily completed prior to asking committee members to sign the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars Form 20, available at [Graduate School DNP Report of Completion Form Website](#).

Project Submission/Post Graduation

- Facilitate student publications from the DNP project.
- Facilitate presentations from the project at regional or national conferences.
- Assist the student to make professional connections that will serve their continued professional growth after graduation.
- Maintain communication and facilitate the transition from graduate to alumni of the program: using these opportunities to both encourage connectivity to the school, while supporting graduates in the development of their new professional roles.

Role of the DNP Committee Member

The purpose of the Committee Member is to help the Committee Chair guide the student through decisions to efficiently and effectively build the foundational work, preparation, and processes that culminates with the required practice inquiry project.

The Committee Member will have expertise relevant to the methods or content area of the student's DNP project. The Committee Member will enhance the efficiency of the project process by guiding students in the conceptualization, design, methods and synthesis of project information.

Specific roles and responsibilities of the faculty member who takes this role with new DNP students include:

Advising

- Provide support and encouragement to the individual student as he/she progresses to completion of the DNP program.

- Alert the chair and students of any opportunities (e.g. conference or other) that are relevant to the student's work.

Project Processes/Construction

- Contribute content expertise to the project.
- Collaborate with the student and committee chair in every phase of the Practice Inquiry Project from development of the concept, methods, analysis and synthesis of project information.
- Be available to meet regularly (e.g. quarterly) with the students during the writing phases of the project.
- Provide timely feedback to the committee chair and student.
- Maintain an easily accessed record of communications with the student that describes feedback provided to students and expectations for addressing the feedback. (These records give evidence for authorship and, if needed, student appeals.)

Project Submission/Post Graduation

- Facilitate student publications from the DNP project
- Facilitate presentations from the project at regional or national conferences
- Assist the student to make professional connections that will serve their continued professional growth after graduation.

School Activities and Student Organizations

Graduate School Representation on School of Nursing Committees

School of Nursing Committees that incorporate graduate student members include:

- **Instructional Support Committee:** Provides advice for procurement of learning materials and equipment, and develops policies related to student and faculty use of learning resource facilities.
- **Graduate Curriculum Committee:** Approves curriculum proposals for the undergraduate and graduate programs and evaluates the effectiveness of School of Nursing academic programs.
- **Awards Committee**
- **Council of Presidents** (all student organization presidents).

Graduate Student Representation on College of Health and Human Sciences Committees

College committees that have graduate student participation include:

- **Graduate Educational Policy and Curriculum Committee** focuses on improvement of graduate instruction, interdisciplinary graduate programs, and policy issues related to the College's graduate programs.
- **Council on Diversity** works to achieve the diversity and multicultural goals of the College
- **Grade Appeals Committee** hears and acts upon all cases brought before it in accordance with the provisions of university regulations.

Student Organizations

Purdue Graduate Student Government (PGSG): Open to all graduate students, the PGSG is a student-run organization. From organizing social events to investigating quality of life issues, the PGSG has a mission to help

graduate students enjoy their experiences at Purdue University. Each department has a Senator to represent the students. PGSG annually publishes Tips for Graduate Living, available at their website, <http://web.ics.purdue.edu/~pgsg/>. The School of Nursing collaborates with this association by providing an annual child wellness day when children of graduate students can receive free screening provided by faculty, graduate and undergraduate nursing students in collaboration with community agencies.

For further information, see [Purdue Grad Student Government Website](#).

International Student Organizations: There are over 40 international student groups that offer social and cultural activities at Purdue. Links to these organizations may be found at: [Office of the Vice Provost for Graduate Students and Postdoctoral Scholars International Student Organizations Website](#).

Sigma Theta Tau International Honor Society for Nurses (STTI): This is the international honor society for nursing. Invitations are extended to junior and senior undergraduate students, graduate students, and community leaders in nursing. Purdue's chapter is [Delta Omicron](#).

Nursing Students Without Borders (NSWB): This is a student-run organization working on international health initiatives to promote health empowerment through education, build networks to access health care resources, and distribute material donations to developing world communities, while expanding the perspective of the nursing student.

Diversity in Nursing Association (DNA): The purpose of DNA is to provide support and encouragement to diverse students in nursing, as well as other prospective minority students who plan to enter the nursing profession. Membership is open to any student who has been admitted to the School of Nursing.

Nurses Christian Fellowship (NCF): The Nurses Christian Fellowship is a division of Inter-Varsity Christian Fellowship. The main purpose of NCF is to advocate quality nursing care that includes the spiritual dimension. NCF aims to deepen and strengthen the spiritual lives of nursing students by the study of the Bible, by prayer, and by Christian fellowship. Membership is open to any student who has been admitted to the School of Nursing.

School of Nursing Policies

**PURDUE UNIVERSITY
WEST LAFAYETTE, INDIANA
SCHOOL OF NURSING**

EFFECTIVE DATE: February 17, 2012

REVIEWED BY: Student Affairs

REVISED DATE: May 2022

REVIEW DATE: February 2027

Nursing Student Substance Abuse Policy

Introduction

The School of Nursing, in conjunction with the University, strives to provide a safe and healthy learning environment for our nursing students. The School of Nursing faculty/staff and students must also ensure the safety, health, and welfare of the patients/clients with whom we interact. A nursing student may never risk patient welfare by acting under the influence of drugs, including alcohol, in any situation in which student responsibility for others is required, or may be required.

Students who endanger patients or others using alcohol or drugs, or who violate the trust granted to them, are subject to disciplinary action through the School of Nursing, independent of any action which may be taken by other authorities.

We recognize that nursing students may bring with them, or develop, alcohol or other psychoactive drug use patterns and behaviors that may be diagnosed as abuse or dependence. The school is committed to a program that will assist impaired students in regaining their health while concurrently protecting the well-being of patients/clients as well as classmates, faculty, and staff.

State boards of nursing, such as the Indiana State Board of Nursing, require that unlicensed students reveal any past legal, including actions expunged from one's records, and/or university actions that have been taken in relationship to inappropriate drug use, including excessive alcohol consumption. The state board may request, when licensure is sought, that students outline actions taken to assure that they are no longer impaired or at risk for impairment. Any professional licensed student who violates this policy may be reported to the appropriate state agency as indicated by ethical and legal parameters specified in the Nurse Practice Act.

Of particular concern is the unauthorized use of drugs to which a nursing student may have privileged access. Such drug misuse is a violation of societal trust and is viewed by the profession as an especially grievous offense.

It is the policy of Purdue University to comply with federal and state laws and regulations dealing with the usage and detection of drugs and alcohol. This policy is subject to change at the sole discretion of the University and is meant to supplement other relevant University policies, including but not limited to, the Alcohol-and Drug- Free Campus and Workplace Policy, Executive Memorandum C-44.

Policy

- A. Routine Testing. All nursing students prior to participation in a clinical nursing course will be required to participate in routine testing. An essential aspect of nursing education is student learning experiences in hospitals and other health care facilities which students must be able to complete. Clinical facilities with which the school collaborates have their own policies requiring drug testing and criminal background checks for employees, students, and volunteers which govern routine drug testing and background checks completed on all students. The frequency of routine testing and background checks may be altered as these organizations modify their requirements. Routine testing must be completed by an entity designated by the School of Nursing. Failure to complete routine testing will result in a student being treated the same as having a positive test.
- B. For Cause Testing. To ensure compliance with institutional policies and to promote a safe and healthy work environment, the School of Nursing may require students to submit to drug and/or alcohol testing "for cause" based upon reasonable suspicion of a) substance abuse, b) unauthorized use or possession of alcohol on campus or at a health care setting, or c) use of or possession of illicit drugs at any time.

Reasonable suspicion of substance abuse may be based upon, but is not limited to, the following criteria:

1. Direct observation of drugs or alcohol use or possession and/or demonstration of physical symptoms of the influence of drugs or alcohol.
 2. A pattern of abnormal or erratic behavior consistent with alcohol or drug abuse. This includes behavior, speech, body odor, or appearance that is indicative of the use of alcohol or drugs such as odor of alcohol or drugs, unsteady or staggering gait, rapid or slurred speech, pinpoint or dilated pupils, unresponsiveness, bloodshot eyes, fine motor tremors, difficulty participating in activities, nausea, vomiting, sweating, incoherent speech, and verbal or physical outbursts.
 3. Self-report of drug use or alcohol abuse, unsafe behavior, unsatisfactory care for others, and threats to harm self or others.
 4. Arrest or conviction for a drug or alcohol related offense; identification as the focus of a criminal investigation into illicit drug use, possession or trafficking.
 5. Evidence that a student has tampered with a previous drug or alcohol test.
 6. Possession of drug paraphernalia.
- C. Students who test positive on a routine drug test or a test for cause will be referred to the Assistant Head of the applicable program or his/her designee who will review their test results and collaborate with the Head of the School of Nursing regarding sanctions. If a student refuses evaluation or consent to share the results of an evaluation, he/she may be subject to disciplinary procedures including dismissal from the program. Any attempt to delay, hinder, or tamper with any testing, or to alter the results of testing will be considered a refusal to comply with this policy.
- Additionally, this behavior may be reported to the University's Office of the Dean of Students Office of Student Conduct for possible disciplinary action in accordance with the University's Student Conduct Policy. Students continuing in the program will be subject to random drug testing at any time while completing nursing coursework.
- D. Any student arrested or convicted of violating any federal, state, or local law pertaining to the manufacture, possession, sale, use or distribution of a drug or alcohol or misuse of prescribed medications must report this event to the Assistant Head of the applicable program or his/her designee within three days of the event and prior to any clinical contact with patients/clients and families.
- E. A student who suspects possible substance abuse or violation of this policy by another student has the responsibility to report this information. A report can be made to the student's academic advisor and or Assistant Head for undergraduate or graduate programs. The identity of the individual making the report will be kept confidential to the greatest extent possible consistent with the need to investigate the report and subject to legal requirements.

Procedures

All students prior to participation in a clinical nursing course will be required to:

- Submit to routine testing and test negative before engaging in any clinical coursework. Testing is completed by an outside contracted federally certified laboratory with a strict chain of custody.
- If the drug screen shows diluted or adulterated results, students will need to retest at their own expense.
- If on routine testing a student has a positive test, the first step is for the student to interact with the Medical Review Officer (MRO) available to the student through the organization with whom the school has contracted for this testing. The MRO confirms the testing result outcome.

If drug use or alcohol abuse is suspected in an enrolled nursing course, the faculty member will:

- Remove the student from the setting.
- Notify the assistant head for the applicable program to discuss next steps.
- Confront student in a private environment and, if possible, in the presence of a witness.
- Discuss behavior in question and allow student to provide response.
- Decide if reasonable suspicion exists.
 - If yes, arrange for testing (clinical facility protocol or School protocol of use of an outside agency, Regional Occupational Care Center [ROCC] for testing).
 - If no, allow student to return to clinical or class.

If necessary, faculty will arrange for transport of student to testing site. Initial testing costs will be borne by the School of Nursing. Students will not be allowed to participate in clinical education until the situation has been resolved.

Faculty, or other reporting persons, will document the exact reason(s) why they have triggered testing. Every effort should be made to document the behavior and how the behavior is affecting the student's performance. Documentation should also include what observations led to a request for cause testing. Documentation will be submitted to the Assistant Head or designee within two business days. Whenever possible, corroborating statements from other faculty, administrators, clinical facility employees, students, or patients/clients should be obtained

Consequences

Initial For-Cause Test is Negative:

If the drug or alcohol test is negative but the school has legitimate reasons to believe the student was impaired, the student will be referred to the Assistant Head for the applicable program or his/her designee who will review their test results/situation and collaborate with the Head of the School of Nursing regarding sanctions.

Routine Test is Positive:

If a routine drug or alcohol test is positive the student will be referred to the Assistant Head for the applicable program or his/her designee who will review their test results and collaborate with the Head of the School of Nursing regarding sanctions. The student will be notified of test results and a meeting will be scheduled.

If a routine drug or alcohol test is positive, the student will be referred to the Assistant Head for the applicable program or his/her designee who will review their test results and collaborate with the Head of the School of Nursing regarding sanctions. The student will be notified of test results and a meeting will be scheduled.

Initial or Subsequent For-Cause Test is Positive:

Any student who fails an initial for-cause or subsequent cause alcohol or drug test will be subject to disciplinary sanctions, ranging from withdrawal from the semester's coursework to dismissal from the school. An individual's participation in, and successful completion of an approved drug or alcohol counseling program

coupled with his/her consent to random testing will be considered positively in the review process but does not ensure that the dismissal will not occur.

If continuing in the School of Nursing, the student will not be permitted to participate in clinical coursework until successfully undergoing an evaluation and treatment by a certified drug and alcohol counselor (refer to Appendix A Form). Upon completion of the program, the student will be tested at the student's expense at a time and place designated by the Assistant Head of the applicable program or his/her designee. If positive, the student will be dismissed from the School of Nursing. If a student fails to complete a test as requested or otherwise comply with this policy, the student will be dismissed from the school. If a subsequent for-cause test result is negative, the student can submit a written request to engage in coursework and will be eligible to enroll depending on space availability and acceptance by clinical sites. Random testing will continue as long as the individual is a student in the school. Because of the time that is required to complete treatment and testing, it is possible that the student will be delayed and need to re-work his/her plan of study with an academic counselor.

Students may also be subject to discipline pursuant to the University Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals, up to and including dismissal from the program or the university.

If a student fails to produce the requested sample by the date and time designated, the student will be treated as if the test result was positive.

Confidentiality

The University will take reasonable measures to ensure individual privacy under this Policy including, without limitation, keeping all drug and alcohol test results confidential to the extent possible. Drug or alcohol test results will be released in accordance with applicable federal and state laws and regulations.

Grievance and Appeal Procedures

Pursuant to the University's Bill of Student Rights, any student can seek redress for any complaints related to the application or enforcement of this Policy through applicable University grievance policies and procedures, including Program appeal procedures.

Access to Records

The University will maintain records relating to these guidelines as required by law. Upon written request to the Assistant Head of Undergraduate Programs or the Assistant Head of Graduate Programs, a student will be provided copies of records pertaining to his or her drug or alcohol tests.

Definitions

1. "Drugs" is defined as medication, any drug or substance whose use is legally prohibited, including any controlled substances, prescription or over-the-counter medication used in a manner inconsistent with its label or otherwise in a way that impairs the student.
2. "Drug 10-panel testing" means testing that includes, but is not limited to metabolites, marijuana (cannabinoids, THC), cocaine, opiates/opioids/narcotics (including meperidine, oxycodone, hydrocodone, methadone, buprenorphine, propoxyphene) phencyclidine (PCP), and amphetamines (including methamphetamines), benzodiazepines, and barbiturates.
3. "Medical Review Officer (MRO)" is a nationally certified, licensed medical doctor or osteopath responsible for receiving laboratory results under this policy who has knowledge of substance abuse disorders and has appropriate medical training to interpret and evaluate confirmed positive test results, medical history, and any other relevant biomedical information. Access to the MRO is through the agency contracted to complete the testing.
4. "Test positive for Drugs" is the level identified by the MRO in accordance with guidelines established for healthcare workers.
5. "Test positive for Alcohol" means an alcohol test that is at or exceeds the Department of Transportation Guidelines for blood, breath, or saliva testing depending on the test used by the given agency, e.g. blood alcohol content of 0.04 or greater (DOT, 2018).

APPENDIX A

PURDUE UNIVERSITY SCHOOL OF NURSING STUDENT AGREEMENT

Nursing Student Substance Abuse Policy

Pursuant to violating the School's Nursing Student Substance Abuse Policy, I agree to undergo a professional evaluation by a certified drug and alcohol counselor to determine drug dependency and to participate in a recommended treatment plan. I understand that payment for the evaluation, treatment, and follow-up care and testing will be my responsibility.

If no treatment is recommended by the counselor, I will submit written evidence of such to the Assistant Head of the applicable program or his/her designee and submit a written request for reinstatement in clinical coursework, as defined in the Policy. If the counselor recommends a treatment plan, I understand that I must complete the plan and then submit a written request to engage in clinical coursework, written evidence of completion of the treatment plan, acknowledgment from the counselor that I am able to safely engage in clinical activities, and the terms of any required follow-up care to the Assistant Head. I understand that I will not be allowed to be registered for clinical courses during my treatment.

I also realize that I will be subject to random testing throughout the time I am enrolled in a nursing program. I realize that a second positive drug test or further violation of the Policy will result in dismissal from the School of Nursing.

Student Signature: _____ Date: _____

Printed Name: _____

Witness Signature: _____ Date: _____

Printed Name: _____

**PURDUE UNIVERSITY
WEST LAFAYETTE, INDIANA
SCHOOL OF NURSING**

EFFECTIVE DATE: May 8, 2012

REVIEWED BY: Student Affairs

REVISED DATE: May 10, 2017

NEXT REVIEW DUE: February 2027

**Professional Behaviors Policy
Undergraduate and Graduate Students**

Introduction

The nursing profession insists its members be responsible, accountable, self-directed, ethical and professional in behavior. Nursing has earned the public's trust by holding firm to these behaviors. The process of becoming a professional begins with you entering Purdue's nursing program. Students demonstrate professionalism by attending and being punctual for classes and clinical experiences, by exhibiting courteous behavior, and by being prepared for and being fully engaged in class/clinical assignments/activities.

The University's Student Code of Conduct that establishes expected behavior for all students notes, *It is the responsibility of all Purdue students to live by this code, not out of fear of the consequences of its violation, but out of personal self-respect.* Additionally, the School of Nursing faculty believe student integrity, trustworthiness and honesty are vital concerns linked to positive patient outcomes and patient safety.

The foremost privilege and responsibility of a professional nurse is to selflessly serve patients/clients. Given such an important privilege and responsibility, nursing students are expected to conduct themselves in a manner commensurate with a health professional. Most nursing students arrive on campus with a well-developed value system that is further refined as they progress through their college experience in general and their professional education in particular. As a result, while there is little emphasis on disciplinary procedures, there are certain behaviors, such as dishonesty, lack of personal responsibility, and substance abuse, which will not be tolerated and will receive swift and decisive attention. So that there is no ambiguity with regard to unprofessional and unacceptable behaviors, this policy and the policy on alcohol and drugs use address behaviors that fall into these categories.

Students should not only demonstrate appropriate professional and ethical behaviors but should also expect such behaviors from fellow students. As it is the responsibility of a professional nurse in practice to adhere to standards of practice, requirements of the law, and to report unprofessional, unethical, or unlawful behaviors, it is the responsibility of students in the nursing program to report suspicious actions or behaviors of others. Students who observe unprofessional or unethical behaviors are encouraged to address the situation directly with their fellow student and are responsible to report the conduct or behavior to the course faculty or program head. These conversations are considered confidential.

While at Purdue, nursing students are engaged in several professional relationships and therefore have obligations to different individuals and groups. These groups include patients and their families, other health professionals, the profession itself, fellow students, community partners, clinical facility staff, university personnel and other campus organizations in which the student participates.

The school's clinical partners also speak to professional behavior expectations as noted in the following excerpt from the agreement between the School of Nursing and an affiliated clinical agency.

Affiliating Agency reserves the right in its sole and absolute discretion to exclude from its facility any students whose work or conduct may reflect discredit to the Affiliating Agency or the program [School of Nursing] or whose progress is not satisfactory to Affiliating Agency.

As a health professional program, the School of Nursing has a responsibility to state nursing licensing boards to attest that student's professional preparedness and character warrant their applying for licensure at the conclusion of the educational program. Licensure protects the public from harm by setting minimal qualifications and competencies for safe entry-level practice.

Professional Behaviors Required of Nursing Students

1. **Nondiscrimination:** nursing students shall provide care to patients/clients without discriminating based on race, creed, color, sex, age, national origin, sexual orientation or disability. Nursing students shall demonstrate respectfulness of patients'/clients' values, culture and religion. Becoming culturally competent in delivering health care means students need to understand their own world views and those of the patients/clients they encounter. Adapting to different cultural beliefs and practices and communicating respect for other viewpoints is part of being culturally competent. Students are expected to obtain cultural information and apply it to their practice.

2. **Confidentiality:** nursing students shall be educated about and adhere to HIPAA policies. Health records may not be removed from a health care institution. Students may extract information from the record to direct care and will be instructed by faculty how to handle de-identified information. Students must follow organizational policy about copying parts of the chart.

3. **Relationship building:** students should always strive to establish a therapeutic and caring relationship with patients/clients. This professional relationship is based on a trust and mutual respect that must not be violated. Failing to be prepared for clinical, failing to assess and evaluate a patient's/client's status, and failing to institute a nursing intervention for which the student has taken responsibility is a violation of this trust.

4. **Representation:** nursing students shall accurately represent themselves as being a student to others including, but not limited to, colleagues, faculty members, representatives of the University and their affiliates, partner institutions, community partners, patients/clients, nurses and other members of the health care team. Proper representation is important for any student work regardless of how it is communicated (in writing, orally, or posted on some medium such as YouTube).

5. **Assessment of personal competence:** nursing students shall seek consultation and supervision whenever their ability to carry out patient/client care is inadequate because of lack of knowledge or

experience. Failing to obtain instruction or supervision when implementing nursing procedures or practices for which one lacks the educational preparation, ability, knowledge or experience is unethical.

6. Personal responsibility: nursing students must take responsibility for their own actions and set a high standard for self and work to achieve established goals. Misrepresentation of physical presence or of participation in clinical experiences is unethical. One must also take responsibility for using sound judgment when ill if status would put others at an unacceptable exposure risk. This is particularly important when working with individuals with compromised immune systems, pregnant women, and newborns and their families. If you have reason to believe you have been exposed to a contagious illness, have active symptoms or were diagnosed with an infectious disease, notify your clinical faculty member to determine your best action. Personal responsibility also includes reporting unethical or inappropriate behavior of fellow students or colleagues that may jeopardize patient safety.

7. Professional demeanor: nursing students are representatives of Purdue University School of Nursing and must realize their behavior may positively and negatively affect the judgment of others about the school. Nursing students are expected to be thoughtful and professional when interacting with faculty and staff, patients/clients and their families, other students, the public, and all members of the health care team. When acting as a Purdue nursing student, professional behavior is required both on and off campus, in digital environments and on social media.

Expected Student Behaviors include, but are not limited to:

- Using critical thinking skills in determining one's actions in the clinical setting.
- Demonstrating empathy in the care of others.
- Accepting responsibility for one's own actions, including preparing sufficiently for class and clinical.
- Being respectful of other students and faculty by not engaging in activities that might disrupt class including but not limited to cellphone use, inappropriate web browsing, and side conversations.
- Adhering to the School's dress code and having a neat, clean appearance. This includes responding promptly when feedback is given by a faculty member that one's dress, jewelry or hygiene (including fingernails) is outside the bounds of the dress code.
- Attending (arriving and leaving as scheduled) orientations, class, and clinical.
- Taking exams as scheduled and completing assignments on time, including patient/client care.
- Responding appropriately and in a timely fashion to constructive criticism and feedback from faculty, clinical site staff, and peers.
- Giving prior notification in writing or voice mail to faculty if unable to meet commitments and following up with faculty regarding potential make-up requirements
- Dealing with others (peers, faculty, staff, patients/clients and their families) in an honest, respectful, sensitive and nonjudgmental manner that communicates respect for individual differences.
- Nonuse of inappropriate language, gestures or remarks.
- Nonuse of intimidation, coercion or deception in working with patients/clients, families, staff, other students, faculty, and university staff.

- Demonstrating teamwork and helping behavior for colleagues that exemplifies an assertive, rather than aggressive approach.
- Respecting others' space and time through actions such as turning off cell phones, avoiding disruptive sidebar conversations, and refraining from texting others in class and clinical settings.
- Recognizing nurses and nursing students have professional boundaries and it is possible to be either over-involved or under-involved with patients. *As a health care professional, a nurse strives to inspire the confidence of clients, treat all clients and other health care providers professionally, and promote the clients' independence. Clients can expect a nurse to act in their best interest and to respect their dignity. This means that a nurse abstains from obtaining personal gain at the client's expense and refrains from inappropriate involvement in the client's personal relationships* (NCSBN, 2011, p. 2).
- Recognizing it is unethical to disparage to anyone the professional competence, knowledge, qualifications or services of a colleague. The way one expresses criticism should reflect the demeanor of aspiring professionals. Faculty are open to receiving and responding to constructive suggestions. Concerns should be expressed to the appropriate faculty member. This presents an opportunity to refine one's skill at providing feedback to others. When possible, discussion should occur in person rather than email because of the inability to amplify or clarify messages. This discussion should happen in a timely manner to allow for appropriate action to be taken by the receiving party.
- Abiding by *Purdue University Code of Honor and Regulations Governing Student Conduct*. Academic honesty is an expectation of students in the School of Nursing as it is for all Purdue students. Experience suggests that some students may not appreciate that academic honesty is viewed by faculty in the same light as honesty in professional nursing practice. The school's philosophy, guidelines, and procedures for assuring academic honesty and for dealing with alleged incidents of academic dishonesty are consistent with those of the University. Refer to: *Academic Integrity: A Guide for Students* available on the Office of Dean of Students website. Several examples of academic dishonesty are spelled out in this document, including providing answers to others during an exam or allowing others to copy a paper or assignment. If academic dishonesty occurs in any form, immediate and appropriate disciplinary actions, as seen fit by School of Nursing faculty and the Office of the Dean of Students, will be taken.
- A Student Honor Pledge was voted on by Student Government and endorsed by the University Senate Spring 2017. All students are expected to uphold the pledge stating, *as a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together – we are Purdue.*

Review of Unprofessional Behaviors

A faculty member may conduct or ask for a review of a student's conduct. Potential consequences of unprofessional behavior include reduction in a grade, failure in the course/clinical, dismissal from the School of Nursing, and expulsion from the University. The school may dismiss a student from the nursing program if the student's character does not reflect professional tenets of nursing, such as cheating, lying or falsifying patient information. An academic action may be overturned on an appeal through the Grade Appeal Process only if the academic action was arbitrary or capricious, meaning that not all the important facts were considered.

All behaviors inconsistent with those articulated in this policy will be documented and such documentation will remain a part of the student's record throughout the nursing program. An accumulation of four minor occurrences, or any occurrence that potentially places the client, self or others in immediate danger, will result in a full review of the student's record. A faculty member may request a review for a single unsafe/unsatisfactory occurrence that does not create potential danger if the faculty member believes the behavior is significant enough to warrant a review.

To further clarify circumstances for action, the following examples are provided.

A student may be removed from the clinical site for any of these behaviors

- Failure to come to clinical prepared including inadequate knowledge of treatment, medications, or plan of care
- Habitual tardiness or absence (excused or unexcused)
- Unprofessional communication behaviors (examples: personal texting, checking social media; using profane language with patients, visitors, staff, or faculty)
- Failure to treat others with respect, honesty and dignity
- Inappropriate professional dress and appearance (includes not being appropriately dressed and ready to begin class/clinical on time)
- Inability to implement empathetic care
- Inattentiveness to clinical work as exhibited by being unavailable for patient/client care, engaging in personal discussions, texting, etc.
- Failure to implement appropriate action to ensure safety of patients/clients
- Exhibiting behavior(s) deemed unprofessional by faculty including being disruptive and or refusing to follow faculty directions
- Arriving at clinical setting under the influence of alcohol or other substance that can impair judgment (Refer to the School of Nursing policy on suspicion of use of drugs and alcohol and Purdue's drug free policy for students, faculty, and staff)
- Misrepresentation of physical presence or participation in clinical experience
- Breach in patient confidentiality or any HIPAA violation (privacy or security)
- Misuse or unauthorized use of computer resources or information
- Purposefully destroying property at the clinical site
- Stealing supplies or drugs
- Demonstrating unsafe clinical practice that places patient/client/family/staff/faculty in physical or emotional jeopardy, including neglect, abuse, or purposely injuring others
- Physical jeopardy is the risk of causing physical harm
- Emotional jeopardy means that the student creates an environment of anxiety or distress which puts the patient/client/family at risk for emotional or psychological harm
- Failure to comply with course or clinical site policies and protocols

A student may be asked to leave class for any of these behaviors

- Tardiness
- Disruptive or disrespectful behavior

- Inattentiveness to classroom work

Consequences of Unprofessional Behavior

When problem behaviors are identified, the involved faculty member will:

1. Counsel the student on the unacceptable behavior indicating the type of behavioral change that is expected
2. Document behavior, expected response and timeframe for remediation

If behavior is a major infraction, the student will be counseled by the faculty and referred to the School's Office of Student Services where the student will meet with an academic advisor and the director of the program in which the student is enrolled (e.g., Director of Undergraduate Program, Director of Graduate Program). The infraction will also be reported to the Office of the Dean of Students.

If behavior from a minor infraction does not change within the given timeframe, faculty will document the incidents and the attempted interventions using the protocol for resolution of student issues. The documentation will be reviewed by the appropriate program director and a meeting with an academic advisor and/or applicable program director will be scheduled. Sanctions may be applied at this time.

Students whose behavior is unprofessional will receive School of Nursing sanctions that may include grade reduction, course failure, suspension or dismissal from the class, suspension or dismissal from the School of Nursing. The Office of the Dean of Students may also put sanctions in place such as probation, suspension or dismissal from the University (refer to *Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals*).

Supporting Documents

American Nurses Association (2015). *Code of ethics for nurses and interpretive statements*. Available from www.ana.org; View only version:

<http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html>

Franciscan Alliance (2016). *Agreement of Affiliation Purdue University and Franciscan Alliance, Inc.*

National Council of State Boards of Nursing (2022). Professional boundaries. Available at: Professional Boundaries | NCSBN

National Student Nurses' Association, Inc. (2015). *Code of professional conduct*. Available at www.nсна.org NSNA-Code-of-Ethics.pdf(ecpi.net)

Purdue University (2011). Purdue University Student Code of Conduct. Available at: Student Conduct - Purdue University - Acalog ACMS™

Purdue University (1998). *Alcohol- and drug-free campus and workplace policy (C-44)*. Available at: <https://www.purdue.edu/policies/facilities-safety/c-44.html>

Purdue University School of Nursing (2022). Reasonable suspicion drug and alcohol policy and testing guidelines for nursing students. Available on SON shared drive.

Academic Integrity

Purdue University values high academic standards and integrity. Students are expected to act within the parameters of honesty and academic integrity. Behaviors that violate academic integrity are subject to university sanctions. Purdue University School of Nursing abides by the Purdue University Guide to Academic Integrity. See guidelines at [Purdue University Academic Integrity Website](#).

Additional information about Purdue's policies regarding student conduct may be found at [Purdue University Student Regulations Website](#). Please read the materials at each of these websites.

The University identifies a number of examples of academic dishonesty. An additional example that graduate students might not have yet considered is self-plagiarism.

- **Self-plagiarism which is the practice of presenting one's own previously used work as though it were new. One can build off prior work but citing oneself as the author just as one cites works of other authors is required.**
- **Related to the concept of self-plagiarism is the action of multiple submissions, which is: *The submission of substantial portions of the same academic work for credit more than once without authorization from the instructor.* As cited in Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals, Section 2.a.iv, this act constitutes conduct for which students may be subject to disciplinary sanctions.**

**PURDUE UNIVERSITY
WEST LAFAYETTE, INDIANA
SCHOOL OF NURSING**

EFFECTIVE DATE: May 2011

REVIEWED BY: Student Affairs

REVISED DATE: May 2011, May 2017

NEXT REVIEW DUE: February 2027

SOCIAL MEDIA POLICY

I. PURPOSE:

The School of Nursing goes supports the use of social media to reach audiences important to the University such as students, prospective students, alumni, faculty, staff, practice partners, and healthcare professionals. The University presence or participation on social media sites is guided by university policy (University-Sponsored Social Media Outlets, VII.C.2). This policy applies to School of Nursing students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

GENERAL INFORMATION:

Social media are defined as mechanisms for communication and information gathering/sharing designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com, Twitter, Facebook, YouTube, MySpace, Snapchat, and Instagram.

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations.

As students you will want to represent the University and the School in a fair, accurate and legal manner while protecting the brand and reputation of the institution. When publishing information on social media sites, remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others. As one person remarked, "If you wouldn't put it on a flier, carve it into cement in the quad or want it published on the front of the Wall Street Journal, don't broadcast it via social media channels."

II. POLICY:

- Protect confidential, sensitive, and proprietary information: Do not post or share confidential or proprietary information about the university, faculty, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a Purdue University School of Nursing student.
- Respect copyright and fair use. When posting or sharing, be mindful of the copyright and intellectual property rights of others and of the university. For guidance, visit the University's Libraries site or seek consultation through the Copyright Office, located within the Libraries, [University Copyright Policy Website](#).
- Do not use Purdue University or School of Nursing marks, such as logos and graphics, on personal social media sites. Do not use Purdue's name to promote a product, cause, or political party or candidate.
- Use of the School of Nursing marks (logos and graphics) for School sanctioned events must be approved (posters, fliers, postings) by administration.
- It is expected that during clinicals, and classes use of a smartphone/tablet and other devices employed for social media will be used only as authorized by faculty and facility policy.
- No **personal** phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.
- Use of computers (smartphones/tablets, notebooks, etc.) shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
- No student shall videotape, photograph or voice record professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student(s). At NO time shall patients/clients be videotaped, photographed or voice recorded without written permission of the patient/client and of the facility.
- Be aware of your association with Purdue University in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on Purdue's behalf, unless you are authorized to do so in writing.
- HIPAA guidelines must be always followed. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your and others privacy, and confidential information.

III. PROCEDURE/CONSIDERATIONS:

- There is no such thing as a "private" social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed. Think twice before posting or sharing. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.

- Future employers hold you to a high standard of behavior. By identifying yourself as a Purdue University student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
- Nursing students are preparing for a profession which provides services to a public that also expects high standards of behavior.
- Respect your audience.
- Adhere to all applicable University and affiliated clinical sites' privacy and confidentiality policies.
- You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).
- Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.
- Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
- Don't use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
- You are responsible for regularly reviewing the terms of this policy.

CONSEQUENCES:

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

PURDUE UNIVERSITY
WEST LAFAYETTE, INDIANA
SCHOOL OF NURSING

EFFECTIVE DATE: October 2015

REVIEWED BY: Student Affairs

REVISED DATE: December 2021

REVIEW DATE: February 2026

SAFETY AND TECHNICAL STANDARDS POLICY

Purpose: To validate the academically accepted undergraduate and graduate student's ability to meet cognitive, affective, and psychomotor requirements of the curriculum with or without academic adjustments and/or auxiliary aids and services, consistent with Title II of the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act of 1973.

Preamble: The Purdue University School of Nursing (PUSON) will make appropriate academic adjustments to facilitate enrollment and participation of qualified individuals with temporary or permanent disabilities. The school has established technical standards in an effort to provide a framework to balance several competing interests:

- i. The rights of applicants and students
- ii. The safety of students, their co-workers and patients
- iii. The significant clinical component of the school curricula
- iv. The requirements imposed on the School by the Commission on Collegiate Nursing Education, the accreditation body, and by clinical agency agreements allowing the school to place students in various health care organizations for clinical education.
- v. The conditions for licensure of School graduates.

These competing interests and the nature of nursing educational activities may prevent some prospective students with disabilities and students with disabilities from qualifying for enrollment or continued enrollment and may limit access to the academic program of the School of Nursing.

Scope: This policy applies to all prospective and current undergraduate and graduate students in the School of Nursing.

Policy: Full acceptance into the School of Nursing is two-tiered and based on two independent processes:

1. Academic acceptance based on established criteria and review of application
2. Receipt and approval of the "Safety and Technical Standards" form (attached)

Current students must continue to meet these safety and technical standards throughout the program. Students who are no longer able to meet the standards **MUST** notify their academic advisor immediately or face dismissal from the nursing program. If a student's inability to satisfy a technical standard is of a temporary nature, every reasonable effort will be made to rearrange the student's schedule in such a way as to provide the opportunity for satisfactory completion of the curriculum. In some cases, this may require students to extend their plans of study.

Procedure:

1. Initial verification
 - a. Admitted students will be asked to complete, sign and date the Safety and Technical Standards Nursing Student Acknowledgement and Consent Form prior to Student Transition, Advising and Registration (VSTAR).
 - b. This process does not preclude the student from being evaluated by the Disability Resource Center, Office of Dean of Students.
 - c. Students for whom there is no clear decision point about ability to meet safety and technical standards will be presented to the School of Nursing Admissions Committee for further discovery.
2. Yearly verification
 - a. Current students must continue to meet these safety and technical standards throughout the program. Students who are no longer able to meet the standards **MUST** notify their academic advisor immediately or face dismissal from the nursing program.
3. Episodic verification
 - a. If a student is injured, becomes ill, or encounters any situation that changes her/his ability to meet the technical standards, the School of Nursing Student Services Office may request health care provider verification of the student's continued ability to meet the standards.
 - b. A copy of the "Safety and Technical Standards" form and a cover memo for the health care provider to verify that they student can meet the safety and technical standards will be provided to the medical practitioner by the student.
 - c. The student will return the health care provider-completed and signed form to the School of Nursing Student Services Office.
 - d. The Student Affairs Committee will review the verification and evaluate any request for academic adjustments and/or auxiliary aids and services to determine the adequacy of the supporting documentation and the reasonableness of the requested academic adjustments and/or auxiliary aids and services and then follow the same process as outlined for initial verification.
 - e. Until a final decision is made, a student whose ability to meet the safety and technical standards is being considered under this process will not be allowed to participate in clinical courses.

Disputing the Decision

A continuing student may appeal, in writing, the decision to the Head of the School of Nursing within ten (10) working days from the student's receipt of notice of the decision. The decision of the Head on appeal shall be final.

Misrepresentation

Any identified misrepresentation, falsification, or material omission of information by the applicant discovered during the acceptance process and deliberation or failure to disclose a change in status may exclude the student from continued clinical or classroom participation or immediate dismissal.

Please refer to these descriptors in completing the Safety and Technical Standards Nursing Student Acknowledgement and Consent Form.

1. **Essential physical/neurological functions:** Nursing students must be able to accurately observe close at hand and at a distance to learn skills and to gather data (e.g., observe an instructor's movements, a patient's gait or verbal response, a chemical reaction, a microscopic image, etc.). Students must possess functional use of the senses that permit such observation.

School of Nursing Essential Functions	Clinical Examples
Tactile: <ul style="list-style-type: none"> • Feel vibrations • Feel differences in sizes, shapes • Detect temperature • Feel differences in surface characteristics • Detect environmental temperature 	Tactile ability sufficient to perform physical assessments, examinations and procedures: <ul style="list-style-type: none"> • palpate pulses, detect fremitus • palpate vein • identify body landmarks • skin turgor, rashes • skin temperature • check for drafts • detect deviations in skin temperature, solutions, and environment
Visual: <ul style="list-style-type: none"> • See objects up to 20 inches away (e.g., information on a computer screen, skin conditions) • See objects up to 20 feet away (e.g., client in a room) • See objects more than 20 feet away (e.g., client at end of hall) • Use depth perception to distinguish elevation • Use peripheral vision • Distinguish color (e.g. color codes on supplies, charts, bed) • Distinguish color intensity (e.g. flushed skin, skin paleness) 	Visual acuity sufficient to: <ul style="list-style-type: none"> • Observe changes in skin condition including distinguishing change in skin integrity, breathing patterns (including absence of respiratory movement), and color intensity such as the ability to identify cyanosis. • Identification of allergic responses such as skin rashes. • Access patient information on computer screens. • Read very fine print on medication labels, monitor strips, equipment calibrations • Draw up correct quantity of medication into syringe • Read accurately IV infusion pump screens, LED output on electronic devices and monitors • Distinguish tissue swelling, IV infiltration
Hearing: <ul style="list-style-type: none"> • Hear normal speaking level sounds (e.g. person-to-person report) • Hear faint voices • Hear faint body sounds (e.g., blood pressure sounds, assessment placement of tubes) • Hear in situations when not able to see lips (e.g., when masks are used) • Hear auditory alarms (e.g. monitors, fire alarms, call bells) • Perceive origin of sound 	<ul style="list-style-type: none"> • Assess changes in heart, breath, abdominal, vascular sounds. • Take blood pressure • Recognize electronic device alarms • Monitor multiple patients in an ICU
Smell: <ul style="list-style-type: none"> • Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.) • Detect smoke • Detect gases or noxious smells 	<ul style="list-style-type: none"> • Detect odors exhibited by body fluids which may be indicative of disease processes

2. **Essential motor skills:** Nursing students must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers that are required within each program. Candidates must be able to display motor capabilities and mobility to execute the various tasks and physical maneuvers that are required within each program. Candidates must be able to display motor function sufficient to fulfill the professional roles toward which each program educates.

School of Nursing Essential Functions	Clinical Examples
Gross motor skills <ul style="list-style-type: none"> • Move within confined spaces • Sit and maintain balance • Stand and maintain balance • Reach above shoulders (e.g., IV poles) • Reach below waist (e.g., plug electrical appliance into wall outlets) • Stoop and squat 	<ul style="list-style-type: none"> • Administer medication via all routes including intravenous therapy. • Institute appropriate nursing interventions to stabilize a patient's condition and/or prevent complications.
Fine motor skills <ul style="list-style-type: none"> • Pick up objects with hands • Coordinate eyes and hands/fingers with speed and accuracy in making precise movements • Grasp small objects with hands (e.g., IV tubing, pencil) • Write with pen or pencil • Key/type (e.g., use a computer) • Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe) • Squeeze with fingers (e.g. eye dropper) 	<ul style="list-style-type: none"> • Adjust environment when providing patient care • Calibrate equipment • Draw up solution/medication in a syringe • Twist objects with hands • Take vital signs, including blood pressure, pulse, temperature, respiratory rates • Use pulse oximeter, and electrocardiogram. • Insert catheters • Pick up or grasp small objects used in patient care, use eye dropper • Transmit information via electronic means
Physical endurance <ul style="list-style-type: none"> • Stand (e.g., at client side during surgical or therapeutic procedure) • Sustain repetitive movements • Maintain physical tolerance for entire work shift 	<ul style="list-style-type: none"> • Perform cardiopulmonary resuscitation (e.g. move above patient to compress chest and manually ventilate patient) • Stand/walk to complete clinical day (e.g. 8/12-hour shift) • Complete assigned clinical practice within an acceptable time period
Physical strength <ul style="list-style-type: none"> • Push and pull 25 pounds (e.g., position clients) • Support 25 pounds of weight (e.g., ambulate client) • Lift 25 pounds (e.g. pick up a child, transfer client) • Move light objects weighing up to 10 pounds (e.g., IV poles) • Use upper body strength (e.g., perform CPR, physically restrain a client) • Squeeze with hands (e.g., operate fire extinguisher) 	<ul style="list-style-type: none"> • Position patients • Use transfer techniques in moving and lifting patient in all age groups and weights. • Assist with ambulation.
Mobility <ul style="list-style-type: none"> • Twist • Bend • Stoop/squat • Move quickly (e.g., response to an emergency) • Climb (e.g., ladders/stools/stairs) • Walk 	<ul style="list-style-type: none"> • Maneuver in small spaces* • Move independently from room to room • Twist, bend, stoop, engage in procedures and direct patient care <p>*While health care agencies must meet ADA physical access standards, potential clients and equipment may limit the amount of available space in which to move</p>

3. **Essential communication skills:** Nursing students must be able to communicate effectively and efficiently. Students must be able to process and comprehend written and verbal material.

School of Nursing Essential Functions	Clinical Examples
<ul style="list-style-type: none"> • Teach (e.g. client/family about health care) • Explain procedures • Give oral reports (e.g., report on client's condition to others) • Interact with others (e.g., health care workers) • Speak on the telephone • Influence people • Direct activities of others • Convey information through writing (e.g., progress notes) 	<ul style="list-style-type: none"> • Communicate with patients/clients, family members and health care providers regarding the individual's plan of care. • Read and comprehend printed materials and documents. • Document clearly and correctly on patient's medical record for legal documentation. • Transmit information through written documents that use good grammar, syntax, spelling, and punctuation. • Access laboratory data via automated information system. • Clarify the meaning of non-verbal communication. • Use physical touch as a therapeutic non-verbal intervention. • Present oral reports • Clarify physician orders

4. **Essential judgment skills:** Nursing students must exercise good judgment and promptly complete all responsibilities required of each program. They must develop mature, sensitive, and effective professional relationships with others. They must be able to tolerate taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility and function in the face of uncertainties and ambiguities. Concern for others, interpersonal competence and motivation are requisite for all programs.

School of Nursing Essential Functions	Clinical Examples
<ul style="list-style-type: none"> • Interpersonal abilities essential to interact with individuals, families, and groups from diverse social, emotional, cultural and intellectual backgrounds • Make judgments based on scientific knowledge and thorough assessment of individual patient situations • Practice in a manner that is non-judgmental and non-discriminatory • Function as a contributing member of an interdisciplinary team • Recognize that decision making occurs in an environment of uncertainty and ambiguities • Demonstrate capacity to make sound decisions when under stress 	<ul style="list-style-type: none"> • Deliver nursing care within accepted timeframe allowing others to complete their responsibilities to patients • Create climate in which patients feel comfortable and able to make informed decisions about their health care • Practice safe care in high stress and/or ambiguous environments such as ICU, Emergency Department, mental health facilities and the community

5. **Essential intellectual and cognitive skills:** Nursing students must be able to measure, calculate, reason, analyze, synthesize, integrate, remember and apply and evaluate information. Creative problem-solving and clinical reasoning require all of these intellectual abilities. In addition, many candidates must be able to comprehend three dimensional relationships and understand the spatial relationship of structure.

School of Nursing Essential Functions	Clinical Examples
Reading <ul style="list-style-type: none"> Read and understand written documents 	<ul style="list-style-type: none"> Read and understand English printed documents (e.g. policies, protocols, standards of care) Read measurement marks
Arithmetic Competence <ul style="list-style-type: none"> Read and understand columns of writing (e.g., flow sheet, charts) Read digital displays Read graphic printouts (e.g., EKG) Calibrate equipment Convert numbers to and/or from Metric System Read graphs (e.g., vital sign sheets) Tell time Measure time (e.g., count duration of contractions, etc.) Count rates (e.g., drips/minute, pulse) Use measuring tools (e.g., thermometer) Read measurement marks (e.g., measurement tapes, scales, etc.) Add, subtract, multiply, and/or divide whole numbers Compute fractions (e.g., medication dosages) Use a calculator Write numbers in records 	<ul style="list-style-type: none"> Use measurement tools recognized as central to the care of patients/clients. Perform dosage calculations in a time frame to deliver safe care Assess and monitor patient status
Analytical Thinking <ul style="list-style-type: none"> Transfer knowledge from one situation to another Process information Evaluate outcomes Problem solve Prioritize tasks Use long term memory Use short term memory 	<ul style="list-style-type: none"> Handle multiple tasks and problem solve simultaneously. Assimilate and apply knowledge acquired from multiple learning experiences Seek supervision and consultation in a timely manner
Critical Thinking <ul style="list-style-type: none"> Identify cause-effect relationships Plan/control activities for others Synthesize knowledge and skills Sequence information 	<ul style="list-style-type: none"> Analyze assessment data in determining nursing diagnoses. Prioritize tasks Comprehend and apply abstract concepts

6. **Essential emotional coping skills:** Nursing students must have the emotional health to fully use their intellectual ability, exercise good judgment and complete all responsibilities requisite to the delivery of patient care. Students must be able to develop mature, sensitive, and effective relationships with patients and colleagues and be adaptable, flexible and able to function in the face of uncertainty.

School of Nursing Essential Functions	Clinical Examples
Interpersonal Skills <ul style="list-style-type: none"> Negotiate interpersonal conflict Respect differences in clients Establish rapport with clients Establish rapport with co-workers 	<ul style="list-style-type: none"> Show respect for the differences in patients/clients and co-workers. Function as a member of an interdisciplinary team (e.g. consult, negotiate, share) Establish rapport with patients/clients Participate in partnered and group efforts in classroom and clinical learning activities. Practice in a manner that is non-judgmental and non-discriminatory. Interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds
Emotional Stability <ul style="list-style-type: none"> Establish therapeutic boundaries Provide client with emotion support Adapt to changing environment/stress Deal with the unexpected (e.g., client going bad, crisis) Focus attention on tasks Monitor own emotions Perform multiple responsibilities concurrently Handle strong emotions (e.g., grief) 	<ul style="list-style-type: none"> Function effectively under stress Assume responsibility/accountability for own actions Provide patient/family with emotional support Adapt effectively to changing environments and increasing tension levels in a variety of situations (e.g. learning, patient care, emergencies)

Supporting Documents:

- American Association of Colleges of Nursing (2006). *The essentials of doctoral education for advanced nursing practice*. Washington, DC: Author.
- American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.
- American Association of Colleges of Nursing (1996). *The essentials of master's education for advanced practice nursing*. Washington, DC: Author.
- University of Texas School of Nursing at Galveston (2002). *Essential functions of the baccalaureate nursing program*.
- Wendt, A. (2007). *Report of findings from the 2006 RN post entry-level practice analysis*. Chicago, IL: National Council of State Boards of Nursing, Inc.
- Wendt, A., & Eich, M. (2007). *Report of findings from the 2006-2007 RN continuous practice analysis*. Chicago, IL: National Council of State Boards of Nursing, Inc.
- Yocom, C. J. (1996). *Validation study: Functional abilities essential for nursing practice*. Chicago, IL: National Council of State Boards of Nursing, Inc.