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* To access the College of Health Professions Student Handbook, go to www.davenport.edu. Click on the College of Health Professions. You will find an electronic copy of the Handbook after clicking on the grey button labeled "Handbook."
I, __________________________ (print name), have received the current Davenport University College of Health Professions Student Handbook. I understand that I am responsible for the information it contains regarding health programs and keeping up to date of any changes to the policies and/or procedures while I am a student in the College of Health Professions. I further understand it is my responsibility to contact an advisor, Chair or Associate Chairs, if I have any question regarding admission into, remaining in, or re-entering of my program. I agree to abide by the policies and requirements as stated in this handbook. I understand that I may need to sign an additional form(s) for my specific program. I understand that I must abide by the professional ethics and standards accepted by professionals and technicians in my individual career choice. Confidentiality of medical information is mandatory. Dress code, personal conduct, and professional attitude are expected throughout my program and I understand that I will be expected to act professionally at all times.

__________________________________________________________________________
Student's signature               Date
SECTION 1 - COLLEGE OF HEALTH PROFESSIONS GENERAL INFORMATION

1.1 - WELCOME TO THE COLLEGE OF HEALTH PROFESSIONS

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

1.2 - INTRODUCTION

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

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

**Note to prospective students:**

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

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

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

The purpose of the College of Health Professions is to provide a quality education to enable students to acquire knowledge, skills and competencies required to be successful in the healthcare field. Curriculum is designed to meet requirements of the accrediting bodies and to prepare students to be eligible to apply for licensure or certification upon graduation.

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

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

1.4 OUTCOMES OF THE COLLEGE OF HEALTH PROFESSIONS

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

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

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

Outcomes-

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

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

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

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

Analysis & Problem Solving
Graduates use quantitative and qualitative methods of inquiry to assess and evaluate complex problems.

Leadership & Teamwork
Graduates understand how to build direct and facilitate groups in order to utilize members’ talents to meet attainable goals.

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

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

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

1.6 - STUDENT RIGHTS

The current Davenport University Graduate Catalog specifies the rights given to all students in the University.
1.7- FACULTY RIGHTS AND RESPONSIBILITIES

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

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

1.8- ADVISORY COMMITTEES

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

Members of these committees provide advice on current healthcare trends and employment needs of the surrounding communities. In addition, these committee members maintain a liaison function between the University and the healthcare providers or other organizations in communities. Membership information is available from the Dean and Associate Deans of the College of Health Professions.
## 1.9- COLLEGE OF HEALTH PROFESSIONS LEADERSHIP, PRACTICUM MANAGERS, AND ADVISORS
(See Graduate Catalog for complete list of Faculty)

<table>
<thead>
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If you have further questions regarding your Program, please contact your Department Chair, Associate Chair or Faculty for assistance.
SECTION 2- ACADEMIC PROGRAM REQUIREMENTS

2.1 – Grading Scale

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

2.2 – Program Progression Policy

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

2.3 - Student Responsibilities and Expectations

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

Students will be required to agree to adhere to these Professional Standards by signing and dating the form in Appendix A9

Observation/Communication Ability – Students and faculty must be able to:
- effectively communicate both verbally and non-verbally with patients, peers, faculty and other healthcare professionals.
- use senses of vision, touch, hearing, and smell in order to interpret data.
- demonstrate abilities with speech, hearing, reading, writing, English language, and computer literacy.

Motor Ability – students and faculty must be able to:
- display gross and fine motor skills, physical endurance, strength, and mobility to carry out healthcare related processes and procedures.
- possess physical and mental stamina to meet demands associated with excessive periods of standing, moving, physical exertion, and sitting.
- perform and/or assist with procedures, calculate, reason, analyze, and synthesize data to make decisions, often in a time urgent environment.
- incorporate new information from faculty, peers, and healthcare related literature and research
- interpret data from electronic and other monitoring devices.
**Intellectual/Conceptual Ability** - Students must be able to:
- problem solve and perform, measure, calculate, reason, analyze, and synthesize data in order to make decisions, often in a time urgent environment.
- incorporate new information from teachers, peers, health related literature, and research.
- interpret data from electronic and other monitoring devices.

**Behavioral, Interpersonal, and Emotional Ability** – students/faculty must be able to:
- tolerate physically taxing workloads and function effectively during stressful situations
- display flexibility and adaptability in the work environment.
- function in cases of uncertainty that are inherent in healthcare settings involving patients, clients, vendors, and others interacting with healthcare providers.
- possess skills required for full utilization of the student’s and faculty’s intellectual abilities.
- exercise stable, sound judgment.
- establish rapport and maintain sensitive, interpersonal relationships with others from a variety of social, emotional, cultural, and intellectual backgrounds.
- accept and integrate constructive criticism given in the classroom, clinical, and healthcare facility settings.
- Display proper hygiene and adhere to dress code policy of the practicum site and in the classroom
- Refrain from sleeping or taking breaks not approved by the practicum site
- Refrain from bringing cell phone or media devices onto practicum site
- Refrain from smoking on grounds (including in any vehicle). This includes chewing tobacco.
- Refrain from use of alcohol or drugs, legal or illegal, that may interfere with student’s ability to perform to acceptable standards of practice.

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

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

### 2.4 - Student Re-entry

Per Davenport University *Graduate Catalog*, any student who has voluntarily interrupted his/her education for more than one semester (excluding Spring and Summer) is considered a re-entry student. Students re-entering the University should contact the Office of Student Services for specific information on academic requirements at the time they re-enroll. Students need to complete the re-enrollment form updating their contact and degree information. Students must be aware that stopping out will impact their degree program and curriculum requirements, and should speak with their Advisor upon their return.

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

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

2.6 – Ethics

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

HIPAA and Privacy

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

2.7 - Professional Appearance

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

- to limit the transfer of microorganisms from students to patients and vice versa
- to provide for safety and limit injury
- to present a professional appearance
- to identify the wearer as a Davenport University student.

2.8 - Dismissal from the College of Health Professions

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

- Failure to meet specific grade requirements for any major course
- Failure to meet specific course program/outcomes essential to student’s program
• An agency’s or facility’s request for removal of student from the clinical and/or practicum experience
• Refusal by student to submit to drug testing, background check and/or failure to comply with health requirements
• Unsatisfactory evaluation by agency or facility preceptor
• Repeated unsatisfactory performance or a significant incident which jeopardizes the agency or facility
• Harassment of a preceptor, fellow student, or faculty member
• Actions or behaviors that interfere with a student’s ability to safely and effectively give care to patients
• Violation of any patient safety policy or practice

2.9 - Repeating Courses

No course in the students designated major may be repeated more than once.

Repeating any major course is dependent on available space and approval of the Department Chair or Associate Department Chair at the student’s designated campus. The semester prior to repeating any major course the student must submit a letter to the appropriate Chair stating:

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

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

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

2.10 – Final Grade Appeal

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

2.11 Attendance

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

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

2.13 Patient Safety

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

2.14 - Alcohol and Drug-Free Environment

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

2.14.1 College of Health Professions Policy for Students Concerning Medical Marijuana

Michigan law governing marijuana: The Michigan Medical Marijuana Act of 2008 (MMMA) permits qualified patients and their primary caregivers to use, possess and grow limited amounts of marijuana for treatment of certain debilitating medical conditions. However, the MMMA conflicts with federal civil and criminal laws governing controlled substances, as well as federal laws requiring institutions receiving federal funds, by grant or contract, to maintain drug-free campuses and workplaces. Davenport University receives federal funding that would be in jeopardy if those federal laws did not take precedence over state law. Therefore, the use, possession, or cultivation of marijuana in any form and for any purpose continues to violate the Davenport Drug and Alcohol Policy and is prohibited at Davenport University.

2.15 Criminal Background Check and Drug Screening

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

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

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

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

- **Review of Positive Results:**

The COHP prepares prospective health care workers to attain a high standard of professional
responsibility for the patients they will treat. The COHP seeks to devote its resources to those
candidates who have the best prospects of achieving initial licensure, certification, or
registration with state, or federal government programs and/or national certifying
organizations, attaining high standards and serving the needs of the patient population today.
Therefore, the COHP has instituted this Policy for prospective and current students.
It is the COHP’s policy that if a student has a positive Result from the Testing or if such student notifies the COHP of an arrest or conviction, the following procedure(s) will be followed:

1. Such student will be suspended from all COHP activities outside of the Davenport University campus, including, without limitation, any participation in any training programs, clinical or practicum at an Agency. Notice of such suspension shall be immediately provided to such student.

2. The student will be notified to meet privately with the appropriate COHP Associate Department Chair or designated faculty member to review and discuss the Results as it pertains to the student’s career goals and academic plan. The student will be requested to provide a detailed written explanation of the positive Result(s).

3. Following the meeting, the Associate Department Chair or designated faculty member will make a recommendation to the COHP Compliance Committee and forward to the COHP Compliance Committee all documentation that the student believes is relevant to Result(s).

Based on the recommendation of the Associate Department Chair or designated faculty member, the COHP Compliance Committee, shall determine the appropriate response of the COHP, and shall proceed accordingly, consistent with Davenport University policies and procedures. If the Committee determines that the student be allowed to continue in the student’s COHP program, the student assumes the risk of any difficulties that may occur, including inability to place in agency clinical or practicum placement(s) needed for program completion and graduation.

All decisions of the COHP Compliance Committee are final.

2.16 – Health Professional Experiences

In the College of Health Professions, all majors have a required Professional Health Experience. These experiences may be a clinical, practicum, fieldwork or academic service learning. Each program has different requirements and processes. Each student must follow those requirements as part of meeting the program outcomes. The Nursing clinical requirements are described in the Nursing section of this handbook. Undergraduate students should refer to the program section of the undergraduate handbook.

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

2.17 Personal Health Insurance

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

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

2.19 Student Code Process

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

2.20 Free Brush-Up Classes for DU Graduates

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

2.21 Health Requirements

2.21.1 - Physical and Emotional Demands

All healthcare occupations have specific physical, mental, and emotional demands. Carefully read the program descriptions that follow this general section and consider the tasks described. Discuss any pre-existing conditions with your healthcare provider and the Associate Department Chair or Advisor to determine whether you would be able to complete the clinical and professional objectives of any program. A description of physical and mental requirements which the student must be able to perform safely to complete the clinical and professional objectives of a health profession program at Davenport University are included in this document. Please review the requirements with a healthcare professional and have them indicate whether you will be able to meet requirements.

2.21.2 - Health Examination

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

2.21.2.1 Pre-existing Conditions

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

1. The examiner’s estimate of the ability of the student to meet clinical practice requirements without serious limitations, without aggravating pre-existing conditions or without jeopardizing the safety of patients and staff.

2. The University’s estimation of potential legal liability, patient safety, the program requirements, and any specific stipulations in the agreements with cooperating healthcare facilities.
2.21.3 - Immunizations

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

2.21.4 - Hepatitis B Vaccine: PLEASE TAKE NOTE

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

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

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

2.21.5 Screening for Tuberculosis (“TB Testing”)

Students and faculty in the College of Health Professions with potential for exposure to tuberculosis during instruction in a healthcare or classroom setting are required to complete a TB skin test. The results of the testing shall be determined to be current and negative prior to enrollment in or teaching a professional practice experience and must remain current throughout the clinical/practicum experience.

2.22 Bloodborne Pathogens Exposure/Needlestick Incident Reporting

2.22.1 On Campus –

Students –

- Notify your instructor immediately, clean the wound with soap and warm water, and treat any bleeding.

- Fill out the Davenport University Incident Report with your instructor. This report can be found online at [https://publicdocs.maxient.com/incidentreport.php?DavenportUniv](https://publicdocs.maxient.com/incidentreport.php?DavenportUniv). Go to your personal physician and have them draw blood for bloodborne pathogens exposure. If you do not have a personal physician, you must go to the nearest urgent care clinic.

- If you have health insurance, the follow-up care should be covered by this expense, if not the Davenport University health insurance provided as part of the
If you are using the University provided health insurance, please request your physician or the clinic send all bills to the Associate Department Chair. This person will then send the bills on to the University’s Risk Management group for payment.

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

2.22.2 Off Campus/Practicum Site

Students -
- Notify your site preceptor immediately.
- Follow your clinical/practicum site’s policies and procedures for bloodborne pathogens exposure. Your site preceptor can assist you with complying with this step.
- If the site is not able to draw your blood for a bloodborne pathogens exposure, you must go to your personal physician or the nearest urgent care clinic and have them draw blood for a bloodborne pathogens exposure.
- Notify the Davenport University Practicum Manager.
- Fill out a Davenport University Incident Report. You must fill out this report as soon as possible. This report can be found online at https://publicdocs.maxient.com/incidentreport.php?DavenportUniv. If you have questions about the report, ask the Practicum Manager or course instructor for assistance.
- If you have health insurance, the follow-up care should be covered by this expense, if not the Davenport University provided health insurance will.
- If you are using the University provided health insurance, please request your physician or the clinic send all bills to the Associate Department Chair. This person will then send the bills on to the University’s Risk Management group for payment.
Faculty –
• As soon as a student notifies the faculty of a needlestick, faculty should ask the student what has been done at the site, fill out the Davenport University Incident Report as soon as possible with the student (https://publicdocs.maxient.com/incidentreport.php?DavenportUniv) and verify that the student is following-up with the practicum site.

• Unless it is a medical emergency, the student should not be allowed to leave the clinic site before completing the site’s policy and procedure.

• Make sure the student understands the importance of obtaining follow-up care and screening at the practicum site or with his/her personal physician/the nearest urgent care facility.

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

2.23 Social Media Guidelines

Davenport University
College of Health Professions Social Media Guidelines

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

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

Cell Phones

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

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

Visual or Audio Media
Clinical Area:
- Students may not disclose any patient identifiable information of any kind including images or voices
- Information about the patient, family member or visitor of the patient, agency staff member cannot be recorded
- Cameras or recording devices (including cell phone cameras, I Pads and other electronic devices) are not allowed in the clinical area
- Students and faculty may be photographed or recorded with their individual consent if this is acceptable with facility guidelines.

Classroom:
- Cameras or recording/electronic devices may be allowed in the classroom or lab setting only with specific faculty permission
- Any individual to be included in a photograph/recording must give his or her written consent before the photo/recording is taken
- Any individual that is photographed/recorded can withdraw consent at any time and request that the photograph/recording be destroyed
- Care must be exercised to ensure that classroom/lab activities are not disrupted by taking photographs or recording

Social Networking Media
Social networking sites are continually developing and include any user-created multimedia that is published and shared in an electronic environment.
Clinical Area:
- Extreme caution must be taken to protect patient privacy at all times
- Posting of any information related to the clinical area, clients, agency staff, faculty and other students in an email or on a social networking site is strictly forbidden
- Videotaping and/or taking of still photographs in the clinical setting are forbidden
- Posts on social networking sites regarding any aspect of the clinical experience are forbidden
- The student may not reveal any personal health information (even if not identified to a particular client) in any context on a social networking site
- Removal of an individual’s name does not constitute proper de-identification of protected health information
Inclusion of data such as age, gender, race, diagnosis, date of clinical experience, type of treatment or use of highly specific medical information or photographs may still lead to the identity of a specific individual, which is a violation of HIPAA.

Students shall not initiate or accept “friend” requests from patients, patient’s family members, faculty, clinical/practicum supervisors, clinical colleagues and/or similar individuals.

Classroom:

A student shall not report private academic information of another student on a social networking site.

Violations may constitute violation of state or federal privacy laws or regulations.

A student shall not post any information related to a fellow student, faculty member, clinical supervisor, and/or clinical employee that can be interpreted as private, derogatory, defamatory, or demeaning toward the faculty member, clinical supervisor, and/or clinical employee.

Students shall not initiate “friend” requests of any faculty member or clinical supervisor while the student is enrolled in any COHP program.

Students understand that they may be “defriended” (the act of removing someone from one’s friend list) by individuals who are or become faculty and/or clinical supervisors while the student is enrolled in any COHP program.

Consequences:

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

- Verbal or written reprimand
- Dismissal from the class or clinical area
- Potential failure of course or clinical
- Potential dismissal from the currently enrolled program
- Investigation and disciplinary action by Davenport University as outlined in the current Student Code of Conduct
- Potential legal consequences both criminally and civilly
HEALTH INFORMATICS AND INFORMATION MANAGEMENT

Master of Science in Health Informatics and Information Management
WELCOME TO THE HEALTH INFORMATICS and INFORMATION MANAGEMENT MASTERS PROGRAM

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

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

DEFINITION

Health Information Management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care.

Health information management (HIM) professionals affect the quality of patient information and patient care at every touch-point in the healthcare delivery cycle. They are the link between clinicians, administrators, technology designers, and information technology professionals.

Health information programs incorporate the disciplines of health, management, financial aspects, information technology, and law into one curriculum. Because of this unique mixture, health information graduates can choose from a variety of work settings across an array of healthcare environments.

Health Informatics (HI) is a science that defines how health information is technically captured, transmitted and utilized. Health informatics focuses on information systems, informatics principles, and information technology as it is applied to the continuum of healthcare delivery. It is an integrated discipline with specialty domains that include management science, management engineering principles, healthcare delivery and public health, patient safety, information science and computer technology. Health Informatics programs demonstrate uniqueness by offering varied options for practice or research focus.

To learn more about this profession visit www.HICareers.com.

GROWTH AND INCOME

Projected by the Bureau of Labor Statistics to be one of the 20 fastest growing occupations in the United States, health information management is an excellent career choice for the person who is seeking a healthcare profession that combines interest in computer science, business, management, legal procedures, and healthcare research. HIM professionals play a key role in
making the healthcare system work.

- The State of Michigan government labor market data expects by 2018 the demand for Health Service Manager will increase by 13 percent and Health Information Technicians by 15 percent, making the list of Michigan’s Hot 50 jobs.

- The U. S. Bureau of Labor Statistics cites medical records and health information technicians as one of the 20 fastest growing occupations in the country, a projected 20% increase in need by 2018.

- U.S. News & Report listed Health Informatics/Information Management as the 4th “hottest” college major in the country

**FRAMEWORK FOR HIIM EDUCATION**

At Davenport University, the American Health Information Management Association (AHIMA) curricular domains, which form the basis for AHIMA’s framework for HIM education, are the building blocks on which our HIIM curriculum is built. It is Davenport University’s intent to pursue accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) for the MS in Health Informatics and Information Management degree.

**SCOPE OF PRACTICE**

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

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

HIM professionals work in a multitude of settings throughout the healthcare industry, including office-based physician practices, nursing homes, home health agencies, mental health facilities, and public health agencies. In fact employment opportunities exist for HIM professionals in any organization that collects and/or uses patient data or health information such as pharmaceutical companies, law and insurance firms, and health product vendors.

Traditional roles in HIM have changed and continue to change as advancements occur in business, technology, and healthcare. Traditional roles may still exist in some organizations; we also make way for emerging roles in HIM practice. AHIMA identifies six career fields HIM professionals are prepared to excel in;
- Compliance/Risk Management
- Data Security
- Education/Communication
- Informatics/Data Analysis
- IT/Infrastructure
- Health Information Management/Medical Records Operations and Administration

The chart below lists some traditional aspects of the HIM profession and emerging health information management practices as seen in the workplace today. For most of us, reaching true proficiency in our evolving workplaces will require new ways of thinking about our work, a more assertive stance toward our careers, and certainly, additional education.

<table>
<thead>
<tr>
<th>Traditional Practice</th>
<th>Emerging HIM Practice</th>
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<tbody>
<tr>
<td>Department-based</td>
<td>Information-based</td>
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<tr>
<td>Physical records</td>
<td>Data item definition Data modeling Data administration Data auditing Quality Initiatives</td>
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<tr>
<td>Aggregation and display of data</td>
<td>Shared Knowledge Sources Statistical and modeling technique Electronic Searches</td>
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<tr>
<td>Forms and records design</td>
<td>Logical Data Views Data Flow and Re-engineering Application development Application Support Database Creation</td>
</tr>
<tr>
<td>Confidentiality and release of information</td>
<td>Security, audit, and control programs Risk assessment and analysis Prevention and control measures Interoperability</td>
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</tbody>
</table>

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UNDERGRADUATE PREREQUISITES

All students admitted into the Davenport University Master of Science in Health Informatics and Information Management are expected to have a bachelor degree in a with the necessary undergraduate preparation in management, technology and statistics typically found in a health, technology, or business discipline. Students that have not successfully completed equivalent undergraduate courses will be required to complete the following graduate level prerequisites or the undergraduate level equivalent course(s). A grade of “B” or better must be earned in each course to show proficiency.

PROGRESSION IN THE HEALTH INFORMATION MANAGEMENT PROGRAMS

There is a formal admission process into the MSHIIM program. Students are to meet (in person or virtually) with the Program Director during their first semester to discuss program sequence and requirements. Specific prerequisites or co-requisites must be met before students are allowed to schedule certain courses. The student should reference the recommended curriculum rotation. A final grade of C is required to pass any College of Health Professions course.

PROFESSIONAL ORGANIZATIONS

The following professional organizations are available for you to join as a student or graduate of the Health Information Management programs:

American Health Information Management Association (AHIMA)
http://www.ahima.org
233 North Michigan Avenue, Suite 2150
Chicago, IL  60601-5800     (312) 233-1100

Healthcare Information and Management Systems Society (HIMSS)
230 East Ohio Street, Suite 500
Chicago, IL 60611-3269     (312) 664-4467
http://www.himss.org

Each state has a Component State Association (CSA) of AHIMA. They can be located at http://www.ahima.org/about/csa.aspx

PROFESSIONAL NETWORKING

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

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

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

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

Purpose of the American Health Information Management Association Code of Ethics

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

The AHIMA Code of Ethics serves seven purposes:

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

The code includes principles and guidelines that are both enforceable and aspirational. The extent to which each principle is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical principles.
Code of Ethics 2011 Ethical Principles

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

A health information management professional shall:

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

(www.ahima.org)

**SCHOLARSHIPS**

Financial aid is available to qualified students through the American Health Information Management Association’s (AHIMA) Foundation of Research and Education, which offers both loans and scholarships. For more information, visit [http://ahimafoundation.org/education/MeritScholarships.aspx](http://ahimafoundation.org/education/MeritScholarships.aspx) or call the scholarship hotline at 312/233-1128.

The Chicago-based [HIMSS Foundation](http://www.himss.org), The HIMSS Foundation annually awards over $60,000 in cash scholarships. Scholarships are awarded to HIMSS student members who have achieved academic excellence and have the potential to be future leaders in the healthcare information and management systems industry. Seven scholarships are awarded to the student(s) deemed most deserving as determined by the HIMSS Foundation Scholarship Review Board. Information on all of the HIMSS Foundation Scholarships and the online

The Michigan Health Information Management Association (MHIMA) also offers scholarships to qualified students. For more information visit [www.mhima.org/colleges](http://www.mhima.org/colleges) on the MHIMA web site.

**AHIMA Health Information Management Graduate Level Curricular Domains**

<table>
<thead>
<tr>
<th>Domain I. Health Data Management</th>
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<tbody>
<tr>
<td><strong>A. Data Structure</strong></td>
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</tr>
<tr>
<td>1. Evaluate reference terminologies to satisfy organizational information needs (such as SNOMED-CT, LOINC)</td>
<td></td>
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<tr>
<td>2. Map data terminologies to each other and to classification systems (such as transition from ICD-9-CM to ICD-10-CM/PCS)</td>
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<tr>
<td>3. Ensure data are in a format that will satisfy data integration needs (such as interoperability, decision support, legacy systems)</td>
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<tr>
<td>4. Ensure the standardization of data dictionaries to meet the needs of the enterprise</td>
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<tr>
<td>5. Establish policies and procedures to ensure data integrity internal and external to the enterprise</td>
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<tr>
<td>6. Ensure compliance with internal data dictionary requirements and external (such as HL7, ASTM, Joint Commission, NCQA, HEDIS, ACS) data standards</td>
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<tr>
<td>7. Create, evaluate, maintain and recommend data architectural models for the enterprise (such as clinical data, financial data, administrative data)</td>
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<tr>
<td>8. Develop enterprise wide policies for collection, use and maintenance of health care data</td>
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</tr>
<tr>
<td>9. Apply data capture technologies (such as Natural Language Text Processing (NLP), voice recognition, document imaging)</td>
<td></td>
</tr>
<tr>
<td>10. Advocate policy initiatives that influence data integrity</td>
<td></td>
</tr>
<tr>
<td>11. Advocate information interoperability and information exchange</td>
<td></td>
</tr>
<tr>
<td>12. Demonstrate data stewardship of secondary databases and population databases</td>
<td></td>
</tr>
<tr>
<td>13. Manage information as a key strategic resource and mission tool</td>
<td></td>
</tr>
<tr>
<td>14. Enable decision-makers to use data</td>
<td></td>
</tr>
<tr>
<td>15. Support evidenced-based practice</td>
<td></td>
</tr>
<tr>
<td><strong>B. Data Analysis and Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>1. Conceptualize, design, and manage data analysis projects (such as clinical research, operational research, utilization review, quality assurance, public health, epidemiology, biotechnology research)</td>
<td></td>
</tr>
<tr>
<td>2. Identify data sources and design the extraction methodology (such as clinical, financial, administrative)</td>
<td></td>
</tr>
<tr>
<td>3. Direct data clustering and data mining activities such as trend analysis of enterprise-wide data base systems</td>
<td></td>
</tr>
<tr>
<td>4. Establish statistical analysis protocols and advanced statistical analyses</td>
<td></td>
</tr>
<tr>
<td>5. Interpret and communicate analytical results in a format that can be used for decision making</td>
<td></td>
</tr>
<tr>
<td>6. Ensure adherence to research administration processes and policies (such as Institutional Review Board (IRB), HIPAA security and privacy; research regulatory agencies)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain II. Information Technology and System</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Healthcare Information Systems</strong></td>
<td></td>
</tr>
</tbody>
</table>
1. Assess systems capabilities to meet regulatory requirements (such as electronic signatures, data correction, audit logs)
2. Recommend device selection based on work flow, ergonomic and human factors (such as PDAs, screen size, mobile carts, beside terminals)
3. Select or design application or systems interfaces for ease of data entry, data transfer, and data display
4. Understand artificial intelligence applications and user interface design concepts
5. Develop and oversee technical and operational policies and procedures for inter-organizational health data exchange (such as Health Information Exchanges (HIEs), Regional Health Information Organizations (RHIO), health data banks, other health care providers)
6. Design and evaluate the processes and systems that ensure compliance with regulatory, governmental, legal, accreditation and certification requirements for health information technologies
7. Engage in policy development, analysis, and advocacy as related to the uses, protection and dissemination of health information
8. Ensure the strategic and operational relevance of clinical information resources important to the health care industry

**B. Data Security, Privacy, Confidentiality**

1. Develop and implement policies and technologies to protect data integrity and validity
2. Develop and implement information security policies and procedures
3. Design and implement risk assessment, risk management and business continuity (such as downtime, routine backup) plans to ensure data security and confidentiality
4. Design and test disaster recovery plans for data and service delivery
5. Adhere to the requirements of the legal health record

**C. Information Management Planning**

1. Develop information management plans that support the organization’s strategic initiatives
2. Analyze and redesign workflow processes and jobs in order to develop the information infrastructure to meet organizational needs
3. Assess and justify investment in healthcare information technology projects (such as return on investment, cost/benefit analysis, compliance with regulatory requirements, quality improvement, decreased risk)
4. Apply project management tools and techniques to ensure successful design and implementation of information systems
5. Plan and promote initial and ongoing information systems training programs
6. Engage key stakeholders in information systems planning
7. Plan and implement networks, including intranet and internet applications, to facilitate the electronic health record (EHR), personal health record (PHR), public health, and other administrative applications
8. Develop criteria, review, evaluate and select clinical, administrative and specialty information technology applications used in healthcare organizations
9. Employ systems life cycle concepts, including systems analysis, design, to information systems
10. Guide user interface design through application of key ergonomic and human factors
11. Manage the installation, training and implementation of healthcare systems and ensure ongoing maintenance and performance upgrades
12. Address genomic impact on health information
## Domain III. Organization and Management

### A. Leadership

1. Develop performance management measures (such as benchmarking, productivity standards, report cards)

2. Develop business plans, strategic forecast and operational plans for health information management systems

3. Establish and promote health information as a key strategic resource and mission tool

4. Advocate the use of health information technology to promote quality of care and patient safety (such as clinical decision support systems, electronic health records, interoperable systems)

5. Advise key stakeholders regarding the impact and optimal use of current and future information technology on the organization

6. Engage in public policy development, analysis, and advocacy for the use, protection and dissemination of electronic health information

7. Participate in and/or chair executive level committees for information management

8. Master effective negotiating and influence skills

9. Develop and exercise a personal leadership style using contemporary leadership theory and principles

### B. Resource Management

1. Prepare, evaluate and manage capital, operating and/or project budgets

2. Collaborate with multiple disciplines to manage revenue cycle compliance (such as claims management, charge-master, decision support, contracts)

3. Research, write, and prepare grant proposals

4. Develop RFP evaluation and proposal management procedures

5. Perform cost/benefit analysis for resource planning and allocation (such as outsourcing, acquisition)

6. Manage human resources (such as retention and recruitment planning, skills assessment, mentoring, team management, organizational structure)

7. Collaborate with multiple disciplines to ensure effective project/program outcomes

8. Allocate physical assets including technology, hardware, and space for information systems planning

9. Develop contingency plans for information management functions including decentralized, across disciplines, across delivery systems

10. Apply concepts of change management theories, techniques and leadership

### C. Education and Training

1. Develop, implement and evaluate initial and ongoing training programs (such as information systems, clinical documentation improvement, HIPAA compliance, Prospective Payment System [PPS] changes)

2. Educate the public and consumers on privacy, security, access to and maintenance of personal health records (PHRs), requirements and legalities

3. Design, execute and/or manage enterprise-wide compliance training programs on topics including regulatory, reimbursement, and legal issues

4. Develop effective communication through project reports, business reports and professional communications

5. Demonstrate executive decision making

6. Promote lifelong learning for self and staff
**Curriculum**

### Graduate Level Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>IAAS581</td>
<td>Information Security and Assurance</td>
<td>3 cr.</td>
</tr>
<tr>
<td>STAT500</td>
<td>Statistics for Business</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

*Course selection will depend on the student's undergraduate preparation in health, technology, or business discipline.*

### Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DATA610</td>
<td>Essentials of Business Analytics</td>
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<tr>
<td>DATA625</td>
<td>Data Methods for Business Analytics</td>
<td>3 cr.</td>
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<tr>
<td>HCMG630*</td>
<td>Health Care Organizations</td>
<td>3 cr.</td>
</tr>
<tr>
<td>FINC610*</td>
<td>Budget and Financial Management</td>
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<tr>
<td>HINT601</td>
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<td>HINT730</td>
<td>Information Management in Health Care</td>
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</tr>
<tr>
<td>HINT775</td>
<td>Leadership Performance Improvement in Health Information Management</td>
<td>3 cr.</td>
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<tr>
<td>IAAS600</td>
<td>Information Security Planning</td>
<td>3 cr.</td>
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<td>IAAS660</td>
<td>Project Management/Risk Mitigation</td>
<td>3 cr.</td>
</tr>
<tr>
<td>IAAS667</td>
<td>Legal and Ethical Security Topics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>IAAS675</td>
<td>Health Care Security</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MGMT610</td>
<td>Management Vision and Decision: Creative and Critical Thinking from a Strategic Perspective</td>
<td>3 cr.</td>
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</table>

**Note that you must choose between HCMG630 and FINC 610- you will not enroll in both courses**
<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
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<td>Health Informatics and Information Management Capstone Project</td>
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<tr>
<td>HINT799</td>
<td>Health Informatics and Information Management Thesis</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SABR781</td>
<td>Study Abroad Experience</td>
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## Course Sequence - Part Time
### MS Health Informatics and Information Management - Fall Start

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall</td>
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<td>HINT 601</td>
<td>HIM Seminar</td>
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<td></td>
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<td>STAT 500</td>
<td>Statistics for Business</td>
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<td>IAAS 581</td>
<td>Information Security Assurance</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>Year 1</td>
<td>DATA 610</td>
<td>Essentials of Business Analytics</td>
<td>3</td>
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<td></td>
<td></td>
<td>DATA 625</td>
<td>Data Methods for Business Analytics</td>
<td>3</td>
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<tr>
<td>Winter I</td>
<td>Year 1</td>
<td>MGMT 610</td>
<td>Management, Vision and Decision: Creative and Critical Thinking From A Strategic Perspective</td>
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<tr>
<td>Winter II</td>
<td>Year 1</td>
<td>IAAS 600</td>
<td>Information Security Planning</td>
<td>3</td>
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<tr>
<td>Spring I</td>
<td>Year 1</td>
<td>IAAS 667</td>
<td>Legal and Ethical Security Topics</td>
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<td>Spring II</td>
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<td>IAAS 675</td>
<td>HealthCare Security</td>
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<tr>
<td>Fall I</td>
<td>Year 2</td>
<td>HCMG630</td>
<td>Health Care Organizations</td>
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<td></td>
<td></td>
<td>OR FINC610</td>
<td>Budget and Financial Management</td>
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<tr>
<td>Fall II</td>
<td>Year 2</td>
<td>HINT 730</td>
<td>Information Management In Healthcare</td>
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<td>Year 2</td>
<td>IAAS660</td>
<td>Information Security Planning</td>
<td>3</td>
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<tr>
<td>Winter II</td>
<td>Year 2</td>
<td>HNT 775</td>
<td>Leadership and Performance Improvement in Health Information Management</td>
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<tr>
<td>Spring I</td>
<td>Year 2</td>
<td>HCMG 770</td>
<td>Strategic Management in Healthcare</td>
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<tr>
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<td>Year 2</td>
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<td></td>
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<tr>
<td><strong>Program Total</strong></td>
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<td><strong>36</strong></td>
</tr>
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</table>
## Course Sequence - Part Time
### MS Health Informatics and Information Management - Winter Start

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HINT 601</td>
<td>HIM Seminar</td>
</tr>
<tr>
<td>STAT 500</td>
<td>Statistics for Business</td>
</tr>
<tr>
<td>IAAS 581</td>
<td>Information Security Assurance</td>
</tr>
<tr>
<td><strong>Winter I</strong></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>MGMT610</td>
<td>Management, Vision and Decision: Creative and Critical Thinking from A Strategic Planning Perspective</td>
</tr>
<tr>
<td><strong>Winter II</strong></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>IAAS 600</td>
<td>Information Security Planning</td>
</tr>
<tr>
<td><strong>Spring I</strong></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>IAAS 667</td>
<td>Legal and Ethical Security Topics</td>
</tr>
<tr>
<td><strong>Spring II</strong></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>IAAS 660</td>
<td>Project Management/Risk Mitigation</td>
</tr>
<tr>
<td><strong>Fall I</strong></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>DATA 610</td>
<td>Essentials of Business Analytics</td>
</tr>
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<td>DATA 625</td>
<td>Data Methods for Business Analytics</td>
</tr>
<tr>
<td><strong>Winter I</strong></td>
<td><strong>Year 2</strong></td>
</tr>
<tr>
<td>HCMG 630</td>
<td>Health Care Organizations</td>
</tr>
<tr>
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<td>Budget and Finance Management</td>
</tr>
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<td><strong>Winter II</strong></td>
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<td>Information Management In Healthcare</td>
</tr>
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</tr>
<tr>
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</tr>
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<td>IAAS675</td>
<td>Healthcare Security</td>
</tr>
<tr>
<td><strong>Fall I</strong></td>
<td><strong>Year 2</strong></td>
</tr>
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<td>Leadership and Performance Improvement in Health Information Management</td>
</tr>
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<td><strong>Year 2</strong></td>
</tr>
<tr>
<td>HINT 797 OR HINT 799</td>
<td>Health Information Management Capstone Project OR Health Information Management Capstone Thesis</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>
DATA ANALYTICS GRADUATE CERTIFICATE

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

With two additional courses, DATA667 and DATA710, students can also earn the graduate certificate in Data Analytics through the College of Arts & Science. More information can be found at http://www.davenport.edu/college-arts-and-sciences/master-science-analytics

FREQUENTLY ASKED QUESTIONS (HIM PROGRAMS)

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

No. Davenport University’s bachelor degree in Health Information Management qualifies graduates for the RHIA exam, and associate degree in Health Information Technology prepares graduate for the Registered Health Information Technician (RHIT) exam. There are other certifications graduates may want to consider depending on their background and interest.

- AHIMA http://www.ahima.org/certification
  - Certified in Healthcare Privacy & Security (CHPS)
  - Certified Health Data Analyst (CHDA)
  - Certified Healthcare Technology Specialist (CHTS)

- HIMSS http://www.himss.org/health-it-certification
  - Certified Associate in Healthcare Information & Management Systems (CAHIMS)
  - Certified Professional in Healthcare Information & Management Systems (CPHIMS)

2. Where can I take courses for this program?

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

3. How long will this program take to complete?

Students to take one course every seven week online session will complete the degree in about 2 years. There is one term where two fifteen week courses are required in the Fall for the DATA coursework.

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

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

5. What are the difference in the HIIM Capstone options?

Students are encouraged to discuss with the HIIM Program Director which option would fit their needs and career goals best, a research thesis, a project in conjunction with your workplace, or interdisciplinary study abroad. All options will tie together the curricular domains covered through coursework across all colleges in the university.

6. Who is the MSHIIM Program Director at Davenport University? How do I contact her?

Jeanne Freeman, PhD, MBA, RHIA (Jeanne.donnelly@davenport.edu) Masters of Science in Information and Informatics- Online, Faculty
MASTER OF SCIENCE IN OCCUPATIONAL THERAPY
MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

INTRODUCTION TO STUDENT HANDBOOK

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

Note:
The information in the Occupational Therapy section of the College of Health Professions Student Handbook is subject to change.
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On behalf of the faculty and staff of the Occupational Therapy Department, I would like to welcome you to another exciting academic year at Davenport University. Whether you are just entering our program or returning for another year, new learning opportunities await you.

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

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

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

Sincerely,

Christy L. A. Nelson

Christy L.A. Nelson, PhD, OTR/L, FAOTA
Associate Professor and Department Chair
Occupational Therapy, Davenport University
Occupational Therapy Faculty and Staff

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Academic Advisor
Barb Baas
Advisor
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(616) 871-6700
Accreditation Status

The Occupational Therapy Program at Davenport University received Candidacy Status from the Accreditation Council for Occupational Therapy Education (ACOTE) in December 2013. Candidacy Status indicates that Davenport University may enroll students into the program and conduct occupational therapy courses and fieldwork.

Candidacy Status does not guarantee that a program will become accredited at the end of the accreditation process. However, Candidacy Status indicates that ACOTE has thoroughly reviewed the program’s candidacy application and has determined that the program’s plans and resources provide evidence supporting the program’s ability to meet ACOTE standards and the requirements leading to accreditation. Students must graduate from an accredited program in order to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination and to obtain a state license to practice occupational therapy.

Davenport University Accreditation Timelines

<table>
<thead>
<tr>
<th>Event</th>
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<tr>
<td>Letter of intent:</td>
<td>June 2013</td>
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<tr>
<td>Candidacy application:</td>
<td>September 2013</td>
</tr>
<tr>
<td>Action on candidacy application:</td>
<td>December 2013</td>
</tr>
<tr>
<td>Initial self-study:</td>
<td>April 2015</td>
</tr>
<tr>
<td>ACOTE action on initial self-study:</td>
<td>August 2015</td>
</tr>
<tr>
<td>Initial on-site evaluation:</td>
<td>Scheduled for January 2016</td>
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<tr>
<td>Accreditation decision:</td>
<td>Tentative timeline - April/May 2016</td>
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Projected Student Progression Timelines – First Cohort

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<tbody>
<tr>
<td>Admission</td>
<td>September 2014</td>
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<tr>
<td>First Level-II fieldwork:</td>
<td>May 2016</td>
</tr>
<tr>
<td>Graduation scheduled:</td>
<td>December 2016</td>
</tr>
<tr>
<td>Eligible for NBCOT examination:</td>
<td>January 2017</td>
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</table>

As shown above, the accreditation process begins before students are admitted into the program and is designed to be completed before the first admission class graduates.

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

University Occupational Therapy Department
Dr. Christy Nelson, Department Chair
Room 020 Academic Building
cnelson40@davenport.edu
(616) 871-6156

Accreditation Council for Occupational Therapy Education
4720 Montgomery Lane, Suite 200
Bethesda, Maryland 20814-3449
website: www.acoteonline.org email: accred@aota.org
phone: (301) 652 – 2682

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

**Philosophy of the Profession**

**Fundamental Beliefs about Human Beings**
The Occupational Therapy academic program at Davenport University is founded on the fundamental belief that humans are occupational beings. Program beliefs:

- human occupation can be tangibly described as all the activities that make up an individual's life experience (Dickie, 2009);

- throughout the life span, humans are involved in (occupied by) purposeful, goal-directed activities (Christensen & Townsend, 2010);

- human occupation extends across and is influenced by cultural, personal, temporal, virtual, physical, and social contexts and environments (American Occupational Therapy Association, 2008);

- all across the lifespan, human occupations (occupational choices) are purposeful and deliberate actions encompassing a commitment to occupational roles (Kielhofner, 2008);

- the activities of human occupation are not only necessary to meet basic daily needs but also for personal fulfillment and well-being (Backman, 2004);

- shifts in occupation can be caused by illness, disease, injury, or life events; and

- disruption or deprivation of occupation may be accompanied by diminished
Due to human diversity, engagement in occupations at any point in the life span is unique. The impact of occupational disruption, deprivation, or loss is also unique – including the nature, magnitude, and duration of impact.

Statement of Philosophy on the Profession

The field of occupational therapy is concerned with the ability of individuals, families, and societal groups to participate in activities of daily life and engage in personally meaningful occupations. Occupations are all the activities that give our lives meaning and promote health, well-being, and a sense of purpose. Due to human diversity, engagement in occupations at any point in the life span is unique. Occupations are as unique as the individuals themselves. Disruption of occupations can be caused by illness, injury, disease, or life events. In situations such as these, functional abilities and independence may be diminished or lost resulting in loss of well-being and sense of purpose.

The primary objective of occupational therapy is to support persons of all ages and with all levels of ability to fully participate in life. Occupational therapy evaluation and intervention focuses on factors impacting participation such as body structures and functions (client factors); functional abilities (performance skills); habits, roles, and routines (performance components); the nature of the activities to be performed; and context of participation (American Occupational Therapy Association, 2008). Engagement in occupations is not just the goal of therapy, but is also a therapy tool. Participation in meaningful activity is therapeutic in itself.

By its nature, occupational therapy is collaborative. Occupational therapists communicate with patients/clients, their families, and members of the care team about the evaluation process, intervention strategies, and therapy goals. Meaningful occupations occur in a variety of settings; therefore, occupational therapy services are provided in a variety of settings including center-based, community-based, and home-based care.

Due to the multifaceted factors influencing participation, the collaborative nature of the field, and diversity of service delivery settings, occupational therapists must possess strong foundational knowledge, exceptional technical skills, exemplary communication skills, and awareness of service delivery systems.

The occupational therapist is an ethical practitioner who is well-prepared to meet the demands of health care systems and advocate for patients/clients and their need for services. The critical thinking abilities seen in occupational therapists provide the skills for participation in scholarly activities including the use of evidence to provide best-practice and to contribute to the body of knowledge through research.

Occupational therapy education programs have the mission of educating students to become practitioners of the future. Student participation in education is considered part of the human occupational experience (American Occupational Therapy Association, 2008). Students are likely drawn to occupational therapy due to an alignment of their own values with the values of the profession. Occupational therapy academic programs are responsible for providing the foundations necessary for
entry-level practice and for creating environments that facilitate learning.

Philosophy of Education

Beliefs about Learning

The Occupational Therapy Program at Davenport University is founded on the fundamental belief that learning is facilitated by intrinsic motivation (Lin, Y.G., McKeachie, W.J., & Kim, Y.C., 2003). Educational programs that support intrinsic motivation embrace and facilitate student learning. For students who are intrinsically motivated, satisfaction is gained from participation in learning activities, successful completion of context-oriented assignments, and/or mastery of technical skills. Learning becomes a part of the natural educational environment and is fueled by student motivation rather than the drive for external rewards (Richlin, 2006). Being part of the learning environment is motivating in itself. The educational setting becomes a meaningful context for the students, influencing and facilitating their learning and performance. Richlin (2006) identified four factors essential for intrinsic motivation: success, curiosity, originality, and relationships.

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

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

Meeting the motivational needs of students must occur in conjunction with expectations associated with goals for the educational experience. In 1956, Bloom and Krathwohl proposed a system for classifying educational goals describing the progression from lower order to higher order thinking and performance skills. Since that time, this taxonomy has undergone revisions including changes in terminology which shifted from passive noun to active verb descriptors. In 2001, Anderson and Krathwohl proposed the following description of student thinking/performance: remembering, understanding, applying, analyzing, evaluating, and creating. The hierarchical taxonomy provides a useful framework to direct curriculum construction, guide course development, and evaluate student learning.

Philosophy of Education Statement

The Occupational Therapy Department at Davenport University is an academic program focused on student learning and achievement. The program’s curriculum design, course construction, and instructional approach reflect the belief that learning is strongly influenced by intrinsic motivation and that the motivational needs of...
students can be addressed through a thoughtfully constructed education program. The Occupational Therapy Program’s teaching approach is founded on a hierarchical structure that builds on prior knowledge and guides students forward and upward through introduction, reinforcement, and mastery of concepts. Implementation strategies include classroom instruction, experiential learning, self-directed study, and self-reflection. The program’s goal is to provide practice-based education that is knowledge-driven and prepares students to be team-oriented and client-centered clinicians who incorporate principles of human occupation into their practice.

**References**


Lin, Y.G., McKeachie, W.J., & Kim, Y.C. (2003). College student intrinsic and/or
extrinsic motivation and learning. Learning and Individual Differences, 13, 251 – 258.


**CURRICULUM**

**Master of Science in Occupational Therapy Curriculum**

**Overview**

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

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

**Length of Program**

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

**Curriculum Design**

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

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

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

- professional identity
- professional responsibility
- exemplary and effective practice skills
- knowledge-driven and reasoned decision making

Curriculum Sequence

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

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

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

**Semester-3: Practice Immersion.** Semester-3 occurs in the Summer Semester. In Semester-3, students complete a 4-week Level-I Fieldwork immersion practicum accompanied by additional 3-weeks of on-line course content. The Level-I Fieldwork experience reinforces concepts covered previously including information gathering, communication (with patients and staff), assessment, and documentation. In addition, the students are introduced to occupation-based treatment planning as a preparation for second year courses.

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

**Semester-5: Managing Multifaceted Care.** Semester-5 occurs in the Winter Semester in the second year of the program. Semester-5 prepares students for practice with patients who are likely to transfer among services such as acute care, continuing care, skilled-nursing, rehabilitation, long-term care, and home care. Students are exposed to practice that necessitates consideration of multiple care options; involves complex transfer and discharge planning; necessitates patient advocacy, and requires skillful communication with patients and their families. To supplement didactic instruction, students participate in Level-I Fieldwork with persons who have neurological conditions. Seating, mobility, assistive device, and technological interventions are covered as well as continued review of the literature. At the close of the Winter Semester, students are prepared to advance forward to Level-II fieldwork.

**Semester 6 and 7: Level-II Fieldwork.** Level-IIA Fieldwork is the first of two Level-II practice experiences. During Level-IIA Fieldwork students apply previously acquired knowledge and skills to full time practice in more challenging practice settings. Level-IIA Fieldwork is designed to foster professional identity, promote clinical reasoning, and further develop communication, evaluation, interventions, and advocacy skills. Level-IIB Fieldwork is the second of the two Level-II practice experiences. Level-IIB is designed to prepare students to assume greater responsibility; perform well in novel situations; and demonstrate advanced problem-solving and clinical reasoning. The goal of Level-IIB Fieldwork is to develop competent, entry-level practitioners who will function as generalist occupational therapists. Following completion of the second full-time fieldwork experience, students return to campus for a one-week experience to reflect upon their professional identity as an occupational therapist and create a professional development plan considering potential future roles as practitioner, fieldwork educator, consultant, OT educator, researcher, and entrepreneur.
# Overview of Courses

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<tr>
<th>Foundations</th>
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<tr>
<td>OCTH601  MSOT Orientation Seminar</td>
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<td>BIOL621  Functional Human Anatomy I</td>
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<td>HCMG630  Health Care Organizations</td>
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<td>OCTH616  Fundamentals and Scope of Occupational Therapy Practice</td>
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<td>OCTH621  Acute and Chronic Conditions: Effect on Occupational Performance</td>
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<td>OCTH738  Occupational Therapy in Behavioral and Mental Health</td>
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<td>OCTH751  Evaluation of Upper Limb Injuries</td>
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<td>OCTH628</td>
<td>Fundamentals of Knowledge-Driven Practice 3 cr.</td>
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<td>OCTH660</td>
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<td>OCTH745</td>
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<td>OCTH785</td>
<td>Level-I Fieldwork C: Neurological Conditions 1 cr.</td>
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<td>OCTH795A</td>
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<td>OCTH795B</td>
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## Plan of Study

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| Program Total | 78 |
Alterations to Plan of Study

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

Requests from the student must:

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

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

FIELDWORK

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

Note: Students enrolled in the program cannot be guaranteed fieldwork placements in any specific location.

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

Community Experiences
In Semester-1 of the program, students work with diverse populations as part of OCTH 616 Fundamentals and Scope of Occupational Therapy Practice. During this component of the course, students practice communication and interaction skills by gathering information through discussions, interviews, and/or occupational profiles. The course prepares students for future occupational therapy practice through establishing communication and interaction skills, which are critical components of exemplary and effective practice.
Level-I Fieldwork

Three Level-I Fieldwork experiences are included in the program. The first is a 4-week full-time immersion (OCTH 715 Level-1 Fieldwork-A: Occupational Therapy Process) that occurs during Semester-3 of the program (during Summer Semester). The focus of the Level-I Fieldwork-A experience is the client-centered evaluation component of the occupational therapy process. Concepts from previous courses are reinforced, specifically: information gathering, communication/interaction, assessment, and documentation. During the first Level-I experience, students are expected to explain the value of purposeful activity and meaningful occupation to patients/clients, care-providers, and members of the care provision team, strengthening their professional identities as occupational therapists.

The second Level-I Fieldwork experience (OCTH 745 Level-1 Fieldwork-B: Behavioral and Mental Health) occurs during Semester-4. Level-I Fieldwork-B focuses on psychosocial factors influencing participation and provides students opportunities to engage therapeutically with persons who have cognitive, psychosocial and/or social difficulties. Level -1B fieldwork provides opportunities to master communication and interaction skills introduced earlier in the program and reinforces content in the concurrent course OCTH 738 Occupational Therapy in Behavioral and Mental Health. In the Level-IB Fieldwork experience, students strengthen practice skills by assessing needs of individual clients, synthesizing information to identify barriers to participation, and utilizing therapeutic relationships to encourage client participation. In addition, students explore professional and social responsibility relating to the availability of services supporting behavioral and mental health.

The third Level-I experience OTCH 785 Level-I Fieldwork-C: Neurological Conditions) occurs during Semester-5 and focuses on treatment planning and intervention. Level-I Fieldwork-C reinforces concepts covered in two concurrent courses OCTH 778 Central Nervous System Injury & Disorder and OCTH 787 Issues in Aging: Changes in Activities & Occupations. Students continue to strengthen practice skills by analyzing barriers to occupational performance; applying critical thinking and clinical reasoning skills in the creation of intervention plans (including modifications of tasks and environments); and forecasting future client needs. Students are expected to support intervention plans with expert opinion and evidence from the literature supporting their commitment to practice that is knowledge-driven.

Level-II Fieldwork Overview

OCTH 795A Level-IIA Fieldwork is the first of two Level-II practice experiences and occurs in Semester-6. Students apply previously acquired knowledge and skills to full-time practice. Level-IIA Fieldwork is specifically designed to foster professional identity, promote clinical reasoning, and further develop communication, evaluation, and interventions skills.

OCTH 795B Level-IIB Fieldwork is the second of the two Level-II practice experiences and occurs in Semester-7. Level-IIB is designed to prepare students to assume greater responsibility; perform well in novel situations; and demonstrate advanced problem solving and clinical reasoning. The goal of Level-IIB Fieldwork is to
Level-II Fieldwork Requirements

The MSOT Program at Davenport requires a minimum of 24 weeks of full-time Level-II Fieldwork. The typical fieldwork program is structured as two 12-week full-time immersion experiences (in separate settings). However, alternative formats can be considered. The student can complete Level-II fieldwork in one setting if the setting offers at least two distinct practice areas. The student can also complete the 24 week practice requirement in a maximum of four different settings. The Level-II requirement may also be completed on a part-time basis as long as participation is at least 50% of a full-time equivalent (and part-time participation is acceptable/allowed by the fieldwork site).

*Note:* No part of any Level-I Fieldwork can be substituted for any part of Level-II Fieldwork.

Evaluation of Student Performance on Fieldwork

Student performance will be formally evaluated during Level-I and Level-II Fieldwork experiences. Student performance during Level-I experiences will be assessed using the department-developed Level-I Fieldwork Evaluation which is aligned with the four curricular threads of the Occupational Therapy Program. Student performance during Level-II Fieldwork experiences will be assessed using the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student. Prior to the start of fieldwork experiences, the content of the evaluation tools will be reviewed with the students including: the purpose of fieldwork performance evaluation, the rating scale definitions, the content areas that are assessed to determine student competency, the expected growth from Midterm to Final score, and the minimal passing scores.

Timely Completion of Fieldwork

Students must successfully complete all Level-II Fieldwork requirements within 18 months of completion of academic coursework.

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**PROGRAM OBJECTIVES**

**Student Learning Outcomes**

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

- Professional identity
- Professional and social responsibility
- Effective and exemplary practice
- Knowledge-driven clinical reasoning

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

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

Core Competencies

The Occupational Therapy profession has identified core competencies that should be included in all occupational therapy curricula (Occupational Therapy Model Curriculum, 2008). The inclusion of the core competencies in the Davenport University Occupational Therapy Program is described below.

Critical Thinking/Professional Reasoning

Knowledge-Driven and Reasoned Decision-Making is one of the identified threads of the curriculum. The foundations for professional reasoning are introduced in the first and second semesters of the program. Students strengthen critical thinking and professional reasoning skills in subsequent semesters through selection of appropriate assessment measures, development of effective intervention plans, and provision of knowledge-driven (evidenced-based) treatment.

Research and Evidenced-Based Practice

Evidenced-based practice is introduced in the first term of the program in the course OCTL 628 Fundamentals of Knowledge-Driven Practice. Students build on this content in Semester-2, through participation in faculty mentored research and scholarship. The use of evidence from the literature to inform best-practice is reinforced throughout the critical review of the literature which is associated with all practice courses (Semesters 4 and 5). In addition, students are encouraged to seek, critically review, and utilize evidence from the literature during Level-I and Level-II Fieldwork experiences. The “Research and Evidenced-Based Practice” core competency is well aligned with the Knowledge-Driven and Reasoned-
Decision Making thread of the curriculum.

**Diversity and Globalization**

Practice that is socially relevant and culturally competent is critical for effective delivery of service. Relevant/competent communication and interaction skills are foundational components of Exemplary and Effective Practice which is one of the identified threads in the curriculum. Effective communication and interaction skills are introduced in the first semester of the program and reinforced throughout the curriculum via service learning and fieldwork with diverse populations. Occupational therapy from a global perspective is reviewed in the context of national and international organizations which is introduced in OCTH 610 *Principles of Human Occupation & Foundations of the Profession* course (Semester-1).

**Occupational Needs of Society**

The occupational needs of society are introduced in the first semester (*OCTH 610 Principles of Human Occupation & Foundations of the Profession*) and are reinforced throughout the curriculum in courses focusing on ethics, access to care, and emerging areas of practice. In order to meet the occupational needs of individuals and society, it is the responsibility of occupational therapists to incorporate justice, inclusion, and equity within the occupational therapy process. The program recognizes this duty through the curricular thread focusing on Social and Professional Responsibility.

**Leadership**

The foundations of professionalism are set in place in the first semester of the curriculum and are reinforced throughout the program through review of policy (access to care), advocacy (practice courses), oversight (management and program evaluation), and entrepreneurship (emerging areas of practice). The core competency of leadership is well aligned with the Professional Identity and Professional Responsibility threads of the program.

**Technology**

Technology as a part of service delivery and professional practice is present in the curriculum through virtual communication (Semester-1), tele-health (Semester-4), electronic health records (Semester-5), and technological interventions (Semester-5). The core competency of technology is aligned with Exemplary and Effective Practice thread of the program.

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**ADVISING & STUDENT SUPPORT SERVICES**

**Academic Advising**

Following acceptance into the Occupational Therapy Program, students are assigned an academic advisor. Academic advisors assist students with the transition into Davenport University and provide ongoing advising which includes:
• Establishing Blackboard and Panther Mail (DU email) accounts
• Assisting students with financial aid applications
• Scheduling classes
• Ordering textbooks
• Answering questions related to academic programs and policies
• Addressing student concerns and when appropriate, assisting with creation of action plans to resolve concerns
• Assisting students prepare for each semester
• Performing pre-graduation audits
• Supporting students from the start of the program through graduation

Academic advisors can be accessed by phone, email, or appointment at the W.A. Lettinga campus.

Professional Program Advising

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

• Advising related to program courses and fieldwork education;

• Professional development throughout the program including monitoring professional skills/behaviors, creating of professional development plans, and providing guidance regarding career options;

• Facilitating student success through development of Academic Support Plan.

Student Responsibilities in the Advising Process

• Students are responsible for meeting with their academic advisor and faculty mentor at least one time per semester to review their progress in the Occupational Therapy Program.

• Students seeking to change their academic advisor or faculty mentor should contact the Occupational Therapy Department Chair.

Academic Support Plans

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

Student Support Services

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

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

### ACADEMIC PROGRESSION

#### Overview

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

- Achieve a grade of ‘B minus' or better in all program courses (OCTH courses)
- Achieve a grade of ‘C’ or better in out-of-program courses (BIOL and MCMG)
- Maintain a cumulative grade point average (GPA) of 3.00 throughout the program

#### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Scale *</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
<td>4.00</td>
</tr>
<tr>
<td>A -</td>
<td>90 – 93</td>
<td>3.67</td>
</tr>
<tr>
<td>B +</td>
<td>87 – 89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
<td>3.00</td>
</tr>
<tr>
<td>B -</td>
<td>80 – 82</td>
<td>2.67</td>
</tr>
<tr>
<td>C +</td>
<td>77 – 79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76</td>
<td>2.00</td>
</tr>
</tbody>
</table>

* the grading scale is not rounded.
Academic Suspension

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

Probation

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

Graduate Academic Warning

An Occupational Therapy student on Graduate 2nd probation who achieves a semester GPA of 3.0 or above, but does not increase their cumulative GPA to a 3.0 or greater will be placed on Academic Warning. Students will remain on Academic Warning as they work to improve their cumulative GPA to a 3.0 or better (as long as they maintain the 3.0 or better semester GPA.) Failure to achieve the 3.0 or better semester GPA will result in Academic Dismissal. The Occupational Therapy Graduate Academic Warning Policy is aligned with the Davenport University policy for graduate students (DU Graduate Catalog).

Graduate Good Standing Post Probation

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

Graduate Academic Dismissal

A graduate student who has had one or more semesters on any probationary status that fails to maintain a semester GPA of 3.0 or better faces Academic Dismissal. The Occupational Therapy Program complies with the Davenport University policies for Graduate Academic Dismissal (DU Graduate Catalog).
Re-entry following dismissal
A Davenport University graduate student who has been dismissed from the University for academic reasons may apply for re-entry under the following conditions:

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

Grade Appeals

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

Tuition Refund and Student Withdrawal

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

Graduation Requirements and Timelines

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

Non-Discrimination & Protections

Non-Discrimination

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

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

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

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

**Accommodations – Practical Performance**

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

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

**Accommodations – Fieldwork**

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

**Accommodations – NBCOT**

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

All students in the Davenport University College of Health Professions are required to submit to criminal background checks and drug screenings. The results of the checks/testing, which remain confidential, will be used to determine a student’s eligibility for continued enrollment in the College of Health Professions and the Occupational Therapy Program. Students who refuse to consent to criminal background checks and/or drug testing will be dismissed from the program. The cost of background checks and drug screenings are part of course fees and are therefore the responsibility of the student.

Medical Marijuana

The Occupational Therapy Program supports and complies with the College of Health Professions policy concerning use of medical marijuana as outlined in the College of Health Professions Student Handbook.

Felony Convictions (potential impact on eligibility for certification)

Persons who have been charged with or convicted of a felony may be barred from being certified by the National Board for Certification in Occupational Therapy (NBCOT). NBCOT certification must be successfully completed to practice as an occupational therapist.

Students with concerns are encouraged to review their specific situation with NBCOT. Questions should be directed to: Credentialing Services at NBCOT, 12 S. Summit Avenue, Suite 100, Gaithersburg, Maryland, 20877. Phone: (301) 990-7979; email: character.review.nbcot.org; web page: www.nbcot.org.

Technology Requirements

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

- sending and receiving email
- working with Microsoft processing programs (Word, Excel, and Power Point)
- working with Adobe Acrobat Reader
- navigating internet sites
- interfacing with Black Board (computer-based learning management service)

Information regarding hardware and software requirements can be found on the Davenport University website.

Davenport University Online – Hardware Requirements
Davenport University Online – Software Requirements
Work Guidelines

The Occupational Therapy Curriculum is a full-time commitment. Even though many students work while going to graduate school, extensive work commitments may jeopardize academic performance and success in the program.

Attendance Expectations

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

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

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

Standard Writing Format

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

Personal Appearance Requirements

On-campus daily dress. Students are required to wear clothing that is in good repair and appropriate for classroom and laboratory activities. Short-length shorts/skirts, tight fitting tube, tank, or halter tops are not appropriate for lecture or laboratory activities. In addition, for safety reasons:

- Closed-toe shoes may be required for specific classes such as splinting and mobility-equipment laboratories. Course instructors will alert students to footwear requirements.
- Long hair should be pulled back, away from patients/clients and equipment.
- Dangling jewelry (both on ears and neck) should be removed during classroom/lab practical activities and during any patient/client care activity.
Professional dress. Business casual dress may be recommended for classes when in-class guest speakers or visitors are present (both in-seat and virtual). Business casual will be required for both on-campus and off-campus events when students are representing the Occupational Therapy Program, the College of Health Professions, or Davenport University.

DUOT professional identification. The Occupational Therapy Program has adopted official professional dress (black polo with DUOT logo and tan slacks). DUOT professional dress may be required for specific activities – the program department chair, course instructors, and/or the Academic Fieldwork Coordinator will alert students to dress requirements. Costs associated with the DUOT polo are the responsibility of the student. Ordering information is available through the Occupational Therapy Department.

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

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

Social Media Guidelines

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

Course and Program Evaluation

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

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

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

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

Infection Control Procedures

All students should follow the following infection control procedures:

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

Health Examination, Immunizations, and Health Insurance

The Occupational Therapy Program follows the College of Health Professions guidelines/requirements for health examinations, immunizations, and health insurance.

Medical Conditions

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

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

**Liability Insurance**

Liability insurance is provided to students through course fees associated with specific courses. The policy provides coverage of activities only associated with the specific course.

**PROFESSIONAL DEVELOPMENT AND CONDUCT**

**Professional Development**

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

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

- self-reflection
- dialog with faculty
- selection of areas for professional growth
- creation of plans to facilitate professional development

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

**AOTA Code of Ethics**


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

**Academic Dishonesty/Misconduct and Student Code Process**

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

**Ethical Research and Research Involving Human Subjects**

Research projects must be conducted in an ethical manner and any project involving human subjects must be approved by the Davenport University Institutional Review Board (IRB). IRB policies and procedures can be found on the Davenport University web site: (http://www.davenport.edu/academics/institutional-review-board-irb).

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

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**STUDENT RESOURCES**

**Tuition**


**University Fees and Course Fees**

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

**Tuition Refund and Student Withdrawal**

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

**Professional Memberships**

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

A student Occupational Therapy Association (SOTA) is in development with intentions to establish SOTA as a recognized Davenport University Student Registered Organization (SRO) during the 2015 – 2016 academic year. A SOTA BlackBoard Organization has been established for communication of SOTA activities. A students can access the SOTA site though the Davenport University BlackBoard website utilizing student logon and password.

Weather and Snow Emergencies

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

Note: When it comes to University closings, each of the campuses in the DU System operate independently. The Occupational Therapy Program will only be impacted by closings at the W. A. Lettinga campus.

Students who are unable to travel to class because of road conditions are to contact:

Dr. Christy Nelson
Department Chair, Occupational Therapy
cnelson40@davenport.edu
(616) 871 - 6156

CONCERNS AND COMPLAINTS

Program Issues

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

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

Christy L.A. Nelson, PhD, OTR/L, FAOTA
Associate Professor and Department Chair
Occupational Therapy Department
6191 Kraft Avenue S.E.
Grand Rapids, Michigan 49512
email address: cnelson40@davenport.edu

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

**Department Chair**

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

Karen Daley, PhD, RN  
Dean, College of Health Professions  
6191 Kraft Avenue S.E.  
Grand Rapids, Michigan 49512  
email address: kdaley@davenport.edu

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

**Accreditation Issues**

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

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

ACOTE Chairperson  
c/o the AOTA Accreditation Department  
4720 Montgomery Lane, Suite 200  
Bethesda, MD 20814 - 3425  
Additional information can be obtained by:

phone: 301-652-2682  
e-mail: accred@aota.org  
web page: www.acoteonline.org

Information about ACOTE complaint administrative procedures can be found through the following web address:

http://www.aota.org/-/media/Corporate/Files/EducationCareers/Acc

**ADDITIONAL RESOURCES**

**College of Health Professions**

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

- Health Requirements
- Student responsibilities and expectations
- Confidentiality
- HIPAA and Privacy

**Davenport University**

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

1. **Financial Aid**

2. **Student Services**
   - Counselling
   - Housing
   - Email
   - Student identification cards
   - Change of contact information (name, address, or phone number)
   - Student insurance
   - Student life
   - Intercollegiate sports
   - Career services
   - Davenport University Alumni Association

3. **Academic Policies and Procedures**
   - General graduation requirements
   - Academic integrity
   - Academic standards of progress
   - Coursework and grades
   - Grade appeals
   - Davenport University Libraries
   - Davenport University tutoring services
   - Release of student information statement
   - Student right-to-know statement

4. **Non-Academic Policy and Procedures**
   - Security services
   - Anti-harassment policy
   - Anti-violence policy
   - Campus use guidelines
   - Telephone messages and usage
   - Student arbitration policy
5. Student Code
   - Student rights
   - Student responsibilities
   - Misconduct
   - Student code process
INTRODUCTION

This handbook has been prepared to provide graduate students with information necessary to their roles as students and to assist in their learning experiences. It is important that students become familiar with the policies and how they regulate the conduct and activities of students enrolled in Davenport University.

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

DAVENPORT UNIVERSITY PROGRAM PHILOSOPHY

The multifaceted roles of the practical and professional nurse are taught at Davenport University and include care provision, communication, management, and scope of practice. Theoretical foundations shape the curricula and guide the nursing education. The Davenport University Nursing Program is a dynamic system that provides for the educational growth and development of the nursing student. An adaptation of Fawcett’s meta-paradigm is utilized and includes person, environment, health and nursing.

Person
The concept of person refers to the individual or individuals as part of culture, family, community or aggregate groups who interact with the nurse in a therapeutic manner.

Environment
The environment is made up of the physical surroundings and the settings in which the person interacts with society as a whole. This integrates the totality of social, cultural, and religious foundations and influences. Individuals are affected by their environment, and in turn have the ability to effect the environment.

Health
The health continuum from birth to death includes physical, mental, cultural, and spiritual elements. Wellness describes the function of a person at his or her maximum potential.
Nursing
Nursing is a caring profession that is guided by the ANA Code of Ethics and Standards of Practice. Nursing is not limited to physical care but incorporates the promotion, protection, and optimization of health. Nursing practice is guided by research which contributes to the delivery of evidence-based practice.

MASTER OF SCIENCE IN NURSING PROGRAM OVERVIEW
37 CREDITS • NURS MSN GENERALIST CONCENTRATION

The MSN program prepares the students in the advanced nursing generalist role to become skillful in analysis (critical thinking & reasoning), pathophysiological concepts, advanced health assessment skills, pharmacological principles and applications, evaluation of evidence, critique of research, and synthesis of literature to support best practices. Students develop and conduct research that contributes to nursing knowledge development. The students then learn how to critique research findings that answer nursing questions, solve nursing problems, and develop innovative nursing interventions for select nursing populations. Students complete clinical within a variety of settings where they develop leadership skills related to practice improvement.

The MSN curriculum was built using the baccalaureate program as the foundation and then strengthened by inclusion of the components American Nurses’ Association (ANA) Standards of Practice (2010). The Master’s level courses have more in-depth coverage of the concepts learned at the baccalaureate level including advanced concepts, complex assignments, and a focus on synthesizing the literature and application of advanced knowledge in advanced nursing generalist’s practice.

National standards and professional guidelines were used to develop the MSN student learning outcomes and curriculum. This Master’s curriculum reflects all the content areas required in the American Association of Colleges of Nursing (AACN) Essentials of Master’s Education for Nursing (AACN, 2011) and the Outcomes and Competencies for Graduates of Master’s Programs in Nursing (NLN, 2010).

For those students selecting the FNP concentration:

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

The student learning outcomes / graduate learning outcomes for the MSN program are as follows:
1. Synthesize concepts and theories from nursing and related disciplines and sciences to deliver advanced nursing care.
2. Integrate evidence-based knowledge, research, and clinical judgment to design, coordinate, and evaluate the delivery of care.
3. Integrate current and emerging health and information technologies effectively into one’s practice to enhance health outcomes.
4. Collaborate effectively within an inter-professional context to improve the delivery of care across the health care continuum.
5. Apply organizational and systems leadership strategies to promote high quality and safe patient care environments.
6. Advocate for policies at the local, state, and national levels to improve health and advance the profession of nursing.
7. Demonstrate beginning competency in advanced nursing role.

The master’s core curriculum reflects all the content areas required in the AACN Essentials of Master's Education for Nursing (AACN, 2011) and the Outcomes and Competencies for Graduates of Master's Programs in Nursing (NLN, 2010). The standards guide curriculum development as well as monitor and evaluate the program. In addition, the University has adopted the Quality Matters process tool. Quality Matters process is used for continuous improvement to ensure quality within the online learning environment.

Davenport University has adopted Quality Matters (QM) standards and tools in developing, maintaining and reviewing their online courses and in training their faculty. Quality Matters is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components (MarylandOnline, 2014). The QM Process for continuous improvement is the framework for quality assurance efforts in online learning and provides effective professional development for faculty making the transition into distance education (Maryland Online 2014).

The Master Graduate Nursing Core addresses the nine essentials that delineate the knowledge and skill that all nurses prepared in master’s nursing programs acquire (AACN, 2011). Coursework includes nursing theory, nursing research and evidence based practice, transforming nursing practice through leadership, policy, and advocacy as well as concepts of advanced nursing science. The role of the advanced nurse is integrated in NURS 670 Transforming Nursing Practice Role Through Leadership, Policy and Advocacy. The Direct Care Core: The nursing educator is a direct care role and therefore requires graduate-level content in the three Direct Care Core courses (3 Ps) (AACN, 2011). The curriculum provides graduate content in three separate courses (NURS 710) Advanced Pharmacology, NURS 735 Advanced Pathophysiology, and NURS 740/740V Advanced Health Assessment and Virtual Lab.
Functional Area Content is provided in the nurse educator courses: NURS 780: Theoretical Foundations of Teaching and Learning, NURS 787/787C; Role of the Nurse Educator/Clinical. NURS 787/787C functions as the role support course with a clinical component that serves as the capstone course in the curriculum. Students are also required to complete a thesis or research project prior to graduating from the master’s program.

Students may also elect to take coursework that further prepares the student in the areas of Simulation and Nursing Education. Introduction to Simulation in Nursing Education, Simulation Design Development and Evaluation; Curriculum Development and Program Evaluation; and Teaching Strategies, Assessment and Evaluation in Nursing Education are MSN Electives that prepare students in these areas.

The program design provides with students with the opportunity to achieve program objectives and acquire the knowledge, skills, values and competencies necessary for MSN graduate nursing generalist practice. The proposed master’s core curriculum reflects all the content areas required in the master’s core curriculum reflects all the content areas required in the AACN Essentials of Master’s Education for Nursing (AACN, 2011) and the Outcomes and Competencies for Graduates of Master’s Programs in Nursing (NLN, 2010).

### 37 CREDITS • NURS MSN GENERALIST CONCENTRATION

<table>
<thead>
<tr>
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<th>Credits</th>
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<tr>
<td>NUR600</td>
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<tr>
<td>NURS640</td>
<td>Equipment and Technological Interventions</td>
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</tr>
<tr>
<td>NURS 640</td>
<td>Nursing Research and Evidence-Based Practice</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NURS 670</td>
<td>Transforming Nursing Practice Through Leadership, Policy and Advocacy</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NURS 738</td>
<td>Advanced Pharmacology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NURS 735</td>
<td>Advanced Pathophysiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NURS740</td>
<td>Advanced Health Assessment</td>
<td>2 cr.</td>
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<tr>
<td>NURS740V</td>
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<tr>
<td>HINT730</td>
<td>Health Information Management in Healthcare</td>
<td>3 cr.</td>
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<tr>
<td>NURS780</td>
<td>Theoretical Foundations of Teaching and Learning</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NURS787</td>
<td>Role of the Nurse Educator</td>
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</table>
### NURS787C  
**Role of the Nurse Educator/Clinical**  
3 cr.

### MSN Electives  
**6 cr.**

<table>
<thead>
<tr>
<th>Elective Course</th>
<th>See Advisor</th>
<th>3 cr.</th>
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<tr>
<td>Elective Course</td>
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### Thesis/Capstone- Choose one of the following  
**1 cr.**

<table>
<thead>
<tr>
<th>NURS795</th>
<th>MSN Special Project</th>
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</thead>
<tbody>
<tr>
<td>NURS799</td>
<td>MSN Thesis</td>
<td>1 cr.</td>
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</table>

**46 CREDITS • NURS MSN FAMILY NURSE PRACTITIONER (FNP) CONCENTRATION**

<table>
<thead>
<tr>
<th>NURS 600</th>
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<th>3 cr.</th>
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</thead>
<tbody>
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<td>NURS 601</td>
<td>MSN Orientation Seminar</td>
<td>0 cr.</td>
</tr>
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<td>NURS 640</td>
<td>Nursing Research and Evidence Based Practice</td>
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<tr>
<td>NURS 670</td>
<td>Transforming Nursing Practice Role Through Leadership, Policy and Advocacy</td>
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<td>Advanced Pathophysiology</td>
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<td>NURS 738</td>
<td>Advanced Pharmacology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NURS 740</td>
<td>Advanced Health Assessment</td>
<td>2 cr.</td>
</tr>
<tr>
<td>NURS 740V</td>
<td>Advanced Health Assessment Lab (Virtual)</td>
<td>1 cr.</td>
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<td>Health Promotion for Advanced Practice Nurse</td>
<td>2 cr.</td>
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<tr>
<td>NURS 768C</td>
<td>Health Promotion for Advanced Practice Nurse Clinical</td>
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</tr>
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<td>NURS 772</td>
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<tr>
<td>NURS 776</td>
<td>Acute and Episodic Problems Across the Lifespan</td>
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<tr>
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<td>5 cr.</td>
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<tr>
<td>NURS 781</td>
<td>Advanced Practice Nursing Care of Women, Childbearing Family and Pediatrics</td>
<td>2 cr.</td>
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</tr>
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<td>Course Title</td>
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<tr>
<td>NURS 786</td>
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<tr>
<td>NURS 786C</td>
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<td>5 cr.</td>
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<tr>
<td>NURS 788</td>
<td>Advanced Gerontology</td>
<td>1 cr.</td>
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<tr>
<td>NURS 794</td>
<td>Concentration Capstone</td>
<td>1 cr.</td>
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<td>NURS 795</td>
<td>MSN Special Project</td>
<td>1 cr.</td>
</tr>
<tr>
<td>NURS 799</td>
<td>MSN Thesis</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>

**28 CREDITS • MSN POST-MASTERS FNP CERTIFICATE**

*Credit load may vary pending previous Masters credit transfer*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NURS 601</td>
<td>MSN Orientation Seminar</td>
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<td>NURS 768</td>
<td>Health Promotion for Advanced Practice Nurse</td>
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<td>NURS 768C</td>
<td>Health Promotion for Advanced Practice Nurse Clinical</td>
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<td>Summer Intensive (Taught in May)</td>
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<td>NURS 776</td>
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<td>NURS 781</td>
<td>Advanced Practice Nursing Care of Women, Childbearing Family and Pediatrics</td>
<td>2 cr.</td>
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<tr>
<td>NURS 781C</td>
<td>Advanced Practice Nursing Care of Women, Childbearing Family and Pediatrics</td>
<td>5 cr.</td>
</tr>
<tr>
<td>NURS 786</td>
<td>Chronic Management of Patient and Family</td>
<td>2 cr.</td>
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<td>1 cr.</td>
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<td>Concentration Capstone</td>
<td>1 cr.</td>
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<tr>
<td>NURS 795</td>
<td>MSN Special Project</td>
<td>1 cr.</td>
</tr>
<tr>
<td>NURS 799</td>
<td>MSN Thesis</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>
The academic year at Davenport University is comprised of three terms (two 15-week terms in the Fall and Winter and one 12-week term in the Spring/Summer), with one or two weeks between terms. The MSN program can be completed in 5 semesters of full time study and 10 semesters for part-time study. All MSN students begin the program with a mandatory two day on-site residence orientation where the student is given information and resources to ensure student success. All FNP students will be required to attend two additional on-campus intensives at the completion of the winter semester.

Part-time study is also an option and is encouraged for students who must work full time while in the MSN Program. The program length is congruent with attainment of student learning outcomes. The program outcomes are congruent and consistent with the policies of the governing organization, state and national standards, and best practices. Graduates will be surveyed six to ten months after the completion of the program to assess program outcomes.
## Course Sequence

### MSN Generalist Concentration - Full Time

<table>
<thead>
<tr>
<th>Fall</th>
<th>Term 1</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>NURS600</td>
<td>Theoretical Foundations for Nursing Practice</td>
<td>3</td>
</tr>
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<td>NURS 601</td>
<td>MSN Orientation Seminar</td>
<td>0</td>
</tr>
<tr>
<td>NURS 740</td>
<td>Advanced Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td>NURS740V</td>
<td>Advanced Health Assessment Lab (Virtual)</td>
<td>1</td>
</tr>
<tr>
<td>NURS 735</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td><strong>9</strong></td>
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<tr>
<td>**Winter</td>
<td>Term-2</td>
<td></td>
</tr>
<tr>
<td>NURS 738</td>
<td>Advanced Pharmacology</td>
<td>3</td>
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<tr>
<td>NURS 670</td>
<td>Transforming Nursing Practice Role through Leadership, Policy and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>6</strong></td>
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<tr>
<td>**Spring</td>
<td>Term-3</td>
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</tr>
<tr>
<td>NURS 640</td>
<td>Nursing Research and Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 780</td>
<td>Theoretical Foundations of Teaching and Learning</td>
<td>3</td>
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<tr>
<td>**Fall</td>
<td>Term-4</td>
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<tr>
<td>HINT730</td>
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<tr>
<td>**Winter</td>
<td>Term-5</td>
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<tr>
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<td>NURS787C</td>
<td>Role of the Nurse Educator Clinical</td>
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<tr>
<td>NURS795 OR</td>
<td>MSN Research Project OR</td>
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</tr>
<tr>
<td>NURS 799</td>
<td>MSN Thesis</td>
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<tr>
<td>Elective</td>
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<tr>
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</table>

**Program Total**

| 37 |

** 6 credits of electives must be taken at some point during the program
# Course Sequence

## MSN Generalist Concentration - Part Time

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>NURS600</td>
<td>Theoretical Foundations for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 601</td>
<td>MSN Orientation Seminar</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>37 Credits</strong></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>NURS 740</td>
<td>Advanced Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NURS 740V</td>
<td>Advanced Health Assessment Virtual Lab</td>
<td>1</td>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
<td></td>
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<tr>
<td>Spring</td>
<td>NURS 640</td>
<td>Nursing Research and Evidence-Based Practice</td>
<td>3</td>
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<td><strong>Total</strong></td>
<td><strong>3</strong></td>
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<tr>
<td>Fall</td>
<td>NURS735</td>
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<tr>
<td>Spring</td>
<td>NURS795</td>
<td>MSN Research Project OR</td>
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<td>NURS799</td>
<td>MSN Thesis</td>
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<td><strong>Total</strong></td>
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</table>

**You will choose EITHER the research project or thesis**

| Fall          | NURS787     | Role of the Educator-                             | 3       |
|               | NURS787C    | Role of the Educator- Clinical (135 hours)        | 3       |
|               | **Total**   | **6**                                             |         |

**Program Total**

**37 Credits**

**6 credits of electives must be taken at some point during the program**
<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>NURS 600 Theoretical Foundations for Advanced Nursing Practice</td>
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<td>NURS 601 MSN Orientation Seminar</td>
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<td>NURS 740 Advanced Health Assessment</td>
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<td>NURS 735 Advanced Pathophysiology</td>
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<tr>
<td>Winter</td>
<td>NURS 738 Advanced Pharmacology</td>
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<td>NURS 760 Transforming Nursing Practice Role Through Leadership, Policy and Advocacy</td>
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<td>NURS 776 Acute and Episodic Problems Across the Lifespan</td>
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<td>Fall</td>
<td>NURS 781 Advanced Practice Nursing Care of Women, Childbearing Family and Pediatrics</td>
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<td></td>
<td>NURS 788 Advanced Gerontology</td>
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<td></td>
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<td>NURS 795 OR MSN Special Project OR</td>
<td>1</td>
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<tr>
<td></td>
<td>NURS 799 MSN Thesis</td>
<td></td>
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<tr>
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<tr>
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</table>
### Course Sequence

**Nurse Practitioner- Post Graduate Certificate**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>NURS 601</td>
<td>MSN Orientation Seminar</td>
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<tr>
<td>Winter</td>
<td>NURS 786</td>
<td>Health Promotions for Advanced Practice Nurse</td>
<td>2</td>
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<tr>
<td></td>
<td>NURS 786C</td>
<td>Health Promotions for Advanced Practice Nurse</td>
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<tr>
<td>Spring</td>
<td>NURS 776</td>
<td>Acute and Episodic Problems Across the Lifespan</td>
<td>2</td>
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<td>NURS 776C</td>
<td>Acute and Episodic Problems Across the Lifespan</td>
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<td>NURS 772</td>
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<tr>
<td>Fall</td>
<td>NURS 781</td>
<td>Advanced Practice Nursing Care of Women, Childbearing Family and Pediatrics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NURS 781C</td>
<td>Advanced Practice Nursing Care of Women, Childbearing Family and Pediatrics Clinical</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NURS 788</td>
<td>Advanced Gerontology</td>
<td>1</td>
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<tr>
<td>Winter</td>
<td>NURS 786</td>
<td>Chronic Management of Patient and Family</td>
<td>2</td>
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<tr>
<td></td>
<td>NURS 786C</td>
<td>Chronic Management of Patient and Family Clinical</td>
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<td></td>
<td>NURS 794</td>
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<tr>
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<td>NURS 799</td>
<td>MSN Thesis</td>
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The Davenport University Master of Science in Nursing program master thesis and research project handbook serves as a guide for graduate students within the department of nursing. All MSN students enrolled at Davenport University will complete a master thesis or research project as partial fulfillment of the Master of Science in Nursing degree requirements. The thesis or research project is original research that contributes new knowledge to the field of nursing. The purpose of the master thesis or research project is to demonstrate the ability to identify a problem, express the problem theoretically, develop questions or hypothesis, design research, implement research, collect and analyze, discuss results and implications to nursing, and make recommendations for further research. Each option will provide data that demonstrates the student’s ability to critically read, think, and communicate both in writing and orally. Both options will be concerned with framing a question significant to nursing and analyzing the evidence in literature that relates to the problem identified. Students will need to demonstrate the ability to analyze, interpret, and present data to answer the questions. The MSN Program Thesis Research Project Handbook http://www.davenport.edu/system/files/MSN%20Thesis%20or%20Project%20Handbook%206%2011%2013%20Final.pdf

**Thesis Option**
The master’s thesis involves quantitative or qualitative research that student’s complete individually with the guidance of a committee chair and two (2) committee members. The student will search for and critically assess the evidence found by conducting a literature review for clinical or education applicability. The thesis will include designing a study and implementing the research process. The research process will be used to answer research questions that will contribute new knowledge to clinical practice or nursing education. The thesis committee chair supervises and directs the research.

**Research Project Option**
The research project option is an evidence-based project that connects research to nursing practice or nursing education. The emphasis of the research project is to apply, integrate, and utilize best practices for clinical practice or nursing education. The student will search for and critically assess the evidence found by conducting a literature review for clinical or education applicability. The research project will include a written scholarly paper and will produce a final product that is determined by the research project committee chair and student. The research project committee chair supervises and directs the project.
**Student Rights**

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

1. A fair academic and clinical evaluation of their performance.

2. Confidentiality of information concerning grades and performance.

3. Participation in course and faculty evaluations.

4. Facilitation of awareness of self as an individual with varying physical, emotional, and developmental needs. The student will seek assistance or accommodation as appropriate or needed.

5. An education program with clinical instruction in an institution accredited by the Joint Commission for Accreditation of Health Care Organizations, Centers for Medicare and Medicaid Services, or other relevant accrediting bodies.

6. Appeal an academic decision including a grade or dismissal from the Masters’ program (see the Graduate Catalog.)

7. File a complaint against the program with the Michigan Board of Nursing or the Higher Learning Commission.

**Program Requirements**

The Master's faculty at Davenport University believes that you are a responsible, motivated adult. Therefore, the student has the responsibility to be an active participant in the learning process. By accepting the responsibility for her/his own learning, the student will become independent, self-evaluative, and self-directing. The following program requirements are mandatory and taken into consideration on evaluations, suspension, and dismissals.

**MSN Orientation/Residency**

This orientation is required in the first semester of acceptance to the College of Health Professions MSN program on the Grand Rapids campus. The mandatory orientation will take place within the month of August. This orientation will give you an opportunity to meet each other and meld as an educational community. The program expectations and the MSN Student Handbook will be reviewed. Students in this course must register and complete the required Criminal Background Check (CBC) and Drug Screen (DS). Note: If the CBC/DS portion of the class is not completed in the specified time frame, a failing grade will be given for the course.
Personal Appearance Requirements

A. **Dress Code:** A neat, clean, odor free, and scent free professional appearance in the classroom, skills lab, and clinical area is of utmost importance. Instructors will enforce this standard dress code. Students not appropriately dressed will be required to leave the classroom, lab or clinical area. The purpose of a standard dress code is:

1. To limit the transfer of microorganisms from student to patients and vice versa
2. To provide for safety and limit injury
3. To identify the wearer as a Davenport University nursing student
4. To appear as a professional health care provider

B. **Hair and Beards:** For both male and female students hair must be clean, well groomed, and neat. Hair must be fastened to prevent falling in front of shoulders and face. Hair must not hang below collar level. Males are expected to keep facial hair clean and neatly trimmed.

C. **Cosmetics and Fingernails:** Cosmetics should be worn in moderation. Fingernails are to be clean and fingertip length. Artificial nails are not allowed. Nail polish may not be worn. Perfume and after shave are forbidden.

D. **Jewelry:** Jewelry should be kept to a minimum. Most jewelry harbor micro-organisms (specifically rings with large stones) and are inappropriate in the clinical area. It may be necessary to remove all jewelry for specific patient care. Small post-style earring may be worn per ear. No additional adornments of jewelry (internally or externally) are allowed. Visible body piercing jewelry is not allowed in the clinical area. (This policy includes tongue studs, eyebrow, lip and nasal studs).

E. **Tattoos:** Must not be visible (must be covered) while in the clinical setting.

F. **Gum and tobacco chewing:** This is not allowed in clinical or laboratory practice or during presentations.

G. **Profane language:** Cursing is unprofessional, unacceptable and disrespectful on campus and in the clinical setting.

H. **Smoking:** DU is a smoke-free campus. Smoking is unhealthy and is an offensive habit. When in clinical affiliation, students will conform to the agency policy. Consideration should be given to patient’s well-being regarding smoke odors on uniform or breath.

**Drug-Free Status**
The Drug-Free Schools and Communities Act Amendments of 1989, require DU to enforce and inform students of standards of conduct which clearly prohibit the unlawful possession,
use or distribution of drugs and alcohol by students on DU property or during any DU sponsored clinical activities. Additionally, DU as an institution will impose sanctions on students that are consistent with local, State and Federal laws which may include dismissal from DU.

Nursing as a profession maintains a standard of practice which involves integrity with regard to the administration of medications to patients entrusted to your care. Substance abuse can often occur in a profession which involves the use of narcotics and other drugs that are often abused. Therefore, it is imperative that caregivers not have a substance abuse problem.

It is the policy of the Master’s program at Davenport University, according to written agreement with the agencies providing the clinical nursing experiences needed for nursing programs that students are routinely tested prior to beginning the program. Random testing could also occur at any time during the program if suspicion of alcohol or drug use at the cost of the student. Should a student not comply with a request for random testing when a suspicion of drug or alcohol occurs, the student may be expelled from the nursing program. It is the responsibility of Davenport University to send students to patient care facilities drug and alcohol free.

You will be required to complete the drug screen by the date and time indicated on the form. Noncompliance of this requirement will be grounds for dismissal from the program. The cost of the drug screen will be the responsibility of the student. **Positive findings on the drug screen will result in immediate suspension from the clinical setting unless there is a documented medical reason for taking a specific drug and the drug is of a nature that it does not affect the ability of the student to care for the patient in a safe manner.**

**Disciplinary action for a positive result will be determined on a case by case basis and could result in dismissal from the program.**

**Immunization Requirements for All College of Health Professions Students**

The Center for Disease Control and Prevention (CDC) recommends that all healthcare providers (HCP) including students be immune to Hepatitis B, measles, mumps, rubella, and varicella, regardless of degree of risk for exposure to patients. Influenza and tetanus vaccination is also recommended to prevent disease transmission. Certain clinical sites may require the student have a specific immunization, such as an influenza injection, prior to the beginning of the clinical rotation. Students must comply with a clinical institution’s request for such an injection unless there is a documented reason the student could not participate, such as a documented egg allergy. All vaccines will be administered according to manufacturer’s package insert.

**Policy Content:** The Vaccines and TB screening/skin testing listed in detail below are required in order for the student to participate in any clinical and practicum experience. All nursing students are required to present documentation of current immunizations/TB screening prior to participating in clinical experience or deadline for practicum paperwork submission.
When documentation is not provided, the student at their own expense will complete vaccinations and TB skin testing. If a medical contraindication(s) exist for not receiving vaccination, the student will provide appropriate documentation for the contraindiction(s). Rubeola (Measles), Mumps, Rubella, Varicella (Chicken Pox), Hepatitis B vaccine blood titers/vaccines will be given/drawn as indicated, Influenza vaccine should be administered to all COHP students during influenza season as directed by CDC.

A. **Measles/ Mumps/ Rubella (MMR):** Lab immunity or two doses with the first dose given at or after 12 months of age and one other dose given at least one month later may be submitted to fulfill Rubeola (Measles), Mumps, and Rubella requirements. However, if vaccination of measles was received between 1963-67 (an inactivated vaccine) the vaccine was ineffective and will require re-vaccination. If documentation shows only one MMR at or after 12 months old, one additional MMR is required. If MMR occurred prior to 12 months of age, they should have that dose repeat immunization.

B. **Varicella:** Lab immunity or 2 vaccinations (Varivax) given 1-2 months apart. History of chickenpox is acceptable if disease is verified by medical documentation. Uncertain or no history of chickenpox requires documentation of an immune titer or two doses of Varivax.

C. **Tdap (Tetanus, diphtheria and acellular pertussis):** A one-time dose of Tdap to replace Td is required by all HCW under age 65.

D. **Tuberculosis (TB)**
   - The two-step TB skin test is required for the initial testing.
   - TB screening is required annually.
   - Chest X-ray is required if symptomatic for TB. New positives are evaluated by their County Health Department prior to start of clinical/practicum experience.
   - If a student is found to have an expired TB skin test, the two step TB skin test will need to be obtained. It is the student’s responsibility to remain current in their TB skin testing requirements.

E. **Influenza** - one dose per year as directed by current CDC immunization requirements. **Required.**

F. **Basic Cardiac Life Support (BLS)--(Health Care Provider Course):** BLS instruction may be offered through Davenport University for all students. Students must have a two year CPR card. It is the student’s responsibility to update the card while in the nursing program. If the student presents a CPR card to the clinical instructor, it must be an American Heart Association BLS for healthcare Providers (CPR & AED) program or an American Red Cross Heart Saver First Aid with CPR and AED skill training.

G. **OSHA Training:**
a. Part I -- An OSHA training seminar is mandatory for all students prior to the beginning of the program. A certificate will be given each calendar year of the program documenting successful completion of the seminar and the examination.

b. Part II -- Site specific training (clinical agency) will be documented and verified by the clinical instructor, and maintained with the student clinical file.

H. Health Insurance: It is strongly encouraged that each student has health insurance in case of medical emergencies or incidents while in a clinical rotation.

I. Incident Report: A student who suspects that he/she may have been exposed to blood and other body fluids or contaminated materials or other hazardous substances i.e. radiation or chemicals, must immediately notify his/her clinical instructor or other clinical supervisor as well as immediately notifying the nursing department at Davenport University, so prompt and appropriate treatment or protective measure can be instituted. A clinical agency incident report must be completed and submitted to the nursing department. The cost of treatment is the responsibility of the student or their insurance carrier in nearly all circumstances of exposure.

J. Criminal Background Check: Student’s will be asked to complete a criminal background check. Students with a positive criminal background may not enter into the clinical practicum site until the matter is resolved.

K. Flu Injection: Flu injections are required for all Nursing students.

Academic Requirements

A. Admission Requirements: Admissions policies for nursing students follow the admission policies for the University with the exceptions as noted below. All admissions policies are easily accessed and published online. The admission criteria for the MSN program requires that the student:

- Must have a current, valid, and unrestricted license as a Registered Nursing (RN) in a U.S jurisdiction of province in Canada
- Two professional recommendations
- Official transcripts from previous nursing programs
- Resume
- Cumulative GPA of at least a 3.0 using a 4.0 scale
- Professional essay
B. Grading Scale - The following grading scale is for all nursing (NURS) courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Scale</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
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</tbody>
</table>

A nursing student MUST complete ALL nursing courses (NURS prefix courses) with a minimum grade of B- (80%) or they will not be allowed to progress in the nursing program.

C. Progression: To request readmission into the nursing program, the student must write a "Letter of Intent to Reenter the Nursing Program", explaining why the student’s life situation has now changed and the student’s plan for successful completion of the program, and submit it to the Associate Chair of the nursing programs at the student’s campus at Davenport University. This letter of intent MUST be received prior to the date application materials to the nursing program for the upcoming year is due. It is strongly recommended any student sending a "Letter of Intent to Reenter the Nursing Program" send the letter to the Associate Chair using certified mail and return receipt requested. It is the student’s responsibility to ensure the “Letter of Intent to Reenter the Nursing Program” is received.

D. Academic Failure

1. Failure to maintain a grade “B-” (minimum 80%) in two separate NURS classes or the same NURS class twice (2), the student will be dismissed from the program.
2. Failure to adhere to the Academic Integrity Policy: A student who is found to be dishonest in class will be subject to dismissal.
3. Failure to comply with requirements found in Davenport University student handbook concerning drug and alcohol abuse.
4. If a student is dismissed from the nursing program, it is the responsibility of the Associate Chair to provide written documentation supporting the reasons for dismissal. The documentation is to be placed in the student record and the administrator of all Davenport University’s nursing programs is to be notified and given a copy of such student record.

E. Plagiarism: The COHP adheres to the University’s Academic Dishonesty Policy and the Student Code of Conduct. Please refer to the Graduate Catalog for these policies.
F. Repeating Nursing Courses

1. In the event of any NURS course failure, the student will be unable to progress in the program. Readmission to the nursing program has been outlined in preceding pages under “Progression” and the method for readmission is dependent upon whether the student has “Stopped Out” for personal reasons or “Failed Out” due to academic failure.

   If granted readmission, no single nursing course (NURS) in the nursing program can ever be repeated more than once throughout the entire nursing curriculum. A second failure will result in immediate dismissal from the nursing program with no opportunity to reapply. A failing grade in any course will impact a students’ GPA.

2. Repeating of nursing courses is dependent on available space and readmission. The student must follow the instructions for writing a letter requesting admission if the student has “Stopped Out.”

3. If a student withdraws from a course or clinical it is his/her responsibility to meet with the Associate Chair and the Nursing Advisor to complete the withdrawal process. Failure to withdraw from a course/clinical by the official withdrawal date will result in a failing grade for the course/clinical and be subject to the Repeating Major Course policy statement above.

If a student receives a failing grade in the clinical component of a NURS course, the students also receives a failing grade for the theory/lab co-requisite course. No student is able to progress in the nursing program of study unless the theory AND its counterpart clinical and lab grade are both passed at the same time. Failure in clinical will result in corresponding failure in theory. Failure in theory will also result in a failure of the corresponding clinical and lab experience. The theory, clinical and lab would all need to be repeated if the student were readmitted at a later date.

Maintaining Nursing Licensure

Students must hold a current, unencumbered nursing license throughout the program. Should the student lose their nursing license while a student at Davenport University, the will be dismissed from the program.

Clinical Experience Requirements

There is one course in the MSN Generalist Concentration that requires clinical experience- NURS 787 Role of the Educator. There are 26 credits of clinical experience required for the FNP Concentration. Students will be required to obtain their own clinical placement with the assistance of the MSN Associate Chair. An MSN Preceptor Guide is located online within Blackboard for your reference. The purpose of the MSN Preceptor Guide is to provide information for students and preceptors related to the clinical course in the MSN program at Davenport University. Please read the information carefully, so you understand the roles of
the student, instructor, and preceptor.

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

Preceptors: MSN Generalist Concentration
A. Hold an unencumbered RN License in good standing
B. Have Masters of Science in Nursing (minimum) or doctoral degree in nursing (preferred)
C. Express willingness to be a preceptor
D. Be available during the clinical experience
E. Not related to preceptee or is not current supervisor, manager or administrator
F. Agree to complete preceptor agreement, evaluation forms and contact instructor or Associate Chair Online MSN program with any issues or concerns.
G. Please see the Blackboard shell for Clinical Preceptor Handbook for NURS 787 for specific preceptor details and forms.

MSN Family Nurse Practitioner (FNP) Concentration
A. Hold an unencumbered license in good standing for FNP-BC, Physicians Assistant (PA) or Physician
B. Provide a CV or resume and their most recent evaluation
B. Express willingness to be a preceptor
C. Be available during the clinical experience
D. Not related to preceptee or is not current supervisor, manager, or administrator
E. Agree to complete preceptor agreement, evaluation forms, and contact instructor or Associate Chair Online MSN program with any issues or concerns
F. Please see the Blackboard shell for Clinical Preceptor Handbook

Agencies Considered:
- Local Public Health Departments, Tribal Health Services, Community Health Clinic or Agency
- School nurse settings
- Faith-Based (parish) nurse settings
- Home Health care Organizations
- Hospice Organizations
- Mental Health Services: outpatient programs, partial-hospitalization programs
- Community agencies that provide assistance to the underserved-indigent populations
- Outpatient Community based clinics (HIV, Drug and Alcohol, Preventative Health Clinics, Department of Health Epidemiology Clinics)
All FNP's must Practice in Family Medical Clinics during clinical coursework

Disciplinary Action for Students with a Preceptor

- Students in the MSN Program online program work independently with a preceptor. The preceptor does not formally participate in grading the student’s performance. Preceptors will verify the students time in clinical and overall performance in meeting clinical criteria.
- The clinical preceptor may provide ongoing assessment and evaluation of student clinical progress. This will be documented on the MSN Student Evaluation Form.
- Failure of a nursing course would be the result of a student failing to meet the course learning outcomes.
- Students found falsifying records of clinical hours may be subject to failure of the course.
- Preceptor will contact instructor immediately with any student concerns

Clinical Agency Policies

- Students and faculty must conform to the policies of the affiliating Agency. The Agency has the right to request the student or the clinical instructor to be removed if (s)he is not conforming to Agency policy. The agency is to inform the Associate Chair Online MSN Program if a need exists to remove a student from the clinical facility.
- Students are responsible for their own medical expenses should emergency treatment be required in the Clinical Agency. An incident report must be filed at the Agency and the clinical instructor notified of the incident and an anecdotal note placed in the student’s clinical record.
- Students may not use personal beepers, pages or personal cell phones while in the clinical setting. Students are expected to give the phone numbers of the school and the clinical site to their families for emergency situations only.
- Use of personal cellular phones in the clinical setting may result in immediate dismissal from the clinical site and possibly the nursing program.
- Clinical sites are often difficult to obtain and students are may be required to travel, up to 90 minutes, in order to experience a specific nursing specialty at a facility which can accept nursing students. It is the students’ responsibility to arrange travel to and from the clinical site.

Confidentiality

- Students must maintain confidentiality of client information and always comply with the mandates of HIPAA.
Davenport University Honor Society

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

BSN Student
GPA of 3.0 or greater and in the top 35% of their cohort (this may indicate the grade point average is higher and the top 35% will not go down as low as a 3)
Eligible at the end of their junior year or end of the first semester of their senior year (two opportunities)

RN to BSN student
GPA of 3.0 or greater and in the top 35% of their cohort (this may indicate the grade point average is higher and the top 35% will not go down as low as a 3)
Must have completed NURS420Y

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

Nurse Leaders
Nominated as members based on three criteria:
- Legally recognized to practice nursing in your country;
- You have a minimum of a baccalaureate degree or the equivalent in any field of study;
- Demonstrated achievement in nursing

Accreditation

Davenport University College of Health Professions Mable Engle Nursing Program has applied for accreditation from the Accreditation Commission for Education in Nursing (ACEN) for the Master of Science in Nursing (MSN) program. Professional accreditation provided by the ACEN assesses the extent to which programs achieve their stated mission, goals, and expected outcomes—thereby determining the quality of the program and the educational preparation of members of the profession or occupation.

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

Nurse Administrator:
- Karen Daley, PhD, RN, Dean
  College of Health Professions
6191 Kraft SE
Grand Rapids, Mi. 49512
Office Phone: 616-871-6160
Office Fax: 616-871-6161
Email: Karen.Daley@Davenport.edu.

For accreditation information, please see:
http://www.davenport.edu/college-health/accreditation
Michigan Right to Know Law

The Michigan Right to Know Law is designed to provide safety information to employers and employees exposed to hazardous chemicals and other safety concerns of the workplace. Contracted clinical agencies have provided this information for their employees and our students have access to this information.

For more information regarding the Michigan Right to Know Law, visit the following website, and open the "MIOSHA" button on the left-hand panel button; there you will find links for workplace safety information of all kinds:

http://www.michigan.gov/cis

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

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

Michigan Department of Public Health Division
of Occupation Health
P.O. Box 30035 Lansing,
MI 48909 (517) 335-8250
NURSING APPENDIX 2

American Nurses’ Association Code of Ethics for Nurses

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

COLLEGE OF HEALTH PROFESSIONS APPENDICES
**Allied Health:**

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

**Practicum**  Allied Health Professional Practice Experience (AKA Practicum, Externship)

**Nursing:**

MSN  Masters of Science in Nursing

**DU Miscellaneous**

AD  Associate Dean
AAS  Associate of Applied Science (Degree)
ABA  Associate of Business Administration (Degree)
BBA  Bachelor of Business Administration (Degree)
BS  Bachelor of Science (Degree)
CBC  Criminal Background Check
CEA  Career and Education Advisor
CEP  Career and Education Plan
CSC  Career Services Coordinator
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>DS</td>
<td>Drug Screening</td>
</tr>
<tr>
<td>DU</td>
<td>Davenport University</td>
</tr>
<tr>
<td>DUES</td>
<td>Davenport University Excellence System</td>
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<td>DUO</td>
<td>Davenport University Online</td>
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<td>COHP</td>
<td>College of Health Professions</td>
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All students are to complete this form prior to beginning any clinical or professional practice experience.

Student Name: ___________________________ Date of Birth: ___________________________

Training Program: ___________________________

1. I certify that I have not been convicted of a crime or offense that prohibits me from being granted Clinical privileges in a long-term care setting as required by P.A. 27, 28 and 29 of 2006 within the Applicable time period prescribed by each crime as detailed in the attached summary from the MDCH.

Signature of Student: ___________________________ Date: ___________________________

2. I certify that I have not been the subject of an order or disposition under the Code of Criminal Procedure dealing with findings of “not guilty by reason of insanity” for any crime.

Signature of Student: ___________________________ Date: ___________________________

3. I certify that I have not been the subject of a state or federal agency substantiated finding of patient or resident neglect, abuse or misappropriation of property or any activity that caused my nurse aide certification to be “flagged”.

Signature of Student: ___________________________ Date: ___________________________

4. I have listed below all offenses for which I have been convicted, including all terms and conditions of sentencing, parole and probation and any substantiated finding of patient or resident neglect, abuse or misappropriation of property.

Signature of Student: ___________________________ Date: ___________________________

**Conviction/Offense Date of Conviction/Finding/City State Sentence Date of Discharge**

I certify that I have reviewed the list of prohibited offenses as defined in P.A. 27, 28 and 29, and that the above list of my convictions and/or substantiated findings of patient or resident neglect, abuse or misappropriation of property (if any) is true, correct and complete to the best of my knowledge. I also understand that if the information is not accurate or complete, my clinical privileges will be withdrawn immediately. I understand that the facility or educational program denying my privileges based on information retained through a background check is provided immunity from any action brought by a Student due to the decision to remove clinical privileges.

Signature of Student: ___________________________ Date: ___________________________

Davenport University 1299029
STUDENT STATEMENTS: CONFIDENTIALITY, COMPLIANCE, CHILD PROTECTION, CRIMINAL HISTORY

Students may be required to complete this form prior to beginning any clinical or professional experience. See your COHP Associate Chair for details.

Confidentiality regarding the content of the examinations has always been an expectation. I agree that I will NOT divulge questions on examinations to individuals who have not completed these examinations. I understand that the unauthorized possessing or reproduction of any examination questions is in violation of the concept of confidentiality. A violation of this type WILL result in disciplinary actions.

Confidentiality regarding the clinical experience has always been an expectation. I agree that I will not divulge or copy any information regarding staff, visitors, or patients or discuss the information outside of the clinical setting. A violation of this type WILL result in disciplinary action.

Appropriate conduct concerning children is a concern of all of society. Recognizing the responsibility of all healthcare providers to protect children from being physically and sexually abused, we require the students to sign a statement, signifying there have been no accusations or charges filed against them for any inappropriate conduct concerning children. A violation of this type WILL result in disciplinary action.

A resident of the state of Michigan seeking clinical privileges or employment in a nursing home, hospital, long term care unit, county medical care facility, or home for the aged may be required to have a criminal background history check done. Recognizing this as a possibility, we require the student to sign a statement regarding criminal background history stating they have not been convicted of:

- A felony or an attempt or a conspiracy to commit a felony within the 15 years immediately prior to this date
- A misdemeanor involving abuse, neglect, assault, battery, or criminal sexual conduct or involving fraud or theft against vulnerable adults as that term is defined in section 145m of the Michigan Penal Code, 1931 PA 328, MCL 750.145m, or a state or federal crime that is substantially similar to a misdemeanor described in this statement within the past 10 years immediately prior to this date.

A violation of this type WILL result in disciplinary action.

________________________________________________________

STATEMENT OF CONFIDENTIALITY:
I HAVE READ AND AGREE TO ABIDE BY THE STATEMENT OF CONFIDENTIALITY AND ALL POLICIES AND PROCEDURES AS STATED IN THE CURRENT DAVENPORT UNIVERSITY COLLEGE OF HEALTH PROFESSIONS STUDENT HANDBOOK.

STUDENT: ________________________________ DATE: ______________

________________________________________________________

STATEMENT OF CHILD PROTECTION:
I HAVE READ AND AGREE THERE HAVE BEEN NO CHARGES AND ACCUSATIONS ON FILE AGAINST ME.

STUDENT: ________________________________ DATE: ______________

________________________________________________________

STATEMENT REGARDING CRIMINAL HISTORY:
I HAVE READ AND AGREE THAT I HAVE NOT BEEN CONVICTED OF A FELONY OR A MISDEMEANOR SINCE COMPLETING THE CBC AND DRUG SCREENING PROCESS, NOR ARE THERE ANY CHARGES PENDING AGAINST ME.

STUDENT: ________________________________ DATE: ______________
I ALSO UNDERSTAND THAT IF THE INFORMATION IS NOT ACCURATE OR COMPLETE MY CLINICAL PRIVILEGES WILL BE WITHDRAWN IMMEDIATELY. I UNDERSTAND THAT THE FACILITY OR EDUCATIONAL PROGRAM DENYING
MY PRIVILEGES BASED ON INFORMATION RETAINED THROUGH A BACKGROUND CHECK IS PROVIDED IMMUNITY FROM ANY ACTION BROUGHT BY A STUDENT DUE TO THE DECISION TO REMOVE CLINICAL PRIVILEGES.

STUDENT: _______________________________  DATE: ____________
CRIMINAL HISTORY CHECK AND DRUG AND ALCOHOL SCREENING AUTHORIZATION FORM

PLEASE PRINT CLEARLY

Student Name: _____________________________________________________________

Student ID: __________________________

I authorize Castle Branch, Inc. (d/b/a Certified Background), any other facility approved by Davenport University, the Federal Bureau of Investigations, the Michigan State Police or any other agency to conduct a criminal background check and/or a drug screen for any drug, alcohol or substance requested by Davenport University, and to release those results to Davenport University.

I understand and agree that if I am arrested or convicted of any offense, I will immediately inform the relevant Associate Chair of the College of Health Professions. I understand that individuals who are arrested for or convicted of certain offenses (which are not limited to drug or alcohol offenses), even if the individual has previously taken and passed a drug screen, at Davenport University’s discretion, may not be placed into a required clinical component or rotation of any course, may be removed from any such clinical component or rotation if already placed, and may be suspended or removed from the relevant Davenport University College of Health Professions program.

I authorize Davenport University to release the results of my criminal background check and my drug screen, and my Clinical Student Disclosure Statement, if applicable, to any hospital, facility or other partner healthcare agency which requests the results as a part of fulfilling my education/training requirements, or assessing my qualifications for employment or a clinical component or rotation.

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

_________________________________________  ______________________________
Signature                                      Date
Appendix 5
Bloodborne Pathogens Exposure/Needlestick Incident Reporting
On Campus –
Students –
- Notify your instructor immediately, clean the wound with soap and warm water, and treat any bleeding.
- Fill out the Davenport University Incident Report with your instructor. This report is found online at https://publicdocs.maxient.com/incidentreport.php?DavenportUniv. Go to your personal physician and have them draw blood for bloodborne pathogens exposure. If you do not have a personal physician, you must go to the nearest urgent care clinic.
- If you have health insurance, the follow-up care should be covered by this expense, if not the Davenport University provided health insurance will.
- If you are using the University provided health insurance, please request your physician or the clinic send all bills to the Department Chair/Associate Chair. This person will then send the bills on to the University’s Risk Management group for payment.

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

Off Campus/Practicum Site
Students -
- Notify your site preceptor, instructor, and COHP personnel immediately
- Follow your practicum site’s policies and procedures for bloodborne pathogens exposure. Your site preceptor should be able to assist you with complying with this step.
- If the site is not able to draw your blood for a bloodborne pathogens exposure, then you must go to your personal physician or the nearest urgent care clinic and have them draw blood for a bloodborne pathogens exposure.
- Notify the davenport University Practicum Manager for your practicum.
- Fill out a Davenport University Incident Report. You must fill out this report as soon as possible. This report is found online at https://publicdocs.maxient.com/incidentreport.php?DavenportUniv. If you have questions about the report, ask the practicum manager for assistance.
- If you have health insurance, the follow-up care should be covered by this expense, if not the Davenport University provided health insurance will.
• If you are using the University provided health insurance, please request your physician or the clinic send all bills to the Department Chair/Associate Chair. This person will then send the bills on to the University’s Risk Management group for payment.

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

Notify the Associate Department Chair by email or phone of the incident and what steps you have taken.
Please sign and date prior to beginning your Professional Practice Experience. Hand in or email to your Instructor.

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

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

Observation/Communication Ability – Students and faculty must be able to:
- effectively communicate both verbally and non-verbally with patients, peers, faculty and other healthcare professionals
- use senses of vision, touch, hearing, and smell in order to interpret data
- demonstrate abilities with speech, hearing, reading, writing, English language, and computer literacy

Motor Ability – students and faculty must be able to:
- display gross and fine motor skills, physical endurance, strength, and mobility to carry out healthcare related processes and procedures
- possess physical and mental stamina to meet demands associated with excessive periods of standing, moving, physical exertion, and sitting
- perform and/or assist with procedures, calculate, reason, analyze, and synthesize data in order to make decisions, often in a time urgent environment
- incorporate new information from faculty, peers, and healthcare related literature and research
- interpret data from electronic and other monitoring devices

Intellectual/Conceptual Ability- Students must be able to:
- Problem solve, measure, calculate, reason, analyze, and synthesize data in order to make decisions, often in a time urgent environment.
- Incorporate new information from teachers, peers, health related literature, and research.
- Interpret data from electronic and other monitoring devices.
Behavioral, Interpersonal, and Emotional Ability – students and faculty must be able to:

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

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

NAME

DATE