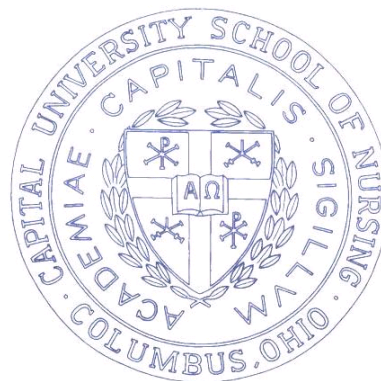


**CAPITAL UNIVERSITY
DEPARTMENT OF NURSING**

STUDENT HANDBOOK



BSN COMPLETION PROGRAM

2010 - 2011

Preface

Welcome to Capital University and to the Department of Nursing! We're pleased you have decided to obtain your Baccalaureate Degree in Nursing and that you have selected Capital University.

Returning to college to complete your undergraduate education is a rewarding challenge. Access to specific guidelines, policies and procedures will facilitate your adjustment to the student role.

We have created this handbook as a resource. It is a supplement to the Capital University Undergraduate Bulletin and the Capital University Undergraduate Student Handbook, which may be found on Capital's website. These documents contain educational policies and general information which will address most of your needs and questions.

Please call on us or on your academic Advisor with your questions and any concerns as they might arise. Your active participation in your education is the key to your success.

Ann Peden, DNS, RN,
Chair
326 Battelle Hall
(614) 236-6703

Sharon S. Parker, MS, RN, CNS
Program Director, Professor
BSN Completion Program
369-D Battelle Hall
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Overview of the Program

ABOUT CAPITAL UNIVERSITY

With a foundation based in a history of academic excellence in the tradition of Lutheran higher education, Capital University's undergraduate and graduate programs are preparing students for lifelong learning and professional goals in the global environment of the 21st century. Founded in 1830 as a Lutheran seminary, and chartered as a university in 1850, Capital has been at the forefront of preparing students personally and professionally to achieve their vocational calling. Undergraduate students of all backgrounds and religious perspectives study a curriculum that focuses on a liberal arts foundation, strong major and professional programs, and the development of both a personal and societal ethos.

Capital University includes The College and Law Department. The university offers four undergraduate degrees with more than 70 majors, as well as 10 graduate degrees to its approximately 3,700 students. Graduate offerings provide opportunities for degrees in law and graduate tax programs, the master's of business administration, the master of science in nursing, and the master of music in education. Academic opportunities are enhanced at Capital with many opportunities for student involvement in co-curricular activities including student government, athletics, music, theatre, and cultural, political and social organizations. Since Capital is in a metropolitan setting in the Columbus suburb of Bexley, students enjoy academic, cultural, recreational and social activities. Theatres, galleries, museums, shops, restaurants and sporting events are just minutes away from campus.

As the state capital and the largest city in Ohio, Columbus is the home for an increasing number of national corporations. The academic experience at Capital includes a rich variety of internships and educational opportunities for students in cooperation with these businesses, health and other non-profit agencies and governmental offices. In addition, the business community of Columbus is an important employer of Capital University graduates.

Identity

Knowing ourselves

Capital University is a comprehensive, independent university, grounded in the Lutheran tradition. It offers diverse undergraduate and graduate programs in the arts, sciences, and professions. It emphasizes excellence in teaching in a personalized, student-centered environment of robust academic challenge. It is committed to using multiple approaches to intellectual development in order to serve the lifelong learning of a heterogeneous population. It seeks to prepare individuals to live holistic lives of leadership and service.

Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Provides for personal growth by encouraging, enabling, and celebrating learning;
- Prepares individuals to be knowledgeable, independent, critical thinkers educated for lives of leadership and service in an increasingly diverse society;

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- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student- centered activities, the effectiveness of which is assessed,

Capital University students will develop skills in:

- thinking critically
- reasoning logically and
- communicating clearly

Students also will be encouraged to:

- develop their leadership and service potentials,
- become independent, lifelong learners,
- develop a sense of values that guides personal decision making and
- develop intercultural competencies and the ability to work in diverse groups.

Affiliation

Capital University is one of the oldest institutions of higher education of the Evangelical Lutheran Church in America.

Capital University is organized into five operating divisions: Academic Affairs, Planning and Strategy, Resource Management, Student Affairs, and University Advancement.

The College

The University's Academic Affairs division has two primary divisions, the College, under which all academic programs on the Bexley campus are organized, and the Law Department, which provides legal and related studies on a separate campus located in downtown Columbus. Five Departments comprise the College.

Organization

1. **The Department of Natural Sciences, Nursing, and Health** is composed of five academic departments. Through the Department of Natural Sciences, Nursing and Health, the university offers the bachelor of arts; bachelor of science in nursing; and the master of science in nursing degree. The Department of Nursing was established in 1950 and the graduate program was initiated in 1994.

The bachelor of science in nursing is available through both the traditional four-year program of study and a degree-completion program for registered nurses in collaboration with the Center of Adult and Graduate Education. The MSN Program offers concentrates in Nursing Education, Nursing Administration, Theological Studies, and Legal Studies. The following dual degrees are also available: MSN/MBA, MSN/JD, and MSN/MTS. Nursing education post-master's certificate program and BSN to MSN fast-track options are available.

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The Department of Nursing offers the Baccalaureate of Science in Nursing (BSN) degree to traditional students and to registered nurse (RN) students in cooperation with the Center for Lifelong Learning. Through the Graduate Program in Nursing, launched in 1994, students may earn a Master of Science in Nursing (MSN) degree or one of three dual degrees: an MSN/MBA (Master in Business Administration), MSN/JD (Juris Doctorate), or MSN/MALM (Master of Arts in Lay Ministry). The programs of The Department of Nursing are approved by the Ohio Board of Nursing and accredited by the Commission for Collegiate Nursing Education (CCNE).

The Department is a charter member of the American Association of Colleges of Nursing and the North American Consortium of Nursing and Allied Health for International Cooperation. Capital also holds membership in the American Council for Higher Education, and is a sustaining member of the National Student Nurses Association. Faculty's commitment and diversity leads the Department to affiliate with all major central Ohio and multiple community agencies in order to enhance clinical education and professional perspectives of students.

OHIO NURSING ARTICULATION MODEL

The BSN Completion Program is a participant in the *Ohio Nursing Articulation Model (ONAM)* which exists to facilitate educational mobility for RNs. *(Please visit the following website to view the Ohio Nursing Articulation Model.)*

<http://www.ohioleaguefornursing.org/PDF%20files/HFFinalDocument.pdf>

BSN PROGRAM

Over the years, innovation, creativity and service have characterized the Department of Nursing. The Department pioneered the incorporation of nursing research at the undergraduate level, was in the forefront of the wellness movement in nursing education and in precepted learning experiences for senior students. At the height of the national interest in the space program, the Department, with the help of the United States Air Force, was the first in the free world to offer a number of its students short-term study in aerospace nursing. The Department has long demonstrated a strong commitment to the transcultural aspects of nursing with increasing emphasis within the curriculum. Faculty and students, with intentionality, regularly respond to requests for participation in studies from master and doctoral students as well as from faculty and researchers from other institutions. Faculty and students conduct institutional and professional research consistent with the mission of the University.

Since its inception, the Department of Nursing has been committed to the practice of holistic nursing. Recognition of this commitment and excellence in the provision of holistic education is demonstrated through earning endorsement of all four nursing programs from the American Holistic Nurses Certification Corporation (AHNCC). As of this writing, Capital University is the only nursing program with all programs holding this endorsement.

A federal grant between 1978 and 1981 allowed the Department to take the BSN program to rural areas of southeastern Ohio for RN students. This activity enhanced faculty skills in adult education and laid the groundwork for today's successful adult degree approach for RN students on the Columbus and Dayton campuses. RN students have enrolled at Capital to complete their degrees from various Ohio counties, neighboring states, and other countries

Honorary Degrees:

A desire to recognize and celebrate nursing's contributions to society has been operational through the nominations of outstanding nurses for honorary degrees from Capital University. To date, seven nurses have been so honored. They are:

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- Pearl Tucker, Col., USAF, Retired
- Geraldine Price, Director of the Division of Nursing at the Ohio Department of Health
- Dorothy Cornelius, Executive Director of the Ohio Nurses Association and past ANA and ICN President
- Juanita Thiele, founder of the Department and a leader in nursing education and global service
- Mary Jane Sievwright, nursing leader in Jamaica and ICN
- Sister Roni Daniels, advocate for the homeless and health care provider in Washington, D.C., Haiti and the Dominican Republic
- Kevin Sowers, CEO, Duke University Hospital

Nursing Honorary

A chapter of Sigma Theta Tau International Honor Society of Nursing, Theta Theta, was chartered at Capital University in 1986. Capital's Theta Theta Chapter was subsequently recognized with a major award, the chapter Key Award, from the International Honor Society in 1991. This honor is impressive for so young a chapter since only 26 chapters in undergraduate nursing programs were selected from among the over 300 chapters worldwide.

Junior and senior traditional students, BSN Completion students, graduate students and community nurse leaders are eligible by invitation for election to Theta Theta Chapter of Sigma Theta Tau International Honor Society of Nursing based on scholarship and leadership. The Chapter offers programs for the nursing community each year.

Campus Resources

Faculty welcomed computer technology early in the 1980s and developed a computer lab and elective course for students. The Department's Helene Fuld Health Trust Learning Resources Laboratory (Fuld Lab) was selected in 1991 as a national beta test site for the International Nursing Library at the Center for Nursing Scholarship by Sigma Theta Tau International.

International Study

International study began in 1991 when the first group of six nursing students traveled to Kingston, Jamaica to study pediatric nursing and community health nursing in cooperation with Capital's International Education Program and the University of the West Indies. The Department next offered options for clinical study with the homeless in Washington, D.C. This site is illustrative of other avenues for enhancing students' appreciation for cultural diversity in addition to local service options that have been in the curriculum such as Faith Mission and the Soup Kitchen. Study abroad opportunities include England and Sweden. This option is rarely possible for BSN-C students due to job commitments. The study abroad option does allow RN students to participate in shorter service trips to Mexico, Costa Rica, and South Dakota. These trips are usually 3-5 days in length and over a university break.

The Department and its faculty are poised for the health care reform challenges of the new century and have made a significant contribution to the community through the establishment of a competency-based, interdisciplinary, graduate program in nursing.

Communication

The work, Department and personal schedules of BSN Completion students are extremely varied. Therefore, it is imperative that optimum channels of communication be maintained so that you will know what is going on in the Department of Nursing (SON) and the University. Students are responsible for notifying the BSN Completion Program Coordinator, BHSN 329 of any changes in name, address, and telephone number.

BSN-C Program Coordinator,
Department of Nursing,
One College and Main Street
Columbus, Ohio 43209-2394
(614) 236-6345

STUDENT MAILFOLDERS

Every BSN Completion student has a mail folder. These mail folders are located in the file cabinet in the third floor lobby of Battelle Hall near the elevator. Nursing mail folders are arranged alphabetically. Please check your mail folders frequently. They are used to distribute program information to currently enrolled students. Faculty may opt to use student mail folders to return papers. Students may also use them to communicate with each other, faculty and advisor.

STUDENT E-MAIL

All Capital University students receive a free Capital e-mail account. Capital University uses this e-mail address to communicate with students. The Capital account is accessed easily through Capital's home page. Submit your application for your Capital email and Blackboard accounts to IT in the basement of the Library. Even if you use another email address, please use your Capital email for university-related business and check it daily. If you have questions, contact Information Technology at 614-236-6508

FACULTY MAILBOXES

Nursing faculty mailboxes are located in the Department of Nursing are found in BHSN Room 330 (the Xerox room.)

FACULTY VOICEMAIL

In addition to the faculty mailboxes, full-time faculty have voice mail on their office telephones (See Appendices)

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FACULTY E-MAIL

All faculty have e-mail addresses. (See Appendices)

BULLETIN BOARDS

Bulletin boards are nearly as important as mailboxes. Announcements of campus events will be found on bulletin boards in the Campus Center and throughout campus in Columbus.

Information specifically for nursing students is posted on the bulletin boards located on the third floor of Battelle Hall. Course notices, job opportunities, scholarship, and general information are posted on several bulletin boards in the elevator lobby area and hallway. Theta Theta, Capital's chapter of Sigma Theta Tau, the Nursing Honor Society maintains a bulletin board in the elevator lobby area. There is a bulletin board for BSN Completion students in the long hallway off the lobby area. You will find pertinent messages for students from the Department Chair, Director of the BSN Completion program, Faculty, Staff, and Peers. Announcements of academic and social events within the Department of Nursing and the University will also be posted on this board.

YOUR FACULTY ADVISOR

Each student is assigned a Department of Nursing faculty member as an Advisor. Advisors have a variety of teaching and committee responsibilities. Due to clinical commitments in health care agencies, faculty may not return to campus on some days; therefore, it is strongly suggested that you make arrangements ahead of time if you need to see your Advisor. Once you are progressing in the program, you may feel comfortable meeting with your advisor less often. The use of voicemail and email facilitates this communication.

HOW TO CONTACT YOUR ADVISOR

You may contact your Advisor by telephone, by leaving a message in their mailbox (in BHSN 330), or you may send an e-mail.

WHAT YOUR ADVISOR DOES

Your Advisor will: a) provide you with guidance in planning your academic schedule, b) monitor your progress through the programs, c) facilitate solutions to academic problems, and d) be available for general advice.

The BSN Completion Program has a philosophy of self-directedness and this is part of the of the advising process. Your Advisor will assist you in completing your curriculum in a timely manner. However, the ultimate responsibility for fulfilling all the curriculum requirements for your BSN degree is yours. Be sure to review your program evaluation form each semester. This form is updated by the Registrar's office each semester you are enrolled and accessible on the Web Advisor in Capital's internal portal.

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COURSE REGISTRATION

Registration is done online by students, following consultation with your advisor. Your advisor must release you electronically for you to be able to register. About six to eight weeks before the end of the semester, a list of courses for the next semester will be e-mailed to all students. Course listings are also found on the Web Advisor on the Inside Capital portal. At that time you should contact your Advisor. Don't wait for your Advisor to contact you about scheduling. If you are on financial hold registration cannot be completed until you have settled your account.

You must do all dropping and adding of courses through your Advisor and must be completed by the dates determined and published by the Registrar. . If you do not go through your Advisor, processing will be delayed, which might cause you to be closed out of a course you want to take or to be billed for a course you want to drop.

SCHEDULING CONSIDERATIONS

Although the University Core courses do not have to be taken in order, it is wise to take UC110 Reading and Writing Skills and UC 120 Speaking and Listening Skills early in your program if you do not have transfer credit for them. Many times nurses have not been asked to write formal, referenced papers for years before returning to Department and a writing course greatly eases the transition to that requirement. The skills learned in these courses will help you be successful in other courses. N 315-Foundations and Contemporary Issues For RN's is a course that introduces APA format, and library and internet skills.

Nursing 425 is a capstone course and is taken the final semester of your program. Your Advisor will help you develop a plan for completing your BSN.

In regards to signing up for classes, please do not sign up for a class for which you know in advance you will need to miss one or more sessions. With very few formal meeting times in the adult format of class offerings, it is imperative that students plan to attend every session. Faculty understand that situations do arise beyond a student's control but if scheduled travel plans, family activities, etc. are known in advance, the student should wait until another turn to schedule that course.

Activities

BSN Completion students are encouraged to participate in campus and Department of Nursing activities as much as time and interest permit. Numerous activities including lectures, musical events, sporting events, and plays take place on the Columbus campus. Attendance at these events will help you feel part of the University. Check Capital's website, bulletin boards and the campus newspaper for details.

OPPORTUNITY FOR COMMITTEE REPRESENTATION

The BSN Completion Program Committee is composed of faculty who teach and/or advise in the BSN Completion program. The function of this committee is to oversee all matters related to the BSN Completion program. Students are invited to sit on this committee each year. Our goal is to have one student on the committee.

If you are interested in serving on a committee, let your Advisor or the BSN Completion Program Director know. A BSN Completion representative to committees is sought in the fall or whenever there is a vacancy. The Committee representative name is posted on the BSN Completion bulletin board.

The Nursing Program

The philosophy, goals and curriculum concepts of the Department of Nursing provide both the foundation and the framework for the nursing program.

CAPITAL UNIVERSITY MISSION

Transforming lives through higher education. By drawing upon its Lutheran heritage of free inquiry, Capital University:

- provides for personal growth by encouraging, enabling, and celebrating learning;
- prepares individuals to be knowledgeable, independent, critical thinkers -educated for lives of leadership and service in an increasingly diverse society;
- inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

CAPITAL UNIVERSITY LEARNING GOALS

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- thinking critically,
- reasoning logically and
- communicating clearly.

Students also will be encouraged to:

- develop their leadership and service potentials,
- become independent, lifelong learners and
- develop a sense of values that guides personal decision-making.
- develop intercultural competencies and the ability to work in diverse groups.

NURSING PROGRAM MISSION

Educating professional nurse leaders for lives of service promoting health and healing within our diverse community.

PHILOSOPHY

Capital University is a comprehensive, private, church-related university philosophically committed to providing a liberal arts education within a caring environment. Based on the University's fundamental commitment to its Lutheran heritage, the Department of Nursing encourages the development of the total person: intellectual, physical, psychosocial, moral, ethical, and spiritual. Recognizing the unique worth of each student, the faculty support individualized goals. Through collaborative experiences, students participate actively in the learning process in a caring culture that values self-care and learning.

The central concern of nursing is the health of people within the context of their culture and social systems. Health is a state of being that is culturally defined, valued, and practiced. Health reflects the ability of individuals, families, and groups to perform daily activities to their optimum potential. Transition describes the process by which individuals' progress along a continuum of growth. The faculty of the Department of Nursing embrace the core values of holistic nursing as the fundamental tenets within the discipline of nursing. The goal of holistic nursing is whole person healing, and holistic nurses recognized the totality of the human being the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and environment. The holistic nurse is an instrument of healing and a facilitator in the healing process. Holistic nurses assist individuals to obtain or maintain implementation, and evaluation as well as collaboration with individuals, families, groups, and health team members. They enter into therapeutic partnerships with individuals, families, communities, and populations and incorporate many nursing roles clinician, educator, advocate, leader, consultant, role model. The focus is always on the whole person, protecting, promoting and optimizing health, facilitating healing, preventing illness and injury, alleviating suffering, and supporting people in finding balance, harmony, and peace throughout their experience.

Professional education is geared toward the attainment of a specialized body of knowledge pertaining to a discipline through commitment to the social, ethical, and scholarly standards of the profession. It fosters the acceptance of responsibility for critical thinking, clinical judgment, and decision making congruent with the level of practice. Nursing education develops students who provide geographically relevant, culturally sensitive, evidence-based, ethical, and spiritually appropriate health care services, opportunities for the development of personal qualities such as creativity, maturity, and the expansion of intellectual and cultural perspectives. Graduate education extends the development of these qualities both in depth and scope.

Nursing knowledge is acquired through empirical, personal, ethical, aesthetic, and social knowing. Education at all levels occurs in an environment of scholarly inquiry and its dedicated to preparing students to care about and for individuals through the lifespan. Preparation for baccalaureate professional nursing practice is based on a program of studies that includes nursing science, physical and behavioral sciences, and the humanities. Synthesis of theories, principles, and research from nursing and related disciplines enhances nursing's specialized body of knowledge. Preparation for graduate professional nursing practice is based on a program of studies that includes the application of theories, research, and advanced clinical skills within a multidisciplinary context, develop awareness and the ability to provide leadership for the profession of nursing. Within nursing coursework, students become competent with a variety of skills, learn to make clinical judgements based on analysis of empiric data and the individual context for each patient. They also develop respect for the inherent worth of every human being, reflect upon personal values and attitudes, and demonstrate commitment to lifelong learning and to the profession. In addition to creatively using knowledge from the sciences and humanities in their encounters with people and communities they serve, nurses produce knowledge that, in turn, contributes to these sciences and humanities and to the distinctive knowledge of practice that is the forte of nursing.

The practice of holistic nursing requires nurses to integrate self-care, self-responsibility, spirituality, and reflection in their lives. This may lead the nurse to greater awareness of the interconnectedness with self, others, nature, and spirit. This awareness may further enhance the nurses understanding of all individuals and their relationships to the human and global community. Faculty foster a personal commitment to critical thinking, caring, and communication among each other, students, and clients of nursing. They are committed to providing programs of learning that meet the needs of a diverse student population .

Goals of the Traditional Undergraduate, Nursing Accelerated Program (C-NAP), and BSN Completion Curricula

In addition to the competencies of the General Education Goals of the University, these goals are based on the philosophical concepts of the undergraduate curriculum of the Capital University Department of Nursing. The concepts are designed to prepare entry level generalist and professional practitioners in nursing, who practice from evidence base and provide safe, quality care to individuals, families, groups, communities, and populations. An emphasis in the accelerated program is preparation in the utilization of theory, research and informatics in beginning practice and study at the graduate level. Graduates will incorporate standards of professional nursing practice while:

Using critical thinking and clinical judgment to apply knowledge from nursing science, the liberal arts, and behavioral sciences.

Competencies demonstrating critical thinking and clinical judgment include the ability to:

- Collect and analyze data necessary to plan and deliver nursing care.
- Acknowledge and holistically assess individuals, families and communities.
- Analyze the assessment data to determine and prioritize the level of health present.
- Explain how the interrelationships among the environment, individuals, families, groups, communities and populations influence health and health care.
- Develop and prioritize a plan of care.
- Deliver safe, competent and effective nursing care based on cognitive, psychomotor and affective knowledge and skills with individuals, families, communities, and populations.
- Analyze and apply levels of evidence in the practice of nursing. Teach clients principles of health promotion, risk reduction and disease prevention taking into consideration their level of knowledge, literacy, culture, and ability.
- Evaluate the efficiency and effectiveness of the care provided and revise the plan if necessary.

Communicating effectively to collaborate with clients and interprofessional and intraprofessional teams.

Competencies demonstrating achievement of effective communication include the ability to:

- Use appropriate oral, written and nonverbal communication skills.
- Acknowledge and use the contributions of clients and members of health care delivery systems.
- Demonstrate behaviors that facilitate and maintain patient safety and quality Delegate tasks to others in accordance with professional, ethical, and legal standards.
- Document nursing care according to current professional, ethical, and legal guidelines.
- Represent the Department of Nursing and affiliating agencies with respect and dignity.
- Advocate for safe, quality, nursing care.

Demonstrating the holistic caring practice of professional nursing.

Competencies demonstrating caring include the ability to:

- Incorporate the Patient Bill of Rights and Professional Organization Standards in client care situations.
- Use cognitive, psychomotor and/or affective therapeutic interpersonal process to comfort, nurture and motivate individuals, families, and groups, communities, and populations.
- Convey unconditional positive regard and respect for client and intraprofessional and interprofessional team members.
- Demonstrate personal responsibility and accountability for professional behaviors.
- Practice holistic caring behaviors that enhance both patient care and personal health with valuing of self.

Functioning within a variety of systems.

Competencies demonstrating systems knowledge include the ability to:

- Provide continuity of care across health care settings.
- Involve clients, their support systems and other health care professionals when providing and managing nursing care in a variety of settings.
- Function safely in autonomous and team situations.
- Analyze safety and quality concerns in health care systems.
- Demonstrate competent skills in clinical information systems and technology.

Facilitating transitions for self and clients.

Competencies demonstrating transition include the ability to:

- Develop principles of leadership during transition to the role of the beginning professional nurse.
- Integrate change theory while maintaining professional standards in practice.
- Move from classroom/lab theory to clinical practice.
- Move from knowledge of self-care to the care of individuals, to clients, clients and their families to families, to multiple individuals, and to population arenas.
- Assist clients through the life span and health continuum.
- Demonstrate flexibility while maintaining professional standards in response to changing health care environments.
- Apply principles of holistic care from self to individual clients, families, groups, communities, and populations.
- Develop lifelong learners.

Demonstrating cultural competence.

Competencies demonstrating cultural competence include the ability to:

- Develop cultural awareness, knowledge, and skill, toward the desire to work holistically with clients from diverse backgrounds.
- Be sensitive to and respect the beliefs, values and health care practices of individuals from diverse backgrounds.
- Acquire knowledge about a client and/or another culture group and practice skills of cross-cultural communication, cultural assessment, cultural interpretation and intervention when providing care.

Revised 5/99, 6/03

Revised 1/1/04

Revised 4/24/07

Revised 5/10

CURRICULUM CONCEPTS

The vision of nursing held by the faculty serves as the organizing framework for the curriculum and this vision is expressed in the conceptual framework. Health is the overarching concept with a focus on health promotion, disease prevention and risk management. Faculty believes that six concepts are essential to nursing: caring, critical thinking, and communication are process concepts. The three remaining concepts offer a frame of reference for nursing practice and these concepts are culture, systems, and transition (Refer to Appendix).

CURRICULUM REQUIREMENTS

The BSN Completion Program requires 124 semester hours of study.

After your transcript is received by the Registrar's office, an evaluation of your transfer credits will be completed and sent to you and your Advisor. Your Advisor will indicate which courses you need to complete to fulfill curriculum requirements. You may access your program evaluation via WebAdvisor at any time.

ADMISSION CRITERIA

- 1) Be a graduate of an accredited School of nursing
- 2) Hold current license to practice professional nursing in Ohio
- 3) A minimum GPA of 2.5

GRADUATION REQUIREMENTS

Academic graduation requirements include the following:

- 1) Completion of 124 semester hours and all the required courses (the last 30 out of 36 semester hours must be taken at Capital). RNs must successfully complete both the general education and required nursing courses. Elective hours make up the remaining hours needed to graduate
- 2) Grade of C or better in all nursing courses, and
- 3) A cumulative grade point average of 2.25 or higher for all courses taken at Capital.

FAST TRACK OPTIONS: "BSN to MSN" and "RN to MSN"

The FAST TRACK, designed for students with demonstrated academic excellence who plan to pursue graduate study, provides the opportunity to take graduate nursing courses while still completing the BSN. This option requires both a cumulative GPA of 3.5 or higher and Advisor recommendation. After reaching a specified point in the undergraduate nursing program, the qualified student can take up to three graduate nursing courses (9 semester hours) that can be used to fulfill selected undergraduate nursing course requirements.

Subsequent admission to the graduate program requires meeting current MSN admission standards plus a cumulative GPA of 3.0 or higher in the graduate nursing courses taken. After the student is granted full admission to the MSN program, the graduate courses taken in the FAST TRACK can be used to fulfill graduate requirements for the BSN.

Academic Progress

Progression in the Department of Nursing requires demonstration of capable and acceptable performance in nursing throughout the curriculum. Knowledge building is progressive and cumulative from initial through final course work, requiring the retention and application of knowledge and skills from the sciences, general education and prior nursing courses. Thus, BSN Completion students remain accountable for knowledge that has been demonstrated earlier, both in coursework prior to coming to Capital and in classes at Capital. If academic assistance is needed, the student should contact her/his Advisor for information about campus and other resources.

GRADE POINT AVERAGE (GPA)

Grade point average (GPA) is the measure of your academic performance and is based on courses taken at Capital. Transfer courses are not calculated in your GPA. University courses are graded on a 4 point scale; A = 4.00 points; A- = 3.67 points; B+ = 3.33 points; B = 3.00 points; B- = 2.67 points; C+ = 2.33 points; C = 2.00 points; C- = 1.67 points; D+ = 1.33 points; D = 1.00 points; F = 0.00 points. The GPA is determined by dividing the total quality points earned by the total hours attempted.

ACADEMIC PROBATION

Please see page 41 of Undergraduate Bulletin for additional information about University Academic Probation.

In the Department of Nursing, the following scale is used to determine course grades:

94-100	A
92-93	A-
90-91	B+
86-89	B
84-85	B-
82-83	C+
76-81	C
70-75	D
69 or below	F

Acceptable performance in nursing courses means a grade of C or better. A student who receives a D or lower in a nursing course must repeat the course and earn a grade of C or better before progressing to the next level of nursing courses. Grades of C- and D+ are not given in nursing courses. A nursing course may be repeated only one time; no more than one (1) nursing course can be repeated.

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HONORS ELIGIBILITY:

Honors are entered on the student's academic record at the time of graduation in accordance with the following guidelines which are based on the grade point average earned at Capital.

Cum Laude	3.50 – 3.69
Magna Cum Laude	3.70 – 3.849
Summa Cum Laude	3.85 – 4.00

To be eligible for honors, the candidate **MUST** complete a minimum of 45 semester hours of **letter-graded** courses at Capital University.

PREREQUISITES FOR NURSING COURSES

1. To register for 415: Nursing of Families and Communities for RNs, a student must have completed N315 and N316, N402 and N409.
2. To register for N425: Nursing Management and Practice for RNs, a student must have completed N315, N316, N402, and N415.
3. To register for 411: Nursing Research for RN's, a student must have completed N315. Statistics is recommended prior to, or concurrent with, N411.

PETITIONS

Should a student not meet progression criteria, the student may prepare a written petition to request exception to academic policy for review and a decision by the BSN Completion Program Committee. The student first seeks guidance from the academic Advisor. The BSN Completion Program Committee may consult with the Advisor, course faculty or college administrators. Course availability and staffing, as well as student performance, are aspects of the decision. The decision of the committee is final unless new information is presented.

| **ACADEMIC AND DISCIPLINARY SANCTIONS**

Both academic and professional integrity are expected of all students. *Any and all forms of cheating are considered academic misconduct*, i.e., copying, using the work of other students, plagiarism (using another's ideas or words without proper documentation). Professional misconduct includes giving false clinical information either verbally or in writing, committing acts which jeopardize the welfare of clients, or behaving in ways not consistent with professional standards. The penalty in a nursing course, for an individual responsible for academic and/or professional misconduct, is failure of the course. (See the *University Undergraduate Student Bulletin and Handbook*)

Situations involving academic or professional misconduct in a nursing or non-nursing course, as well as compromised quality of academic performance, are reviewed each term by the Academic Affairs Committee in regular or specially called meetings/votes. The committees determine whether to place a student on:

Academic Warning: The student is notified that a pattern of low performance has been demonstrated and must be resolved in order to maintain good academic standing in the Department of Nursing.

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Conditional Academic Status I: A student will be placed on Conditional Academic Status I (a probationary status in the nursing program) whenever his/her cumulative grade point average falls below the required GPA for progression. A student will also be placed on Conditional Academic Status I by reason of unsatisfactory course or clinical performance. Such action will be noted on the student's academic record. A student on Conditional Academic Status I (probationary status) may be limited to a 12-hour course enrollment by the chair and is encouraged to seek assistance from his/her Adviser, CELT (Center for Excellence in Learning and Teaching), CAPS (Counseling and Assistance Program for Students provided by Mount Carmel Behavioral Healthcare), and/or the Campus Health Service.

Conditional Academic Status II: A student on Conditional Academic Status I (academic probation) who has not made progress toward the removal of probationary status will be, at the discretion of the Academic Affairs Committee, subject to a suspension (Conditional Academic Status II) from the department and/or school in which the student is enrolled and may be subject to dismissal from the University.

Academic Termination for Program: A student may be terminated/dismissed from the Nursing Program for failure to meet academic progression criteria as stipulated in the Capital University Undergraduate Bulletin and in the current edition of the Capital University Department of Nursing Student Handbook for Pre-Licensure Programs 25

Disciplinary Warning: The student is notified that a behavior that violates the academic or professional integrity policy must be resolved and not repeated in order to maintain good standing in the Department of Nursing.

Conditional Disciplinary Status I: The student will be placed on Conditional Disciplinary Status I (a disciplinary probation in the nursing program) for a breach of academic or professional integrity, including, but not limited to, cheating, plagiarism, falsification of clinical data, commission of acts which jeopardize the welfare of clients, and/or behavior inconsistent with professional standards. Conditional Disciplinary Status I is a disciplinary probationary status in the nursing program and will be indicated on the student's record.

Conditional Disciplinary Status II: The student will be placed on Conditional Disciplinary Status II (a disciplinary suspension in the nursing program) for repeated or severe violations of academic or professional integrity; the student may be suspended from the Department of Nursing for one academic semester/trimester or for an entire academic year.

Disciplinary Termination from Program: A student may be terminated (dismissed) from the Nursing Program when any of the following conditions exist:

1. If a student is convicted of (or enters a plea of guilty or no contest to) a felony or serious misdemeanor
2. If, following suspension from and reinstatement to the University, the student continues to work at levels below those established by the Department of Nursing
3. If, following disciplinary suspension and reinstatement to the Department of Nursing, the student continues to demonstrate academic or professional misconduct;
4. If the student displays a fundamental lack of ability or motivation to achieve a baccalaureate degree;
5. If the Academic Affairs Committee makes a recommendation of termination from program and the decision is referred to the Chair of the Department of Nursing for the final approval. .

It is not necessary for the student to be placed on Sanctions (Warning, Conditional Academic Status I or II or Conditional Disciplinary Status I or II) prior to termination (dismissal) from the Department of Nursing. Decisions by the Academic Affairs Committee are binding. Decisions are sent to the Chair for approval. Appeal of decisions (related to sanctions or terminations) of the Academic Affairs Committee can be made to the Executive Committee of the Department of Nursing on the basis of new and compelling information. Appeal of termination dismissal decisions of the Executive Committee of the Department of Nursing can be made to the Provost only on the basis of new information.

ACCOUNTABILITY

One of the foundations of professional nursing is accountability. The educational setting, like the work setting, has the expectation that students will assume responsibility for their own behavior and accept the consequences when their behavior fails to meet the expected norm. Appendix C includes faculty expectations for student behaviors. During class and clinicals, it is expected that cell phones and paging devices be turned off to assure that the learning environment is not interrupted. Additional guidelines may be contained in the syllabi for specific courses and lectures on professional accountability. Under exceptional circumstances, such as death in the family or ROTC schedule conflicts, a student will need to negotiate learning activities with course faculty. See Appendix D.

PROBLEMATIC PERFORMANCE

The Department of Nursing faculty expect specific behavioral characteristics of the student that include but are not limited to accountability, safety in clinical practice, ethical behaviors, responsibility for learning, professional appearance, attitude, communication, and adherence to academic or disciplinary policies. If a student has been identified by faculty as exhibiting behaviors not congruent or minimally congruent with the Department of Nursing expectations or with specific course objectives, academic or disciplinary policies, the faculty will complete a Problematic Behavior Form (Appendix E). The faculty member initiates a Problematic Performance Form to alert the student that improvement is necessary in expected behaviors. This procedure will be followed:

1. A description of the student behavior that is not acceptable.
2. A description of ways (goals/interventions) students must change to modify the behavior and a date by which this must be achieved.
3. A discussion of the problematic behaviors, the goals/interventions, and achievement date. This is a time for clarification and questions.
4. After the discussion, both student and faculty date and sign form and a copy is given to the student and the faculty keeps the original.
5. The student is then asked to respond to this problematic in writing by completing the student response part of the form in a timely manner. Student should describe the potential or actual consequence of the behaviors, factors that may have contributed to the behaviors and ways to assure that these behaviors do not reoccur.
6. A date for a discussion of the student response is set at which time the student and faculty signature is required on the response form.
7. The problematic form and student response is then copied and sent to the student's adviser, the Academic Affairs Committee, the Program Director of the program and Chair and student. Original is kept by faculty.
8. After the date of achievement, faculty will document in writing the behavior of growth/progress or lack of and this is forwarded to all members of #7.
9. Copies of the problematic form will remain in the Student's clinical folder and behaviors will be noted in the professional behavior area of the clinical folder.
10. Problematic Performance Reports are reviewed by the Academic Affairs Committee.

The Academic Affairs Committee's actions may include any of the Academic or Disciplinary Sanctions. The committee may meet with the student to discuss the situation and sanctions. Students have a right to meet with the committee prior to committee action and should consult their advisor for assistance.

Referral to Campus Student Services may be a sanction, which may include, but not be limited, to the Campus Health Services or counseling at CAPS (Counseling and Assistance Program for Students). Documentation of participation in these services is required.

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The committee's actions will be documented in writing and a copy will be given to the student and the faculty member who has written the Problematic Performance Form, the student's Adviser, the Chair, the Program Director, and a copy will be placed in the student's file. Appeal of the Academic Affairs Committee decisions (related to sanctions/termination) can be made to the Executive Committee of Nursing on the basis of new information. Appeal of termination (dismissal) decisions can be made to the Provost only on the basis of new information.

The faculty member may consult with other course faculty and may consult with the student's Adviser, the Chair, the BSN-C Director, Traditional Undergraduate Program Director, the Director of the Accelerated Program, or other appropriate personnel.

TECHNOLOGY/COMMUNICATION POLICY

Students are expected to maintain professional standards regarding communications, imaging and information technology use. This includes, but is not limited to, technologies such as cell phones, mobile devices, computers, social networking applications (ie. Facebook, Twitter, texting), internet enabled devices, audio/video recording and imaging devices. Students may not use personal communications, imaging and information technology devices in the classroom unless directed to do so by course faculty.

Students are strictly prohibited from using personal communications, imaging and information technologies in clinical or patient care settings. Students also are not permitted to use technologies located in the clinical setting for personal communications, information, imaging or networking that is not specifically involved in patient care requirements. Also, in accordance with legal and professional standards regarding patient rights of privacy and confidentiality as defined under HIPAA, the Nurse Practice Act under the Ohio Revised Code http://www.nursing.ohio.gov/Law_and_Rule.htm and the American Nurses Association, students are strictly prohibited from communicating any information in any form regarding patients or clinical experiences on any personal and/or internet enabled communications, imaging, or information device or application.

Campus Resources

All of us at Capital want you to have a successful college experience. In addition to individual faculty there are a number of other resources to help you on your way to success.

You will receive a course syllabus for each course in which you are enrolled. These syllabi will differ from course to course but will provide specific information about each course, its content, the required assignments and evaluation methods.

Review the syllabus and course materials carefully. Be sure you understand how the class will be conducted, what faculty expect of you, and what you might expect of faculty. If you have questions, ask the faculty teaching the course. Do not depend on other students for course information.

THE CENTER FOR EXCELLENCE IN LEARNING AND TEACHING (CELT)

CELT is located in the Learning Center in room 100. Call 236-6327 or email at celt@capital.edu or stop by the Learning Center in room 100. CELT coordinates services which support academic achievement and administers disability services. Peer tutors are available for individual courses as well as drop-in math and writing tutors.

CELT offers tutoring for students who need assistance with writing skills. A faculty member can refer you to CELT or you can go over and ask for help. If a faculty member refers you to CELT, you are expected to participate in whatever activity the workshop staff recommends. Your participation may be considered a requirement for that course. Although this activity is not part of the course grade, it must be verified before the grade for the course is submitted to the Registrar.

You will be expected to write term papers for many of your courses. Faculty members will inform you of the guidelines they expect you to follow and expect you to use the APA format. The policy and general guidelines for term papers in nursing courses are contained in Appendix G.

The Math and Science Departments offer regular help sessions to assist students enrolled in science and math courses. The schedule is available at CELT, from the department chairs, or the course faculty.

CELT offers tutors for courses. The Tutor Yellow Pages, a complete listing of all the CELT Peer Tutors, their contact information, and courses is also available during the third week Fall semester and the second week of Spring semester in the Learning Center (LC100). Nursing faculty have provided names of students who are willing to tutor nursing courses. Tutors are paid by CELT.

REMEMBER: Don't delay in seeking academic assistance should you need it; it is more difficult and it may not be possible to rectify learning problems at the end of the term.

DISABILITY SERVICES

CELT also handles disability service. If you have a documented learning disability, or believe you may have one, contact the office of Disability Services (ODS) at the beginning of the semester if accommodations are necessary. Contact the Disability Coordinator at 236-6327 or disabilityservices@capital.edu. This service can advise you regarding testing and the types of accommodations that can be arranged.

Additional time or variations in testing environments will be accommodated only with a documented learning disability as approved through disability Services (ODS). (Revised August, 2008). Please go over or email Disability Services. They will send course faculty notification of your plan. Notify your faculty and arrange for testing or other accommodations.

THE LIBRARY AND INFORMATION TECHNOLOGY (IT)

You will have the opportunity to become acquainted with the library during orientation as a freshman, as well as during various nursing courses. PLEASE TAKE ADVANTAGE OF THIS OPPORTUNITY!!! The librarian will assist you in using the computer databases or any of the library services or collection.

Information Technology (IT) is located on the ground floor of the Blackmore Library. The hours are the same as those of the Library. IT provides IBM compatible and Macintosh computers. These are available for individual student use except when they are scheduled for a class. There are computer rooms in the library as well as various other locations across campus.

HELENE FULD COMPUTER LABORATORY

The Helene Fuld Computer Laboratory, with Internet access, located on the third floor of Battelle Hall, Room 366 is directed toward the needs of nursing students. There are IBM compatible computers with CD-ROM, zip drives, and scanners. Each computer is loaded with MS Office. Numerous software packages are in the Fuld Lab for use by students. The lab is open Monday through Friday during the day, and on selected evenings. The specific hours, which vary somewhat from semester to semester, are posted on the door of the Fuld Lab. Refer to Appendix H for the policy related to the use of the Fuld Lab.

See the University Undergraduate Bulletin 2010-2011 for further Campus Resources.

BSN-COMPLETION WEB PAGE: (<http://www.capital.edu/bsn-completion>)

This Web page contains a virtual orientation with information on the online registration process, how to use the WebAdvisor, a map of the campus, and the BSN-C Newsletter.

Clinical Courses

P REREQUISITES FOR CLINICAL EXPERIENCES

The courses in Nursing of Families and Communities for RNs (NURS 415) and in Leadership and Management for RNs (NURS 425) have a clinical component. Prior to enrollment in each course, you must:

- 1) Hold an unencumbered RN licensure (or eligible licensure) in Ohio
- 2) Be currently certified in cardiopulmonary resuscitation (CPR).
- 3) Hold current professional liability insurance (\$1,000,000/\$6,000,000).
- 4) Be current in your immunizations. (including Hepatitis B)
- 5) Obtain a criminal background check. (including fingerprinting)
- 6) Obtain a current TB (PPD) and update it annually.
- 7) Have a completed health assessment
- 8) Have a urine drug screen

PROCESS FOR MEETING PREREQUISITES

The program coordinator will send you a letter electronically about how to meet these requirements. You will need to provide her with evidence that you meet the requirements. You will not be allowed to participate in clinical learning experiences if you have not met these requirements by the first day of class.

TRAVEL TO CLINICAL SETTINGS

You will have clinical experiences in agencies in the Columbus area. Students are responsible for providing their own transportation to clinical agencies. Neither the Department of Nursing nor the course faculty can assume responsibility for arranging transportation. It is essential that those who drive automobiles have appropriate insurance.

CLINICAL AWARENESS ISSUES

While you are in the clinical facility, you will represent Capital University and the nursing profession. You, the Department of Nursing and the University will be judged by your behavior. As a student in the BSN Completion program, you are expected to abide by policies related to the transmission of diseases and to adhere to ways you can protect yourself and others from exposure and safety hazards. These are included in the Appendices.

ELIGIBILITY FOR CLINICAL PLACEMENT AND EMPLOYMENT

Sections 173.41, 3701.881, 3712.09, 3721.121 and 3722.151 of the Ohio Revised Code prohibit the employment of individuals with select criminal records in certain settings: direct care to older adults through passport agencies; care to children and older adults through home health agencies; direct care to older adults in hospice programs; direct care to older adults in adult daycare programs; and direct care to older adults in adult care facilities (nursing homes).

Individuals seeking a degree in nursing need to be aware of laws governing employment and standards of professional nursing practice. The Chair of the Department of Nursing can discuss, in confidence, any individual situation and can make referrals for more information.

Scholarships, Honors, Awards, Study Off-Campus

S CHOLARSHIPS

In addition to primary scholarships, awards and grants which are open to all students, there are scholarships specifically designated for nursing students. These include scholarships from the United States Military branches which require subsequent military service, and scholarships from various health care agencies which require employment with the agency following completion of the program. Information about military scholarships is available from the local military recruiter on campus, located on the first floor of Battelle Hall. Information about other scholarships may be obtained from the Department of Nursing office, the Financial Aid Office in Yochum Hall and the bulletin board on the 3rd floor of Battelle Hall.

The Roberta Hartman Adult Learning Scholarship is awarded to one adult learner each year. (See Appendices for further details.)

THE CHAIR'S LIST

Students carrying 12 or more hours of graded courses who earn a GPA of 3.4 or above are named to the Dean's List in recognition of their academic achievement. A notation is entered on the student's record.

HONORS CONVOCATION AND RECEPTION

The annual University Honors Convocation is held in April each year. On this day, special awards are given to students whose performance is noteworthy. Some special awards are made to nursing students: the Josephine T. Hickey Award and the Ruth S. Neikirk Award. These and other awards are described under Additional Awards/Prizes/Scholarships in the University Bulletin.

INTERNATIONAL NURSING HONOR SOCIETY

Academic achievement, leadership and creativity of nursing students are recognized by invitation to membership in Theta Theta Chapter of Sigma Theta Tau International Honor Society of Nursing. Sigma Theta Tau is the international nursing honor society which recognizes leadership and superior achievement, fosters high professional standards, encourages creative work and strengthens commitment to the ideals and purposes of the nursing profession. The goal of the honor society is to improve the knowledge base of nurses and thus improve the health of all people worldwide. Each year the Eligibility Committee reviews BSN Completion students who are currently enrolled in, or have completed one of the clinicals courses, and whose GPA is 3.0 or higher. Those who are invited and meet the criteria of leadership and scholarship are elected into membership.

Individuals not elected to membership as undergraduates may be invited during their graduate program as a community leader in subsequent years. Programs of the honor society are open to all nurses and students as a professional service.

Graduation Activities

P REPARING FOR GRADUATION

When you register for the term prior to your last semester of classes, you need to complete an Application for Graduation and submit a signed program audit to the BSN Completion program coordinator (Room 329) in the Department of Nursing. The Application for Graduation is available on-line from the Registrar. The program audit is found on WebAdvisor. You, your advisor and the Program Director must sign this program evaluation (audit). Most of the arrangements for Commencement week are made during the semester prior to your graduation. Your advisor will work with you on this process. In addition, you will receive a series of emails from the registrar's office noting if anything is missing from your record and updating you on your progress toward graduation.

PINNING CEREMONY

You will be participating in planning for the special activities of the Department of Nursing, including the Pinning Ceremony. BSN and BSN Completion graduates may receive the Capital University Department of Nursing pin at this significant ceremony. Pins are ordered the semester in which you graduate.

The Capital University Department of Nursing pin will be an important addition to your uniform once you have graduated. During the academic program you will wear a name pin which identifies you as a BSN Completion student at Capital. After graduation you can wear the Department of Nursing pin which identifies you as a graduate of Capital University Department of Nursing. The Pinning Ceremony is held on the morning of the May Commencement. At Commencement, you will receive your diploma for the Bachelor of Science in Nursing degree. Capital University holds one graduation ceremony in May. The Department of Nursing holds a pinning ceremony in December.

We hope the information in this handbook has been helpful to you. If you have questions of any kind, don't hesitate to ask your advisor. Best wishes meeting your goals!

APPENDIX I

CURRICULUM PLAN
AND
COURSE DESCRIPTIONS

BSN Completion Program
Sample Curriculum Plan

Fall of Admission (e.g.2010) N 315, UC 150	Spring (2011) N 316, UC 200	Summer (2011) UC 210, SoSci 210
Fall, 2011 N 402, UC 220	Spring (2012) N 411	Summer (2012) UC 310, UC 410
Fall, 2012 N 415	Spring, 2013 N 425 Graduation	

The above is a sample curriculum that is similar to how many RNs proceed through the BSN-C curriculum. There are many exceptions to the rule.

1. The UC courses as well as the nursing courses can be taken in another order. The UC courses can be taken in any order in the adult program. General psychology, statistics and many of the university cores courses may be transferred from another university.
2. N 315 is the best course to begin with since it is a transition course and gets students acquainted with APA format, CU Nursing framework, and library research methods. However, N 315 is not offered every term so N 316 or N 02 are acceptable first courses.
3. Nursing Research, N 411 is taken with or after the student takes Statistics, SoSci 210.
4. Nursing 415 and N 425 are clinical courses and are taken after the other 4 required nursing courses are taken. Generally, N 415 is taken first. However, if a student needs only N 415 and N 425 and N 415 is not offered a term when N 425 is offered, the student can take N 425 before N 415.
5. RNs with a previous baccalaureate degree in another major do not have to take any of the UC courses. They are required to take the 6 nursing courses and statistics.
6. If RNS with a previous degree have already taken statistics, they can take a graduate level course or an elective to achieve the 30 hours of coursework that is the minimum to earn a degree at Capital.
7. Students may take as many courses as they choose any term. Most take two; many take only one.
8. RNs may transfer course credit from a previous university for any of the UC courses. If they have fewer UC courses to take, their program can be accomplished in fewer terms.
9. RNs may choose to earn prior learning credit for the UC courses if they have substantial experience in a given field and can justify that for the University Competency Assessment Panel.
10. RNs who choose to take courses in the fast-track to the master's program, may take the master's equivalent to statistics (SoSci210), nursing research (411) and informatics (an elective). In this case, the master's level courses count for both the BSN and MSN degrees.
11. Nurses who graduated from diploma schools of nursing, who did not receive credit for their nursing courses via transcript evaluation, may earn up to 40 hours of credit for those nursing courses.

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Department of Nursing
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CAPITAL UNIVERSITY SCHOOL OF NURSING
CLL/BSN COMPLETION
CURRICULUM WORK SHEET - NEW CORE - NEW CURRICULUM

(Updated July 2003 – Effective for Students Admitted Fall, 2003 and after)

Name		May graduates due Jan. 30 Aug. graduates due March 30 Dec. graduates due Sept. 30	Sem. Hrs.	Qtr. Hrs.
Advisor			.67	1
Date of Graduation			1.33	2
			2.00	3
			2.67	4
			3.33	5
			4.00	6

I. GENERAL EDUCATION REQUIREMENTS (27 HOURS)

REQUIRED COURSES	SEM HRS	REQUIRED COURSE EQUIVALENT (School, Course # and Title)	SEM HRS	GRADE
UC 110 Reading & Writing	3			
UC 120 Speaking & Listening	3			
UC 150 Global Issues	3			
UC 200 Cultural Diversity	3			
UC 210 The Arts	3			
UC 220 Religion	3			
UC 310 Humanities	3			
UC 410 Ethical Thought	3			
TOTAL	24		TOTAL	

II. NURSING CORE (30 Hours)

Bio/Physical Sciences (Please indicate previous science courses — no additional biophysical sciences are required of RN)

	SEM HRS	REQUIRED COURSE EQUIVALENT (School, Course # and Title)	SEM HRS	GRADE
Biology				
100 (Life Science)	4			
280 (Gen. Micro.)	4			
231 (Human Anat./Physio. I)	4			
232 (Human Anat./Physio. II)	4			
Chemistry				
130 (Chem. Prin. I) (general)	4			
131 (Chem. Prin. II) (organic)	4			
TOTAL	24		TOTAL	

Accept whatever sciences are transferred. Require no additional sciences.

Behavioral Sciences

Social Science				
Psych. 110 (Prin. of Psychology)	3			
Statistics				
Math 211, Math 215, or Psych. 210	4			
TOTAL	7		TOTAL	

III. GENERAL ELECTIVES

(Sufficient hours required to bring total hours to 124 for BSN)

UNIVERSITY/ COURSE TITLE / NUMBER	SEM HRS / GRADE	UNIVERSITY/ COURSE TITLE / NUMBER	SEM HRS / GRADE

CAPITAL UNIVERSITY

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NURSING (65)

[Up to 38 hours of nursing credit may be granted for course work taken at a diploma

REQUIRED	SE HRS GRAD	REQUIRED COURSE (School, Course # and	SEM	GRAD
LOWER				
201 Human	3			
202 Human	3			
300 Adults with Chronic Health	6			
306/307	6			
321 Parent/Newborn	5			
322 Nursing of	5			
323 Nursing of	5			
324 Psychosocial	5			
*315 Found./Contemp. Issues for	4			
*316 Nursing in a Multicultural	4			
*402 Health Assessment for	4			
*411Nursing	4			
*415 Nsg. of Families & Comm. for	6			
*425 Nsg. Mgt. & Practice for	6			
	6			
	6			
		TOTAL HOURS THIS		

*These nursing courses must be
students at Capital University
course(s) have been
another BSN

by
equivalen
completed

Total number of hours taken (both
Total number of hours taken at
Total number of hours taken in

Effective Fall 2003, 124 semester hours credit are required for the BSN

CHECK

(Date and initial when

To be completed befor anticipated

_____ All updated transcripts in

_____ All incompletes

_____ 30 hours minimum at Capital

_____ 30 hours out of the last 36 hours taken at

_____ "Graduation Application" and "Final Audit signed by the

_____ Submitted to Program

_____ Curriculum audit

_____ Exit interview completed or scheduled on

--	--

DAT

ADVISOR
(sign when audit is

**CAPITAL UNIVERSITY DEPARTMENT OF NURSING
COURSE DESCRIPTIONS FOR THE BSN COMPLETION PROGRAM
(Effective Fall 2006)**

The following BSN-Completion nursing courses are required unless a comparable course has been satisfactorily completed in another NLN or CCNE accredited BSN program: N315, N316, N402, N409, N415, N425.

NURS 315 FOUNDATIONS AND CONTEMPORARY ISSUES FOR RNs—(4).

This course provides students with an introduction to theory as well as the conceptual framework of the curriculum. Students critically examine the role of the professional nurse within the context of the current status of the health care delivery system in the United States. The course considers the historical antecedents of modern nursing and health care delivery and the manner in which such issues affect and are affected by professional nursing practice. This course has an online component. Students will read critically and express ideas clearly in three major papers. All three papers require use of standard written English, APA 6th edition format, and library and Internet research skills. Furthermore, the papers require writing as a process of critiquing, revising, editing, and critical evaluation of the topic. Students will complete a group presentation on a current nursing issue, and an individual presentation on their issues paper. For the presentations students will demonstrate the ability to formulate speech purpose, assemble and effectively present an oral message. They will describe, analyze and develop critical listening skills.

NURS 316 NURSING IN A MULTICULTURAL SOCIETY—(4). This course focuses on the challenges of nurses to provide culturally competent care to members of a multicultural society. Students will examine the effects of cultural beliefs and practices that influence both family health care practices as well as health care delivery. A variety of theoretical models of cultural competency and cultural assessment tools are examined as well as selected complimentary and alternative healing methods. Selected cultural practices will be examined with more depth in student-facilitated seminars. The course will have an on-line component in which students will investigate specified topics and participate in discussion groups. This course has an on-line component.

NURS 350 COMPLEMENTARY AND ALTERNATIVE HEALING METHODS—(3).

Complementary therapies are those modalities that are used adjunctively with biomedicine to augment healing, facilitate comfort and promote health. This course is designed for students in the helping professions as an overview of complementary and alternative medicine (CAM). Course content includes trends in CAM use; theoretical foundations for practice; historical, cultural and religious contexts of healing; legal and ethical issues; and scientific research on selected methods. Students will specifically learn Therapeutic Touch (TT), an energy based CAM, as developed by Dr. Dolores Krieger and Dora Kunz. Students will examine the implications for the use of self as a healing instrument and explore dimensions of the healing relationship. Each class will include

lecture, discussion, meditation and TT practice components. Elective open to non-nursing majors.

NURS 402 HEALTH ASSESSMENT FOR RNs—(4). Students expand their knowledge and skills in health assessment, synthesize health assessment data in planning and providing care, and explore variations in health among clients of different age groups and cultures. Prerequisite: none. This course is webenhanced.

NURS 411 NURSING RESEARCH FOR RNs—(4). This course involves the study of the historical development and current status of research in nursing. The course will include an in-depth examination of the research process. Students critique published research, the use of best evidence, the use of evidence based research in their practice, and implement nursing research utilization strategies. Prerequisite: NURS 315. This course has an on-line component. Prior to beginning N 415 or N 425 the following requirements must be met: completed health record including past immunizations, current CPR, current professional liability insurance, current TB test, drug screening and BCI background check.

NURS 415 NURSING OF FAMILIES AND COMMUNITIES FOR RNs—(6). Prerequisites: NURS 315, 316, 402, 411 and current RN licensure. This course focuses on synthesizing nursing knowledge and public health principles as they relate to families, aggregates and communities. Within a framework of epidemiology, principles of health promotion and primary, secondary and tertiary prevention are emphasized. Clinical learning will include community experiences in a variety of community settings. The course includes a component focusing on global awareness; examining the effects of geographic, economic, political, social and cultural realities on global health.

NURS 425 LEADERSHIP AND MANAGEMENT FOR RNs—(6). This evidencebased clinical course for RN students is designed: (a) to provide the principles of nursing leadership and management (b) to apply and integrate previous learning, (c) to examine how holistic nursing practice impacts leadership in nursing, (d) to have enriching precepted experiences in a selected area of professional nursing practice, and (e) to demonstrate self-direction by developing and fulfilling a learning contract that reflects individual learning needs in the practice setting. Key concepts include self-directed learning, leadership and management skills, team work and collaboration, quality improvement, safety, time management, the image of professional nursing, holistic nursing leadership and dealing with diversity in the workplace. A project that requires scholarly inquiry and evidence-based practice is required.

NURS 491 INDIVIDUAL STUDY—(1-3).

**These courses must be completed by BSN Completion students at Capital University unless equivalent course(s) have been successfully completed in another BSN program.

ADDITIONAL Nursing Core Credit:

Most graduates of an NLN-accredited basic nursing program (both associate degree and diploma) will receive credit for the following courses. Students must provide evidence of having completed comparable content (see University Bulletin for course description)

N201 Human Development across the Lifespan

N202 Human Nutrition

N310 Nursing Therapeutics and Implementation for Adults I

N306 Pathophysiology with Related Pharmacologic Therapies I

N307 Pathophysiology with Related Pharmacologic Therapies II

N321 Parent / Newborn Nursing

N322 Nursing of Children and their Families

N323 Nursing Therapeutics for Adults II

N224 Psychosocial Adaptations for Individuals

October 1999; August 2000

What are the General Education Courses?

Credit for these required courses may be transferred from other universities, earned as a result of successfully passing CLEP exams, taken at Capital University, and earned through portfolio credit:

GENERAL EDUCATION COURSES

Credit for these required courses varies, depending on transfer credit, the results of CLEP and course exams, and portfolio credit.

Intellectual and Academic Skills

Goal 1. Reading and Writing Skills

UC 110 READING AND WRITING IN COLLEGE—(3). Fosters critical reading of challenging material. Aims at teaching students to perform successfully the writing tasks that are an accepted part of college life.

Goal 2. Speaking and Listening Skills

UC 120 ORAL COMMUNICATION—(3). Fosters the competencies necessary for effective public speaking and listening in both interpersonal and intrapersonal forms. The student develops insight and skill in sending and receiving factual, expressive, persuasive and problem-solving messages in small and large group settings.

Goal 3 Quantitative Reasoning

NOT REQUIRED FOR NURSING MAJORS *Living in the Contemporary World*

Goal 4. Global Awareness

UC 150 GLOBAL AWARENESS—(3). Focuses on the context of the economic interdependence of modern society, the geographic structure of the contemporary world, the cultural similarities and differences among people in different sectors of the world, and the political difference resulting from philosophy, ideology and resources. Course sections will focus on different regions (e.g. the Middle East) and different issues (e.g., war or hunger) to address the course goals.

Goal 5. Cultural Diversity

UC 200 CULTURAL DIVERSITY IN AMERICAN SOCIETY—(3). Analyzes the history, patterns, contemporary social costs of, and moral questions posed by, prejudice and discrimination in the United States against racial and ethnic minorities as well as women.

Modes of Inquiry

Goal 6. Fine Arts

Approved courses:

ART 210 Visual Arts

ENGL 204 Creative Writing

FRNCH 410 French Theatre

MUSIC 210 Introduction to Music

TH 121 Introduction to Theatre

Three semesters of major music ensemble

Goal 7. Religion

UC 220 RELIGIOUS FOUNDATIONS AND THE BIBLE—(3). Introduces the student to the general topic of religion in life and the biblical tradition in the Christian faith. Religion will include treatment of parallels with other major world religions as well as historical-critical approaches to biblical studies.

Cognate course: RELIG 190 Introduction to Religion

Goal 8, Social Science

Psych 110 Principles of Psychology – Required as a Nursing Core *Interpreting Texts and Images*

Goal 10. Humanities

UC 310 HUMANITIES: CLASSICAL, MEDIEVAL AND RENAISSANCE—(3).

Requires students to examine in some depth selected works which illustrate the philosophic, artistic and historic concerns of Western culture. Traces shifts in cultural perspectives from the Classical world to the Renaissance.

Or

UC 311 HUMANITIES: ENLIGHTENMENT TO THE PRESENT—(3). Requires students to examine in some depth selected works which illustrate the philosophic, artistic and historic concerns of Western culture. Traces shifts in cultural perspectives from the Enlightenment to the present.

Prerequisites: U.C. 110, 210 and 220 (or equivalent) and 45 hours.

Cognate courses: RELIG 321 Reformation and the Enlightenment

FRNCH 330 French Civilization

Hungary Program

Ethical Thought

Goal 11. Ethical Thought

UC 410 ETHICAL ISSUES AND CONTEMPORARY RELIGIOUS CONVICTION—(3). Students will achieve an understanding of basic moral issues, practice critical and constructive ethical reflection, and consider alternative patterns of moral grounding, including sources in the Judeo-Christian tradition.

Cognate course: RELIG 430 Christian Ethics

Prerequisites: UC 220 or RELIG 190 and 75 hours.

NURSING CORE REQUIREMENTS

PSYCH 110: Principles of Psychology (3)

An introduction to psychology: biopsychology, sensation/perception, learning, memory, language, thought, motivation, personality, emotion, stress, development, social psychology and psychological disorders and therapies. Attention is given to the methodology of the social sciences.

SOCSCI 210: Social Sciences Statistics (4)

A study of descriptive and inferential statistics, including correlation, regression, and hypothesis testing using the t, F, and chi square tests. Prerequisite: PSYCH 110 or SOC 110, and a college algebra course or its equivalent (MATH 110, 120, 130, 220, 230 or 231). Not open to students who have credit for MATH 215.

Or

MATH 215: Elementary Statistics (3)

This course studies the statistical techniques used in decision-making.

Topics covered include descriptive statistics, probability, confidence intervals, tests of hypotheses, analysis of variance, regression and correlation.

SCIENCES

Biology, anatomy and physiology, chemistry. We accept the sciences that are taken as part of an associate degree or diploma program in nursing. No additional sciences are required.

APPENDIX II

CONCEPTUAL FRAMEWORK/ CONCEPTUAL DEFINITIONS

Conceptual Framework

Health is the central concern of nursing and therefore is the overriding concept for this conceptual framework. To this end, the conceptual framework for the curriculum of the Capital University Department of Nursing is organized around six concepts, which guide professional nursing practice. Three of these concepts: caring, critical thinking/clinical judgment, and communication, are referred to as a “process” concepts because of their dynamic nature. The three remaining concepts: systems, transition, and culture are referred to as “frame of reference” concepts because of their ability to provide a context for nursing practice. These six interrelated concepts are evident in the practice of professional nursing as it seeks to promote the optimal health of individuals, groups, families, communities and populations. As students progress through the curriculum, they seek to master the abilities of caring, critical thinking/clinical judgment and communication, applying these skills to clients, interprofessional and intraprofessional teams that are impacted by transitions, cultural influences and systems.

The conceptual framework is visualized as dynamic and structured so as to adapt to varying situations. Professional nurses use the processes of communication, caring and critical thinking/clinical judgments when working with clients. By applying one or more of these frames of reference, nurses are able to identify patterns of health and nursing care as influenced by culture, systems and transition. For example, communication and critical thinking skills are used to assess cultural practices that impact health and modes of nursing care. Critical thinking/clinical judgment and communication skills are used throughout the nursing process, and by nurses when functioning as part of a teams within health care systems. Communication, caring and critical thinking are used when helping a family access community resources and cope with chronic illness. Critical thinking/clinical judgment and communication skills are used in developing health promotion strategies aimed at the populations.

A mobile provides a useful metaphor for visualizing the conceptual framework. The structure of the mobile consists of one central concern of nursing (Health) on which three pieces of colored glass (Critical thinking/clinical judgment, Caring and Communication) are attached. While independent concepts, the concepts all have movement and are interrelated delicately to maintain stability and thus promote health. Suspended from the process concepts are the frame of reference concepts (Transitions, cultural competency, and systems). As air moves thru the process concepts, movement is also seen in these other concepts, reminding us that they enable nurses to see the multiple ways in which culture, systems, and transition can influence and be influenced by communication, Caring and Critical thinking/clinical judgment,.

Ultimately, the essence of holistic nursing is seen in the unique blending of these concepts and patterns of nursing interactions with individuals, families, communities and populations. The movement of all components of the mobile represent the growth occurring within students as they master the curriculum goals and ultimately influence the health and well-being of others.

The kaleidoscope provides a useful metaphor for visualizing the conceptual framework. The structure of the kaleidoscope consists of three mirrors and movable colored objects. The mirrors work in much the same way as the three process concepts, providing a way to see the various frames of reference. The colored objects that move within the kaleidoscope are like frames of reference. Thus, communication, caring and critical thinking/clinical judgment enable nurses to see the multiple ways in which culture, systems, and transition can influence health and nursing practice. Ultimately, the essence of holistic health is seen in the unique blending of these patterns of nursing interactions with individuals, families, communities and populations.

Conceptual Definitions

Core Concept

Health, a state of well-being that is culturally defined, valued and practiced, encompasses multiple dimensions (i.e. physical, cognitive, social, emotional, spiritual). Holistic health reflects the ability of individuals, families, communities and populations to perform daily role activities to their optimal potential in culturally expressed, beneficial and patterned life ways. Holistic health involves the closely related processes of health promotion, risk reduction and disease prevention.

Health Promotion seeks to increase the level of well being and actualizing the health potential of individuals, families, communities and society.

Disease Prevention seeks to thwart the occurrence of insults to health and well being.

Risk Reduction aims to promote health protective behaviors, which enable persons to reduce health threats. Reducing risk of disease/injury begins with identification of risk factors followed by risk reduction behaviors and programs.

Process Concepts

Caring is an essential dimension of nursing that embraces the art and science of transpersonal interactions with individuals, families, communities, and the world (Watson, 2007). Caring behaviors are demonstrated in actions that comfort, nurture, and value self and others, including: openness to people's experiences; unconditional, positive regard; respect for human dignity and wholeness; and sensitivity to diverse cultural and spiritual dimensions (Watson, 2007).

Watson, J. (2007). *Nursing: The philosophy and science of caring*. (revised ed.). Boulder, CO: University Press of Colorado.

Critical thinking/Clinical judgment is a process of reflective, empirical and intuitive reasonable thinking and judgment, grounded in theory/experience and can be demonstrated through skill performance.

Communication is a verbal and physical interactive process. Through this process information is exchanged and meaning is shared among individuals and groups via the use of a common system of symbols, signs or behaviors.

Frame of Reference Concepts

Culture is the learned, shared and transmitted values, beliefs, norms and life ways of a particular group that guides their thinking, decisions, and actions in patterned ways. (Leininger, 1995).

Systems are composed of interrelated, interacting, and interdependent parts. The whole is greater than the sum of the parts of the system. Systems occur at various levels. Biological and psychosocial systems may be open or closed and are in constant dynamic interaction with the environment.

Transition is a passage or movement from one state, condition, or place to another that occurs at the individual, family and organizational level. Universal properties of transitions are process, direction, and change in fundamental life patterns (Schumacher & Meleis, 1994).

DON 12/17/98, 2/08, 8/10

APPENDIX III

FACULTY EXPECTATIONS OF STUDENT BEHAVIOR

FACULTY EXPECTATIONS OF STUDENT BEHAVIOR

- A. For class, seminar and laboratory sessions students are expected to demonstrate accountability by:
1. Attending and participating in all scheduled sessions.
 2. Preparing for all sessions by completing all readings and other assignments prior to the session.
 3. Reviewing and applying, when appropriate, knowledge and skill acquired in previous courses.
 4. Being on time for all sessions and, if unavoidably late, notifying the faculty person.
 5. Making prior arrangements for an anticipated absence.
 6. Notifying faculty at the earliest opportunity of the reason for unanticipated absence.
 7. Arranging with faculty to make up any material or experiences missed because of absence.
 8. Meeting deadline dates for submission of papers and taking examinations on dates and times scheduled in course calendar.
 9. Arranging ahead of time for an extension for paper submissions or rescheduling of examinations when there are extenuating circumstances. Note: Poor time management or more than one assignment due the same date is not considered extenuating circumstances.
 10. Evaluating own learning progress throughout the module or semester.
 11. Assuming responsibility for discussing with faculty concerns about learning experiences and own learning needs.
 12. Completing and signing the evaluation forms for faculty and course evaluation at the end of module or semester.

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- B. For clinical learning experiences students are expected to demonstrate accountability by:
1. Attending and participating in all scheduled clinical experiences.
 2. Preparing adequately for clinical experiences by:
 - a. knowing the essential information about client's health status;
 - b. knowing the name, action, dosage, side effects and nursing action for client's medications.
 - c. knowing and being able to describe client's treatments and procedures: reviewing and applying, when appropriate, previously acquired knowledge and skills.
 3. Reporting to the clinical area prior to the time indicated and if unavoidably detained, notifying the instructor, appropriate staff person, and/or unit.
 4. Making prior arrangements with faculty for an anticipated absence.
 5. Following the outlined procedure for notifying faculty and clinical unit if unable to meet clinical assignment due to illness or emergency.
 6. Reporting to the clinical area wearing appropriate attire with appropriate equipment and name badge.
 7. Maintaining their own physical and mental health status at a level which ensures safe functioning in the clinical areas.
 8. Making arrangements with faculty to make up experiences missed because of absence.
 9. Reporting errors or omissions to faculty and appropriate clinical staff.
 10. Maintaining confidentiality and privacy of clients and families.
 11. Assuming responsibility for discussing clinical learning needs and opportunities.
 12. Evaluating their own clinical learning experiences, progress and performance, the module, the semester, and the program.
 13. Participating in clinical evaluation conferences with the instructor, reading, commenting, if appropriate, and signing clinical evaluation forms.

APPENDIX IV

PROBLEMATIC PERFORMANCE

PROBLEMATIC PERFORMANCE

The Department of Nursing faculty expect specific behavioral characteristics of the student that include but are not limited to accountability, safety in clinical practice, ethical behaviors, responsibility for learning, professional appearance, attitude, communication, and adherence to academic or disciplinary policies. If a student has been identified by faculty as exhibiting behaviors not congruent or minimally congruent with the Department of Nursing expectations or with specific course objectives, academic or disciplinary policies, the faculty will complete a Problematic Behavior Form (Appendix F). The faculty member initiates a Problematic Performance Form to alert the student that improvement is necessary in expected behaviors. This procedure will be followed:

1. A description of the student behavior that is not acceptable.
2. A description of ways (goals/interventions) that must be achieved to modify the behavior and a date by which upgraded performance must be achieved.
3. A discussion of the problematic behaviors, the goals/interventions, and achievement date. This is a time for clarification and questions.
4. After the discussion, both student and faculty date and sign form and a copy is given to the student and the faculty keeps the original.
5. The student is then asked to respond to this problematic in writing by completing the student response part of the form in a timely manner. Student should describe the potential or actual consequence of the behaviors, factors that may have contributed to the behaviors and ways to assure that these behaviors do not reoccur.
6. A date for a discussion of the student response is set at which time the student and faculty signature is required on the response form.
7. The problematic form and student response is then copied and sent to the student's adviser, the Academic Affairs Committee, the Program Director, Chair and student. The original copy is kept by the Academic Affairs.
8. After the date of achievement, faculty will document in writing the behavior of growth/progress or lack of and forward to the Chair of Academic Affairs Committee & others in #7.
9. Copies of the problematic form will remain in the Student's clinical folder and be noted in the professional behavior area of the clinical folder.
10. Problematic Performance Reports are reviewed by the Academic Affairs Committee

The Academic Affairs Committee's actions may include any of the Academic or Disciplinary Sanctions. The committee may meet with the student to discuss the situation and sanctions. Students have a right to meet with the committee prior to committee action and should consult their advisor for assistance.

Referral to Campus Student Services may be required as a sanction, which may include, but not be limited, to the Campus Health Services or counseling at CAPS (Counseling and Assistance Program for Students). Documentation of participation in these services is required.

The committee's actions will be documented in writing and a copy will be given to the student and the faculty member who has written the Problematic Performance Form, the student's Adviser, the Chair, the Program Director, and a copy will be placed in the student's file. The committee's action on termination will go to the Chair of the Department for final approval. Appeal of the Academic Affairs Committee decisions (related to sanctions/termination) or Chair can be made to the Executive Committee of Nursing on the basis of new information. Appeal of termination (dismissal) decisions can be made to the Provost only on the basis of new information.

The faculty member may consult with other course faculty and may consult with the student's Adviser, the Chair, The BSN Program Director, the Traditional Undergraduate Program Director, the Director of the Accelerated Program, or other appropriate personnel.

PROBLEMATIC PERFORMANCE FORM

Student: _____
(Print)

Faculty's description of performance that is not at an acceptable level:

Description of ways in which the student must upgrade performance:

Date by which upgraded performance must be achieved:

Student signature
(This signature means that I have read this document and I understand the implication of this document)

Date

Copyright
Original: Student Clinical Folder
Capital University
Department of Nursing
10/18/93; Rev. 5/00
May not use without permission

Faculty signature

Date

cc: Chair
Program Director
Adviser
Student
Academic Affairs Committee

APPENDIX V

**WRITING POLICY FOR
STUDENTS**

CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

WRITING POLICY for BSN-COMPLETION STUDENTS

The faculty of the Department of Nursing believe that the ability to write well is an integral component of undergraduate education. Congruent with this belief, the faculty expect students to continue to improve their ability to write, both formally and informally, throughout their undergraduate education.

The faculty believe it is students' responsibility to learn to conform to the rules of spelling, grammar, syntax, neatness and legibility. Faculty will monitor student progress in these areas in each course. Students having difficulty in any of these areas are expected to take personal responsibility to correct their deficiencies. These expectations include; initiating contact with the Writing Center at the Center for Excellence in Teaching and Learning, viewing the SON Website on writing skills, and/or initiate private tutoring.

The Department of Nursing requires that all papers written for nursing courses conform to the writing style shown in the *Publication Manual of the American Psychological Association*, 6th Ed. It is the responsibility of each student to have access to or own a personal copy of this book which is available in the Capital University Bookstore.

Faculty members reserve the right to return papers to be redone and/or to lower course grades if proper writing or formal paper APA guidelines are not followed. Writing deficiencies will be noted on student evaluations. The faculty expect writing skills to be mastered by graduation.

Updated JBH 9/2007

CAPITAL UNIVERSITY
EXPECTATIONS FOR WRITING IN THE BSN COMPLETION PROGRAM

CRITERION	ACCEPTABLE	UNACCEPTABLE
A. Grammar	<ol style="list-style-type: none"> 1. Maintains subject-verb agreement 2. Uses tenses consistently within sentences, paragraphs, and paper; avoids confusing shifts in verb tense 3. Uses proper punctuation including commas, periods, quotation marks, semi-colons, colons, and apostrophes 4. Uses vocabulary is appropriate for a college student; spells out abbreviations when first used 5. Capitalizes words appropriately 6. Uses correct pronoun forms (i.e. I and me, she and her) 7. Uses a variety of simple, complex, and compound sentences; avoids run-on sentences and fragments 8. Proofreads papers in order to avoid typographical or spelling errors 	<ol style="list-style-type: none"> 1. Subject and verb frequently do not agree 2. Tenses vary; confusing shifts in verb tenses are seen repeatedly 3. Frequent errors are seen in punctuation 4. Vocabulary choice is limited and simplistic; frequently uses unexplained abbreviations and terms 5. Frequently capitalizes words that should not be capitalized or does not capitalize words that should be 6. Frequently uses incorrect pronoun forms 7. Frequently uses run-on sentences or fragments 8. Frequent typographical or spelling errors are seen
B. Organization of Paper	<ol style="list-style-type: none"> 1. Includes an introduction, body, and conclusion 2. Limits paragraphs to the discussion of a single topic 3. Uses transitional statements at the ends and beginnings of paragraphs 4. Paragraphs follow a logical sequence 5. Uses appropriate subheadings 	<ol style="list-style-type: none"> 1. Introduction, body, or conclusion are missing or poorly developed 2. Paper shows lack of organization (i.e. topics wander or reappear throughout the paper) 3. Headings and/or subheadings are absent 4. Paragraphs address multiple topics 5. Lack of paragraph breaks 6. Lack of transitional statements
C. Format of Paper	<ol style="list-style-type: none"> 1. Appropriately uses APA guidelines for the following: <ol style="list-style-type: none"> a. Page layout (margins, page numbers, font size and type, and running head) b. Citations c. Reference list d. Quotations e. Use of numbers versus spelling out f. Abbreviations g. Seriation h. Title page 	<ol style="list-style-type: none"> 1. Frequent errors in multiple categories related to format
D. Resources and References	<ol style="list-style-type: none"> 1. Uses appropriate data-based resources (i.e. CINAHL, Medline, Lexus-Nexus, EBSCO) 2. Uses resources as required by the assignment. 3. Uses current resources (i.e. within the last 5-10 years) and important historical references 4. Avoids the use of direct quotations when possible; paraphrases to increase clarity and aid in the synthesis of information 	<ol style="list-style-type: none"> 1. Exclusive use of web-based resources 2. Uses references as required 3. Resources are outdated 4. Consistently uses direct quotations 5. Does not use Wikipedia

APPENDIX VI

**POLICY ON THE USE OF THE
HELENE FULD COMPUTER
LABORATORY**

CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

POLICY ON THE USE OF THE HELENE FULD LABORATORY

1. The use of the Fuld Lab, as specified by the terms of the grant which established the lab, is directed toward the needs of nursing students.
2. Non-nursing majors use the lab on a space available basis.
3. When using the lab for the first time, see the lab staff for assistance in signing the log, getting software and using the computer.
4. The lab may be used only during posted hours when a lab assistant is present.
5. Sign in and out each time you use the lab.
6. No food or drink is permitted in the computer area of the Fuld Lab.
7. Maintain a quiet environment in respect to other students.
8. The telephone is not to be used for personal calls.
9. Resource books, CD ROMs, software and tapes are to be used in the lab. Return all materials to the shelves after use. Turn off all equipment you have used; leave the air conditioner running if operating. Leave work area clean.
10. No resource materials are to leave the Fuld Lab. No exceptions.

APPENDIX VII

**GUIDELINES FOR USE OF
THE
NURSING SKILLS
LABORATORY**

GUIDELINES FOR USE OF THE NURSING SKILLS LABORATORY

BSN Completion students take one course with a laboratory component - N402: Health Assessment for RNs.

The nursing lab is a vital part of many nursing courses and is therefore in use by many students throughout the semester. In order to help you and your colleagues make the best of the lab, you are expected to respect the working environment and abide by the following guidelines.

1. Come to each lab session prepared for the work at hand, i.e., bring your stethoscope, sphygmomanometer, scissors, hemostat, or any other assigned equipment. Do not expect your lab partner to be responsible for supplying you with needed materials.
2. Return the lab to proper order after you have completed the required work. Beds are to be left flat, in low position, the sheets and pillows in neat order. Over bed tables in low position and chairs placed at the bedside in an orderly manner. Soiled linen is to be placed in linen hampers and all items to be thrown away placed in the trash containers. If you have used the examining tables in the assessment rooms change the paper on them before you leave. Other equipment is to be cleaned, if necessary, and returned to its designated place in the lab.
3. Borrowing of lab equipment for practice purposes is encouraged and expected. Some items may be borrowed for limited time only. All items must be returned by the last week of class each semester. Borrowed equipment is the responsibility of the borrower and lost or otherwise unaccounted for items will be replaced at the borrower's expense.
4. To borrow equipment contact the lab manager or course faculty to obtain the needed item(s). Sign out for the material(s) in the lab record book. When the material(s) are due to be returned, do so promptly and indicate the return in the record book. Returns must be countersigned by either the lab manager or course faculty.
5. Failure to comply with the process outlined in #4 may result in your being held responsible for replacement should the item(s) borrowed be missing at a later date. If replacement is necessary you must make prompt arrangements to do so through the lab manager. Failure to meet this obligation may result in the withholding of your grade (for the course in which you used the lab) until replacement has been made.
6. Use of the lab for independent practice is welcome and encouraged. Arrange for such use by contacting the lab manager or course faculty. You are responsible for the safekeeping of any equipment used and for having the lab in proper order when you have completed your practice session.

Adopted by Faculty 1/9/89

APPENDIX VIII

UNIFORM POLICY

CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

UNIFORM POLICY

BSN Completion students take two courses with clinical components - N415: Nursing of Families and Communities for RNs and N425: Leadership and Management for RNs.

RNs do not wear the traditional undergraduate student uniform. Instead RNs wear professional attire that conforms with the policy and practice of the agency where they are placed for their clinical experience.

Name Pin – The regulation white/purple Capital University Department of Nursing name pin will be worn when the student is in the clinical setting. The pin is ordered prior to Nursing 415 and Nursing 425. This assures that it is available before the student enrolls in either of the clinical courses.

APPENDIX IX

POLICY ON IMMUNIZATION
And
HEALTH ASSESSMENT

SPECIFIC IMMUNIZATION REQUIREMENTS:

1. **Tetanus Immunization:**

Generally a basic series of Diphtheria/Pertussis/Tetanus (TDap) is given during childhood with tetanus boosters required every 10 years. **A tetanus booster with Pertussis (TDap) is now required not just the TD.**
2. **Measles, Mumps, Rubella (MMR)**
 - a. Measles (Rubeola): The initial series is given during childhood. However, if a student was born after 1957 and immunized prior to 1980, the student must be revaccinated or show a positive titre (if the titre is negative, must be revaccinate). If the student was born before 1957, she/he must have a history of rubeola or show a positive titre. If the titre is negative, she/he must be vaccinated. If the individual was immunized after 1980, the initial immunization, with a booster must be documented.
 - b. Mumps: Immunization is needed if the individual has no documentation of illness.
 - c. Rubella (German measles): The initial series and boosters are required and generally were given during childhood. **A Rubella titre is required** and must be positive. If the titre is negative, she/he must be vaccinated or revaccinated.
3. **Polio:** A completed primary series of polio immunization (3 doses) is required.
 - a. Oral Polio Vaccinate (OPV) usually will not be given on or before age 18.
 - b. Inactivated Polio Vaccine (IPV) can be given on or after age 18 if no immunization received as a child.
 - c. If less than a full primary series was given, the series must be completed as medically directed.
4. Hepatitis B: This immunization is given in three doses. The second dose is given 4 weeks after the first dose and the third does is given 5-6 months after the first dose.
5. Varicella (Chicken Pox): Student must obtain **serologic screening documented on the student health record**. If the titre is negative, she/he must be vaccinated. The series is two immunizations, 4-8 weeks apart. **Titers are required.**
6. Tuberculosis (TB): Students must have documentation of PPD every 12 months and record same at the Nursing office. Use ONLY the 5 tuberculin unit TU preparation applied by the Mantoux (intradermal technique). This test must be read 48-72 hours after injection.

Prior BCG Vaccination can be one cause of a false positive PPD. However, since BCG does not guarantee protection from tuberculosis and TB is very prevalent in many countries where BCG is given, one should IGNORE BCG STATUS when interpreting the PPD.

Prior disease or positive PPD. Student must fill out the Tuberculosis Questionnaire annually.
7. Flu Vaccine - Students must receive annual flu vaccines. All student must show proof by the third Monday in October.

Note

These immunization requirements are based on Ohio Department of Health recommendations for nursing students and on information from CDC (Center for Disease Control in Atlanta, Georgia). These guidelines provide protection from preventable or communicable disease for students and their patients and families.

They are also based on agency requirements. Agencies can deny entry to any student who do not comply,

CAUTION: Students who are pregnant, have an impaired immune system or are caring for an immunosuppressed person, or have allergies should notify the clinic or physician prior to receiving immunizations. A waiver can be signed based on medical recommendations.

DEPARTMENT OF NURSING
CAPITAL UNIVERSITY

TUBERCULOSIS QUESTIONNAIRE FOR STUDENTS

Name _____ ID # _____

In the past twelve months have you experienced any of the following symptoms?

persistent cough (more than 3 weeks in duration)	Yes	No
cough producing bloody or brown sputum	Yes	No
fever or chills	Yes	No
night sweats	Yes	No
prolonged or excessive fatigue	Yes	No
loss of appetite	Yes	No
unintentional weight loss (greater than ten pounds)	Yes	No

Explanation of "yes" responses: _____

I understand that the above symptoms are associated with active tuberculosis and hereby agree to notify _____ if I begin to experience any of these symptoms.

Signature _____

Signature of witness (physician) _____ Date _____

INITIAL SCREEN ONLY (please check the appropriate response)

- I have a past history of testing positive to the Mantoux tuberculin skin test.

Date

- I have completed a course of prophylactic tuberculosis medication.

Dates Number of months taken

- I am in the process of completing a course of prophylactic tuberculosis medication.

Date Started

- I have never taken prophylactic tuberculosis medication.

- Date of last Negative Chest X-Ray _____

Signature _____ Date: _____

_____	Traditional
_____	CNAP BSN-C
_____	BSN-C
_____	MSN

HEALTH ASSESSMENT

Name: _____ Age _____ DOB _____ Sex _____

Current Health Conditions: _____

Chronic Health Problems: _____

Current Medications: _____

Hospitalizations: _____

Surgeries: _____

Childhood Diseases: _____

Last Dental Exam: _____ Last Eye Exam: _____

Date

Date

FEMALES – Last Pelvic and Pap Smear: _____

Date

**TO BE COMPLETED BY HEALTH CARE PROVIDER
(M.D., D.O. OR N.P.)**

Height: _____ Weight: _____ T _____ P _____ R _____ BP _____

Vision: OD _____ OS _____ OU _____ With Correction : _____ WO : _____

Urine WNL? Yes _____ No _____ (Specify) _____

Skin: _____ Hair: _____ Nails: _____

Eyes: _____ Ears: _____ Nose: _____ Throat: _____

Lungs: _____ Heart: _____

Abdomen: _____

Neck: _____ Spine: _____ Joints: _____

Muscles: _____ Neuro: _____

Mental Status/Emotional Health: _____

Any restrictions: learning disabilities, use of mobility aids? _____

Name of Examiner, Credentials (Please Print)

Date

Signature of Examiner, Credentials

TO BE COMPLETED BY STUDENT

Name: _____
 _____ (Last) _____ (First) _____ (Middle Initial)
 Date of Birth: _____ Home Phone: () _____ Cell Phone () _____
 _____ Month Day Yr.
 Address: _____ City: _____ State: _____ Zip Code: _____
 Check School: ___ Graduate ___ CNAP ___ Traditional Undergraduate ___ BSN-C Date of Enrollment: _____
 _____ Month/Year

TO BE COMPLETED AND SIGNED BY A HEALTH CARE PROVIDER (Dates Must Include Month and Year)

A. TETANUS – DIPHTHERIA- PERTUSSIS

1. Primary series of four (4) tetanus-diphtheria immunizations & TDap booster within the last 10 years.
 _____ Primary series _____ TDap BOOSTER
 _____ Month/Year _____ Month/Year

B. M.M.R. (Measles, Mumps, Rubella)

1. Dose 1 – Immunized at or after 12 months and before 5 years _____
 _____ Month/Year
 2. Dose 2 – Immunized at 5 years or later. _____
 _____ Month/Year

C. MEASLES (Rubeola) - If you did not receive MMR, check appropriate box.

1. Had disease; confirmed by office record _____
 _____ Month/Year
 2. Born before 1957 and therefore considered immune. _____
 _____ Month/Year
 3. Has report of immune titer. Specify date of titer _____
 _____ Month/Year
 4. Immunized with live measles vaccine at or after 12 months _____
 _____ Month/Year

D. MUMPS – If you did not receive MMR, check appropriate box.

1. Had disease; confirmed by office record _____
 _____ Month/Year
 2. Immunized with vaccine at or after 12 months _____
 _____ Month/Year

E. RUBELLA – Check appropriate Box.

1. Report of Rubella immune titer **REQUIRED**. Specify date of titer. _____
 Results of Titer _____
 _____ Month/Year
 2. Immunized with vaccine if immune titer is low. _____
 _____ Month/Year

F. VARICELLA (Chicken Pox) Check appropriate box.

1. Report of varicella titer **REQUIRED**. Date of Titer: _____ Results of Titer _____
 _____ Month/Year _____ Laboratory Results
 2. Immunized with vaccine. If titer is low, two immunizations may be needed 4-8 weeks apart
 _____ (1st) _____ (2nd)
 _____ Month/Year _____ Month/Year

G. TUBERCULOSIS - Check appropriate box.

1. Negative PPD (Mantoux) test within the past year (Tine or monovac NOT acceptable)
 Give date and test: _____ results: _____
 _____ Month/Year
 2. Positive PPD – Chest x-ray **REQUIRED**. Give date and results of chest x-ray: _____
 _____ Month-Day-Year
 Treatment: _____ Date started: _____ Date Completed: _____
 _____ Month/Year _____ Month/Year
 3. If Positive PPD, then an annual Tuberculosis Questionnaire required: _____
 _____ (Month/Year completed)

4. Had BCG vaccine - YES _____ NO
 _____ Month/Year

H. POLIO

1. Completed primary series of three (3) polio immunizations _____ Yes No
 Type of vaccine: Oral (OPV) Inactivated (IVP)
 2. Last Booster: _____
 _____ Month/Year

I. HEPATITIS SERIES - REQUIRED Completed Not Completed

1. Series: Dose Date # 1: _____ Dose Date # 2: _____ Dose Date # 3: _____

J. FLU SERIES - REQUIRED Seasonal _____ Month/year

Name: _____ Address: _____
 Health Care Provider (M.D., D.O., NP, etc.)

Signature: _____ Phone: _____ Rev 8/10jkm

APPENDIX X

POLICY AND GUIDELINES
ON
DRUG TESTING

Drug Testing Policy

Background

The Capital University Department of Nursing (SON) drug testing policy is established to meet contractual requirements established by clinical facilities used by the SON for clinical placements for both undergraduate and graduate students. Clinical facility policies universally require that schools of nursing using their clinical facilities develop and implement a drug testing policy to meet the requirements of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), which has mandated the need for such policy. (See (M) C 6, Management of Human Resources Standards 1.20 and EP 6 - Elements of Performance). As such, the policy applies to all students and personnel who have any current or potential future role in those clinical facilities

The need for drug testing policies in health care facilities and health profession education programs is grounded in the evidence on the prevalence of chemical substance abuse and chemical dependency in health care providers. The facilities with which the Nursing program holds clinical contracts, and the Nursing Program, are both committed to protecting the public. In addition, the faculty believes we have a commitment to students who are using chemical substances and who may be chemically dependent. Integral to that sense of commitment is the establishment of procedures that include identifying a student who may be chemically-dependent, suspending his/her ability to participate in patient care as a representative of the Nursing Program, and providing a route by which he/she may be reinstated. The intent of this policy is to achieve that end.

Testing protocol and rationale: Beginning in the fall of 2006 and with the adoption of this policy, students will submit to drug testing as a baseline measure. Testing will occur:

1. Prior to beginning clinical experiences
2. Random; and
3. For cause.

Random testing is done as a deterrent to misuse of drugs after students begin their clinical courses. This testing is in addition to the initial testing that is conducted by appointment. Approximately one tenth of the students who have begun clinical rotations per year will be asked to submit to random testing. *“For cause”* testing may be required if the Chair of the Nursing Program or designee, in consultation with faculty, determines that the behavior of a student is reasonably suggestive of inappropriate use of chemical substances, including alcohol. Suspicious behavior includes, but is not limited to: the smell of alcohol on the breath, slurred speech, decreased coordination, pinpoint or dilated pupils, reddened eyes, forgetfulness, impaired judgment, difficulty concentrating, arriving late for clinical laboratory experience, memory problems, unprofessional appearance, inaccurate and/or sloppy charting, inability to focus on appropriate patient needs, and/or change in usual demeanor.

Capital University is an academic institution and as such, the provision of assessment and treatment is beyond the scope of the mission of the University.

Definitions

Chain of Custody refers to the ability to guarantee the identity and integrity of the specimen from collection through analysis and reporting of the test results.

Chemical Dependency refers to an illness that is treatable, chronic, and may be terminal if not treated. Chemical dependency has recognizable signs and symptoms characterized by physical and/or psychological dependence on mood-altering drugs including alcohol.

Chemical Substance Abuse is the personal use of any chemical substance—alcohol, non-prescribed drugs, over-the-counter drugs, illegal drugs and/or prescribed medications used in a manner for which they are not intended—that produces impairment in judgment.

Drug testing is analysis of urine, blood, hair or breath that allows a determination to be made that non-prescribed drugs are being used by the person being tested. Students on prescription medications can identify the drug to the laboratory *before* the urine analysis is done. A form providing information about prescription medications is included at the end of this document (Appendix B).

For Cause indicates that the person being evaluated has demonstrated behavior consistent with chemical substance abuse. Behaviors that would be regarded as suspicious include, but are not limited to, the following: slurred speech, decreased coordination, drowsiness, pinpoint or dilated pupils, reddened eyes, forgetfulness, difficulty concentrating, impaired judgment, sedation, decreased inhibitions, euphoria, incomplete, sloppy or inaccurate charting, or repeatedly being late to clinical area.

Impaired Nursing Practice is practice in which the nurse's ability to care for patients is diminished because of the misuse of chemicals which leads to impaired decision making, critical thinking and clinical judgments.

Random testing refers to drug testing that is done at an unscheduled time. The person being asked to have testing done is called and asked to provide a urine sample within a specified amount of time.

Self-reporting is acknowledgement by a person that they have been taking non-prescribed drugs prior to discovery by a formal drug test.

Treatment is a term to cover the steps that are necessary to provide a student with feedback about the impaired behavior, including referring the student for assessment and treatment and providing for follow-up monitoring.

The Policy on Drug Testing

1. All students will be tested at the following times:
 - a. Prior to the first clinical rotation in the undergraduate programs
 - b. Prior to taking their first concentrate course in the MSN program
 - c. Randomly during enrollment in the SON as a student who has begun taking clinical courses
 - d. "For cause" if the Dean of the Department of Nursing or designee, in consultation with faculty, determines that behavior reasonably suggests the use of an illegal substance or abuse of alcohol.
2. Refusal to be tested "for cause"
 - a. A student who reports to the laboratory or the clinical area and refuses to submit to drug testing within four hours of the request may be dismissed from the SON.
3. Refusal of Random Testing
 - a. A student who is called randomly has twelve hours to report for testing. Failure to do so may result in the dismissal from the SON.
 - b. A student who is randomly called may appeal this sanction if data is supplied that made getting to a lab prohibitive, e.g., being out of town, illness. Being at work or at school and refusing testing within twelve hours are not valid excuses.
4. Self-Reporting of Chemical Dependency
 - a. Undergraduate students (TUP, C-NAP, and BSN-C). A student who voluntarily self-reports a chemical dependency problem will be counseled by the appropriate resource person as

facilitated by the Student Affairs Committee members in consultation with the Dean of the Department of Nursing or designee.

- b. Pre-licensure students (TUP, C-NAP). In addition to D1, the student will be advised with regards to the Ohio Board of Nursing application to apply for licensure to practice as a registered nurse in Ohio.
- c. Post-licensure students (BSN-C, MSN). In addition to D1, the student will be advised with regards to available peer assistance programs and referred to applicable Ohio Board of Nursing statute and administrative rules.
- d. Graduate Students (MSN). The graduate student will be required to consult with the Dean of the Department of Nursing or her designee and the Director of the Graduate Program.
- e. In all cases, the student will be expected to seek assessment, follow through with treatment recommendations and sign and comply with the "Contract to Return to Clinical Nursing" (see appendices C & D).

Procedure for Drug Testing

1. Scope of Drug Testing. The test is an observed urine test and consists of a 10-panel analysis which detects:
 - a. Alcohol
 - b. Amphetamines
 - c. Barbiturates
 - d. Benzodiazapines
 - e. Cocainearijuana
 - f. Methadone
 - g. Opiates
 - h. Phenecyclidine
 - i. Propoxyphene
2. Initial testing (on-site)
 - a. Students in the Department of Nursing will be asked to sign an authorization form before submitting to drug testing, and a declaration of legal use of prescribed medication if applicable. (Appendix A)
 - b. Initial testing will be conducted onsite at the Department of Nursing by a certified testing service that will collect all urine specimens.
 - c. The collection will be done according to standards set by the contracted laboratory.
 - d. The laboratory will follow a chain of custody procedure assuring the accuracy of the specimen's identity.
 - e. Results of the test will be sent to the Department of Nursing, usually within three working days from the time of testing.
3. Random and "for cause" testing (off site).
 - f. Random and "for cause" testing will be done off-site at the testing center specified by the SON.
 - g. Individuals selected for testing will be responsible for getting to the laboratory.
 - h. Results will be sent to the Department of Nursing.

Cost of Testing

1. The cost for regularly scheduled and random student drug testing will be included in course fees.
2. The cost of "for cause" drug testing will be borne by the student.

Action in the Event of a Positive Urine Drug Test

1. The student who tests positive for a non-prescribed drug in the urine will be prohibited from engaging in clinical and/or laboratory practice.
2. Following an initial positive urine test, a second random urine test will be required within seven days.
3. If both the initial and follow-up drug screens are found to be positive, the student will be withdrawn from clinical and laboratory nursing courses for one year from the start of the semester in which the drug test was positive (i.e. offense occurs in October, student may petition to return at the beginning of the next fall semester).
 - a. A contract with the student will be offered (see Appendices C & D). The student must sign and comply with the stipulations in the contract if they want to apply for readmission to the nursing program.
 - b. All costs associated with laboratory fees, transportation to counseling or Alcoholics Anonymous (AA) meetings will be borne by the student.
4. The student will be referred to faculty of the SON for possible dismissal, which requires a majority faculty vote.
5. In addition, the urine drug testing data will be forwarded to the office of the Associate Dean/Director of Judicial Affairs. The process followed by this office is found in Appendices E & F of this policy. Any disciplinary action imposed by the Office of Judicial Affairs is separate from and in addition to the action of the SON.

Petition for Readmission to the SON

1. One year following the positive drug screen, the student may make a written request to be readmitted to the SON. The letter of request shall at least include:
 - a. Documentation of contract compliance
 - b. A recovery plan that the student will continue to follow until graduation
 - c. Evidence of a drug test completed within seven days prior to the written request. The test must be done by a laboratory approved by the SON and must have been an observed urine and followed the customary chain of custody procedures.

Confidentiality

1. A separate file for drug testing procedures and results will be maintained in a secure area in the Dean's office.
2. If action is required subsequent to positive drug testing, the information regarding drug testing results or treatment information will be treated as confidential and disclosed only to faculty or the student's advisor and other specifically designated university personnel who have a legitimate educational need to know in order to perform the responsibilities of their positions.
3. However, if a student tests positive for any non-prescribed substance in the future, and is dismissed from the Department of Nursing, the drug test results and subsequent actions will be reported to the Capital University Office of Student Judicial Affairs. Post-licensure students will additionally be reported to the Ohio Board of Nursing

STUDENT CERTIFICATION, RELEASE AND AUTHORIZATION

I, _____, _____ hereby affirm that I have
(Student Name) *(Student ID #)*
read and understand this Drug Testing policy for Students in the Department of Nursing, and that I have had an opportunity to ask responsible Department officials any questions I may have about the policy.

I hereby give my consent to any person, agency or organization conducting any test or providing any treatment or other service pursuant to this policy to provide information on the results of such test, treatment or other service directly to the Dean of the Department of Nursing or the Dean's designated representative.

Student Signature

Date

Witness Signature

Date

Approved: SON Faculty Organization, 10/16/06

CAPITAL UNIVERSITY DEPARTMENT OF NURSING
DECLARATION OF LEGAL USE OF PRESCRIBED MEDICATION

Date _____

I, _____, am currently taking _____
(Student Name) *(Name of Medication)*

prescribed for me by the Health Care Provider noted below.

(Physician or Qualified Advanced Practice Nurse) *(Phone number)*

The medication is prescribed for _____ and treatment will
(Health Alteration)

be completed on _____.
(Date)

Student Signature

Approved: SON Faculty Organization, 10/16/06

CAPITAL UNIVERSITY DEPARTMENT OF NURSING

**CONTRACT TO RETURN TO CLINICAL NURSING PRACTICE/LABORATORY/CLASSROOM
FOR PRE-LICENSURE STUDENTS**

I, _____, as a student in the Department of Nursing, hereby agree to:

1. Follow the Aftercare Contract that was developed by the treatment facility as a result of an assessment for substance abuse. The contract was dated _____ and a copy is attached to this contract.
2. Follow any additional requirements or conditions set forth in writing by the Dean of the Department of Nursing that are related to problematic behavior.
3. Have a urine test for drugs done every semester, one week prior to beginning a clinical module or semester. The test will be done at the laboratory that the Department of Nursing has identified.
4. Have a drug test completed within four hours if "for cause" and 12 hours if random after being contacted. This may be a random screening or for cause. If I refuse to have testing done, I understand that I will be required to absent myself from the clinical area or classroom.

This contract will be in effect from the initial signing until such time as I successfully complete the program in which I am enrolled in the Department of Nursing and graduate from Capital University. I understand that I will be responsible for all costs associated with laboratory fees, transportation to counseling or Alcoholics Anonymous (AA) meetings.

This contract does not replace the usual expectations of students in the nursing program nor does it replace student personnel policies and disciplinary policies of Capital University.

I understand that Capital University Department of Nursing will maintain the confidentiality of my information and documentation of my progress as outlined in the Drug Testing Policy for Students in the Department of Nursing so long as remain in compliance with this contract. However, if I test positive for any non-prescribed substance in the future, I will be dismissed from the Department of Nursing and reported to the Capital University Office of Student Judicial Affairs.

I have read the contract, it has been explained to me and I understand it. I voluntarily and knowingly enter into this contract. My signature is validation of this agreement.

Student

Date

Advisor

Date

Dean, Department of Nursing

Date

Approved: SON Faculty Organization, 10/16/06

Capital University
Department of Nursing

**CONTRACT TO RETURN TO CLINICAL NURSING PRACTICE/LABORATORY/CLASSROOM
POST-LICENSURE PROGRAMS**

I, _____, as a student in the Department of Nursing, hereby agree to:

1. Follow the Aftercare Contract that was developed as a result of an assessment for substance abuse. The contract was dated _____ and a copy is attached to this contract.
2. Follow any additional requirements or conditions set forth by the Chair of the Department of Nursing that are related to problematic behavior.
3. Have a urine test for drugs done one week prior to beginning a clinical module or semester. The test will be done at the laboratory that the Department of Nursing has identified.
4. Have a drug test done within four hours "for cause" and 12 hours if random after being contacted. This can be a random screening or for cause. If I refuse to have testing done, I understand that I will be unable to attend class or clinical experiences.

This contract will be in effect from the initial signing until such time as I successfully complete the program in which I am enrolled in the Department of Nursing and graduate from Capital University. I understand that I will be responsible for all costs associated with laboratory fees, transportation to counseling or Alcoholics Anonymous (AA) meetings.

This contract does not replace the usual expectations of students in the nursing program nor does it replace student personnel policies and disciplinary policies of Capital University.

I understand that Capital University Department of Nursing will maintain the confidentiality of my information and documentation of my progress as outlined in the Drug Testing Policy for Students in the Department of Nursing so long as I remain in compliance with this contract. However, if I test positive for any non-prescribed substance in the future, I will be dismissed from the Department of Nursing and reported to the Capital University Office of Student Judicial Affairs and the Ohio Board of Nursing.

I have read the contract, it has been explained to me and I understand it. I voluntarily and knowingly enter into this contract. My signature is validation of this agreement.

Student

Date

Advisor

Date

Dean, Department of Nursing

Date

Approved: SON Faculty Organization, 10/16/06

MINIMUM SANCTION GUIDELINES FOR SPECIFIC VIOLATIONS OF THE STUDENT CODE OF CONDUCT

The following are minimum guidelines that will be used when determining sanctions for various violations of the Student Code of Conduct. Capital University reserves the right to impose disciplinary and other educational sanctions (essays, flyers, programs) as appropriate to the specific violation of the Student Code of Conduct.

ALCOHOLIC BEVERAGE/DRUGS

Capital University's alcoholic beverage/drug policies are intended to foster the development of self directed, responsible citizens, and to promote the university community's health, safety and respect for the law (**see alcoholic beverages and other drug policy**).

VIOLATION: Students under legal drinking age (under age 21)/in the presence of alcoholic beverages

Minimum Recommended Sanction for the First Alcohol Violation

1. Required online alcohol education workshop
2. A written warning.

Minimum Recommended Sanction for the Second Alcohol Violation

1. A written warning with parental notification for financially dependent students
2. Referral to Counseling and Assistance Program for Students (CAPS)
3. Up to a \$100 fine

VIOLATION: Possession/consumption of alcoholic beverages

Minimum Recommended Sanction for the First Alcohol Violation

1. Seizure and disposal of the beverage
2. Required online alcohol education workshop
3. Referral to Counseling and Assistance Program for Students (CAPS)
4. A written warning with parental notification for financially dependent students
5. Ten community service hours
6. \$50 fine

Minimum Recommended Sanction for the Second Alcohol Violation

1. Seizure and disposal of the beverage
2. Referral to Counseling and Assistance Program for Students (CAPS) for a screening interview. **Failure to comply with the screening and recommendations may result in removal from student housing program.**
3. Disciplinary probation status
4. Capital aid review and parental notification for financially dependent students
5. 20 community service hours
6. \$100 fine

Minimum Recommended Sanction for the Third Alcohol Violation

1. Seizure and disposal of the beverage
2. Continued participation in the minimum required alcohol counseling sessions, with documentation of completed intervention by a licensed clinician. ***Failure to document completion of an alcohol counseling program may result in suspension from the university for at least one semester.***
3. Capital aid review and parental notification for financially dependent students
4. 40 community service hours
5. \$250 fine
6. Removal from residence halls/on-campus housing
7. Suspension or dismissal

VIOLATION: Illegal manufacture, possession or sale of illegal drugs or controlled substances and/or possession of drug paraphernalia

Minimum Recommended Sanction for the First Violation

(quantity of illegal substance/nature of offense corresponds with a misdemeanor in the legal system)

1. Seizure of contraband with transfer to legal authorities and filing of charges
2. Professional assessment with a licensed clinician, with documented follow-through and recommendation(s) Notification to the Financial Aid Office to ensure compliance with applicable federal/state laws **if** convicted of a drug crime
3. Parental notification for financially dependent students
4. Disciplinary probation or suspension
5. \$150 fine

Minimum Recommended Sanction for the Second Violation

(quantity of illegal substance/nature of offense corresponds with a misdemeanor in the legal system)

1. Seizure of contraband with transfer to legal authorities and filing of charges
2. \$300 fine
3. Parental notification for financially dependent students
4. Suspension or Dismissal from the university
5. Notification to the Financial Aid Office to ensure compliance with applicable federal/state laws **if** convicted of a drug crime

To be eligible for readmission, an individual found responsible for violating the Student Code of Conduct must obtain a professional assessment from a licensed clinician and document follow through of the counselor's recommendation.

Minimum Recommended Sanction for the First Violation

(quantity of illegal substance/nature of offense corresponds with a felony in the legal system)

1. Seizure of contraband with transfer to legal authorities and filing of charges
2. Parental notification for financially dependent students
3. Suspension from the university
4. Notification to the Financial Aid Office to ensure compliance with applicable federal/state laws **if** convicted of a drug crime

To be eligible for readmission, an individual found responsible for violating the Student Code of Conduct must obtain a professional assessment from a licensed clinician and document follow through of the counselor's recommendation

BELLIGERENT BEHAVIORS

Violation: Belligerent behaviors include aggressive, argumentative, quarrelsome, loud-mouthed, confrontational, cantankerous, foul and/or abusive language directed at University officials acting in the performance of their duties.

First offense in an academic year-	\$25 fine Disciplinary probation
Second offense in an academic year-	\$50 fine Disciplinary probation Capital aid review Parental notification for financially dependent students
Third offense in an academic year-	\$100 fine Disciplinary probation Capital aid review Parental notification for financially dependent students
Fourth offense in an academic year-	Removal from the university housing Capital aid review Parental notification for financially dependent students

BIOHAZARD CLEAN-UP/BODILY FLUIDS

Violation: Improper disposal of hypodermic needles, syringes, and/or bodily fluids inappropriately appearing in public areas of residence halls

Minimum Recommended Sanctions

First offense in an academic year-	Educational Sanction Written warning
Second offense in an academic year-	\$25 fine Disciplinary probation
Third offense in an academic year-	\$50 fine Disciplinary probation

RECORDS OF DISCIPLINARY ACTION

A file containing records and information regarding a student's conduct and campus life, including disciplinary actions, is maintained by the Dean of Student Affairs Office in accordance with the university's records policy and applicable federal and state law.

Information other than "directory information" is not released to parties outside the university without the written permission of the student. Information from a student's file is shared with faculty and staff of the university only

on an authorized, “need-to-know” basis. Students may review the contents of their files in the Dean of Student Affairs Office. Parents of financially-dependent students will be notified of repeated or serious violations of the code of conduct, and are authorized to review those files in the Dean of Student Affairs Office. The university reserves the right to appropriately inform the campus community about disciplinary decisions.

Please refer to the Drug Testing for Students for a definition of terms. Because it is a requirement of employment, the cost of the drug testing will be covered by the Department of Nursing. If a test must be done a second time because the first one was found to be positive, the potential faculty member will pay for the second test.

Suggested Undergraduate Bulletin Copy

The Capital University Department of Nursing has in place a Drug Testing Policy that affects all nursing students. Clinical facility policies universally require that Departments of nursing using their clinical facilities develop and implement a drug testing policy, to meet the requirements of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). The policy can be found on the Capital University Department of Nursing website.

APPENDIX XI

POLICY AND GUIDELINES
ON
OCCUPATIONAL HEALTH

CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

POLICY AND GUIDELINES FOR OCCUPATIONAL HEALTH

There are inherent risks and health hazards in all occupations and professions. Nursing is no exception. The Nursing Code of Ethics requires that we care for all needing our services, regardless of their health situation. Capital University Department of Nursing takes responsibility for protection of its students and employees through education to assess and minimize exposure to health risks.

POLICY

Content in nursing courses will address known risks to the health practitioner and prevention techniques. Faculty and students will be accountable for following established practices for reducing occupational health risks. Examples of occupational health risks include back strain, stress, exposure to communicable disease, or other injury. Faculty and students are encouraged to keep detailed personal health histories and build positive health habits for health promotion and disease prevention.

Emergency care for injuries associated with clinical experience will be given in the clinical agency for both faculty and students, according to agency resources and policies. Follow-up care is available through a private practitioner of choice.

GUIDELINES

Faculty are responsible for notifying the Department Chair should a health problem arise which could affect their safety and performance in the clinical area and seek appropriate follow-up care. Students are responsible for notifying their advisor or clinical faculty member should such a health problem arise.

9/26/90
DSE

10/15/90
SON Faculty

3/16/98
Revisions Adopted

APPENDIX XII

EXPOSURE CONTROL PLAN

CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

EXPOSURE CONTROL PLAN

The Capital University Department of Nursing is committed to protecting its students from harmful exposure to blood borne pathogens. It has, for this purpose, adopted rules and procedures through the Exposure Control Plan (Plan) in accordance with the Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) Guidelines. CUSN is committed to educating its students on the basis of this plan.

Blood borne pathogens are microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, the hepatitis B virus (HBV), the human immunodeficiency virus (HIV), the hepatitis C virus, and Treponema palladium (which causes syphilis).

Student and Faculty Roles in Exposure Control Plan

Students within nursing are not considered employees of the Department, therefore not mandated by OSHA requirements regarding the Exposure Control Plan or Program. It is the intent of the faculty and administration of CUSN, however, to make every provision for student education within the plan. Initial Exposure Control Plan content is presented in Nursing 221 and 222. Thereafter, clinical courses contract with clinical placement agencies (e.g., Riverside Hospital, Grant Hospital, Park Hospital, etc.) who provide the content to students on an ongoing basis.

Plan Contents

Exposure Determination. All employees (including work study students) whose duties place them at risk of exposure to blood or other potentially infectious materials will be identified. All students within nursing are considered to be at risk of exposure, but are not mandated to be covered by the Exposure Control Plan.
Designation of Biohazards. Red biohazard warning labels will be affixed to all containers, refrigerators/freezers and other pieces of equipment which might become contaminated with blood or other potentially infectious materials. Red bags or red containers may also be used to designate biohazards.

Exposure Control Program.

The program describes the precautions, engineering controls and work practice controls for protection from risk of exposure to blood or other potentially infectious materials. The program has six parts: 1) general exposure avoidance; 2) hand washing; 3) safe handling and disposal of sharps; 4) safe handling of specimens and decontamination of health care equipment; 5) use of personal protective equipment; and 6) safe housekeeping procedures (cleaning, proper disposal of regulated waste and proper cleaning and contaminated laundry).

Hepatitis B Vaccinations.

Hepatitis B Vaccinations are required for all students in the Nursing Department. These vaccinations will be administered at student cost under the supervision of a licensed physician or other qualified health care professional.

Post-Exposure Evaluation and Follow-up.

After an exposure incident, the Faculty Affairs contact person will document the incident and CUSN and/or the clinical agency will provide a confidential medical evaluation to the exposed student. The source individual will be identified if possible, with testing of the blood of the source individual and the exposed student. Confidential post-exposure prophylaxis and detailed testing information will be made available to the exposed student in a timely manner.

Medical Recordkeeping.

Accurate vaccination records/other health requirements on each student will be secured in the nursing office apart from the employee's personnel file or student's educational file. Records related to exposure incidents will be added to this file as needed.

Training Program for Students.

Please refer to Student and Faculty Roles in the Exposure Control Plan above. In addition, any student is welcome to sit in the formal annual training of employees and/or review videos, handouts, and the Exposure Control Notebook found in the Department Chair's Administrative Assistant's office.

Capital University Department of Nursing
Student Affairs Committee

1/18/93
Adopted by SON Faculty

3/16/98
Revisions Adopted

APPENDIX XIII

DEPARTMENT OF NURSING

**GUIDELINES FOR CARING
FOR
PERSONS WITH
KNOWN CONTAGIOUS
DISEASES**

CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

**GUIDELINES FOR CARING FOR PERSONS
WITH KNOWN CONTAGIOUS DISEASES**

The faculty of the Department of Nursing endorse the professional Code of Ethics which states that all persons in need of care will receive nursing care. Our objectives for students and faculty in the Department of Nursing are:

1. Protection of the rights and welfare of students, faculty and clients.
2. Continuation of the Department's mission to educate students comprehensively in the practice of nursing.
3. Maintenance of the professional values and ethics of nursing to serve all persons needing care.

This principle will guide decision making with regard to students' cognitive, psychomotor, and affective learning experiences associated with contagious diseases. The Department will follow extant Center for Disease Control (CDC) guidelines and apply current knowledge about disease processes such as AIDS, hepatitis, tuberculosis, and other contagious conditions.

Implementation of this policy:

CDC guidelines will be followed for lab and clinical components for all courses.

Nursing 221- Medical-surgical asepsis and standard precautions

Level III & IV- Theory on the pathophysiology, transmission and treatment of contagious diseases is presented. CDC guidelines and agency policies are adhered to whenever there is contact with patients with known contagious diseases and in the routine care of all patients.

The following parameters apply in determining clinical assignments for persons with known contagious diseases:

1. The professional judgment of the faculty indicates that the student possesses the necessary cognitive, psychomotor, and affective skills.
2. The condition of the patient is appropriate to the cognitive, psychomotor, and affective skills of the student.
3. The faculty member's workload allows sufficient time for appropriate clinical supervision.

It is the expectation of the faculty that students will care for patients with contagious diseases when assigned. Students have the right to discuss their clinical assignments with faculty. Unique or "at risk" aspects of a student's health status may preclude assignment to a patient with a known contagious disease.

Adopted 4/18/88; SON; Revised 8/99

APPENDIX XIV

DEPARTMENT OF NURSING

POLICY AND PROCEDURES
ON EXPOSURE TO
CONTAMINATED FLUIDS
IN THE SKILLS LAB

CAPITAL UNIVERSITY
DEPARTMENT OF NURSING

POLICY AND PROCEDURES ON
EXPOSURE TO CONTAMINATED FLUIDS
IN THE SKILLS LAB

Students, who in the course of lab practice are exposed to someone else's body fluids, will seek follow-up care from their own health care provider. In all instances, the individual will notify the lab manager and the appropriate faculty.

The current Center for Disease Control (CDC) guidelines will represent the standard of care.

The procedure follow-up in the Department of Nursing Handbook will then be implemented.

NOTE:

Any trash or waste product contaminated with body fluids will be disposed of in the appropriate receptacle which is lined with a red trash bag and labeled "Biohazard". The trash will be disposed of by Waste Management of Ohio.

If any surface is exposed to contaminated fluid, the surface will be cleaned using the "Hep-Aid Bodily Fluid Disposal" kit using universal precautions. The "Hep-Aid" kit includes:

- 1 Clean-up Absorbent Pack
- 1 disposable apron
- 1 pr. Disposable goggle
- 1 pr. Disposable gloves
- 1 scoop
- 1 scraper
- 2 red plastic bags with twist ties
- 1 8 oz. pour bottle Chlorine Concentrate
- 3 disposable towels
- 2 Chlorhexidine towelettes
- 1 pr. Disposable shoe covers
- 1 face mask

Capital University Department of Nursing FacAffCom
Adopted: Department of Nursing Faculty
1/18/93; Rev; 10/5/99
May not use without permission

APPENDIX XV

**POLICY ON EXCUSED
ABSENCES**

**POLICY ON EXCUSED ABSENCES FROM
QUIZZES AND/OR EXAMS IN NURSING COURSES**

In order to support students and faculty in situations that occur during the conduct of course evaluation procedures the following should be considered policy in the Department of Nursing.

A student will be permitted to negotiate alternative testing opportunities and have those results count toward their grade regardless of course specific policies in the following situations:

- Death of a significant individual in the life of the student. Definition of significant individual is situation specific. If in doubt, consult the advisor and/or the Director of the program.
- Co-enrolled in ROTC and has a critical ROTC function that impacts their progression in that program.
- Elected leadership functions in professional organizations. An officer in the Ohio SNA should be supported at times of statewide and national meetings.

Student responsibility:

In the case of death of a significant individual in the life of the student, the student must immediately notify the faculty and academic advisor. A reasonable plan and time-line for completion of the work is expected. In the case of ROTC and student leadership activities, the student must notify and negotiate alternative testing a priority.

SON, 5/6/04

APPENDIX XVI

THE ROBERTA HARTMANN ADULT LEARNER SCHOLARSHIP

The Roberta Hartmann Adult Learner Scholarship

Purpose:

To provide financial assistance to qualified adult learners at Capital University in obtaining an undergraduate education.

Criteria and Eligibility:

- Actively enrolled in any Capital University Center for Lifelong Learning
- Cumulative GPA of 3.00 or better for all courses taken at Capital
- Senior standing, including 12 hours of residence at Capital, with less than 30 hours remaining to complete degree requirements
- Demonstrated service to community, as described in a personal statement by the applicant, to be included with the application
- Need as evidenced by a personal statement, to be included with application

Award for 2009: \$600.00

Roberta Hartmann was an ardent supporter of lifelong learning who gave tirelessly of her energy and ideas to enhance adult learning at Capital University. A 1987 graduate of Capital's traditional program in Columbus, Roberta served as Assistant to the Associate Chair, advisor, and later as adjunct faculty in the behavioral sciences in the Dayton Center for Lifelong Learning. Roberta was a member of the University Competency Assessment Panel, and also coordinated many statewide initiatives. As a teacher, she was dedicated to her profession and to the success of each of her students. In her roles as Membership Director and Webmistress for the Adult Higher Education Alliance, Roberta was an effective and respected representative of Capital. She also was devoted to service in her church and community, and to her husband and children. Her leadership, service, and compassionate presence were an inspiration to all who knew her.



Contact your CLL Center or your advisor for additional information.

The Roberta Hartmann Adult Learner Scholarship

Purpose: to provide financial assistance for qualified adult learners obtaining an undergraduate degree through the Center for Lifelong Learning at Capital University.

Criteria and Eligibility

- Actively enrolled in Capital University's Center for Lifelong Learning
- Cumulative GPA of 3.00 or better for all courses taken at Capital
- Senior standing, including a minimum of 12 hours taken at Capital and with less than 30 hours remaining to complete the degree requirements
- Demonstrated service to the community
- Financial need
- Indication of what recipient plans to do with earned academic credential
- Supporting letter from applicant's advisor or a faculty member who knows the student well

The above criteria should be documented in a personal statement, written by the applicant, and included with the application.

Scholarship amount will cover a minimum of one 3 credit hour course at Capital.

In Memory of Roberta Hartmann

Roberta Hartmann was an ardent supporter of lifelong learning who gave tirelessly of her energy and ideas to enhance adult learning at Capital University. A 1987 graduate of Capital's traditional program, Roberta served as Assistant to the Associate Dean, advisor and later as adjunct faculty in the Behavioral Sciences in the Dayton Center for Lifelong Learning. She also coordinated many statewide initiatives when Capital had centers in Cleveland and Dayton in addition to the main campus in Columbus. As a teacher, she was dedicated to her profession and to the success of each of her students. In her roles as membership director and Web mistress for the Adult Higher Education alliance, Roberta was an effective and respected representative of Capital. She was devoted to her husband and children. Her leadership, service and compassionate presence were an inspiration to all who knew her.

An **application** for the scholarship is attached to this information.

Due date for the applications will be announced annually. Applications are to be submitted to the CLL office, Learning Center, 1 College and Main, Columbus, OH 43209. The scholarship recipient(s) will be chosen and notified. The monies will be available to use for the next semester's tuition.

**APPLICATION FOR ROBERTA HARTMANN
ADULT LEARNER SCHOLARSHIP**

Name: _____ Date: _____

Address: _____

Advisor: _____

Center for Lifelong Learning Major area of study _____

Grade Point Accumulated at Capital University as of Fall, 2009 _____

Credit hours Completed at Capital University _____

Hours still needed to complete degree at Capital _____

Hours transferred from previous colleges/universities _____

Any previous degree? _____

If yes, from what university _____

Projected date of graduation from Capital _____

What do you intend to do with your degree from Capital?

Is there anything else you believe would be helpful for the selection committee to know?
(optional)

Thank you for your application

APPENDIX XVII

MAPS AND DIRECTIONS

COLUMBUS

CAMPUS MAP AND DIRECTIONS

Directions to Campus

From the North or South:
 Travel I-71 to the Broad Street exit. Turn east (driving away from downtown) onto Broad Street and drive 2.5 miles to Drexel Avenue in Boakley. Turn right onto Drexel Avenue and continue south until Drexel ends in front of the campus at Main Street. Turn left (east) onto Main Street. At the next light, Pleasant Ridge Avenue, turn right (south).

From the West:
 Travel east on I-70 to the Boakley/Main Street exit. Exit at Boakley/Main Street. The exit ramp automatically turns onto Alum Creek Drive, which will dead end at Main Street (in front of the Kroger store). Turn right (east) on Main Street. At the fourth traffic light, turn right (south) on Pleasant Ridge Avenue.

From the East:
 Travel west on I-70 to the Livingston Avenue exit. Turn left (west) on Livingston Avenue. Turn right (north) at the first traffic light onto Alum Creek Drive. When Alum Creek dead ends in front of the Kroger store, turn right (east) on Main Street. At the fourth traffic light, turn right (south) on Pleasant Ridge Avenue.

From the Northwest:
 Travel south on I-75 to Route 23. Follow Route 23 into Columbus and take I-270 east to I-71 South. Travel south on I-71 to the Broad Street exit. Turn east (driving away from downtown) onto Broad Street and drive 2.5 miles to Drexel Avenue in Boakley. Turn right onto Drexel Avenue and continue south until Drexel ends in front of the campus at Main Street. Turn left (east) onto Main Street. At the next light, Pleasant Ridge Avenue, turn right (south).

APPENDIX XVIII

CONTACT INFORMATION
FOR THE
BSN PROGRAM

BSN-C PROGRAM CONTACT INFORMATION

NAME	ROOM	CAPITAL PHONE NUMBER	EMAIL ADDRESS
Jane Hutcheson; Assistant Professor MS, RN	BHSN 369D	236-6404	jhutches@capital.edu
Sharon Parker Professor MS, RN, CNS	BHSN 369B	236-6386	sparker@capital.edu
Deborah Shields Associate Professor PhD, RN, CCRN, QTTT, AHN-BC	BHSN 311	236-6335	debshields@aol.com

APPENDIX XIX

**TABLE OF ORGANIZATION
FOR THE
DEPARTMENT OF NURSING**