Student Handbook

Pre-Licensure Programs

Traditional Undergraduate Program & Accelerated BSN Program

2015-2016

Student Handbook Website Location:
http://www.capital.edu/nursing
Welcome to Capital University and to the Department of Nursing. We are pleased that you have decided to prepare for a career in professional nursing and that you have selected Capital University.

There are busy and exciting years ahead! You are entering a program that is 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 well-being.

As a holistic nurse, holistic health needs of individuals, families, communities, and populations are embraced. The goal of holistic nursing is whole person healing, and the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and environment. In addition, this program is designed to develop critical thinking/clinical judgment; communication skills; holistic caring; system competencies; leadership ability; self and client transitions; and cultural competence. Your studies will be based on thorough grounding in the biological, social, and nursing sciences. You will learn to solve increasingly complex problems as you master professional nursing clinical skills with clients at multiple clinical practice sites.

We will be assisting you in your growth and have created this handbook as a resource. This is a supplement to the Capital University Undergraduate Bulletin and the Capital University Undergraduate Student Handbook. These three documents contain educational policies and general information that will address most of your needs and questions as well as important policies of the Department of Nursing and Capital University.

You will also be assigned an academic adviser from the Department of Nursing. Please see your academic adviser with your questions and any concerns as they might arise. Your active participation in your education is the key to your success.

Renee M. Dunnington, PhD, RN
Associate Professor and Associate Dean of the Pre-Licensure Nursing Program
Traditional Undergraduate Program (TUP)
Nursing Accelerated Program (C-NAP)
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Section 1: History of the Department

Capital University was founded as a Lutheran Seminary in 1830, chartered as a university in 1850, and is the oldest comprehensive university in central Ohio. Trinity Lutheran Seminary, adjacent to Capital’s Columbus campus, selected a separate Board of Trustees in 1959. Capital University includes the College and Law School. Capital University’s current five schools in the College (2008) are: the School of Natural Sciences, Nursing, and Health; the School of Management and Leadership; the School of Social Sciences and Education; the Conservatory of Music and School of Communication; and the School of Humanities. At this time, the University offers four undergraduate degrees, six graduate degrees and more than 70 undergraduate majors as well as 10 graduate degrees to its approximate 3700 students. Capital University’s Adult and Graduate Education office offers access to undergraduate degrees in the arts and sciences.

The nursing program was established in 1950 as a department in the College of Arts and Sciences, became a School of Nursing in 1965, and is currently the Nursing Department within the School of Natural Sciences, Nursing, and Health (2008). The Department of Nursing offers a pre-licensure Baccalaureate of Science in Nursing (BSN) degree. There are four distinct nursing programs that make up the nursing program, three of which offer an undergraduate degree in nursing and one that offers a Graduate degree. The two pre-licensure programs that offer the BSN degree are: the Traditional Undergraduate Program (TUP) and the Nursing Accelerated Program (C-NAP). The one post-licensure program that offers a BSN degree is the BSN Completion Program. Through the Graduate Program in Nursing, launched in 1994, students may earn a Master of Science in Nursing (MSN) degree.

The Capital Nursing Accelerated Program (C-NAP) began its inaugural academic year in 2006-2007, and its first graduates completed the program in spring of 2008. The initiation of C-NAP was made possible through grants from the Osteopathic Heritage Foundation and the Department of Education/Columbus Chamber of Commerce.

Accreditation/Membership
The pre-licensure program of the Department of Nursing is approved by the Ohio Board of Nursing (2012-2017) and all programs of the Department of Nursing are accredited by the Commission for Collegiate Nursing Education (CCNE) (2011-12) and are endorsed by the American Nurses Holistic Certification Corporation (AHNCC) (2009).

The nursing program is a charter member of the American Association of Colleges of Nursing (AACN), a member of the Commission of Collegiate Nursing Education (CCNE) and is a member of the National Student Nurses Association.
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, six nurses have been so honored. They are:

- 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 school and 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, President of Duke Medical Center and a Capital Nursing Graduate

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 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. The chapter has mentored new honor societies in England and Sweden.

Eligible junior and senior TUP and C-NAP students, BSN Completion students, and graduate students are invited for induction into the 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 and coordinates with other local chapters for special events.

Awards
Through the generous support of donors, alumnae, faculty and friends of the nursing program, the Department of Nursing (DON) recognizes nursing students that have demonstrated outstanding achievement in the areas of scholarship, leadership, holism, and clinical excellence. The following awards are presented annually to students at the Capital University Honors Convocation.

*The Distinguished Nurse Leader Award*
For outstanding achievement in nursing and best exemplification of the role of a professional nurse leader. Donor: Dr. Elaine F. Haines

*The Josephine T. Hickey Award*
For Clinical Excellence in Nursing. Donor: Faculty of the Nursing Department

*The Ruth S. Neikirk Award*
In recognition of a nursing student who demonstrates self-development and promotes health and well-being of the total person from a Holistic Perspective, Donors: Alumnae, friends and colleagues of Ruth S. Neikirk
Section 2: Communication

Students are responsible for providing notification of any changes in name, address, telephone number, and e-mail to the Registrar’s Office. There are a number of ways to communicate with other students and with faculty.

Student Mailboxes & Department Mail Folders
Every nursing student has a mail folder in the filing cabinets in the third floor lobby of Battelle Hall (BHSN). Nursing mail folders are arranged alphabetically by program. Communications from the Department of Nursing (DON) are placed in the student’s mail file. Check your mail file at least weekly.

In addition, every TUP student is assigned a mailbox at the Campus Post Office located in the basement of the Student Union. Check with the Post Office for your box number and combination.

Faculty Mailboxes
Faculty mailboxes for the DON are found inside the nursing suite in Battelle Hall 330 (copy room). The mailboxes for other faculty on campus are in the buildings where their offices are located.

Faculty E-Mail & Voice Mail
Email is the primary mode of communication to students. Check emails daily and use your Capital email to communicate with faculty and staff. Faculty of courses may also communicate to students in a course via email through the online course management system (iLearn). Faculty can also receive voice mail messages on their office telephones. Adjunct faculty may use other e-mail addresses or cell phones; be sure and check course syllabi for faculty email preference.

Bulletin Boards
Bulletin boards are used for announcements of campus events and can be found in the Student Union, the third floor of Battelle Hall and throughout campus. Job openings are posted on the bulletin board outside the Financial Aid Office in Yochum Hall and on the third floor of Battelle Hall.

Information, specifically for nursing students, is posted on the bulletin boards located on the third floor of Battelle Hall or emails are sent. Course notices, job opportunities, scholarships, and general information are posted on several bulletin boards in the hallway. The Nursing Honor Society, Sigma Theta Tau, and the Student Nurses Association also maintain bulletin boards on the third floor of Battelle Hall.
Each student is assigned a Nursing faculty member as an adviser when they begin the nursing program.

How to Contact Your Adviser
During the academic year, you may contact your adviser by telephone, email, leaving a message in her/his mailbox (in BHSN 330), coming directly to her/his office, or leaving a note on the office door. There should be a schedule on your adviser’s door for office hours. Advisers have a variety of teaching and committee responsibilities. Due to clinical commitments in hospitals, faculty may not return to campus on some days. It is strongly suggested that you make arrangements ahead of time if you need to see your adviser. If students are unable to connect with their adviser, students may call the main nursing office number (236-6703) for assistance.

What Does Your Adviser Do?
Advisers for TUP and C-NAP students will: 1) provide guidance in planning students’ academic schedule; 2) monitor students’ progress through the program; 3) facilitate solutions to academic problems; and 4) be available for general advice.

Your adviser will assist you in completing your curriculum in a timely manner. However, it is the ultimate responsibility of the student to complete all curriculum requirements for the BSN degree. Be sure to review the curriculum plans in Appendix A and keep a record of courses completed to fulfill the BSN degree requirements.

Course Registration and Scheduling
During the approximate ninth week of the semester, TUP students will receive an email from the Registrar regarding scheduling and registering for classes. Students in C-NAP will receive an email via the Adult and Graduate Education Office. At these times, students should make an appointment with their adviser. Many faculty will post a sign-up list on their door for advising appointments. The adviser will need to unlock WebAdvisor in order for TUP students to register.

Before meeting with the adviser, students should develop a tentative plan. Use the curriculum plan and list of required courses in Appendix A. Check course availability and schedule on WebAdvisor. C-NAP students are block registered for graduate courses and may also go to the Adult and Graduate Education Office for help in registering as needed. TUP and C-NAP students may also be block registered for some sections of clinical or labs in nursing courses. Please note: Some clinical or lab sections may be offered on weekend or evening scheduling. Students with special needs should contact their adviser.
Section 4: Activities

Participation in campus activities is an important part of the college experience. Students are encouraged to serve on University and Department of Nursing committees as well as participate in athletics, music, drama, and other extracurricular activities. Serving in Student Government, Faculty Governance, and Department of Nursing Committees is one way students may influence policy and decision-making.

Committees
Traditional Undergraduate Program (TUP) student committee members shall be selected by their representative class groups (one from each class: first years, sophomore, junior, & senior). If students are interested in serving on a committee, let your classmates and the Associate Dean of the Pre-Licensure Program know. The sophomore, junior, and senior classes elect their representatives to committees in the fall class meeting; first year class elections are held during fall orientation.

C-NAP student committee members shall be selected by their class group (one from each class: first year and second year). If students are interested in serving on a committee, let your classmates and the Associate Dean of the Pre-Licensure Program know. Elections for the first year class are held in the fall. Representatives for the second year are elected in the summer of the first year. Alternates may also be selected to assure attendance at committee meetings.

Capital University Student Nurses Association (CUSNA)
The Capital University Student Nurses Association is a constituent member of the National Student Nurses Association, which allows nursing students to actively participate in a pre-professional organization prior to graduation. Membership in CUSNA along with the Ohio Student Nurses Association and the National Student Nurses Association allows students to take part in job fairs, conventions, discounts on nursing supplies, and networking among other student nurses. The Faculty encourages student participation in this dynamic Association.

Capital University American Assembly for Men in Nursing (AAMN)
The Department of Nursing (DON) has a chapter of the AAMN that meets to support men and women in the nursing program. The American Assembly for Men in Nursing (AAMN) is a national organization whose purpose is to provide a framework for nurses to meet, discuss, and influence factors that affect men as nurses.

Musical and Athletic Groups
Do you sing or play a musical instrument? Auditions for vocal and instrumental groups are held during orientation week and the first week of classes.

Are you an athlete? Nursing students play basketball, softball, tennis, and volleyball. Nursing students also serve as cheerleaders and members of other campus athletic organizations.
Arranging Your Schedule to Participate
Students are encouraged to participate in those activities of interest.
REMEMBER: It is the student’s responsibility to keep their adviser informed of practice and travel requirements so the class schedule can be arranged to accommodate these events. When a conflict between class responsibilities and extracurricular activities arise, it is the student’s responsibility to plan with the faculty member in the course involved. Generally, arrangements can be made to allow extracurricular participation without jeopardizing students’ progress in a class. Students with scheduling needs around extra-curricular activities should also see the Associate Dean of the Pre-Licensure Program for considerations around course and clinical scheduling needs. Every effort will be made to support student participation in official activities; however, it is not always possible to schedule nursing courses or clinical sections around all activities. Please note that it is the student’s responsibility to plan ahead and make arrangements with either course faculty or the Associate Dean of the Pre-Licensure Program well in advance if scheduling is a consideration concerning students’ participation in official extra-curricular activities or for participation in organizations or committees.
Section 5: The Nursing Program

The traditional nursing program requires 124 semester hours of study. Generally students can expect that it will take four years of full time study to complete the requirements of the program to earn the Bachelor of Science in Nursing (BSN) Degree. After earning the BSN degree, students will be eligible to take the examination for licensure as a professional nurse (NCLEX-RN), and will be prepared to accept a beginning staff nurse position in a wide variety of health care facilities.

The accelerated BSN nursing program (C-NAP) is designed for students that have previously earned a Bachelor’s degree in another discipline and wish to pursue a Bachelor’s degree in nursing. The accelerated BSN nursing program requires 65 semester hours of study. Generally students can expect that the requirements of the program may be completed in two academic years plus one summer of full time study or approximately twenty months. Graduates of the accelerated BSN nursing program will have earned the Bachelor of Science in Nursing Degree, and will have completed three core courses toward the Master of Science in Nursing. Graduates will be eligible to take the examination for licensure as a professional nurse (NCLEX-RN) and will be prepared to accept a beginning staff nurse position in a wide variety of health care facilities.

The Philosophy and Goals of the Department of Nursing provide both the foundation and the framework for the nursing program. They complement the mission and goals of Capital University.

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
- develop a sense of values that guides personal decision-making and
- 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 attention to assist students as they develop and work toward the attainment of their individual learning goals. Through collaborative experiences, students participate actively in the learning process in a caring culture that values self-care and learning.

The faculty of the Department of Nursing embraces the core values of holistic nursing as the fundamental tenets within the discipline of nursing. The goal of holistic nursing is whole person healing. Holistic nurses recognize 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 and groups to obtain or maintain optimum levels of health using the clinical reasoning process. Professional nurses enter into therapeutic partnerships with individuals and groups and incorporate nursing roles such as clinician, educator, advocate, leader, consultant, and role model. Holistic nurses support 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 culturally sensitive, evidence-based, ethically, and spiritually appropriate health care services. The practice of holistic nursing requires nurses to integrate self-care, self-responsibility, spirituality, and reflection in their own lives. The pre-licensure nursing programs provide opportunities for the development of creativity, maturity, and the growth of intellectual and cultural perspectives. The post-licensure graduate programs extend the development of these qualities in both depth and scope.
Nursing knowledge is acquired through empirical, personal, ethical, aesthetic, and social knowing. Education occurs in an environment of scholarly inquiry and is dedicated to preparing students to care about and for individuals through the lifespan. 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. 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 and develops 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 judgments 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 liberal arts, nurses produce knowledge that contributes to a distinctive science of nursing.

Curriculum Concepts
The vision of nursing held by the faculty serves as the organizing framework for the curriculum and is expressed in the conceptual framework. Health, the overarching concept, focuses on holistic health promotion, disease prevention, risk reduction, illness care, rehabilitation, and palliation. Faculty believes that six other concepts are also essential to nursing: Critical Thinking/Clinical Judgment, Caring, Communication, Transitions, Culture, and Systems. These core concepts offer a frame of reference for nursing practice. The conceptual framework is outlined in more detail in Appendix B.

Goals of the Pre-Licensure Program
In addition to the competencies of the General Education Goals of the University, the goals/outcomes/competencies of the pre-licensure programs are based on the philosophy and the conceptual framework of the undergraduate curriculum of the Capital University Department of Nursing. The Conceptual Framework for the nursing curriculum is located in Appendix B of this Pre-Licensure Nursing Handbook. The curriculum concepts are designed to prepare entry-level generalist and professional practitioners in nursing, who practice from an evidence base and provide holistic, safe, quality care to individuals, families, groups, communities, and populations.
Health is the central concern of nursing and is the core concept of the conceptual framework for the pre-licensure curriculum. The conceptual framework is organized around six additional concepts. These concepts include four professional nursing practice concepts: Critical Thinking / Clinical Judgment, Caring, Communication, and Transitions. The framework also includes two concepts that comprise the context of nursing practice: Culture and Systems.

**Graduates of the pre-licensure nursing programs will demonstrate standards of professional nursing practice while:**

- **Using critical thinking and clinical judgment in the process of clinical reasoning to answer, impact, or resolve clinical problems, questions, or issues.**

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

  - Apply relevant knowledge, theory, experience, standards, principles, or models from the liberal arts, biological, behavioral, and nursing sciences as a framework for interpretation.
  - Utilize cognitive, empirical, intuitive, and reflective processes for clinical reasoning.
  - Holistically collect and purposefully analyze data to identify clinical problems, questions, or issues among individuals, families, groups, and communities.
  - Appraise and acknowledge salient factors to determine the level of health and well-being present.
  - Develop a prioritized plan of care based on effective decision making and grounded in theory, experience, standards of care, and/or care bundles.
  - Deliver safe, competent, and effective, holistic nursing care based on cognitive, psychomotor, and affective knowledge and skills with individuals, families, groups, communities, and populations.
  - Analyze and apply levels of evidence to develop a professional practice that reflects best evidence based practices in patient care management.
  - Evaluate the efficiency, effectiveness, and quality of the care provided in relation to expected patient outcomes or benchmarks.
  - Explain how the interrelationships among individuals, families, groups, environment, and factors among professional nursing practice, and the healthcare context influence health and well-being as well as healthcare.
• **Demonstrating the holistic caring practice of professional nursing.**

Competencies demonstrating caring include the ability to:
- Use cognitive, psychomotor and/or affective therapeutic interpersonal processes to comfort, value, nurture, and facilitate health and well-being of individuals, families, groups, communities, and populations.
- Convey unconditional, positive regard, honor, intention, respect, and hope to clients, intraprofessional and interprofessional team members.
- Practice holistic carative behaviors that enhance both patient care and self-care.
- Provide safe, skilled, nursing care interventions in accordance with standards of practice.
- Incorporate complementary and alternative health modalities and holistic healing interventions in nursing practice.
- Provide patient-centered care in the context of holistic health promotion, disease prevention, risk reduction, holistic illness care, rehabilitation and palliation.

• **Communicating effectively to collaborate with clients, and inter/intra-professional teams.**

Competencies demonstrating effective communication include the ability to:
- Use appropriate written, verbal, and nonverbal communication skills.
- Develop and demonstrate the effective communication abilities of presence, intention, centering, professionalism, active listening, and interpersonal/transpersonal connection when working with clients, faculty, peers, and members of the healthcare team.
- Use principles of therapeutic communication in the delivery of nursing care.
- Acknowledge and use the contributions of clients and members of the health care delivery systems.
- Demonstrate communication behaviors that facilitate and maintain patient safety and quality care.
- Document nursing care according to current professional, ethical, and legal guidelines.
- Recognize and utilize standard nursing language systems.
- Delegate tasks to others in accordance with professional, ethical, and legal standards.
- Represent the Department of Nursing and affiliating agencies with respect and dignity.
- Advocate for safe, quality, nursing care.
- Demonstrate effective teaching/learning principles & strategies in the classroom and in the healthcare setting taking into consideration level of knowledge, literacy, culture, readiness, and ability.
- **Facilitating transitions for self and clients.**

  Competencies demonstrating transitions include the ability to:
  - Facilitate and advocate for clients through the life span and health continuum recognizing patterns and salience of transition indicators, facilitators and inhibitors,
  - Incorporate the Patient Bill of Rights and Professional Organization Standards in client care situations.
  - Demonstrate personal responsibility and accountability for professional behaviors.
  - Transition to the professional role from classroom, lab, and theory to professional clinical practice.
  - Transition from knowledge and practices of self-care to the care of individuals, to clients, clients and their families, to multiple individuals, and to the community and population arenas.
  - Develop principles of leadership and professionalism during the transition to the role of the beginning professional nurse.
  - Integrate principles of change theory while navigating transitional conditions in the education process and within healthcare environments.

- **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, norms, lifeways, and health care practices of individuals and groups from diverse backgrounds.
  - Acquire knowledge about a client and/or cultural group and practice skills of cross-cultural communication, cultural assessment, cultural interpretation, and intervention when providing care.
  - Engage effectively in cross-cultural encounters in the educational or healthcare setting.
• **Functioning within a variety of systems.**

Competencies demonstrating ability to function within healthcare systems include the ability to:
- Provide for care coordination and continuity 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 effectively in intra/interprofessional collaboration and teamwork.
- Analyze safety and quality concerns in health care systems.
- Demonstrate competent skills with clinical information systems and clinical technologies with regard for human-machine interactions and latent effects.
- Adopt and comply with ethical and legal principles related to professional nursing practice.
- Recognize the influence of health policy and economics on the healthcare system and on health outcomes.

Revised: 5/99, 6/03, 4/08, 4/10, 1/14

**Admission Procedures**

**Admission to the Traditional Undergraduate Program (TUP)**
Students apply through the Capital University Undergraduate Admission Office. Admission to Nursing is selective and based on the admission policies of the University and the Department of Nursing. Various measures of academic performance (grade point average, class rank, and standardized tests) are used in the admission process. In addition, students must meet essential performance abilities as stated in the Essential Performance Requirements Policy (p. 17). Students are admitted directly into the nursing major as a first year student and are assigned a nursing faculty adviser.

International and ESL applicants are required to achieve a TOEFL (paper) score of 600, a TOEFL (computer) score of 250, a TOEFL (internet based) score of 100 and an IELTS score of 7.0.

**Change of Majors for TUP within Capital University**
Students admitted into the University, but not directly into nursing will be counseled to take specific courses in the nursing curriculum along with general education courses for a total of 30-32 credits (See the curriculum plans for the TUP in Appendix A).

At the end of the first year spring semester, if space is available, students are eligible to apply for admission to the nursing major. Admissions through change of major are highly competitive and awarded on a space-available basis.
Students must have:

- Achieved a C letter grade in all science and nursing courses in order to apply.
- Completed or be registered for all level one courses in the curriculum plan for a total 30-32 credits.
- Cumulative grade point average (GPA) of 3.0.
- Completed an application and the required personal statement.
- Contacted the Associate Dean of the Pre-Licensure Program regarding intent to change majors. A nursing application will be distributed to students via email in the spring semester. A decision will be made by the end of May after spring grades are available.
- Completed a TOEFL (paper) score of 600, a TOEFL (computer) score of 250, a TOEFL (internet-based) score of 100 and an IELTS score of 7.0 if student is an International and ESL applicant.
- Met essential performance requirements as stated in the Essential Performance Requirement Policy (p.17).

For change of major into nursing, students must hand in an application to the Associate Dean of the Pre-Licensure Nursing Program. If space is available and the student meets the criteria above, the student may be granted admission to the nursing program. At that time, a change of major form will be signed and the student may submit the form to the Registrar.

Transferring Into the Traditional Undergraduate Program (TUP)
Transfer admission from another University is selective and based on prior academic performance and seats available.

Students must:

- Apply for admission via the Capital University Undergraduate Admission Office. Students must meet University and Department admission standards, including but not limited to, grade point average and ACT/SAT scores. All other requirements for TUP admission must also be met, including TOEFL and IELTS scores for international and ESL applicants.
- Complete prerequisite courses in level one of the curriculum plan (Appendix A) and have 30-32 credits prior to the intended start date, if sophomore status is desired.
- Have a weighted grade point average of 3.0 or higher for all college or university work. Sciences that apply to the major must be taken within the last five years with a minimum cumulative average of 2.75.
- Submit official transcripts from all accredited college or university attended. Equivalency course credit for transfer will be determined jointly by the Department of Nursing, other Schools, and the University Registrar.
- Submit syllabi and descriptions for courses if requested.
- Have a personal or phone interview with the Dean of Nursing or the Associate Dean of Nursing Pre-Licensure Program if requested.
Transfers from another nursing program will require a meeting with the Dean of Nursing or the Associate Dean for Pre-Licensure Nursing Programs. Syllabi and description of nursing courses, as well as a letter from the Chair/Dean of the enrolled nursing program are also required.

Meet the Essential Performance Requirement Policy found on p.17. Essential Performance requirements are necessary to carry out the role of a Registered Nurse.

Admission to the Nursing Accelerated Program (C-NAP)
Admission to the Accelerated Nursing Program is selective and based on the following requirements:

- Evidence of a completed baccalaureate or higher degree from a regionally accredited college or university. Official transcripts are required from all colleges or universities attended.
- Cumulative grade point average (GPA) of 3.0. The GPA will be weighted if multiple transcripts are presented.
- Completed application with a written essay and three recommendation letters: two academic (previous professor or instructor who can attest to your academic abilities) and one professional (from previous work setting).
- A personal interview with one or more faculty members may be required.
- Prerequisite courses must be completed prior to acceptance, and include: statistics, human nutrition (with diet therapy), life span development (from birth to Death), medical terminology, either psychology or sociology, and microbiology**, and human anatomy** & physiology (all systems).
- Completion of a State Tested Nursing Assistant course and verification of a valid STNA certificate.
- International and ESL applicants are required to achieve a TOEFL (paper) score of 600, a TOEFL (computer) score of 250, a TOEFL (internet-based) score of 100, and an IELTS score of 7.0.
- Meet the Essential Performance Requirement Policy found on p.17. Essential performance requirements are necessary to carry out the role of a Registered Nurse.

**Science prerequisites must be taken within the last five years with a minimum cumulative average of 2.75 and have a lab component.

Transfer Admission to Capital Nursing Accelerated Program (C-NAP)
Transfer admission is selective and based on prior academic performance and seats available. Students must meet the requirements for C-NAP admission and:

- Apply for admission via the Adult & Graduate Education Office and meet University and C-NAP admission criteria. All requirements for C-NAP admission (listed above) must be met prior to the intended start date.
- Submit an official transcript from an accredited college or university demonstrating prior admission to an accelerated (second degree) nursing program.
Submit syllabi for each course for which the applicant is requesting waiver to the Associate Dean for Pre-Licensure Nursing Program for review for advanced standing in C-NAP. Courses for which the applicant is seeking a waiver must have been successfully completed by C-NAP standards. Equivalency of course credit for transfer to the accelerated nursing major will be determined jointly by the Associate Dean for Pre-Licensure Nursing Program and the University Registrar.

- Participate in a personal interview with the Associate Dean of Nursing Pre-Licensure Program or designated faculty person.
- Submit a letter of reference from the previous Dean/Chair or academic nursing adviser from the previously enrolled nursing program.
- The applicant with advanced standing must be able to meet all criteria for graduation from Capital University.

Revised: 1/14/07 (C-NAP Program Committee)

Re-admission to the Traditional Undergraduate Program (TUP) and the Nursing Accelerated Program (C-NAP)

The University “Re-Admit” form will be used and is based on seats available. Students readmitted to the University are not readmitted automatically to the Department of Nursing. There are additional requirements to apply for admission to the Department of Nursing and seats must be available:

- Requests for re-admission will be directed to the Associate Dean of the Pre-Licensure Nursing Program if the student left in good standing and no progression issues are noted.
- Students wanting to be readmitted who left without being in good standing, i.e. on disciplinary probation, suspension or dismissal, low GPAs, etc. must petition the Nursing Academic Affairs Committee for approval to be readmitted. The petition is to be addressed to the Chair of the Academic Affairs Committee. In the petition letter, a student will need to explain the reason for leaving and give new evidence of work done to support a readmit decision. Students need to support a change with evidence and discuss actions to be taken to assure a successful return to the program. The evidence must be compelling. Students will be notified regarding decisions on re-admission by the Chair of the Nursing Academic Affairs Committee by email and standard mail.
- If the curriculum has been changed since the last date of attendance, the student shall meet the program’s curriculum requirements for the currently enrolled students.
- No more than three years should have lapsed since last attendance for a Traditional Undergraduate Student and no more than one year for the C-NAP student.
- Students must meet the Essential Performance Requirement Policy found on p. 17. This policy is necessary to carry out the role of a Registered Nurse.
Essential Performance Requirement Policy for Admission to DON

All nursing students must possess the capability to complete, with or without reasonable accommodations, the entire curriculum established by the Department of Nursing required to achieve a nursing degree. The nursing curriculum requires all students to perform at a high level of competency in all phases of classroom, clinical, and laboratory activities. The knowledge and ability to perform as registered nurses will enable students to perform in a manner that will not jeopardize the safety and well-being of patients or themselves. Further validation may be necessary to validate a student's abilities. If a student's essential performances in any of the areas of ability change after admission, it is the student's responsibility to inform faculty. A change where students may no longer meet essential performance requirements may impact a student's ability to progress in the nursing program.

The essential performance qualifications of the student in the nursing curriculum include but are not limited to the following five areas of ability:

- **Sensory/Observation:** Students must be able to acquire the information presented through demonstrations and experiments in the basic sciences and nursing. Students must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when performing nursing assessment and intervention or administering medications. Students must be capable of perceiving the signs of disease and infection, or when a patient is in imminent danger, as manifested through physical examination – such information is derived from physical assessments, images of the body surfaces, palpable changes in various organs and tissues, and information communicated by patients and body functions. Also, students must be able to perform equipment calibrations; read small print on medication containers; read physician's orders and equipment monitors; and perform physical assessments.

- **Communication:** Students must be able to speak in English, hear, and observe patients in order to elicit information, describe changes in the patient, and perceive nonverbal communications. Student must also have hearing and visual abilities, appropriately assisted, acute enough to hear monitor alarms, emergency signals, patients' calls for help, call bells from patients, and stethoscope sounds originating from patient's blood vessels, heart, lungs, abdomen, etc. Students must have verbal and language capabilities to communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals. Students must have reading and writing skill sufficient for patient communication, record keeping, and professional health team interactions. Students must be able to: convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment.
• **Motor:** Students must be able to stand for prolonged periods of time, perform cardiopulmonary resuscitation, quickly move about, transport patients during emergencies, carry infants, and maneuver quickly in confined spaces. Students must also be able to lift, push, and pull (with mechanical or co-worker assistance) the weight of the average patient specific to the assigned clinical area. Other required motor skills include carrying equipment, pushing, pulling, stooping, kneeling, bending, climbing stairs, hand-eye coordination, repetitive arm and hand movements, finger dexterity, using sterile technique, inserting catheters, preparing and administering medications, and numerous other invasive procedures.

• **Intellectual-Conceptual and Integrative Abilities:** Required problem solving skills for nurses include abilities in measurement, calculation, reasoning, analysis, and synthesis in the context of nursing study and care. Students must be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting. Students must be able to collect data pertinent to a patient’s health, analyze the assessment data, identify outcomes for the individual patient, develop a plan of care that prescribes strategies to attain the expected outcome, and evaluate the achievement of the expected patient care outcomes. The ability to incorporate information from peers, teachers, and professional literature is essential in formulating nursing care plans. Students must be oriented and cognizant of their surroundings.

• **Behavioral, Social, and Ethical Attributes:** Emotional stability, mental stability, the ability to exercise good judgment, and to complete all responsibilities attendant to the diagnosis and care of patients and families are essential. Students must be capable of developing mature, sensitive, and effective relationships with patients from diverse social, cultural, and ethnic backgrounds, and be able to deliver care to all patient populations. Students must be aware of ethical actions related to the well-being of others and as part of the direct patient service role required of registered nurses as stated in the American Nurses Association Code of Ethics and the Nurse Practice Act (Ohio Revised Code Chapter 4723).
Disability Services
Capital University welcomes students with disabilities to be an integral part of the educational community. The Disability Services Office (DSO) is charged with coordinating support services and accommodations for students with disabilities to ensure equal educational opportunities and equal access to university life. The DSO seeks to make reasonable accommodations for students with disabilities through appropriate modification of educational procedures and methods used to assess student performance.

Reasonable accommodations in course work or clinical experiences will be made for students with documented disabilities on an individual basis. Students who wish to receive accommodations are responsible for contacting the DSO and disclosing their disability to the DSO per the procedure detailed in the Undergraduate Student Bulletin. After reviewing the documentation of a student’s disability, the DSO staff will determine appropriate academic services and accommodations depending on the disability. When students with disabilities are enrolled in nursing courses, they have the responsibility to discuss their needs with course faculty so that reasonable accommodations can be made in a timely manner. Nursing faculty and the DSO work together to determine appropriate accommodations that allow students to succeed in the program without jeopardizing the essential requirements of the program or the health and safety of patients or the student.

It is the student's responsibility to notify faculty of any change in their ability to meet these essential performance qualifications. If a student is unable to meet these essential qualifications, the Department of Nursing may require that a student withdraw from the nursing program pursuant to the Change in Registration and/or Withdrawal policies stated in the Capital University Undergraduate Bulletin and subject to the Academic Progression Policy stated in this Department of Nursing Pre-Licensure Student Handbook.

If a student has a disability that might limit their ability to meet these essential performance qualifications, the Disability Services Office (located in the Center for Health and Wellness, phone 236-6114) should be contacted to explore whether reasonable disability accommodations may be available.

(Essentials Performance Policy added 2011-2012)
Curriculum Requirements

**Traditional Undergraduate Program (TUP)**
For students enrolled in the Traditional Undergraduate Program (Fall, 2015 and beyond), the nursing curriculum requires 124 semester hours of credit, which may be completed in four academic years. Two years are required for lower division study followed by two years of upper division study. During the first year, students complete foundation studies including biophysical sciences, courses to meet General Education Goals and NURS-110. If students meet the progression criteria, they may continue taking nursing courses concurrently with additional school and university requirements. Students who successfully complete the requirements for the nursing curriculum earn the Bachelor of Science in Nursing degree and are eligible to take the licensure examination for practice as professional nurses (NCLEX-RN). See curriculum plans in Appendix A.

**Accelerated BSN Nursing Program**
For students enrolled in the Nursing BSN Accelerated Program, the nursing curriculum requires 65 semester hours of credit, which are completed in two academic years and one summer in a sequence of 5 continuous semesters. Courses in the upper division of undergraduate courses are sequential. The graduate level courses are non-sequential and one graduate course is taken in spring of the first year and in each of fall and spring semesters of the second year. Completion of a graduate level writing competency is required prior to graduation in one of the graduate courses or in one undergraduate course by faculty permission. Clinical experiences begin in the first semester and continue throughout the curriculum culminating in a capstone practicum experience during the final semester. Students who successfully complete the requirements for this nursing curriculum earn the Bachelor of Science in Nursing degree and are eligible to write the licensure examination for practice as professional nurses (NCLEX-RN). See curriculum plans in Appendix A.
Section 6: 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. Students thus remain accountable for knowledge that has been demonstrated earlier. If review is needed, the student should utilize campus resources. Students may also be required to participate in Supplemental Learning Plans.

Grading Scale for TUP and C-NAP

The student’s academic progress will be monitored by the student with the assistance of their faculty adviser. In the Department of Nursing, the following scale is used to determine course grades:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>92-93</td>
<td>A-</td>
</tr>
<tr>
<td>90-91</td>
<td>B+</td>
</tr>
<tr>
<td>86-89</td>
<td>B</td>
</tr>
<tr>
<td>84-85</td>
<td>B-</td>
</tr>
<tr>
<td>82-83</td>
<td>C+</td>
</tr>
<tr>
<td>78-81</td>
<td>C</td>
</tr>
<tr>
<td>70-77</td>
<td>D</td>
</tr>
<tr>
<td>69 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

The 78% Rule/Clinical Unsatisfactory in TUP and C-NAP Nursing Courses

Students are required to demonstrate a C (78%) or higher in any required nursing course. A student who receives a grade below C (78%) in a nursing course must repeat the course and earn a grade of C or better before progressing to the next level.

Students must achieve an average grade of C (78%) or higher on the exam component of each nursing course. The student will receive a course grade of a D or F if the exam average is below a C (78%). The grade will be an F if exams fall below 70%. Other components of the course grade will not be averaged into the course grade if a student does not achieve a C (78%) on the exam component as identified in the syllabi.

Clinical practice or a laboratory component in a course must be passed satisfactory. An unsatisfactory in clinical practice or in the laboratory setting will result in a course grade of a D or F. If a student receives an unsatisfactory in clinical practice or in the laboratory, the course grade will be an F if the exams and other components are below 70%. The student can earn no higher than a D.
Traditional Undergraduate Program (TUP) Academic Progression Policies
This is a summary of academic policies related to progression in TUP:

- No more than two total nursing courses may be repeated; no more than one 300 or 400 level course may be repeated; and an individual nursing course may be repeated only one time. (2010-2011 Student Handbook)

- Freshman must have a minimum \( \geq 2.50 \) accumulative GPA at the end of the first year to retain their seat in the nursing program. Those students whose GPAs fall below this standard will be dismissed from the nursing major but will be given the opportunity to change majors at Capital University prior to the next academic term.

- Level I nursing courses must be satisfactorily completed before enrollment in Level II nursing courses; Level II before Level III; and Level III before Level IV. A student, with adviser support, may petition the Academic Affairs Committee for exception to policy based on rationale of significant merit.

- Transfer students who are admitted during the sophomore year may take NURS-110 concurrently with Level II nursing courses. A petition to the Academic Affairs Committee is not required.

- To progress to NURS-300, students must earn a minimum of C in NURS-110, NURS-201, CHEM-150, BIOL-100, BIOL-280 and BIOL-231 to enroll. A student must also have a minimum \( \geq 2.70 \) accumulative GPA at the end of the fall semester prior to NURS-300 to retain their seat in the nursing program. Those students whose GPAs fall below this standard will be dismissed from the nursing program but will be given opportunity to change majors at Capital University. (Pre-Licensure Committee, 2011-2012; Rev. 2014-2015)

- Students must have an earned minimum of \( \geq 2.70 \) accumulative GPA and must have successfully completed NURS-300 to progress into junior level courses. Those students whose GPAs fall below this standard will be dismissed from the nursing program but will be given opportunity to change majors at Capital University prior to the next academic term.

- For transfer students, to progress to NURS-300, students must have completed required science courses (BIOL-100, 231, 232, 280; CHEM-150 or 130/131) with a C or higher if taken at Capital University or an average 2.75 if courses were transferred from another institution. Any online science course must be pre-approved. In addition, transfer students must have completed all other 100 and 200 nursing courses with a minimum grade of C and have completed PSYCH-110, Reading and Writing (UC-110), Speaking and Listening (UC-120), and the Cultural Diversity (UC-200) General Education goals or transfer equivalents.
For students admitted under the curriculum prior to Fall, 2015, to progress to NURS-310, students must earn a minimum of C in NURS-110, NURS-201, CHEM-150, BIOL-100, BIOL-280, BIOL-231 and BIOL-232 to enroll. A student must also have a minimum $\geq 2.70$ accumulative GPA at the end of the spring semester prior to NURS-310 to retain their seat in the nursing program. Those students whose GPAs fall below this standard will be dismissed from the nursing program but will be given opportunity to change majors at Capital University. (Pre-Licensure Committee, 2011-12; Rev. 2014-15)

For students admitted under the curriculum prior to Fall 2015, if students were unsuccessful in NURS-310 or unable to progress to NURS-310 after successfully completing NURS-221 and had a cumulative GPA of $\geq 2.70$ they must take an independent review course in the spring prior to repeating NURS-310 to demonstrate competency in NURS-221 skills. NURS-310 will be offered for the last time in Summer, 2016. If students are unsuccessful in NURS-310 during the Summer, 2016 term and are eligible to repeat the course based on other progression criteria, they will be given opportunity to repeat the course under the Course by Contract policy.

Clinical practice or a laboratory component in a course must be passed satisfactory. All clinical and laboratory hours must be completed. If a student has to miss a clinical and the absence is beyond the student's control, an incomplete may be granted or an alternative assignment may be offered, if a student has satisfactory performance and no previously missed clinical. Students missing significant portion of clinical or lab may be required to drop the course based on faculty determination. Special circumstances will be addressed on an individual basis. Unexcused absences will result in either mandatory course withdrawal or a failure. All unexcused absences are made up at the student's own expense and time.

An unsatisfactory in clinical practice or in the laboratory setting will result in a course grade of a D or F. If a student receives an unsatisfactory in clinical practice or laboratory, the course grade will be an F if the exams and other components are below 70%. The student can earn no higher than a D.

If a student receives a C- or D in a science course, they must follow the prerequisites listed for each course. The University recognizes a C- or D as a passing grade and therefore students may progress to the next course; however, the Department of Nursing requires at least a C (2.0) in all science courses prior to entering NURS-300 or NURS-310. Therefore, students may need to retake a science course, in which a C- or D was earned, even if they have progressed into the next course. If a student has received a C-, D or F in BIOL-231, they will not be allowed to progress into NURS-221, NURS-300 or NURS-310. Students should discuss their academic plan with their adviser.
If a nursing student wishes to repeat a science at another institution, the student must ascertain the transferability of the proposed course and complete a Transient Student Request form. The student must earn a C (2.00) or higher in the course to meet the nursing science requirement at Capital. Approved courses successfully completed at another university will meet the course requirement; however, the grade received at the other university will not be calculated into the Capital GPA. No online courses will be accepted without pre-approval of the online version. All transfer science courses need a laboratory component.

If a student’s grade in a science course is an F, the student must successfully repeat the course before progressing into the next science course. Extending the program or summer study is recommended in this situation.

If a Capital University student repeats a science course at Capital, the second grade will replace the first grade in the GPA. For C- or D grades, the Registrar will require a change of grade (C- or D to F) from the science faculty in order to allow the student to repeat the course.

Prospective transfer students who request admission must have earned an overall B- (2.75) average in biology and chemistry courses.

While a C is required to meet biology and chemistry requirements and for progression in nursing courses, it is to be noted that D is a passing grade for core, stats, psychology, and elective courses. A C must be obtained for the HSPT-230: Nutrition and Diet Therapy course. The cumulative GPA must be at least \( \geq 2.50 \) to progress to the sophomore year and to NURS-221. A cumulative GPA of \( \geq 2.70 \) is required to enter NURS-300 or NURS-310.

A grade of D or higher is passing in an elective nursing course. In an elective clinical nursing course, the clinical component must be satisfactory to receive a passing grade; failed elective courses do not need to be repeated.

University policy allows students to take general elective courses on a pass/fail option. Math-110 and Math-120 meet the university requirement as an elective for students in the nursing major. University Core, Science Core and Nursing classes cannot be taken pass/fail.

If a student receives < 900 on an Evolve Specialty exam, the student will be placed on a Supplemental Learning Plan to remediate on the content prior to proceeding to the next course specialty exam. Students will be notified of the Supplemental Learning Plan by the Evolve Coordinator. Credit for completion of the required Supplemental Learning Plan is applied in the next clinical course.
If the Academic Affairs Committee of the DON determines that a student will be dismissed from the Nursing Program based on academic progress, the decision will then be forwarded to the Dean of Nursing and the Associate Dean of the Pre-Licensure Nursing Program as well as to the University Dean of Student Affairs. The decision of the Nursing Academic Affairs Committee regarding sanctions and termination from the DON is generally final. A student may appeal the decision only on the basis of new compelling information provided to the Academic Affairs Committee in the Department of Nursing. Each independent appeal will stand on its own merit.

See the current University Undergraduate Bulletin and Handbook for further policies. (Rev 5/09, 5/10 & 7/11, 2/12, 7/13: JKM)

Accelerated Nursing Program (C-NAP) Academic Progression Policies

- No more than one required 300 or 400 level nursing courses may be repeated; a 300 or 400 level courses may be repeated only once.

- No more than one required 500 level nursing course may be repeated; a required nursing course may be repeated only once.

- A student who receives a grade below C (78%) in a required nursing course must repeat the course and earn a grade of C or better before progressing to the next level or to the next graduate course.

- Nursing courses designated as prerequisite courses must be satisfactorily completed prior to registration in subsequent courses.

- 300 and 400 level nursing courses in each semester must be completed satisfactorily prior to enrollment in the subsequent semester courses or graduate courses. A student, with adviser support, may petition the Academic Affairs Committee for exception to the policy based on rationale and significant merit.

- Clinical practice or a laboratory component in a course must be passed satisfactory. All clinical and laboratory hours must be completed. If a student has to miss a clinical and the absence is beyond a student's control, an incomplete may be granted. An alternative assignment may be offered for a minimum amount of clinical.

  An unsatisfactory in clinical practice or in the laboratory setting will result in a course grade of a D or F. If a student receives an unsatisfactory in clinical practice or laboratory, the course grade will be an F if the exams and other components are below 70%. The student can earn no higher than a D.

- A cumulative GPA of 2.25 or higher must be achieved to continue to progress to subsequent semesters.
• If a student receives < 900 on an Evolve Specialty exam, the student will be placed on a Supplemental Learn Plan to remediate on the content prior to proceeding to the next course specialty exam. Students will be notified of the required Supplemental Learning Plan by the Evolve Coordinator. Credit for completion of the Supplemental Learning Plan is applied in the next clinical course.

• Graduate level (500 levels) courses, which include NURS-500, NURS-520, and NURS-530, may be taken in any order in the curriculum and registration will be done by the student’s adviser and the Associate Dean of the Post-Licensure Program due to space considerations. A Writing Competency is required in one of these courses or by permission of faculty in a C-NAP course.

• All 500 level core courses must be completed with a C+ or better. If a student receives less than a C+ in a 500 level course, the student may progress in the 300 and 400 level C-NAP courses and repeat the 500 level courses in which the student earned a failing grade prior to graduation.

Grade Point Average (GPA)
Grade point average (GPA) is the measure of a student’s academic performance. University courses are graded on a 4 point scale; A = 4.00 points; A- = 3.75 points; B+ = 3.50 points; B = 3.00 points; B- = 2.75 points; C+ = 2.50 points; C = 2.00 points; C- = 1.75 points; D+ = 1.50 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.

An example follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Credit Hrs.</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-100</td>
<td>4 hours</td>
<td>B</td>
<td>12</td>
</tr>
<tr>
<td>CHEM-130</td>
<td>4 hours</td>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td>UC-110</td>
<td>3 hours</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>PSYCH-110</td>
<td>3 hours</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>Elective</td>
<td>1 hour</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>15 hours</strong></td>
<td></td>
<td><strong>45 points = 3.0 GPA</strong></td>
</tr>
</tbody>
</table>

The GPA is cumulative and reflects overall performance. If the GPA falls below 2.00 (C average) the Registrar will place the student on academic probation and a notation is entered in the student’s record. If a student earns a GPA of 3.50 or higher while carrying a full load of 12 hours or more of graded courses, the student will receive academic distinction honors. A list of academic distinction honors is found on page 48.

See the current Capital University Undergraduate Bulletin for further policies.
Transfer Nursing Credit
Transfer credit for a nursing course from another University or College will generally be applied as elective credit toward the nursing program requirements. Transfer courses will be evaluated by the Department of Nursing when they are applicable to required courses in the curriculum. If these courses contain content covered in a comparable nursing course in the curriculum then they may be approved for credit in the nursing major. Syllabi for transfer courses may be required for review by the Department of Nursing (DON) for potential approval for the course to be applied to the nursing major.

A copy of the DON course descriptions can be found online in the Capital University Bulletin. Nursing courses vary from university to university. For example, NURS-110 is a foundational course and presents basic content and concepts reflected in this nursing curriculum. NURS-201 is a growth and development course presented from a life span approach including the prenatal period through end of life. HSPTS-230 is a nutrition course that covers nutrition knowledge and diet therapy that supports nursing care across the life span. Transfer courses must address content similar in scope and depth to required courses in the nursing curriculum in order to be approved for credit in the nursing major at Capital.

Policy on Credit for Military Experience
Students with military experience who are applying to or transferring to the nursing program and believe that they have military experience that is equivalent to nursing courses, general education courses, or other courses in the major, are encouraged to submit a Portfolio with the assistance of a nursing adviser to the Department of Academic Success for review. The “Guide to Experiential Learning” (2013) will help the student prepare the portfolio for submission. The University Competency Assessment panel (UCAP) Committee will then review the portfolio for potential experiential learning credit. (Policy pending final approval Fall, 2015)

Policy on Transient Student Credit
Students in the Department of Nursing may elect to take supplemental course work from time to time from other Colleges or Universities. This must be negotiated with the academic adviser and pre-approved by the Registrar. The most common courses considered are general electives or University core requirements. On occasion, students are out of sequence with required science courses and may wish to take a science course elsewhere.

Prior to taking courses as a transient student at another University, students are advised to complete the Transient Student Form and seek approval from the Chair of the Department of which the course is offered. Students must also obtain approval of their academic adviser for transient courses. Note that a minimum grade of C is required by Capital University for transfer credit. Also note that the Department of Nursing requires that if a required science course is taken at another university a minimum grade of C is required to transfer in or to replace the science taken at Capital University. Online science courses are generally not accepted by the Department of Natural Sciences unless that online version is pre-approved by a science faculty.
Capital University does have articulation agreements with many other Universities in the region. Courses listed on the articulation agreements are already pre-approved for transfer to the University; however, these courses may still require approval by the Department of Nursing for application of credit toward the nursing major.

The Transient Student Form (available online on the Registrar Website: www.capital.edu/registrar) must be completed with the student’s adviser and signed by the Registrar prior to taking a course at another University when the student is presently enrolled at Capital University.

A transcript from the transient school must be requested by the student to be sent to the Capital University Registrar once the course is completed in order to receive credit at Capital University. Following transfer of a course taken as a transient student, students should review their Program Evaluation with their adviser to assure that credit has been noted on the Capital University transcript. Signature of the Associate Dean of the Pre-Licensure Nursing Program may be required to have the credit applied to the nursing major.

**Leave of Absence**

A Leave of Absence may be granted to a student who wishes to interrupt, but not permanently discontinue, enrollment at Capital University. Leaves of up to one academic year may be granted including transient work. Requests must be approved by a University Dean and the Dean of the Nursing and submitted to the University Registrar. A Leave of Absence allows a student to return without the necessity of reapplying to the nursing program.

See the current University Bulletin for the complete Leave of Absence policy including, taking a leave after a semester begins, registration upon return, eligibility requirements, and withdrawal from University.

**Academic and Professional Behaviors / Misconduct**

**Traditional Undergraduate and Accelerated BSN Nursing Programs**

If a student has been identified by faculty as exhibiting behaviors at variance or minimally congruent with the Department of Nursing (DON) expectations or with specific course objectives, academic or professional policies, or policies of clinical agencies, the faculty will complete the report entitled, Responsibilities of Students: Variance Report (Appendix E). Faculty will follow the procedure outlined in the Variance Report form. (Revised: 2011-2012 Pre-Licensure Student Handbook)

The DON expects behavioral characteristics of students that include but are not limited to accountability, safety in clinical practice, ethical conduct, responsibility for learning, professional appearance, attitude, communication, and adherence to academic, professional, and disciplinary policies. These behaviors are stipulated in, but not limited to, the DON Student Handbooks, the Capital University Bulletin, the Capital Student Handbook, Course Syllabi, and/or Policies of Affiliated Clinical Agencies. General faculty expectations can be found in Appendix C.
Students are also expected to notify faculty if they cannot comply with the Essential Performance Policy and are responsible for completing the initial Nursing Health assessment form, Immunization form, Tuberculosis (PPD) screening, CPR Health Care Provider certification, Liability Insurance, and background/fingerprinting requirements prior to entering a clinical agency. These forms and required documents need to be completed and on file with the DON by the date stipulated by the DON and by the date stipulated in the course syllabus. Tuberculosis screening, CPR certification, flu vaccine, and liability insurance need to be reviewed annually and on file with the DON prior to expiration dates. Students may not attend clinical without complying with these health requirements and will receive an unexcused absence if they are unable to attend clinical. Contractual compliance related to health requirements is mandated by Health Agencies; these agencies may demand proof from the DON at any time. Unexcused absences from clinical due to health requirements will result in a course withdrawal or failure.

If a student is in violation of the expected academic or professional behaviors, a Variance Record Form is initiated by faculty to alert the student that an area of concern has been identified and that improvement is necessary in expected behaviors. The faculty may also initiate a contract with the student for remediation and/or refer the variance report to the DON Academic Affairs Committee for a determination on the course of action as stipulated by policy.

The procedure outlined in the Variance Report located on page 33 of this handbook will be followed. The Variance Report can be found on Appendix E.

Variance Reports are copied and sent to the student's adviser, DON Academic Affairs Committee, Associate Dean of the Pre-Licensure Nursing Program, Dean of Nursing, and the student. The original copy is filed in the student's advising file. The DON Academic Affairs Committee reviews all Variance Reports and may impose additional sanctions. Situations of Academic Misconduct may also be referred to the University Academic Integrity Board. The Academic Integrity Board to the University may impose additional University level sanctions.

If course faculty finds a student in a nursing course responsible for academic misconduct, the faculty is responsible for determining course grades based on academic performance and behavior (grades may be lowered to an F in the course for situations of misconduct).

The DON Academic Affairs Committee will review Variance Reports in relation to the total academic record of the student and circumstances in the Variance Report. The committee may ask the student and faculty member to discuss the matter and the student may request to speak to the committee. The committee may decide to impose additional sanctions in addition to the course faculty grade determination or recommendations(s).
The decision from the DON Academic Affairs Committee regarding termination / dismissal from the Nursing Program is sent to the Dean of Nursing for the final approval. A student may appeal a decision on termination / dismissal from the Nursing Program to the DON Executive Committee only 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 and compelling information. (3/10)

Appeal of any action of the DON Academic Affairs Committee is directed to the Dean of Nursing and to the attention of the Department of Nursing Executive Committee. The appeal must be made in writing and the student should ask the academic adviser for assistance in drafting the appeal.

Petitions for Exceptions to Rules on Progression
If a student does not meet progression criteria, the student, with assistance from their academic adviser, may prepare a written petition to request exception to academic policy. The petition should be signed and dated by the student and the academic adviser and submitted to the Chair of the Academic Affairs Committee of the DON. The committee may consult with the adviser, course faculty, or college administrators. Course availability, staffing, enrollment, as well as student performance, are aspects of the decision. The committee will make a determination on the petition. The committee may also submit the petition to the Pre-Licensure Program Committee, Associate Dean of the Pre-Licensure Nursing Program, or the Dean of Nursing for their approval on petitions for exception to progression policies. The student will be notified in writing about the decision on the petition.

Grievance
Students in the Department of Nursing are students of Capital University. As such, for grievances related to course grades, any student may choose to use the grievance procedure outlined in the Capital University Student Handbook located online through the University’s web site. Grade change requests related to error in calculation or recording error must be made no later than the last day of classes of the subsequent semester. (See the current University Undergraduate Student Bulletin and Handbook)

The initial step in resolving any conflict regarding course grading is to have a formal discussion between student and faculty. The student should ask their academic adviser for assistance to prepare for this discussion. Most issues can be resolved at this level.

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 or use of the work of other students; copying, reproducing, memorizing or photography of exams; plagiarism (using another’s ideas or words without proper documentation); etc. Professional misconduct includes giving false 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, may be failure of the course and/or sanctions by the DON Academic Affairs Committee. (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 committee determines 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.

**Conditional Academic Status I:** A student will be placed on Conditional Academic Status I (a probationary status in the nursing program) whenever their 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 Dean of Nursing and is encouraged to seek assistance from their adviser, the Department of Academic Success, and the Center for Health & Wellness.

**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 from 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 this Pre-Licensure Nursing Programs Student Handbook.

**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:

- If a student is convicted of (or enters a plea of guilty or no contest to) a felony or serious misdemeanor;
- If, following suspension from and reinstatement to the University, the student continues to work at levels below those established by the Department of Nursing;
- If, following disciplinary suspension and reinstatement to the Department of Nursing, the student continues to demonstrate academic or professional misconduct;
- If the student displays a fundamental lack of ability or motivation to achieve a baccalaureate degree;
- If the Academic Affairs Committee makes a recommendation of termination / dismissal from program and the decision is referred to the Chair 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 (DON). Decisions by the Academic Affairs Committee are binding. Decisions are sent to the Dean of Nursing for approval. Appeal of decisions (related to sanctions or terminations) of the DON 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 and compelling information. Each independent appeal will stand on its own merit.

(Revised: 3/10, University Mandated Change on Sanction Terminology)

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. During class and clinical, it is expected that cell phones, electronic tablets, social networks on computers, and paging devices be turned off to assure that the learning environment is not interrupted. Appendix C includes faculty expectations for student behaviors. 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.
Variance Report
To support professional growth in the spirit of learning and to promote a culture of safety, the Department of Nursing (DON) 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 of variance or minimally congruent with the Department of Nursing expectations or with specific course objectives, academic or disciplinary policies, the faculty will complete the report entitled, Responsibilities of Students: Variance Report (Appendix E). The faculty member initiates the Variance Report to alert the student that an area of concern has been identified and that improvement is necessary in expected behaviors. The faculty may also initiate a contract with the student for remediation and/or refer the variance report to the Academic Affairs Committee of the DON for a determination on the course of action as stipulated by the policy.

The Procedure will be followed as stated on the Variance Report:

- A written description of the student behavior that is at variance with academic or professional responsibilities as stipulated in but not limited to the Department of Nursing Student Handbooks, the Capital University Bulletin, Course Syllabi, and/or Policies of Affiliated Clinical Agencies.

- A written description of ways (goals/interventions/remediation) that must be achieved to modify the behavior and a date by which the upgraded performance must be achieved.

- A verbal discussion between student and faculty, concerning the behavior at variance from expected responsibilities of students including the plan for goal/interventions/remediation and the achievement date. This is a conference time for clarification and questions.

- After the discussion, both student and faculty sign and date the Variance Report and a copy is given to the student; the faculty keeps the original for the student file.

- The student is then asked to respond to the Variance Report in writing by completing the student response part of the form within the timeframe stipulated. The student should describe factors that may have contributed to the behaviors, the potential or actual consequence of the behaviors, and ways to assure that the behavior does not reoccur.

- 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.
- The Variance Report and student response is then copied and sent to the student’s adviser, the DON Academic Affairs Committee, the Associate Dean of the Pre-Licensure Nursing Program, the Dean of Nursing, and the student. The original copy is filed in the student’s file in the Department of Nursing.

- After the date of achievement, faculty will document in writing the behavior, growth/progress or lack of progress and forward the report to the Chair of the DON Academic Affairs Committee and others listed above.

- Copies of the Variance Report will remain in the student’s nursing file and be noted in the professional behavior area of the clinical folder.

- All Variance Reports are reviewed by the DON Academic Affairs Committee.

The DON Academic Affairs Committee reviews Variance Reports to track patterns in the Department of Nursing to assure safe and quality nursing care as well as adherence to policies, guidelines, standards, and procedures of the Department of Nursing, Capital University, and the State Board of Nursing. The DON Academic Affairs Committee may make recommendations regarding policies to the faculty of the Department of Nursing or the University based on review of Variance Reports.

For situations of academic or professional misconduct including but not limited to serious, severe or repeated breaches of academic or professional policies, guidelines, standards and procedures of the Department of Nursing, Clinical Agencies, Capital University or the State Board of Nursing, the DON Academic Affairs Committee may make a determination of sanctions. The DON Academic Affairs Committee’s actions may include any of the Academic or Disciplinary Sanctions as approved by the Department of Nursing Faculty and outlined in the Department of Nursing Student Handbooks. 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 with their adviser for assistance. Situations of serious, severe, or repeated violations of Faculty Expectations of Student Behavior, Department of Nursing Policies as defined in the Department of Nursing Student Handbooks, Course Policies defined in syllabi or in course orientations, Clinical Agency Policies defined in orientation to clinical sites or in Clinical Guides, patient safety violations or medication errors may result in sanctions or termination / dismissal from the nursing program. In these situations it is not required that students be provided an opportunity for remediation before a determination of sanctions.

Referral to Campus Student Services may be required as a remediation, which may include, but not be limited to, services and counseling through the Center for Health & Wellness, the Office of Academic Success, or Disabilities Services. 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 Variance Report, the student’s adviser, the Dean of Nursing, the Associate Dean of the Pre-Licensure Program, and a copy will be placed in the student’s file. The committee’s action on termination / dismissal will go to the Dean of Nursing for final approval. Appeal of the DON 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 from the Nursing Program can be made to the Provost only on the basis of new information.

The faculty member may consult with the student’s adviser, the Chair of the DON Academic Affairs Committee, Associate Dean of Pre-Licensure Program, Dean of Nursing, or other appropriate personnel concerning the situation regarding the Responsibilities of Students: Variance Report.
Section 7: Standardized Testing

Comprehensive Achievement Testing
Comprehensive achievement testing is integral to monitoring progression through the curriculum. This testing represents one measure of the students’ overall achievement of program goals. Standardized testing is used at several points in the curriculum. Case studies, practice exams, and specialty exams are also used to measure progress in specific content areas, identify areas for further remediation, and prepare students for the licensing examination (NCLEX-RN). Two EXIT-RN examinations (HESI) are administered during the last year of the program and a mandatory NCLEX-RN review course is offered at no additional cost to students.

Evolve/Reach Testing and Supplemental Learning Plan (SLP)
These testing and supplemental learning products are designed to ensure that students are properly prepared for the NCLEX-RN (National Council Licensure Examination - RN), required of all individuals to practice professional nursing. This computer-based system for assessment and learning is incorporated in nursing courses. Case studies, practice exams, and assessment specialty exams are used to enhance student learning.

Table of Diagnostic, Review, Comprehensive Testing Through the TUP Curriculum*

<table>
<thead>
<tr>
<th>Year</th>
<th>Assessment Exams*</th>
<th>Case Studies</th>
<th>Practice Exams</th>
<th>Supplemental Learning Plan (SLP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Level</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NURS 300/310</td>
<td>Specialty:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fundamental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Level</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NURS 321</td>
<td>Specialty:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maternity</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 322</td>
<td>Pediatrics</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 365</td>
<td>OB/Pediatrics</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 326</td>
<td>Med/Surg</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 307/320</td>
<td>Pharmacology</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Level</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Nursing 400/416</td>
<td>Psychiatric</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 418/420</td>
<td>Community</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First &amp; Second</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Semester</td>
<td>HESI Exit:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 401/450</td>
<td>Ver. 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 424/463</td>
<td>HESI Exit:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ver. 2</td>
<td></td>
<td></td>
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</tbody>
</table>

*All Specialty exams and HESI Exit Exams are required and proctored. Supplemental learning activities are required in the next nursing course for students scoring below the level established by the Department of Nursing for Specialty Assessment Exams.
Table of Diagnostic, Review, Comprehensive Testing Through the CNAP Curriculum*

<table>
<thead>
<tr>
<th>Year</th>
<th>Assessment Exams*</th>
<th>Case Studies</th>
<th>Practice Exams</th>
<th>Supplemental Learning Plan (SLP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>NURS 300 Specialty: Fundamentals</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>NURS 326 Specialty: Med/Surgical</td>
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<td>X</td>
<td></td>
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<tr>
<td></td>
<td>NURS 365 Specialty: Pharmacology</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Specialty: OB/Pediatrics</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>NURS 320</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>NURS 365</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>NURS 400/458 Specialty: Psychiatric</td>
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<td>X</td>
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</tr>
<tr>
<td></td>
<td>NURS 420/459 Specialty: Community</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td></td>
<td>NURS 450/460 HESI Exit Version One</td>
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<td>X</td>
</tr>
<tr>
<td></td>
<td>NURS 463 HESI Exit Version Two</td>
<td>X</td>
<td></td>
<td>Extra Review Course required if &lt; 900</td>
</tr>
</tbody>
</table>

*All Specialty exams and HESI Exit Exams are required and proctored. Supplemental learning activities are required in the next nursing course for students scoring below the level established by the Department of Nursing for Specialty Assessment Exams.

A supplemental learning plan will be assigned by the Evolve Coordinator to students that score below the level (<900) established for Evolve Specialty Exams by the Department of Nursing. Student participation in the assigned supplemental learning plan (SLP) will comprise a percent of the final course grade in the next nursing course that is assigned Specialty Exams. The course syllabus will provide additional specific information concerning the Supplemental Learning Plan requirements and evaluation. Supplemental Learning Plans will be administered by the Evolve Coordinator.
Exit R.N. (HESI) Exam Version One and Two for TUP and C-NAP
Students will take two versions of the HESI Exit Exam. The first version will be administered in the first semester of the last year of the program and the second version will be administered in the last semester prior to graduation. These exams will be administered online in a proctored setting.

The Exit-RN exam measures students' readiness for the NCLEX-RN examination and is one measure of the students' achievement of the overall program goals. The exam is computer-based, comprehensive, and contains test items similar to those comprising the nursing licensing exam known as the NCLEX-RN (National Council Licensure Examination - RN).

Assessment Exams and Exit R.N. Exam (HESIs):
Supplemental Learning Plan and Requirements
After each specialty exam students are required to review rationales on test items that were not answered correctly. All rationales on missed items must be reviewed to earn the course percentage allotted to the Evolve Specialty exam.

A supplemental learning plan (SLP) is recommended for all students; however, a supplemental learning plan that may also include meeting with the Evolve Coordinator and will be mandatory for students who earned <900 on any specialty exam. Individuals will be notified in their next nursing course by the Evolve Coordinator and will be required to meet with an assigned content coach. An individualized SLP plan will be developed for each student. Proof of completion of the SLP is required prior to the next specialty exam in the next course.

All students are required to purchase a NCLEX-RN review book for preparation for the NCLEX-RN exam. The book will be also be used as a part of the SLP learning activities.

If a student does not receive a 900 on the Exit-RN exam version one, they will be required to take the NCLEX-RN review course/seminar offered the following semester. In addition, failing grades in science and nursing courses may require attendance at the review course.

NCLEX-RN Review Course and Certification to sit for Licensing Exam
If a student does not get a 900 on the Exit-RN Exam version two, the student will graduate but will not be certified by the nursing program to take the NCLEX-RN Licensing Examination until further remediation is completed. Students will need to submit proof of attendance at another NCLEX-RN review course taken at their own expense after the HESI Exit-RN exam version two was administered. Please plan accordingly and study to obtain the 900 score on the second version of the HESI Exit-RN exam to avoid the need for remediation after Exit-RN exam Version Two.
OBN Certification for the NCLEX-RN Licensing Exam
Entry into the practice of nursing is regulated by the licensing authorities within each of the National Council of State Boards of Nursing (NCSBN). To ensure public protection, each State Board requires candidates for licensure to pass an examination that measures the competencies needed to perform safely and effectively as a Registered Nurse.

Capital University's Nursing Programs are required to send names of students who are eligible to sit for the NCLEX-RN Licensing Exam. Student's names will be sent to the Ohio Board of Nursing within two weeks of graduation if students have received a 900 or higher on HESI Exit-RN exam version two. This certification is necessary to complete registration for the NCLEX-RN.

If a student does not get a 900 on version two of the HESI Exit-RN exam, another NCLEX-RN review course is required at the student's own expense. Most courses cost approximately $400.00. This course must be taken after the HESI Exit-RN exam version two was administered. NCLEX-RN review courses taken before the Exit-RN exam version two will not meet this requirement.

Students must provide proof of attendance and completion at the second review course prior to certifying eligibility to take the NCLEX-RN Examination. Registration for the course will not be accepted as proof of attendance.

If students plan on taking the licensing exam in late May or early June, they will need to get their application in early and study to earn an 900 or higher on the HESI Exit-RN exam version two. This is important for students in that may have obtained an employment start date in early June.

Appendix P contains information on applying to the Ohio Board of Nursing for the Licensing Examination.
Section 8: Campus Resources

Everyone at Capital wants 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.

There is a course syllabus for each course in which students are enrolled. These syllabi will provide specific information about each course, its content, and the required assignments. Review the syllabus and course materials carefully. Be sure to understand how the class will be conducted, what faculty expect, and what students might expect of faculty. If you have questions, ask the faculty teaching the course. Do not depend on other students for course information.

Office of Academic Success
The Office of Academic Success provides tutoring, study strategies, counseling, and other academic support services that can be a valuable resource for you as you study and work to complete courses and their assignments. The Office of Academic Success coordinates services that support academic achievement. Peer tutors are available for individual courses. Drop-in math and writing tutors are also available.

The Office of Academic Success is located on the second floor of Blackmore Library. You may call 236-6327, email at academicsuccess@capital.edu or stop by the offices on the second floor to set up an appointment or discuss services provided.

The Office of Academic Success offers tutoring for students who need assistance with writing skills. A faculty member can refer you or you can go over and ask for help. If a faculty member refers you to Academic Success, 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. The Office will send updates on the referral.

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. Nursing courses use the APA writing style or format. The policy and general guidelines for term papers in nursing courses are contained in Appendix F.

The Math and Science Departments offer regular help sessions to assist students enrolled in science and math courses. The schedule is available at the Office of Academic Success, from the department chairs, or the course faculty.
Independently arranged one-on-one tutoring is available in a wide range of subjects. A complete listing of all the Peer Tutors, their contact information, and courses and be found in the Office and on the Academic Success website at www.capital.edu/Academic-Success/ starting the third week of Fall semester and the second week of Spring semester. Nursing faculty members have provided names of students who are willing to tutor nursing courses. Free online eTutoring (www.etutoring.org) is also available in accounting, anatomy/physiology, biology, chemistry, math, statistics and writing. The subject area online tutoring is synchronous (real time) while the online writing Lab has a 24-48 hour turnaround on submitted papers. Tutors are paid for by the University.

Finally, students can contact Bruce Epps, Director of Academic Success, at 236-6461 or tutor@capital.edu to schedule an individualized study consultation, or for additional information about Academic Success’s academic support services

**HELPFUL HINT:** 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**
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 236-6114 or disabilityservices@capital.edu. This service can advise you regarding testing and the types of accommodations that can be arranged. Disability Services is located in the Center for Health & Wellness.

Faculty members need formal notification from the Office of Disability Services (ODS) to provide additional time or variations in testing environments for a documented learning disability. Please work with the Office of Disability Services to ensure proper documentation is submitted and approved. The Office will send course faculty notification of your plan.

It is your responsibility to notify your faculty and arrange for your own special testing or other accommodations. Do this several weeks before the accommodations are needed.
The Library and Information Technology (IT)
You will have the opportunity to become acquainted with the library during first year orientation, as well as during various nursing courses. **PLEASE TAKE ADVANTAGE OF THIS OPPORTUNITY!** The librarian will assist you in using the computer databases, library services, and 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. Each computer is loaded with Microsoft 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 G for the policy related to the use of the Fuld Lab.

The Fuld lab is being used for assessment exams and Exit-RN exam testing. The Fuld Lab may be closed for a portion of the day to accommodate these exams. A sign will be posted on the door of the lab if it is closed for testing.

See the current University Undergraduate Bulletin for other computer resources on campus. WIFI is available throughout campus.
Section 9: Clinical Course Requirements

Equipment and Uniforms for TUP Students
During the sophomore year, Traditional Undergraduate (TUP) students will be required to purchase equipment such as a stethoscope, sphygmomanometer, hemostat, bandage scissors, penlight, etc. TUP students will receive a list of required equipment prior to NURS-221 or NURS-300. Students are required to buy this equipment for laboratory and clinical. The equipment is brought to each laboratory and clinical experience.

Early in the spring semester of the sophomore year, TUP students will receive information about ordering uniforms. Sample uniforms will be available for students to try on. The student’s payment is due when student pick up uniforms. Students are required to wear the standard Capital Nursing Uniform and follow the Department of Nursing Dress Code. If students do not have uniforms for clinical, it will be considered an unexcused clinical absence. The uniform and dress code policy of the Department of Nursing is contained in Appendix I.

Equipment and Uniforms for C-NAP Students
Students in the CNAP curriculum will need to purchase equipment for laboratory and clinical by the start of their program. Information on purchasing uniforms and equipment is provided in the CNAP orientation materials. Students will need equipment during the first week of classes and are required to purchase a stethoscope, sphygmomanometer, hemostat, bandage scissors, penlight, etc. The student will be expected to bring this equipment to laboratory and clinical.

Students will also need uniforms for clinical experiences in NURS-300 that will begin in the first semester. A uniform list and samples will be available during orientation. Students are required to wear the standard Capital Nursing Uniform and to follow the Department of Nursing Dress Code. If students do not have uniforms for clinical, it will be an unexcused clinical absence. The uniform policy of the Department of Nursing is contained in Appendix I.

Mobile Devices for TUP and C-NAP Students
Students will need to purchase a mobile device such as a smart phone, iPod touch, iPad, or Android devices prior to the start of NURS-300 or NURS-310. Students will purchase required applications in the bookstore and download them on their mobile device. These applications will include a medical dictionary, drug book, laboratory book as well as other resources. It is recommended that students purchase the mobile applications from the Capital University bookstore as these have been ordered to include updates to the applications throughout the student’s program.
Prerequisites for Clinical Experiences for TUP and C-NAP

Students are required to have a physical examination, documented immunizations, professional liability insurance, and current CPR certification. In addition, students are to renew professional liability insurance annually, receive an annual TB screening and flu vaccine, and renew their CPR certification as needed. See Appendix J for complete policy, procedures, and forms.

This health assessment and documentation of required information is mandatory. Students who do not follow this policy will not be allowed to attend clinical. These absences are unexcused and will require course withdrawal or a failure in the course based upon the length of noncompliance and previous unexcused absences. Students and the DON must comply with agency policies for use of clinical units.

Health Requirements for TUP and C-NAP Students

A medical history and physical examination are required prior to enrolling in the first clinical course (TUP: NURS-300/310 and CNAP: NURS-300). Health assessment and immunization forms can be found in Appendix J or in the nursing office (BHSN 329). Read these forms carefully. The immunization form includes tests, titers, and immunizations that are required by agencies to protect both the student and patient. Health requirements include: the Hepatitis B vaccine series, T-Dap, MMR, and flu vaccines along with Rubella and Varicella titers. Some waivers are accepted for medical reasons.

Rubella and Varicella titers are required even if immunizations are current. If a student has a negative titer, re-immunization is required for that disease. Another titer may be required based on agency policy.

Annual TB screens and flu vaccines are required. Deadlines for flu vaccines are set based on availability, but generally the 3rd Monday in October is set. It is the student’s responsibility to ensure that these requirements are met.

The Center for Health & Wellness

The Center for Health & Wellness is located in the Kline Building. The Center offers a range of services for students to meet emotional, physical, and medical needs. The medical services are offered five days a week through a combination of walk-in hours by a nurse practitioner or by appointment with a physician. Counseling services are also available by appointment and disability services are also located here. Physicals can be obtained in the Center with an appointment. You can contact the Center for appointments by calling 236-6114.
Professional Liability Insurance
Students are required to maintain professional liability insurance coverage throughout the nursing program once clinical courses begin. Students must submit documentation of renewal by providing a copy of the policy certificate on an annual basis. Students will not be allowed in the clinical areas with an outdated liability insurance policy and this absence is unexcused. Nurses Service Organization (NSO) is one insurance company that you may use. You can apply online at www.nso.com.

Criminal Records and Background Check
Clinical health agencies require evidence of satisfactory criminal record and background checks as a condition for clinical practice by students in clinical courses or practicum. Therefore, all nursing students will need to be fingerprinted for a criminal background check prior to beginning clinical experiences and a second background check is required in order to sit for NCLEX-RN licensure exam. Students will receive information about the procedures for completion of background checks during the fall semester of the sophomore year and again prior to graduation. Both federal and state checks are required.

C-NAP students will receive information about the procedure for background checks during their initial enrollment process. Background checks must be completed prior to start of the program. In addition, background checks will need to be completed prior to graduation in preparation for applying for the NCLEX-RN licensure exam.

Conviction of or plea of guilty or no contest to a felony or misdemeanor may result in dismissal from the Department of nursing.

CPR Certification
Students are required to complete the American Heart Association CPR course for Health Care Providers. This certification includes infant, child and adult CPR, one and two rescuer techniques, use of automated defibrillators, choking, and various other health care provider information. Certification is good for two years and must be renewed. Other companies that provide CPR are not accepted at this time.

Students are responsible for renewing certification and will not be allowed in clinical areas without a current certification card on file. Students are required to obtain CPR certification prior to enrolling in NURS-300 or NURS-310.

Students may attend a CPR class offered in the community, place of employment, or may sign up for CPR classes on Capital's campus for a fee. Spring dates, generally in March, are published on the Bulletin Board and email notifications are sent to sophomore and senior students.

Drug Testing
Routine random and for cause screenings were implemented in Fall 2006. The full policy is in Appendix J.
Note

Students will not be allowed to participate in clinical learning experiences if they have not met all of the above clinical course requirements including: a completed Department of Nursing Health Assessment and Immunization record, Rubella and Varicella titers or revaccination, current negative PPD screen or waiver, a satisfactory criminal background check, professional liability insurance coverage, current CPR course, and annual flu vaccine. In addition, on an annual basis, professional liability insurance coverage, and flu vaccines are required. Clinical faculty will consult with the Administrative Assistant, Student Services to determine that each student has documented evidence of having met the above requirements prior to the start of each clinical course.

Absences due to noncompliance with these requirements are unexcused and will require course withdrawal or a failure in the course based upon the length of noncompliance and previous unexcused absences. Students and the DON must comply with agency policies for use of clinical units.
Travel to Clinical Settings
The opportunity to practice in clinical facilities is an essential part of nursing courses. Students will have clinical experiences in a variety of different agencies in the Columbus area at different times in the program. Students are responsible for providing their own transportation to clinical agencies. Students may use public transportation, drive their own vehicle, or arrange a car pool. Car-pooling seems to be the most popular; however, students in Nursing 410/420 (Community Nursing) and Nursing 424/463 (Senior Colloquium and Practice) need to have a car available for their use since the nature of clinical assignments in these courses is not conducive to car-pooling. Students who participate in car pools make their own arrangements. Neither the Department of Nursing nor the course faculty can assume responsibility for arranging car pools. It is essential that those who drive automobiles have appropriate insurance and are drug-free.

Related Clinical Obligations
While students are in the clinical facility students represent Capital University and the nursing profession. The student, the Department of Nursing, and the University will be judged by students’ behavior. Faculty expects all students to function as mature, responsible, and respectful individuals. If you have questions about what you should or should not be doing, check with your instructor. Faculty expectations of student behavior are detailed in Appendix C.

In some situations, such as community clinical or attendance at professional meetings, uniforms may not be required. Student dress should be conservative and professional. Business casual may be appropriate in some settings. Students must wear their Capital University, Department of Nursing Name Badge as a part of the dress code for street attire in clinical or community agency settings. Remember, you are an ambassador of Capital University and the Department of Nursing. The uniform policy is located in Appendix I.

As a professional nursing student you will learn about the transmission of diseases and ways you can protect yourself and others from exposure and safety hazards. Policies related to these issues are included in Appendices K, L, M, and N.

Assuring Your Privacy
The University complies with the Family Education Rights and Privacy Act (See Appendix O). Thus, we have a policy not to discuss information about a student’s academic record with their friends and/or family members. A student must give their consent for any release of information beforehand if we are to discuss their progress with others, such as parents or spouse.
Section 10: Scholarships, Honors, & Off-Campus Opportunities

Scholarships
In addition to primary scholarships, awards, and grants which are open to students, there are scholarships specifically designated for nursing students. These include two- and three-year 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. Information about other scholarships may be obtained in the Scholarship and Award Information booklet in the Financial Aid Office.

Academic Distinction
Degree-seeking students who earn sufficiently high grade point averages during a given semester are accorded a special honor by being placed on the Dean’s List, Provost’s List, or President’s List. A notation of this honor appears on the student’s academic record. To be eligible for any of these honors, the student must be a degree-seeking candidate. The student’s average must be based on a minimum of 12 semester hours taken on a graded basis (A, B, C, etc.). Pass/Fail credit is not counted in the 12-semester hour requirement. The grade point averages required for each level are as follows:
- 3.50 - 3.69: Dean’s List
- 3.70 - 3.849: Provost’s List
- 3.85 - 4.00: President’s List

Honors Convocation
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. Other awards for nursing students include the Neil Costello Award and the Mrs. Albert Thomas Endowment Scholarship. These and other awards are described in the under Additional Awards/Prizes/Scholarships section 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. Each year the Eligibility Committee reviews the records of junior and senior traditional undergraduate nursing students and second year accelerated BSN nursing students whose GPA is 3.0 or higher. Those who meet the criteria of leadership and scholarship are elected. Individuals not elected to membership as undergraduates may be invited during graduate school or as a community leader in subsequent years. Programs of the honor society are open to all nurses and students as a professional service. The goal of the honor society is to improve the knowledge base of nurses and thus improve the health of all people worldwide.

International and Off-Campus Study
International and off campus study began in 1991 when nursing students traveled to Kingston, Jamaica to study pediatric nursing and community health nursing and participated in travel to Washington, DC to care for the homeless. Capital’s Department of Nursing has a rich history of offering both international and off campus study opportunities. These offerings are illustrative of a commitment in the DON to enhance students’ appreciation for cultural diversity and expand their understanding of global health care systems.

TUP students in their senior year can now travel abroad to Sweden and Scotland to complete their community clinical in this health care system. Students can apply for study in the second half of the Junior Fall semester. Current offerings include a community health program at Mälardalens University in Västeras, west of Stockholm and Scotland. In addition, other international opportunities in China are in the planning stages and will be offered in the near future.

C-NAP students do not have the same opportunity to study in Sweden or Scotland due to the accelerated nature of their program; however, students are welcome to participate in Spring Break or other course related travel/service opportunities.

TUP and C-NAP nursing students have traveled with nursing faculty on Spring Break to Mexico and South Dakota to serve in local health clinics. In addition to these off campus activities, nursing students have participated in service learning activities in Costa Rica, Nicaragua, Dominican Republic, and Panamá. All these activities have enriched nursing student’s lives and added to the curriculum’s focus on cultural competence.
International and study off-campus study augments the curriculum and does not lengthen the program. Nursing faculty continue to seek other off campus and international study opportunities. Students who travel are invited to make a presentation to the DON and at the Spring Symposium on Undergraduate Research. Arrangements are coordinated through the Off-campus Study Committee in the Department of Nursing and the International Education Department of the University.

Fast Track into MSN Program
Students who have completed the first semester of their junior year with a GPA >3.5 may enroll in select graduate courses provided there is space available. An adviser recommendation and signature are required to enroll.
Section 11: Graduation Activities

Preparing for Graduation
During your advising sessions during the second semester of the junior year, be sure you have calculated total credits and course requirements for graduation using your program evaluation and curriculum plan. (Appendix A). During the fall semester, you should be emailed instructions from the Registrar's Office related to applying for graduation. This is the beginning of commencement activities. Although most of the arrangements for Commencement Week are made during the spring semester of the senior year, the initial planning begins during the fall semester.

Graduation Requirements: Traditional Undergraduate Program
Academic graduation requirements include the following:
1. Completion 134 semester hours (if enrolled prior to Fall, 2015) or completion of 124 semester hours (if enrolled Fall, 2015 and beyond) and all the required courses (the last 30 out of 36 semester hours must be taken at Capital).
2. Grade of C or better in all nursing courses and science courses and a cumulative grade point average of 2.25 or higher for all courses taken at Capital.
3. Completion of application for graduation at the time specified by the University Registrar but no later than one semester prior to expected graduation. Check your email from the Registrar for procedure.
4. Have no incompletes and be registered for all remaining requirements for the degree in the final semester.

Graduation Requirements: C-NAP Program
Academic graduation requirements include the following:
1. Completion of 63 semester hours (If enrolled prior to Fall, 2015) or completion of 65 semester hours (if enrolled Fall, 2015 and beyond) and all the required C-NAP courses, including the three graduate level courses, NURS-500, NURS-520, and NURS-530.
2. A grade of C or better in all nursing courses (C- is not acceptable), and a cumulative grade point average of 2.25 or higher for all courses taken at Capital.
3. The Graduate Writing Competency must be achieved (see Graduate Handbook for details).
4. Completion of application for graduation at the time specified by the University Registrar but no later than one semester prior to expected graduation. Check your e-mail from the Registrar for procedure

Note: While a 2.25 cumulative grade point average is sufficient for graduation from the program, students wishing to apply to the Master of Science in Nursing program should note that the admission requirement for programs are generally set at a cumulative GPA of 3.0 or higher.
Request for Letter of Reference
Students often request letters of reference from faculty for jobs as well as internships and scholarships. Request a letter from nursing faculty who are familiar with your academic/clinical work.

The faculty can best serve you if you:
1. Make your request ten – fourteen days in advance of the deadline. When a request is made, give the faculty a copy of your resume.
2. Supply all identifying information: name of contact person and their title, along with complete address/email.
3. Alert the faculty to any special information you may want in a reference letter. This may include special skill, professional experiences, or personal attributes, position requirements.

The Pinning and Recognition Ceremony
A Pinning ceremony will be held in May and December for our BSN graduates. BSN graduates have the option of purchasing the Capital University Department of Nursing pin and will receive the pin at the Pinning Ceremony. After graduation, you will wear the Department of Nursing pin, which identifies you as a graduate of Capital University Department of Nursing. If you decide not to purchase the pin, a non-nursing pin will be used during the ceremony.

Applying for Licensure (NCLEX-RN)
In addition to meeting the final requirements for the BSN degree, you will need to apply for the licensing examination. The NCLEX-RN licensure is controlled by the State Board of Nursing in the state you plan to work. You should go to the State Board of Nursing you plan on taking the exam and download the application. The Ohio Board of Nursing website is www.nursing.ohio.gov. Go to the site and click on “Licensure by Examination Application Instructions”. The total cost is approximately $250.00.

The application has specific instructions. Apply both to the Board and Pearson Vue. Graduates should apply at least 2-3 months prior to graduation; the Board of Nursing takes at least one month to process the completed application (once all parts are complete). It is the student’s responsibility to assure that all forms are completed according to the instructions, enclosures, and fees accompany the forms, and that all deadlines are met. Application requires disclosure of misdemeanor, felony, and mental health information. Any student who is concerned with this portion of the application should make an appointment with the Dean of Nursing prior to application. Cost is $75.00.

Fingerprinting is also part of the formal application process. (Appendix P). BCI results will be mailed to the Ohio Board of Nursing within 30 days; however FBI results may take 4-6 months. Therefore, it is critical that students submit prints at least 6-9 months prior to completing BSN requirements. Cost varies.
Eligibility for Licensure 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; and direct care to older adults in hospice programs, in adult daycare programs; and in adult care facilities (nursing homes). Fingerprinting is a required component of a background check.

An applicant for licensure as a registered nurse in the State of Ohio must divulge any record of misdemeanor or felony convictions related to the abuse of drugs or alcohol. The Ohio Board of Nursing may deny permission to sit for the licensing exam to individuals who have misdemeanor or felony convictions.

Mental Health Disclosure
Students will need to disclose diagnosis and treatment for bipolar, schizophrenia, paranoia, or any other psychiatric disorder, treated within the last five years. Students will also have to disclose if they were ever admitted to a hospital or other facility for the treatment of bipolar disorder, schizophrenia paranoia, or any other psychotic disorder, since attaining the age of eighteen or within the last five years, whichever period is shorter.

Conviction Disclosure
The Ohio Board of Nursing (OBN) requires disclosure if you have ever been convicted of, found guilty of, pled guilty to, pled no contest to, entered an Alford plea, received treatment or intervention in lieu of conviction, or received diversion for any misdemeanor or felony crimes. This includes crimes that have been expunged if the crime has a direct and substantial relationship to nursing practice.

Testing Accommodations
For candidates with disabilities as defined by the American Disabilities Act (ADA) accommodations are made only by the Ohio Board of Nursing (OBN) and the National Council of State Boards of Nursing authorization. The OBN recommends that the applicant notify the OBN, in writing, six months prior to program completion. The applicant is required to submit documentation: (1) Letter from the applicant specifying requested accommodations (2) Letter from the Dean of the nursing program specifying accommodations granted by the nursing program (3) Diagnostic report from professional practitioner.

Certificate of Eligibility from Nursing Program
Upon graduation from a nursing program, the OBN requires a certificate of eligibility for a student to complete the application process. Students who receive a 900 on the second version of the HESI Exit-RN exam will have this certificate forwarded to the OBN within the first two weeks after graduation. Students who do not receive a 900 will need to submit proof of attendance at an NCLEX-RN review session, taken after graduation. The certificate will be forwarded after proof is received in the Department of Nursing.
We hope the information in this handbook has been helpful. If you have question, please ask.

Best wishes meeting your goals.
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# Appendix A: Curriculum Plan and Course Descriptions

## Curriculum Data Sheet: Traditional Undergraduate Program

**Effective for classes admitted Fall, 2015 and beyond**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Advisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID#:</td>
<td>Start Date:</td>
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### General Education Goals

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Writing (UC-110)</td>
<td>3</td>
</tr>
<tr>
<td>Speaking &amp; Listening (UC-120)</td>
<td>3</td>
</tr>
<tr>
<td>Global Awareness (UC-150)</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Diversity (UC-200)</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts (ART-210, TH-121, MUSIC-210, etc)</td>
<td>3</td>
</tr>
<tr>
<td>Religion (UC-220, RELIG-190)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (UC-310)</td>
<td>3</td>
</tr>
<tr>
<td>Ethical Thought (UC-410)</td>
<td>3</td>
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</table>

**Total Credit Hours: 24 hours**

### Nursing Core

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BIOL-100: General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-280: Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-231: Anatomy/Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-232: Anatomy/Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-150: Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PSYCH-110: Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HSPTS-230: Nutrition &amp; Diet Therapy</td>
<td>3</td>
</tr>
<tr>
<td>Statistics: MATH-211, MATH-215, or SOSCI-210</td>
<td>3-4</td>
</tr>
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</table>

**Total Credit Hours: 29-30 hours**

### General Electives: 5-6 Credit Hours

<table>
<thead>
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<th>Course Description</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Elective:</td>
<td></td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
</tr>
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</table>

*N467 is required if score on HESI I < 900*

### Nursing Major

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>NURS-110: Introduction to Holistic Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Level II</td>
<td>NURS-201: Human Development across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS-300: Foundational Nursing Concepts &amp; Interventions</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS-301: Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Level III</td>
<td>NURS-317: Pathophysiology I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NURS-318: Pathophysiology II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NURS-319: Pharmacology I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NURS-320: Pharmacology II</td>
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<tr>
<td></td>
<td>NURS-326: Adults with Acute Health Alterations</td>
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<tr>
<td></td>
<td>NURS-365: Families in Transition</td>
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<td>NURS-366: Nursing Research and Evidence Based Practice</td>
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<tr>
<td>Level IV</td>
<td>NURS-412: Professional Role in Health Care System</td>
<td>2</td>
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<td>NURS-419: Informatics &amp; Technology in Health Care</td>
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<td></td>
<td>NURS-400: Psychiatric/Mental Health Nursing Concepts</td>
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<td>NURS-420: Community Health Nursing</td>
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<td>NURS-450: Advanced Nursing Concepts &amp; Interventions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS-463: Leadership in Practice Practicum</td>
<td>7</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 65 hours**

**Minimum total credits: 124 credit hours**

*NOTE: Curriculum effective for classes admitted Fall, 2015 and beyond.*
Sample Curriculum Plan: Traditional Undergraduate Program

First Semester | Second Semester | Summer Term
---|---|---
N110: Intro to Nursing (3) or CHEM-150 (4) | N110: Intro to Nursing (3) or CHEM-150 (4) | STNA Certification is a prerequisite to N300 in the 4th Semester
UC-110 or UC-120 (3) | BIOL-100 (4) | Accum-GPA ≥ 2.5 req. to continue in nursing program.
PSYCH-110 (3) | UC-110 or UC-120 (3) | Accum-GPA ≥ 2.7 is Prerequisite for N300
Gen Ed (3): ________________ | Statistics or Elective (3-4) | 
Gen Ed (3): ________________ | Gen Ed (3): ________________ | 
15-16 credits | 16-18 credits | 

Third Semester | Fourth Semester
---|---
HSPTS-230: Nutrition (3) | N201: Human Development (3) | Accum-GPA ≥ 2.7 is required to continue in the nursing program
BIOL-231: Anatomy/Physiology I (4) | BIOL-232: Anatomy/Physiology II (4) | 
Stats or Elective (3-4) | N301: Health Assessment (3) | 
Gen Ed (3): ________________ | | 
17-18 credits | 16 credits | 

Fifth Semester | Sixth Semester
---|---
N326: Adults with Acute Health Alterations (8) | N365: Families in Transition (8) | 
N317: Pathophysiology I (2) | N318: Pathophysiology II (2) | 
N319: Pharmacology I (2) | N320: Pharmacology II (2) | 
UC-310: Humanities (3) | N366: Nursing Research (3) | 
| | | 
15 credits | 15 credits | 

Seventh Semester | Eighth Semester
---|---
N400: Psych & Mental Health (4) | N412: Professional Role (2) | Total Credits Required: 124
N420: Community Health (4) | N419: Info & Tech in Healthcare (3) | 
UC-410: Ethics (3) | Elective (3): ________________ | 
| | | 
14 credits | 15 credits | 

Nursing Electives
- NURS-493: Peri-operative Nursing
- NURS-493: Exploration of Healing Modalities
- NURS-350: Therapeutic Touch
- NURS-467: NCLEX Review Course

Students are required to take N467 NCLEX Review course if HESI < 900. Students may take an elective or the NCLEX Review course if HESI ≥ 900.

NOTE: Curriculum effective for classes admitted Fall, 2015 and beyond.

Approved: 9/2014 (PLCC); Approved: 10/2014 (FO); Approved: 11/2014 Capital University Curriculum Committee
Curriculum Data Sheet: Traditional Undergraduate Program

Effective for classes admitted prior to Fall, 2015

Name: [Blank]  Academic Adviser: [Blank]

Capital ID: [Blank]  Capital Start Date: [Blank]

### General Education Goals (24 hours)
- **Reading & Writing:** UC-110 (3)
- **Speaking & Listening:** UC-120 (3)
- **Arts:** (select one of the following) UC-210, FR-410, ENGL-204, MUSIC-210, 223, 225, TH-121 (3)
- **Religion:** UC-220 or REL-190 (3)
- **Humanities:** (select one of the following) UC-311, REL-321, FR-330 (3)
- **Global Issues:** (select one of the following) UC-150, REL-252, 254, FR-371 (3)
- **Cultural Diversity:** UC-200 (3)
- **Ethical Thought:** UC-410, REL-430 (3)

### Nursing Core (29-30 hours)
- **BIOL-100:** General (4)
- **BIOL-280:** Micro (4)
- **BIOL-231:** Anatomy/Physio I (4)
- **BIOL-232:** Anatomy/Physio II (4)
- **CHEM-150 OR CHEM-130/131:** Inorganic/Organic (4)
- **PSYCH-110:** General Statistics: (3-4)
- **MATH-211/215 OR SOSCI-210** (3)
- **HSPT-230:** Nutrition & Diet Therapy (3)

### General Electives (9-10 hours)
- [Blank]  [Blank]  [Blank]

_Note: Courses for minors or dual major will count toward the general elective requirement for the BSN degree._

### Nursing Major (71 hours)

#### Level I
- N110: Introduction to Nursing (3)

#### Level II
- N201: Human Life Cycle (3)
- N221: Therapeutics, Self-Care, & Health Promotion (4)

#### Level III
- N310: Nursing Therapeutics (8)
- N306: Pathophysiology/Pharmacology I (3)
- N307: Pathophysiology/Pharmacology II (3)
- N321: Nursing of Parents & Newborns (5)
- N322: Nursing of Children & Families (5)
- N326: Nursing Therapeutics for Adults II (8)
- N380: Informatics & Technology (3)

#### Level IV
- N401: Nursing Assessment (3)
- N409: Nursing Research (3)
- N412: Professional Role (2)
- N416: Psych/Mental Health (5)
- N418: Community Health (5)
- N424: Senior Colloquium & Practice (8)

_Note: Required for students that score < 900 on the HESI I exam._

**134 semester hours minimum required for the BSN degree.**

-Transfer or transient credit is not official until an official transcript is received by the Registrar and credit is awarded.

**NOTE:** Curriculum effective for classes admitted prior to Fall, 2015

---

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**Sample Curriculum Plan: Traditional Undergraduate Program**

- PSYCH-110, N110 and Chem can be taken either fall or spring semester in the first year.
- General Education Goals taken during the first four semesters include:
  - Reading & Writing
  - Religion
  - Global Issues
  - Speaking & Listening
  - Cultural Diversity
  - Fine Arts

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer or Comments</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>CHEM-150 4</td>
<td>CHEM-150 4</td>
<td>-Minimum cumulative GPA ≥ 2.5</td>
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<td></td>
<td>OR N110 3</td>
<td>OR N110 3</td>
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<td>PSYCH-110 3</td>
<td>BIOL-100 4</td>
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<td></td>
<td>UC-110 or 120 3</td>
<td>UC-110 or 120 3</td>
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<tr>
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<td>UC 3</td>
<td>UC 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC 3</td>
<td>Elective: 3</td>
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<tr>
<td></td>
<td>OR Elective</td>
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<td>TOTAL: 14-17</td>
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<td><strong>Second Year</strong></td>
<td>BIOL-231 4</td>
<td>BIOL-232 4</td>
<td>N310 8</td>
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<tr>
<td></td>
<td>BIOL-280 3</td>
<td>N221 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N201 OR 3</td>
<td>N201 OR 3</td>
<td></td>
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<tr>
<td></td>
<td>HSPTS-230 3</td>
<td>HSPTS-230 3</td>
<td>-The following requirements must be met prior to summer term:</td>
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<tr>
<td></td>
<td>UC 3</td>
<td>STATS 3</td>
<td>-Prerequisite course work</td>
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<td></td>
<td>Elective: (1-3)</td>
<td>UC 3</td>
<td>-Minimum CGPA ≥ 2.7</td>
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<td></td>
<td></td>
<td>-No grade below C in any science or nursing course</td>
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<td></td>
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<td>TOTAL: 16-17</td>
<td>TOTAL HOURS: (71-73)</td>
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<tr>
<td><strong>Third Year</strong></td>
<td>N306 3</td>
<td>N307 3</td>
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<tr>
<td></td>
<td>N321 5</td>
<td>N326 8</td>
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<td></td>
<td>N322 5</td>
<td>N380 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities 3</td>
<td>Elective: (1-3)</td>
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<td></td>
<td>TOTAL: 16</td>
<td>TOTAL: 14-16</td>
<td>TOTAL HOURS: (101-105)</td>
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<td><strong>Fourth Year</strong></td>
<td>N401 3</td>
<td>N412 2</td>
<td>-N412 taken with N424:</td>
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<tr>
<td></td>
<td>N409 3</td>
<td>N424 8</td>
<td>-N401 taken with N418</td>
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<td>N416 5</td>
<td>UC-410 3</td>
<td>-N409 can be taken Fall or Spring</td>
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<td>N418 5</td>
<td>N467 (if HESI is &lt; 900) 2</td>
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<td></td>
<td>TOTAL: 16</td>
<td>TOTAL: 15</td>
<td>TOTAL HOURS: 134</td>
</tr>
</tbody>
</table>

If you are placed in English 100 or Math 110 as a prerequisite for the specific general education course, the prerequisite will be counted as general elective credit. (Revised 5/12/JM /11/12jkm, 7/13JKM) **NOTE: Effective for classes admitted prior to Fall, 2015.**
## ROTC Curriculum Data Sheet: Traditional Undergraduate Program

**Effective for classes admitted Fall, 2015 and beyond.**

**Name:**

**Academic Adviser:**

**Capital ID:**

**Capital Start Date:**

### General Education Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Reading &amp; Writing (UC-110)</td>
<td>3</td>
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<tr>
<td>Speaking &amp; Listening (UC-120)</td>
<td>3</td>
</tr>
<tr>
<td>Global Awareness (UC-150)</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Diversity (UC-200)</td>
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<tr>
<td>Fine Arts (ART-210, TH-121, MUSIC-210, etc)</td>
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<tr>
<td>Religion (UC-220, RELIG-190)</td>
<td>3</td>
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<tr>
<td>Humanities (UC-310)</td>
<td>3</td>
</tr>
<tr>
<td>Ethical Thought (UC-410)</td>
<td>3</td>
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</table>

**Total Credit Hours: 24 hours**

### Nursing Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BIOL-100</td>
<td>General Biology</td>
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<td>BIOL-280</td>
<td>Microbiology</td>
<td>4</td>
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<tr>
<td>BIOL-231</td>
<td>Anatomy/Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-232</td>
<td>Anatomy/Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-150</td>
<td>Chemistry</td>
<td>4</td>
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<tr>
<td>PSYCH-110</td>
<td>Psychology</td>
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<tr>
<td>HSPTS-230</td>
<td>Nutrition &amp; Diet Therapy</td>
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<tr>
<td>Statistics: MATH-211, MATH-215, or SOSCI-210</td>
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</table>

**Total Credit Hours: 29-30 hours**

### Military Science Minor

<table>
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<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tr>
<td>MS-111</td>
<td>Intro to Army &amp; Critical Thinking</td>
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<tr>
<td>MS-112</td>
<td>Intro to Profession of Arms</td>
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<tr>
<td>MS-211</td>
<td>Found of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MS-212</td>
<td>Found of Tactical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MS-311</td>
<td>Adaptive Team Leadership</td>
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<tr>
<td>MS-312</td>
<td>Applied Team Leadership</td>
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<tr>
<td>MS-313</td>
<td>Cadet Leaders Course</td>
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<tr>
<td>MS-411</td>
<td>Adaptive Leadership</td>
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<td>MS-412</td>
<td>Leadership in Complex World</td>
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<tr>
<td>Nursing Summer Training Program*</td>
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<tr>
<td>Military History Course**</td>
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**Total Credit Hours: 28 hours**

*Participation in the Nursing Summer Training Program is an optional experience available during the summer following the junior year. Students may earn clinical credit that can be put towards required hours in NURS-463. For this option, NURS-463 must be taken in the fall semester of the senior year.

**Completion of a course in military history is required for commissioning.

### Nursing Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Level I</td>
<td>NURS-110: Introduction to Holistic Nursing</td>
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<td>Level II</td>
<td>NURS-201: Human Development across the Lifespan</td>
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<td>NURS-300: Foundational Nursing Concepts &amp; Interventions</td>
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<td>NURS-301: Health Assessment</td>
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<td>Level III</td>
<td>NURS-317: Pathophysiology I</td>
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<td>NURS-318: Pathophysiology II</td>
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<td>NURS-319: Pharmacology I</td>
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</tr>
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<td>NURS-320: Pharmacology II</td>
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<tr>
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<td>NURS-326: Adults with Acute Health Alterations</td>
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<td>NURS-365: Families in Transition</td>
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<td>NURS-366: Nursing Research and Evidence Based Practice</td>
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</tr>
<tr>
<td>Level IV</td>
<td>NURS-412: Professional Role in Health Care System</td>
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<td>NURS-419: Informatics &amp; Technology in Health Care</td>
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<td>NURS-420: Community Health Nursing</td>
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<td>NURS-450: Advanced Nursing Concepts &amp; Interventions</td>
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<td>NURS-463: Leadership in Practice Practicum</td>
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</tbody>
</table>

**Total Credit Hours: 65 hours**

124 semester hours minimum required for BSN degree.

28 semester hours minimum required for Military Science minor.

**NOTE:** Curriculum effective for classes admitted Fall, 2015 and beyond.
## Sample TUP ROTC Curriculum Plan

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<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Summer Term</th>
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<tbody>
<tr>
<td>N110: Intro to Nursing (3)</td>
<td>CHEM-150 (4)</td>
<td>Optional Gen Ed (3): ___________________________</td>
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<tr>
<td>PSYCH-110 (3)</td>
<td>BIOL-100 (4)</td>
<td>STNA Certification is a prerequisite to N300 in 4th Semester.</td>
</tr>
<tr>
<td>MS-111 (2)</td>
<td>MS-112 (2)</td>
<td>Accum-GPA &gt; 2.5 req. to continue in nursing program.</td>
</tr>
<tr>
<td>UC-110 or UC-120 (3)</td>
<td>UC-110 or UC-120 (3)</td>
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</tr>
<tr>
<td>Gen Ed (3):</td>
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<td>17 credits</td>
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<thead>
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<th>Fourth Semester</th>
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<td>HSPTS-230: Nutrition (3)</td>
<td>N201:Human Development (3)</td>
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<td>BIOL-231: Anatomy/Physiology I (4)</td>
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<td>MS-221 (3)</td>
<td>N301: Health Assessment (3)</td>
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<td>Statistics (3-4)</td>
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<th>Sixth Semester</th>
<th>Nursing Summer Training Program (Optional)</th>
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<td>N365: Families in Transition (8)</td>
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<tr>
<td>N317: Pathophysiology I (2)</td>
<td>N318: Pathophysiology II (2)</td>
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<td>N319: Pharmacology I (2)</td>
<td>N320: Pharmacology II (2)</td>
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<td>MS-311 (3)</td>
<td>N366: Nursing Research (3)</td>
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<td>UC-310: Humanities (3)</td>
<td>MS-312 (3)</td>
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<td>MS-411 (3)</td>
<td>MS-412 (3)</td>
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<td>UC-410: Ethics (3)</td>
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<td>18 credits</td>
<td>14-16 credits</td>
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## Nursing Electives

- NURS-493: Peri-operative Nursing
- NURS-493: Exploration of Healing Modalities
- NURS-350: Therapeutic Touch
- NURS-467: NCLEX Review Course

*Students are required to take the NCLEX Review seminar course if HESI < 900. Students may take an elective or the NCLEX Review course if HESI ≥ 900.

Approved: 9/2014 (PLCC); Approved: 10/2014 (FO); Approved: 11/2014 Capital University Curriculum Committee
ROTC Curriculum Data Sheet: Traditional Undergraduate Program

<table>
<thead>
<tr>
<th>Name:</th>
<th>Academic Adviser:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital ID:</td>
<td>Capital Start Date:</td>
</tr>
</tbody>
</table>

**General Education Goals (24 hours)**
- Reading & Writing: UC-110 3
- Speaking & Listening: UC-120 3
- Arts: (select one of the following) 3
  - UC-210, FR-410, ENGL-204, MUSIC-210, 223, 225, TH-121
- Religion: UC-220 or REL-190 3
- Humanities: (select one of the following) 3
  - UC-311, REL-321, FR-330
- Global Issues: (select one of the following) 3
  - UC-150, REL-252, 254, FR-371
- Cultural Diversity: UC-200 3
- Ethical Thought: UC-410, REL-430 3

**Nursing Core (29-30 hours)**
- BIOL-100: General 4
- BIOL-280: Micro 4
- BIOL-231: Anatomy/Physio I 4
- BIOL-232: Anatomy/Physio II 4
- CHEM-150 OR CHEM-130/131: Inorganic/Organic Chemistry
- PSYCH-110: General 3
- Statistics: 3-4
- MATH-211/215 OR SOSCI-210 3
- HSPT-230: Nutrition & Diet Therapy 3

**General Electives (28 hours)**
- MS-111 2
- MS-112 2
- MS-211 3
- MS-212 3
- MS-311 3
- MS-312 3
- MS-313 3
- MS-411 3
- MS-412 3
- Nursing Summer Training Program* 0

**Level I**
- N110: Introduction to Nursing 3

**Level II**
- N201: Human Life Cycle 3
- N221: Therapeutics, Self-Care, & Health Promotion 4

**Level III**
- N310: Nursing Therapeutics 8
- N306: Pathophysiology/Pharmacology I 3
- N307: Pathophysiology/Pharmacology II 3
- N321: Nursing of Parents & Newborns 5
- N322: Nursing of Children & Families 5
- N326: Nursing Therapeutics for Adults II 8
- N380: Informatics & Technology 3

**Level IV**
- N401: Nursing Assessment 3
- N409: Nursing Research 3
- N412: Professional Role 2
- N416: Psych/Mental Health 5
- N418: Community Health 5
- N424: Senior Colloquium & Practice 8

134 semester hours minimum required for the BSN degree.

28 semesters minimum required for the Military Science Minor.

*Participation in the Nursing Summer Training Program is an optional experience available during the summer following the junior year. Students may earn clinical credit that can be put towards required hours in Nursing 424. For this option, NURS-424 must be taken in the fall semester of the senior year.

**Completion of a course in military history is required for commissioning.

Note: Effective for classes admitted prior to Fall, 2015.

2013: JKM
ROTC Sample Curriculum Plan: Traditional Undergraduate Program
- PSYCH-110, N110 and Chem can be taken either fall or spring semester in the first year
- General Education Goals taken during the first four semesters include:
  - Reading & Writing
  - Religion
  - Global Issues
  - Speaking & Listening
  - Cultural Diversity
  - Fine Arts

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<th>Spring Semester</th>
<th>Summer or Comments</th>
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<td>3</td>
<td>OR N110</td>
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<td>- Prerequisite course work</td>
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<td>- Minimum CGPA ≥ 2.7</td>
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<td>- No grade below C in any science or nursing course</td>
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<td>N418</td>
<td>5</td>
<td>N467 (if Exit-RN is &lt; 900)</td>
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<td>MS-411</td>
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If you are placed in English 100 or Math 110 as a prerequisite for the specific general education course, the prerequisite will be counted as general elective credit. ROTC students will be enrolled in Military Science course work each term. (Revised 5/12/JM /11/12jkm, 7/13JCM)

**NOTE:** Effective or classes admitted prior to Fall, 2015.
Curriculum Data Sheet: CNAP
Effective for students admitted beginning Fall, 2015 and beyond

Name:  
Advisor:  
ID#:  
Start Date:  

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<tr>
<th>Nursing Major</th>
<th>Credit Hours</th>
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<td><strong>Level I, Term I</strong></td>
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<tr>
<td>NURS-300: Foundational Nursing Concepts &amp; Interventions</td>
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<tr>
<td>NURS-301: Health Assessment</td>
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</tr>
<tr>
<td>NURS-305: Theoretical Foundations of Nursing</td>
<td>3</td>
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<tr>
<td><strong>Level I, Term II</strong></td>
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<tr>
<td>NURS-317: Pathophysiology I</td>
<td>2</td>
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<tr>
<td>NURS-319: Pharmacology I</td>
<td>2</td>
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<td>NURS-326: Adults with Acute Health Alterations</td>
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<td><strong>Level I, Term III</strong></td>
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<td>NURS-318: Pathophysiology II</td>
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<td>NURS-320: Pharmacology II</td>
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<td>NURS-365: Families in Transition</td>
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<td><strong>Level II, Term IV</strong></td>
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<td>NURS-400: Psych/Mental Health Nursing Concepts</td>
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<td>NURS-420: Community Health Nursing</td>
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<td>Graduate Course: NURS-500, 520, or 530</td>
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<td><strong>Level II, Term V</strong></td>
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<td>NURS-412: Professional Role in Health Care System</td>
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<td>NURS-463: Leadership in Practice Practicum</td>
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<td><strong>Total Credit Hours</strong></td>
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Prerequisites to the CNAP Program

- Anatomy & Physiology I & II
- Human Nutrition & Diet Therapy
- Lifespan Growth & Development
- Medical Terminology
- Microbiology
- Psychology or Sociology
- Statistics
- STNA Course & Certification

Minimum total credits: 65 credit hours
Sample Curriculum Plan: CNAP

<table>
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<tr>
<th>First Semester Level I, Term I</th>
<th>Second Semester Level I, Term II</th>
<th>Third Semester Level I, Term III</th>
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<tbody>
<tr>
<td>N301: Health Assessment (3)</td>
<td>N317: Pathophysiology I (2)</td>
<td>N318: Pathophysiology II (2)</td>
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<tr>
<td>N305: Theoretical Found of Nursing (3)</td>
<td>N319: Pharmacology I (2)</td>
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<td>12 credits</td>
<td>15 credits</td>
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<tr>
<td>N450: Adv. Concepts &amp; Interventions Lab/Sem (3)</td>
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<td>N400: Psych &amp; Mental Health (4)</td>
<td>N463: Leadership in Practice (7)</td>
<td>12 credits</td>
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<td>N420: Community Health (4)</td>
<td>N530: Nursing Informatics (3)</td>
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<td>N520: Adv. Nursing Research (3)</td>
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A Writing Competency (WC) notation on the transcript is required for graduation. Writing competency may be earned in a graduate course or by faculty permission in an undergraduate course.

Students are required to take the NCLEX Review seminar if their HESI I < 900; Students may take the NCLEX Review seminar electively if HESI ≥ 900.

Students scoring < 900 on the HESI Exit RN will be required to take an NCLEX review course after graduation at their own expense. Verification of completion of the NCLEX review course will be required prior to the Capital University Department of Nursing certifying the student to the Ohio Board of Nursing to test for the NCLEX-RN exam.

NOTE: Curriculum effective for students admitted beginning Fall, 2015.
Curriculum Data Sheet: CNAP
Effective for students admitted prior to Fall, 2015

Name: ___________________________  Academic Adviser: ___________________________
Capital ID: ___________________________  Capital Start Date: ___________________________

Nursing Major (63 hours)

Level I: Term I  12
N360: Theoretical Foundations of Nursing  3
N361: Health Assessment  3
N362: Nursing Therapeutics  3
N363: Clinical Applications  3

Level I: Term II  14
N308: Pathophysiology & Pharmacology I  4
N364: Adult Health Alterations  7
Graduate Course  3

Level I: Term III  12
N309: Pathophysiology & Pharmacology II  4
N365: Families in Transition  8

Level II: Term IV  13
N460: Professional Role in Health Care Systems  2
N358: Psychiatric/Mental Health Nursing  4
N359: Community Health Promotion  4
Graduate Course  3

Level II: Term V  12
N462: Nursing Capstone Project  2
N463: Leadership in Practice Practicum  7
Graduate Course  3

63 semester hours minimum required for the Accelerated BSN degree. One Writing Competency notation on the transcript is also required for graduation from the program.

NCLEX seminar will be required if score on HESI version one is <900.

The following requirements must be met prior to the beginning of successive terms in order to progress in the major:
- Prerequisite course work to subsequent term
- Minimum CGPA ≥2.25
- Minimum exam average of 78% and overall grade of “C” in any nursing course
- Graduates making application for entry into the Masters in Nursing program must meet that program’s admission requirements.

Writing Competency: One writing competency is required in a graduate course or by permission of faculty in a CNAP course. To earn a writing competency, one course paper is evaluated for use of APA format that conforms to the rules of spelling, grammar, syntax, neatness and legibility using the English language. An earned writing competency is required for graduation.
### Sample Curriculum Plan: CNAP

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<th>Academic Year</th>
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<th>Spring Semester</th>
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<tr>
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63 semester hours minimum are required for the BSN degree in the C-NAP program. One Writing Competency is also required to earn the BSN degree in the C-NAP program.

*Graduate level nursing courses are: N500, N520, & N530 and not necessarily taken in the order shown, however, these course are taken beginning spring semester of the first year.

Please note: The following requirements must be met prior to the beginning of successive terms in order to progress in the major:
- Prerequisite course work to the subsequent term
- Minimum CGPA of ≥ 2.25
- Minimum grade of “C” in all nursing course work in prior and term(s).
- Graduates making application for entry into the Masters in Nursing program must meet that program’s admission requirements.
- NCLEX seminar will be required if HESI version one is < 900
- If HESI-Exit RN < 900, a review course is required at student’s expense prior to certification by the Department of Nursing to the Ohio Board of Nursing for the NCLEX-RN Exam.

Criteria for passing a nursing course: A minimum of 78% exam average is required for passing a nursing course. After the exam average is met, a minimum overall grade of C is required for passing a nursing course. (See policies on progression in Section VI of this handbook).

Writing Competency: One writing competency is required in a graduate course and by faculty permission in a CNAP course. To earn a writing competency, one course paper is evaluated for use of APA format that conforms to the rules of spelling, grammar, syntax, neatness and legibility using the English language. An earned writing competency is required for graduation.

**NOTE:** Effective for students admitted prior to Fall, 2015
Course Descriptions

NURS-110: Introduction to Holistic Nursing Practice (3)
An entry-level course that introduces students to the discipline of nursing. The evolving role of nursing and other inter-professional team members, historical events, theory, and health care system are examined. The conceptual framework of the nursing program is examined and beginning concepts are introduced. Students begin to incorporate self-care and reflection into their own lives as a foundation for holistic nursing care. Placement: Freshman year or first semester after transferring into the program. Prerequisite(s): None. Transfer students may take this concurrently with NURS-221 or NURS-300. Open to nursing and non-nursing majors. (3 credits of lecture per 15 weeks).

NURS-201: Human Development Across the Life Span (3)
Significant concepts of human growth and development throughout the life span are considered from the perspective of the individual, family and nursing. The five domains that affect the human organism from conception through elder years are examined: biophysical, cognitive, social, affective and spiritual. Maximizing the human potential is discussed across the life span utilizing concepts such as: communication, play, sexuality, moral development, adaptation to uniqueness, and death. Placement: Sophomore nursing major. Prerequisite(s): PSYCH-110, NURS-110 pre-or co-requisite. (3 credits of lecture per 15 weeks).

NURS-221: Nursing Therapeutics, Self-Care, and Health Promotion (4)
Introduces students to the role of the nurse in providing basic nursing care to well individuals across the life span. Explores concepts of nursing process, health promotion, therapeutic communication, teaching-learning, and systems. Skills essential to holistic nursing practice and self-care are emphasized. Placement: Second semester sophomore nursing student. The course will include theory and laboratory components. Prerequisite(s): All level one and two nursing courses, CHEM-150, BIOL-100, 231, 232, 280, Reading & Writing, Speaking and Listening, and Cultural Diversity are taken prior to or concurrent with NURS-221. A “C” or higher in all nursing or science courses taken is required, and a minimum GPA of 2.5. Placement: Sophomore standing in nursing. (3 credits of lecture and 1 credits of skill laboratory per 15 weeks= 3 hours of lecture and 2 hours lab per week).

NURS-300: Foundational Nursing Concepts and Interventions (6)
Introduces the student to the role of the nurse in providing basic holistic nursing care. This course emphasizes implementation of the nursing process within the framework of the Nursing Department curricular concepts: critical thinking, communication, caring, culture, systems and transitions. Foundational concepts and interventions essential to holistic nursing practice are emphasized. The course includes theory, laboratory practice and a clinical practicum directed at the care of adults in a variety of health care systems (4 credits lecture, 1 credit lab over 15 weeks, 1 credit clinical over 12 weeks). Offered fall and spring.) Prerequisite(s): CNAP: direct admission to program; STNA certification is also required for enrollment. TUP: BIOL-231, BIOL-280, CHEM-150, UC-110, UC-120, NURS-110 and may be taken concurrently with HSPTS-230 or NURS-201.

NURS-301: Health Assessment (3)
This theory/laboratory course provides students with the knowledge and skills required to conduct a comprehensive systems based health assessment using a holistic framework. Patient health care needs will be determined by the process of analyzing assessment data using the curricular concept of critical thinking / critical judgment. Standard terminologies, documentation standards and techniques, therapeutic communication and teaching / learning principles are explored. Health promotion and patient centered care are emphasized. Variations in assessment and health needs of patients across cultures and the lifespan are explored. (2 credits lecture and 1 credit lab over 15 weeks). (Offered fall and spring.) Prerequisite(s): CNAP: direct admission to program; TUP: BIOL-231, BIOL-280, UC-110, and UC-120. May be taken concurrently with NURS-110, NURS-201, HSPTS-230 and/or BIOL-232.
**NURS-305: Theoretical Foundations of Nursing (3)**

This course provides students with the foundation for professional nursing practice. The seven cornerstone concepts of the Capital University Department of Nursing curriculum (Health, Communication, Caring, Critical Thinking / Clinical Judgment, Transitions, Culture, and Systems) are introduced. Selected nursing and related theories/frameworks and related theories are introduced and provide students with the foundation to develop a personal understanding of nursing as a healing profession. An introduction to nursing’s historical origins and emerging issues, including the evolution of nursing education, aspects for the client/patient, team functioning, and current intra-professional and inter-professional roles in the health care system are discussed. An introduction to both allopathic and complementary/alternative client care is explored. Development of self—care strategies for the caregiver is addressed. (3 credits lecture per 15 weeks) (Offered fall). **Prerequisite(s):** Acceptance to C-NAP.

**NURS-306: Pathophysiology with Related Pharmacologic Therapies I (3)**

An integrated biobehavioral approach to pathophysiology and pharmacology will be used in this course. Emphasis will be on the relationship between biologic, behavioral, and pharmacologic responses in adult populations. This is an upper division course in nursing that incorporates prerequisite course work and facilitates critical thinking. Topics included are: Stress and immunity, immune system diseases, diseases of hematologic, renal, cardiovascular, respiratory, and gastrointestinal systems. **Placement:** Junior year. May be taken concurrently with junior clinical courses. **Prerequisite:** Junior-level standing in nursing or permission of instructor for non-nursing majors. (Three Credits = 3 hour of lecture per 15 weeks).

**NURS-307: Pathophysiology with Related Pharmacologic Therapies II (3)**

A continuation of NURS-306. An integrated biobehavioral approach to pathophysiology and pharmacology will be used in this course. Emphasis will be on the relationship between biologic, behavioral, and pharmacologic responses in adult populations. This is an upper division course in nursing which incorporates prerequisite course work and facilitates critical thinking. Topics included are: herbs and over-the-counter medications, genetics and genomics, analgesia/anesthesia/drug abuse, special senses, neoplasia and diseases of the reproduction, neurological, musculoskeletal, and endocrine system. **Placement:** Junior year. May be taken concurrently with junior clinical courses. **Prerequisite:** Junior-level standing in nursing or permission of instructor for non-nursing majors. (Three Credits = 3 credits of lecture per 15 weeks).

**NURS-310: Nursing Therapeutics and Implementation for Adults (8)**

A course that emphasizes implementation of the nursing process within the framework of the Department of Nursing curricular concepts; critical thinking, communication, caring, culture, systems and transitions. The focus of Nursing 310 will be to care for adult clients who are experiencing health alterations. The course will include theory, laboratory practice, and clinical practicum. **Prerequisites:** Successful completion of all sciences at a C level and all lower division nursing courses at a C level, completion of HSPT-230 or HSPT-493 at a C level, UC-200, and a minimum GPA of 2.70. (4 credits of lecture, 1 credit of laboratory and 2 credits of clinical per 7 weeks) (8 hours of lecture, 4 hours of laboratory, and 12 hours clinical per week). (Last offering of course will be in Summer 2016).

**NURS-313: Army ROTC Nursing (3)**

An elective course for nurse cadets in the ROTC program for the purposes of training nurse cadets to Army standards, developing leadership and evaluating officer potential. As part of the Nurse Summer Training Program (NSTP), Nursing 313 provides a supplement to on-campus instruction with a focus on leadership. **Prerequisite:** ROTC MSIII standing, and permission of the Dean of Nursing. (3 credits clinical per 16 weeks = 144 hours of clinical).
NURS-317: Pathophysiology I (2)
An integrated bio-behavioral approach to pathophysiology will be used in this course. Emphasis will be on the relationship between biologic and behavioral responses to pathophysiology across the lifespan. This is an upper division course in nursing that incorporates prerequisite course work and facilitates critical thinking. Topics included are: Stress and immunity, immune system diseases, diseases of hematologic, cardiovascular, renal, respiratory, and gastrointestinal systems. Placement: Junior year. Taken concurrently with NURS-319 and may be taken concurrently with NURS-326 or NURS-365. (2 credits of lecture per week for 15 weeks.) Prerequisite(s): Junior level standing in nursing, NURS-300 and NURS-301 or permission of instructor for non-nursing majors.

NURS-318: Pathophysiology II (2)
An integrated systems and concept based approach to the study of pathophysiology will be used in this course. Emphasis will be on the relationship between biologic and behavioral responses to pathophysiology across the lifespan. This is an upper division course in nursing that incorporates prerequisite course work and facilitates critical thinking. NURS-318 is a continuation of NURS-317. Topics included are endocrine, neurology, musculoskeletal, reproduction, neoplasia, genetics / genomics and special senses. Placement: Junior standing. Taken concurrently with NURS-320 and may be taken concurrently with NURS-326 or NURS-365. (2 credits of lecture per week x 15 weeks) Prerequisite(s): Junior level standing in nursing, NURS-300 and NURS-301 or permission of instructor for non-nursing majors.

NURS-319: Pharmacology I (2)
This course uses an integrated systems and concept based approach to the study of pharmacology. Emphasis will be on the relationship between biophysical, socio-cultural, behavioral, and pharmacological responses across the lifespan. This course incorporates prerequisite course work and facilitates critical thinking. Topics include principles of pharmacology and pharmacologic agents for conditions related to stress and immunity, infection, cardiovascular, hematologic, respiratory, renal, and gastrointestinal systems. Placement: Junior standing. Taken concurrently with NURS-317 and may be taken concurrently with NURS-326 or NURS-365. (2 credits of lecture per week x 15 weeks) Prerequisite(s): Junior-level standing in Nursing, NURS 300 and NURS 301 or permission of instructor for non-nursing majors.

NURS-320: Pharmacology II (2)
This course uses an integrated systems and concept based approach to the study of pharmacology. Emphasis will be on the relationship between biophysical, socio-cultural, behavioral, and pharmacological responses across the lifespan. This course incorporates prerequisite course work and facilitates critical thinking. NURS-320 is a continuation of NURS-319. Topics include: Medications used to treat Neurological, Psychological, Musculoskeletal, Endocrine, Sensory, Reproductive, and Neoplastic Disorders. Placement: Junior standing. Taken concurrently with NURS-318 and may be taken concurrently with NURS-326 or NURS-365. (2 credits lecture per week x 15 weeks) Prerequisite(s): Junior-level standing in nursing, NURS-300 and NURS-301 or permission of instructor for non-nursing majors.

NURS-321: Parent/Newborn Nursing (5)
This course focuses on the transitions related to the childbearing family, the maternity cycle, and women’s health issues. Students will have the opportunity in a health care setting to critically think through managing the care of parents and their newborns. The course includes theory, laboratory practice, and clinical practicum. Placement: Junior level. Prerequisites: NURS-310. (3 credits lecture, 0.25 credit lab, and 1.75 credits clinical per 7 weeks) (6 hours of lecture and 10.5 hours of clinical per week, and 7 hours of lab per 7 weeks).
NURS-322: Nursing of Children and their Families (5)
This course applies a holistic approach providing health and illness nursing care to children and their families. Health promotion, disease prevention, health attainment, and health maintenance are discussed. Emphasis is placed on child and family adaptation to various health alterations. Placement: Junior level Prerequisites: NURS-310. (3 credits lecture, 0.5 credits lab, and 1.5 credits clinical per 7 weeks) (6 hours of lecture and 9 hours of clinical per week and 14 hours of lab per 7 weeks).

NURS-326: Nursing of Adults with Acute Health Alterations (8)
The focus of this course is nursing management of adults of all ages who are experiencing acute health alterations affecting multiple body systems. Emphasis is on expanding and applying knowledge of health alterations for the purpose of helping adults achieve their optimum level of health. The course includes theory, laboratory practice, and clinical practicum. Placement: Junior year. Prerequisites: NURS-310. (4 credits lecture, 1 credit of laboratory, and 3 credits clinical per 15 weeks) (4 hours of lecture per week, 30 hours of laboratory and 135 hours of clinical per 15 weeks).

NURS-350: Complementary and Alternative Healing Methods (3)
Complimentary 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, discussions, meditation and TT practice components. Elective. Open to non-nursing majors. (3 credits lecture per 15 weeks).

NURS-365: Families in Transition (8)
This theory/clinical course focuses on the transitions related to the child-bearing and child-rearing family. Health promotion, disease prevention and health maintenance in families along with family theory and assessment are emphasized. This course provides students the opportunity to apply pathophysiological and related pharmacologic, medical-surgical and nursing therapeutic skills in the clinical setting for obstetric and pediatric patients. Pre-requisites include: successful completion of Term II (300 level courses) in the CNAP program; NURS-300 and NURS-301 in the TUP program (5.0 credits / 75 hours lecture, 1 credit / 30 hours laboratory and 2 credits / 90 hours clinical per 15 weeks fall and spring terms and per 13 weeks summer term).

NURS-366: Nursing Research (3)
This course involves the study of the historical development and current status of research in nursing and evidence-based practice in nursing. The course includes an in-depth examination of the research process, particularly as it relates to nursing. Students identify practice issues, critique published research and implement nursing research utilization strategies. Placement: Junior level or BSN completion student who has completed NURS-315 and NURS-316. (3 credits lecture per 15 weeks.) (Offered fall / spring.) Prerequisite(s): SOSCI-210 or MATH-215 and NURS-300.

NURS-380: Informatics and Technology in Health Care (3)
This course examines professional, social, legal, and ethical issues related to technology and informatics in health care. Access, application, evaluation and impact of clinical information systems/applications, and technology that support data management, patient care, evidence based practice, research, education and administration are considered. Current and emerging health care technologies and software applications are explored. Prerequisites: NURS-310 (3 credits of lecture per 15 wks).
NURS-400: Psychiatric Mental Health Nursing Concepts (4)
A didactic and clinical course that provides opportunities to apply theoretical concepts in psychiatric / mental health nursing with individuals, families and in the community across the lifespan. Placement: Senior year. [2 credits / 2 hours lecture per week and 2 credits clinical (6 hours per week) per 15 weeks.] Prerequisite(s): NURS-365, NURS-326, NURS-317, NURS-318, NURS-319 and NURS-320.

NURS-401: Health Assessment (3)
This course is designed to synthesize and increase knowledge, skills and expertise in all aspects of health assessment. In addition, the course will provide an introduction to electrophysiology and electrocardiography. Anatomy, physiology, action potentials, and interpretation of cardiac rhythm strips are highlighted and cardiac dysrhythmias (including sinus, atrial, junctional, ventricular, AV blocks and paced rhythms) are examined. By completion of the semester, students will demonstrate competencies in selected health assessments, determine appropriate nursing interventions to assist clients in assuming self-responsibility for attaining/maintaining their own health, analyze basic ECG strips, and critically think through treatment of dysrhythmias. The course includes theory and laboratory practice. Prerequisites: 300 level courses or permission. (2 credits of lecture and 1 credit of lab per 15 weeks = 2 hours of lecture and 2 hours of lab per 15 weeks).

NURS-409: Nursing Research (3)
This course involves the study of the historical development and current status of research in nursing and evidence-based practice in nursing. The course includes an examination of levels of evidence and the research process, particularly as it relates to nursing. Students identify practice issues, critique published research and implement nursing research utilization strategies. Placement: Fall Senior year. May be taken second semester of junior year with recommendation of faculty adviser. Prerequisites: Statistics, level one, two, and three nursing courses. (3 credits of lecture per 15 weeks).

NURS-412: Professional Role in the Health Care System (2)
Offers students transition strategies as they move into professional nursing practice. The course examines the role of the professional nurse with consideration given to political, social, economic, legal, and ethical dimensions of that role and the structure and process of the health care system. Issues of nursing management and leadership are integrated into the course. Prerequisites: Satisfactory completion of all 300-level nursing courses. This course is taken concurrently with NURS-424. (2 credits of lecture per 15 weeks).

NURS-416: Psychosocial Adaptations for Individuals (5)
A clinical course which provides opportunities to apply theoretical concepts in psychiatric/mental health nursing to clients experiencing psychosocial adaptations to stress. Placement: Junior year. Prerequisites: NURS-110, 201, 202, 221, 310. (3 credits lecture and 2 credits clinical per 7 weeks) (3 hours of lecture and 12 hours of clinical per week for 7 weeks).

NURS-418: Nursing of Families and Communities (5)
This capstone course focuses on synthesizing nursing knowledge and public health principles as they relate to families and communities. Within a framework of epidemiology, principles of health promotion and primary, secondary and tertiary prevention are emphasized. Placement: Senior year. Prerequisites: All 100, 200 and 300 level nursing courses. (4 credits of lecture, 1 credit seminar, and 3 clinical per 15 weeks) (4 hours lecture, 2 hours seminar and 6 hours clinical per 15 weeks).

NURS-419: Informatics and Technology in Healthcare (3)
This course examines professional, social, legal and ethical issues related to technology and informatics in health-care. Access, application, evaluation, and impact of clinical information systems / applications and technology that support data management, patient care, evidence based practice, research, education and administration are considered. Current and emerging health care technologies and software applications are explored. (2.5 credits / 2.5 hours lecture, 0.5 credits / 1 hour computer lab per 15 weeks.) (Offered fall / spring / summer.) Prerequisite(s): NURS-300 and NURS-301 or NURS-310 or NURS-315 and NURS-316.
NURS-420: Community Health Nursing (4)
This course focuses on synthesizing nursing knowledge and community health principles as they relate to population health. The concepts of community health nursing, epidemiology, levels of prevention, and health promotion/health education are emphasized. Students are given the opportunity to manage nursing care to vulnerable populations in a variety of community settings. (2 credits lecture, 2 credits clinical per semester = 2 hrs lecture/week and 6 hours clinical / week x 15 weeks.) Prerequisite(s): NURS-326 or NURS-364 and NURS-321 / NURS-322 or NURS-365.

N424: Senior Colloquium and Practice (8)
This capstone senior year experience is designed to examine complex clinical problems and to synthesize nursing knowledge necessary to manage them. This course will utilize two formats: seminar and clinical practice with a preceptor. Through these experiences, the student will: integrate knowledge from the liberal arts and nursing science to study complex health problems; utilize critical thinking in the process of competent client care; and, demonstrate self-direction by developing and fulfilling a learning agreement in both the seminar and clinical experience. This course includes theory and clinical laboratory application. Prerequisites: All 300 level nursing courses. This course is taken concurrently with NURS-412. (2 credits of lecture, 1.25 credit seminar, and 4.75 credits clinical per 15 weeks) (2 hours lecture and 2 hours of seminar per week and 214 hour of clinical per15 weeks).

NURS-450: Advanced Nursing Concepts and Interventions (3)
This theory / laboratory course provides students with the opportunity to integrate and synthesize advanced nursing concepts and interventions required to manage complex health problems and multisystem dysfunctions across selected patient populations. Measures to promote safety, quality and excellence of nursing care through holistic caring practice, intra/inter-professional collaboration, teamwork, and evidence are examined, legal and ethical concepts or considerations related to complex health situations are also evaluated. (2 credit hours lecture, 0.5 credit hours laboratory and 0.5 hours seminar = 2 hours / week lecture x 15 weeks, 15 hours/semester laboratory and 15 hours / semester seminar. (Offered fall and spring) Prerequisite(s): NURS-317, NURS-318, NURS-319, NURS-320, NURS-326 and NURS-365.

NURS-463: Leadership and Practice Practicum (7)
This capstone course provides extensive practice experience designed to assist transition from student to beginning nurse clinician. Students will examine complex clinical problems and refine previously learned health assessment, therapeutic intervention and management skills in an acute care setting. Interdisciplinary collaboration, communication and accountability are examined. Students will learn to independently manage their own learning needs under the guidance of qualified clinical leadership personnel. Prerequisites include: Successful completion of Term IV of the CNAP program; NURS-317, NURS-318, NURS-319, NURS-320, NURS-326 and NURS-365 in the TUP Program (2.5 credits lecture and 0.5 credits seminar, and 4 credits per 15 weeks = 2.5 hours lecture per week, 2 hours seminar every other week and 180 clinical hours per week in 15 weeks).

NURS 467: NCLEX-RN Review (2)*
This course is designed for students to review content for the NCLEX-RN examination. Students will be given the opportunity to examine test-taking strategies, develop stress reduction strategies, and content to ensure success on the NCLEX-RN licensing examination. An individual plan to enhance nursing knowledge will be developed and opportunities to develop knowledge and competence in passing the NCLEX-RN licensing examination will be offered. (2 credits of online and lecture activities per 15 weeks).

NURS 491: Independent Study (1-4)
Independent study on various topics related to nursing may be offered.

NURS 493: Various Course Topics (1-4)
Various course topics related to nursing may be offered.

*Under curriculum review for a new course number
C-NAP Course Descriptions
Offered for students admitted to CNAP prior to Fall, 2015

NURS-308: Pathophysiology and Pharmacology I (4)
This course uses an integrated approach to the study of pathophysiology and pharmacology. Emphasis will be on the relationship between biologic, behavioral, and pharmacological responses to adult populations. Topics include: stress and immunity, immune system diseases, hematologic system, cardiovascular, respiratory, renal, and gastrointestinal. Pre-requisites include: successful completion of Term I of the program. (3 hours lecture/week/15 weeks).

NURS-309: Pathophysiology and Pharmacology II (4)
A continuation of NURS-308. Topics include alterations in herbs and over-the-counter drug therapies, genetics and genomics, analgesia/anesthesia/drug abuse, neoplasia, special senses and the musculoskeletal, endocrine, reproduction, and neurological systems. Pre-requisites include: successful completion of Term II of the program. (4.6 hours lecture/week/13 weeks).

NURS-360: Theoretical Foundations of Nursing (3)
This course provides students with the foundation for professional nursing practice. The seven cornerstone concepts of the Capital University School of Nursing curriculum (Health, Communication, Caring, Critical Thinking/Clinical Judgment, Transitions, Culture, and Systems) are introduced. Selected nursing and related theories and frameworks are introduced and provide students with the foundation to develop a personal understanding of nursing as a healing profession. An introduction to nursing’s historical origins and emerging issues, including the evolution of nursing education, legal aspects for the client/patient team functioning, and current intraprofessional and interprofessional roles in the health care system are discussed. An introduction to the both allopathic and complementary/alternative client care is explored. Development of self-care strategies for the caregiver is addressed. Pre-requisites include: Acceptance to C-NAP. (3 hours lecture/week/15 weeks).

NURS-361: Health Assessment (3)
This theory/laboratory course provides students with the knowledge and skills required to conduct a comprehensive health assessment using a holistic framework. Patient health care needs will be determined by analyzing assessment data. Documentation standards and techniques, therapeutic communication, and teaching learning principles of patient education are explored. Health promotion and patient centered care are emphasized. Variations in assessment and health needs of patients in different age groups and cultures will be emphasized. Pre-requisites include: Acceptance to C-NAP. (2 credits lecture and 1 credit laboratory/week for 15 weeks= 2 hours lecture and 2 hour laboratory in 15 weeks).

NURS-362: Nursing Therapeutics (3)
This theory/laboratory course prepares students to provide skilled nursing care including basic comfort, hygienic and self-care interventions for patients. Communication skills and sensitivity to developmental and cultural needs will be emphasized. Additionally, students will develop competencies in therapeutic interventions skills for patients with altered health states including sterile procedures, medication administration, and biomedical instrumentation. Pre-requisites include: Acceptance to C-NAP. (1.5 credits lecture and 1.5 credits laboratory per week for 7 weeks = 3 hour lecture and 6 hours laboratory in 7 weeks).

NURS 363: Clinical Application (3)
This clinical course is the student’s introduction to the health care setting. Students will develop an understanding of professional conduct and responsibility in the patient care setting. Opportunity to apply previously learned content including health assessment, teaching, comfort, hygienic care and various nursing therapeutic skills are provided to adults in long-term care facilities. Pre-requisite includes: Successful completion of NURS-362 (2 credits clinical, 1 credit lab/seminar in 7 weeks= 12 hours clinical and 2 hours seminar in 7 weeks).
NURS-364: Adult Health Alterations (7)
The focus of this theory/clinical course is the nursing management of adults who are experiencing acute health alterations. Emphasis is on application of pathophysiology and related pharmacologic, medical-surgical and nursing therapeutic interventions to assist individuals to achieve their optimal level of health or peaceful death. Pre-requisites include: Successful completion of NURS-363. (3 credits lecture, 0.4 credits laboratory and 3.6 credits clinical per 15 weeks = 3 hours of lecture in 15 weeks, 6 hours of lab per 2 weeks and 102 hours of clinical per 12 weeks and 6 hours of clinical in 1 week).

NURS-365: Families in Transition (8)
This theory/clinical course focuses on the transitions related to the child-bearing and child-rearing family. Health promotion, disease prevention and health maintenance in families along with family theory and assessment are emphasized. This course provides students the opportunity to apply pathophysiological and related pharmacologic, medical-surgical and nursing therapeutic skills in the clinical setting for obstetric and pediatric patients. Pre-requisites include: successful completion of Term II (300 level courses) in the program. (5.0 credits of lecture, 1 credits laboratory and 2 credits of clinical per 13 weeks)

NURS-458: Psychiatric/Mental Health Nursing (4)
A clinical course providing an opportunity to apply psychiatric/mental health theories to clients experiencing psychosocial disorders from an institutional and community viewpoint. Provide opportunities to demonstrate the use of therapeutic relationships skills with individuals experiencing maladaptive psychosocial responses. Prerequisites: Successful completion of Term III in the program. (2 credits of lecture and 6 credits of clinical per 15 weeks = 2 hours of lecture and 6 hours of clinical per 15 weeks).

NURS-459: Community Health Promotion (4)
Students synthesize knowledge based on the principles of community health practice and epidemiology with a primary prevention focus. Delivering population-based care for both communities and families is explored. The structure of the American health care system is examined. Delivering nursing care to aggregate/vulnerable populations within the community is also discussed. Prerequisites: Successful completion of Term III in the program. (2 credits lecture and 2 credits clinical per 15 weeks= 2 hours of lecture per week and 6 hours of clinical per week in 15 weeks).

NURS-460: Professional Role in the Health Care System (2)
This course explores the role of the professional nurse with specific consideration given to the knowledge and skills required for management, leadership, and fellowship in health care agency systems. Issues related to intra and interprofessional communication, collaboration, team building, and delegation are examined. Professionalism, standards of nursing practice, professional organizations, and life-long learning are discussed. Political, social, economic, legal, and ethical issues in health care systems are explored. Prerequisites: Successful completion of Term III in the program. (2 credits lecture per 15 weeks).

NURS-462: Nursing Capstone Project (2)
This course critically examines the knowledge, skills and attitudes necessary for transition into practice in the U.S. health care system. R.N. licensure agencies, functions, and application procedures for the licensing exam are discussed. A critical examination of challenges facing health care professionals is explored, with emphasis on national quality improvement initiatives including evidence-based practice, patient care, patient safety, communication, team functioning and informatics. Workplace issues and strategies will be examined from individual, intraprofessional/interprofessional teams, and system levels, including an examination of health policy related to improvement of client care and workplace issues. Pre-requisites include: successful completion of Term IV of the program. (2 credits lecture per 15 weeks).
**NURS-463: Leadership and Practice Practicum (7)**
This capstone course provides extensive practice experience designed to assist transition from student to beginning nurse clinician. Students will examine complex clinical problems and refine previously learned health assessment, therapeutic intervention and management skills in an acute care setting. Interdisciplinary collaboration, communication and accountability are examined. Students will learn to independently manage their own learning needs under the guidance of qualified clinical leadership personnel. **Pre-requisites include:** Successful completion of Term IV of the program (2.5 credits lecture and 0.5 credits seminar, and 4 credits per 15 weeks = 2.5 hours lecture per week, 2 hours seminar every other week and 180 clinical hours per week in 15 weeks).

**C-NAP Program Graduate Level Courses**

**NURS-500: Advanced Statistics (3)**
Emphasizes the use of statistics and data analysis; critical understanding of the meaning of statistical findings for utilization as a nurse in advanced practice; and the use of computer and data processing. Topics include: descriptive statistics, probability, hypothesis testing, parametric and non-parametric statistics, reliability and validity. **Pre-requisites include:** successful completion of an undergraduate statistics course. (3 hours lecture per 15 weeks).

**NURS-520: Advanced Nursing Research (3)**
Examines the philosophical underpinnings of quantitative and qualitative research. Focuses on research designs, sampling, and measurement, techniques for data analysis, and establishment of reliability and validity for both quantitative and qualitative research. (3 hours lecture per 15 weeks).

**NURS-530: Nursing Informatics (3)**
Explores the application of systems theories and nursing informatics within the context of information science, computer science, nursing science and the delivery of health care through nursing practice, administration, research and education. In addition, legal, ethical and social implications of changes information systems are addressed. **Prerequisite:** basic computer literacy. (3 hours lecture per 15 weeks).
Conceptual Framework

Health is the central concern of nursing and therefore is the core concept of the conceptual framework for the curriculum of the Capital University Nursing Program. The conceptual framework is further organized around six additional concepts that guide professional nursing practice. Four concepts, including critical thinking/clinical judgment, caring, communication, and transitions, are professional nursing practice concepts. The two remaining concepts, and, culture and systems, are referred to as healthcare context concepts because the professional nurse functions within a variety of healthcare systems and with diverse populations. These interrelated and interacting 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 critical thinking/clinical judgment, caring, communication and transitions by applying these abilities with self, individuals, groups, populations, interprofessional and/or intra-professional teams to deliver patient centered nursing care to clients in the context of culture and healthcare systems.
The Capital University Conceptual Model provides a visualization of a conceptually based framework that is both dynamic and structured so as to adapt to varying and diverse situations in healthcare. The concepts in the model provide a structure to organize further sub-concepts for the content of the nursing curriculum. The ultimate purpose of the conceptual framework is to enable nurses to holistically facilitate health across the lifespan, through integrative nursing care practices in health promotion, disease prevention, risk reduction, care of illness, rehabilitation, and palliation. Ultimately, the essence of holistic nursing practice is seen in the unique blending of these concepts and patterns of nursing interactions with individuals, families, groups, communities, and populations.

(Revised: 12/98, 2/08, 4/10, 8/10, 8/11, 1/14)

Core Concept

Health is a state of well-being that is culturally defined, valued, and practiced, encompassing the interconnected biophysical, psychological, social, and spiritual domains. As a state of well-being, health is not merely the absence of disease or infirmity (WHO 2012/1948). Health is also determined by the environment and situations as individuals, groups, families, and populations travel along a wellness continuum (Healthy People, 2020). The aim of nursing is to holistically facilitate health across the lifespan, through integrative practices in health promotion, disease prevention, care of illness, risk reduction, rehabilitation, and palliation.

Sub-concepts related to health include:

Biophysical Domain – Development & Functional Ability across the Lifespan
Homeostasis & Regulation
- Fluid & Electrolyte
- Acid/Base Balance
- Thermoregulation
- Glucose Regulation
- Cellular Regulation
- Intracranial Regulation
- Glucose Regulation
- Nutrition/Ingestion/Digestion
- Elimination
- Metabolism/Energy Balance
- Death & Dying

Oxygenation & Hemostasis
- Gas Exchange
- Perfusion
- Clotting
Protection
- Immunity
- Inflammation
- Infection
- Tissue Integrity

Sensation/Perception/Movement
- Sensory Perception
- Pain / Comfort
- Mobility

Sexuality & Reproduction
- Reproduction
- Sexual health

Psychological Domain – Development & Functional Ability across the Lifespan
- Stress/Coping
- Grief and Loss
- Mood and Affect
- Cognition
- Maladaption

Social & Spiritual Domains – Development & Functional Ability across the Lifespan
- Family Dynamics
- Motivation
- Adherance
- Spirituality

Professional Nursing Practice Concepts
Caring is the “nursing activities that create a compassionate, supportive, and therapeutic environment for patients and staff, with the aim of promoting comfort and healing and preventing unnecessary suffering” (AACN, 2011). Caring is an essential dimension of nursing that embraces the art and science of transpersonal interaction with individuals, families, communities, and the world (Watson, 2007; 2012). Caring behaviors are demonstrated in actions such as those that comfort, nurture, and value the self and others, including, for example: openness to people’s experiences; unconditional, positive regard; respect for human dignity and wholeness; and sensitivity to diverse cultural and spiritual dimensions (Watson, 2007; 2012) as the professional nurse engages in care-giving interventions and complimentary/alternative healing modalities integrated with the use of self as an instrument of healing.
Nursing sub-concepts related to care-giving include:
- Self care
- Patient Centered Care
- Complementary / Integrative Therapies
- Holistic nursing interventions of Health Promotion, Risk Reduction, Illness Care, Rehabilitation
- Palliation
- Therapeutic Environment
- Carative Factors / Behaviors
- Intention / Honor / Hope

**Critical Thinking** and **Clinical Judgment** are elements of the overall process of clinical reasoning in professional nursing practice. Critical thinking is a purposeful, cognitive, empirical, intuitive, and reflective process. The process is directed at identifying clinical problems, questions, or issues and at interpreting observations, experiences, data or evidence in order to answer, impact, or resolve clinical problems, questions, or issues. Critical thinking in nursing is situated in nursing science and is further characterized by the use of relevant theory, experience, standards, principles, or models from the liberal arts and the biologic and behavioral sciences as frameworks for interpretation and clinical judgment. The professional nurse engages in critical thinking, grounded in the context of the values and beliefs of particular individuals, families, communities, populations, and healthcare systems and directed at delivering safe, competent, and holistic care to impact and improve health. (Elders, 2005; Benner, Tanner, & Chesla, 2009; Benner, Sutchen, Leonard, & Day, 2010; Hawkins, Elder, & Paul, 2010).

Sub-concepts related to critical thinking and clinical judgment include:
- Holistic Assessment
- Clinical Judgment
- Expected Patient Outcomes
- Evidence-Based Practice
- Standards of Care
- Care Bundles

**Communication** is a verbal and physical interactive process. Through this process, information is exchanged and meaning is shared among individuals and groups through the use of symbols, signs, or behaviors. Holistic communication incorporates the process of therapeutic communication within a framework that acknowledges the infinite and spiritual nature of being. Holistic communication emphasizes deep listening, the importance of intention, self-knowledge, transcendent presence, and intuition in interactions (Dossey & Keegan, 2013). It is important for the professional nurse to engage in holistic communication to promote compassionate care. In professional nursing, six domains of communication are used: Intrapersonal, interpersonal, transpersonal, intra/interprofessional, small group and public. It is further recognized that in the healthcare context, inter/intraprofessional communication and patients’ health literacy play a strong role in protecting the safety of patients and in promoting the quality
of care (Joint Commission, 2007; IOM 2001;2004). It is also, then, the responsibility of the professional nurse to use standardized frameworks of professional communication and to use patient-centered communication approaches to promote safe and quality healthcare.

Nursing sub-concepts related to communication include:
- Intra/Inter Professional Communication (verbal, non-verbal, written, safety & handoff frameworks)
- Intra/Interpersonal and Transpersonal Communication
- Therapeutic Communication
- Standardized nursing language and classification systems
- Documentation
- Health Education: Teaching & Learning
- Health Literacy
- Delegation

Transitions are the passages or movements from one state, condition, or place to another that occur at the individual, family or organizational level. Universal properties of transitions are process, direction, and change in fundamental life patterns (Schumacher & Meleis, 1994). Transitions may be multiple or complex. Types of transitions include developmental, health and illness, situational and organizational (Meleis, Sawyer, Im, Messias, & Schumacher, 2000). Transitions between states may cause disharmony (Watson, 2012) disorientation, disruption (Kralik, Visentin & vanLoon, 2006) or instability within the health domains of individuals, families, groups, or organizational systems. The role of the professional nurse encompasses the holistic facilitation of transitions among self, individuals, families, groups, populations, or organizational systems to promote optimum adaptation, change, growth, self-identity, health, and well-being. An essential component of transitions is also the valuing and the practice of life-long learning.

Sub-concepts related to transitions include:
- Professionalism
- Leadership
- Accountability
- Advocacy
- Ethics
- Change Management
Healthcare Context 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). Cultural competency in relation to the professional nursing role is seen as a process or journey organized around the five inter-related cultural concepts (Campinha-Bacote, 1998; 2007).

Nursing sub-concepts related to culture include:
- Cultural awareness
- Cultural knowledge
- Cultural skill
- Cultural encounter
- Cultural desire

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 (von Bertalanffy, 1968). The professional nurse functions in a variety of healthcare delivery systems. The professional nursing role within healthcare organizations includes attributes and behaviors that facilitate quality and safety in healthcare.

Sub-concepts related to the professional nursing role in healthcare delivery systems include:
- Populations
- Health Care Organizations
- Health Policies
- Healthcare Economics
- Collaboration and Teamwork
- Informatics & Technology
- Safety
- Healthcare Quality
Appendix C: Faculty Expectations of Student Behavior

For class, seminar, clinical, and laboratory sessions students are expected to demonstrate accountability by:

- Attending and participating in all scheduled sessions.
- Preparing for all sessions by completing all readings and other assignments prior to the session.
- Reviewing and applying, when appropriate, knowledge and skills acquired in previous courses.
- Being on time for all sessions and, if unavoidably late, notifying the faculty person.
- Making prior arrangements for an anticipated absence.
- Notifying faculty at the earliest opportunity of the reason for the unanticipated absence.
- Arranging with faculty to make up any material or experiences missed because of absence.
- Meeting deadline dates for submission of papers and taking examinations on dates and times scheduled in course calendar.
- 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.
- Evaluating own learning progress throughout the module or semester.
- Assuming responsibility for discussing with faculty concerns about learning experiences and own learning needs.
- Completing and signing the evaluation forms for faculty and course evaluation at the end of the module or semester.
For clinical courses students are expected to demonstrate accountability by:

- Attending and participating in all scheduled labs and clinical experiences.

- Preparing adequately for clinical experiences by:
  - knowing the essential information about client’s health status;
  - knowing the name, action, dosage, side effects and nursing action(s) for client’s medications.
  - knowing and being able to describe client’s laboratory tests, treatments, and procedures.
  - reviewing and applying, when appropriate, previously acquired knowledge and skills.

- Reporting to the clinical area prior to the time indicated and if unavoidably detained, notifying the instructor, appropriate staff person, and/or unit. Follow the outlined procedure for notifying faculty and clinical unit if unable to meet clinical assignment due to illness or emergency.

- Reporting to the clinical area wearing appropriate attire with appropriate equipment and name badge.

- Making arrangements with faculty to make up experiences missed because of uncontrolled absence.

- Assuming responsibility for discussing clinical learning needs and opportunities.

- Evaluating own clinical learning experiences, progress and performance, during the module, the semester, and the program.

- Participating in clinical evaluation conferences with the instructor, reading, commenting, if appropriate, and signing clinical evaluation forms.

- Maintaining physical and mental health status at a level which ensures safe functioning in the clinical areas.

- Not being in patient care areas without direct supervision and/or knowledge of course faculty or preceptor.

- Conducting behavior in the clinical setting in accordance with rules set forth by the Ohio Board of Nursing, Rule 4723 of the revised Code and rules adopted under that chapter.
- Not communicating any information in any form regarding patients or clinical experiences on any personal and/or internet enabled communication, imaging or information device or application.

- Assuming responsibility for maintaining proof of current health requirements, CPR, and liability insurance.

In addition to the policies required above, the program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723-5 B, of the Ohio Revised Code and the rules adopted there under, including, but not limited to the following:

- A student shall, in a complete, accurate, and timely manner, report, and document nursing assessments or observations, care provided by the student, and the client’s response to that care.

- A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the normal.

- A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports/time records, reports and other documents related to billing for nursing services.

- A student shall implement measures to promote a safe environment for clients.

- A student shall delineate, establish, and maintain professional boundaries with each client.

- At all times when a student is providing direct nursing care to a client the student shall:
  - Provide privacy during examination or treatment and in the care of personal or bodily needs; and
  - Treat each client with courtesy, respect, and full recognition of dignity and individuality.
A student shall practice under the supervision of a faculty member within the appropriate scope of practice as set forth in division (B) of section 4723.01 for “Practice of Nursing as a registered nurse”.

- Identifying patterns of human responses to actual or potential health problems amenable to a nursing regimen;
- Executing a nursing regimen through the selection, performance, management, and evaluation of nursing actions;
- Assessing health status for the purpose of providing nursing care;
- Providing health counseling and health teaching;
- Administering medications, treatments, and executing regimens authorized by an individual who is authorized to practice in this state and is acting within the course of the individual’s professional practice;
- Teaching, administering, supervising, delegating and evaluating nursing practice.

A student shall practice within the appropriate scope of practice as set forth in division (B)(20—activities that exceed practice of nursing—R.N) of section 4723.28 of the Revised Code for a registered nurse and division (F—criminal background issues) of section 4723.01.

A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code:

A student shall not misappropriate a client’s property or:

- Engage in behavior to seek or obtain personal gain at the client’s expense;
- Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client’s expense;
- Engage in behavior that constitutes inappropriate involvement in the client’s personal relationships; or
- Engage in behavior that may reasonable by interpreted as inappropriate involvement in the client’s personal relationships.
For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

- A student shall not:
  - Engage in sexual conduct, as defined in section 2907.01 of the Revised Code, with a client or team member while in an agency/organization, regardless of whether the contact or verbal behavior is consensual;
  - Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
  - Engage in any verbal behavior that is seductive or sexually demeaning to a client;
  - Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a client.

For the purpose of this paragraph, the client is always presumed incapable of giving free, full or informed consent to sexual activity with the student.

- A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.

- A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

- A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.

- A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability:

- A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance:

- A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice:

- A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
• A student shall not aid and abet a person in that person’s practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

• A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion:

• A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

• Students are not permitted in patient care areas without direct supervision and/or knowledge of their course faculty or preceptor.

• A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, faculty or preceptors, or to the Board of Nursing.

In addition, a student shall adhere to the ANA Code of Ethics for Nurses, as it applies to moral self-respect and preservation of integrity and professional behavior with members of the intra-professional and inter-professional team member and faculty:

• A student shall delineate, establish, and maintain professional boundaries

• A student shall not:
  o Engage in behavior that causes or may cause physical, verbal, mental or emotional harm;
  o Engage in behavior that may reasonably be interpreted as physical, verbal, mental, or emotional abuse;
  o Engage in behaviors that are disrespectful.

Technology Communication and Mobile Devices Policy
Students are expected to maintain professional standards regarding communications, imaging, and information technology. Mobile devices such as a smart phone, cell phone, iPad, iTouch, tablets, pagers, or computers are not to be used for texting, emailing, photography/imaging, or social networking (Facebook, Twitter, etc.) during class, lab, or clinical. It is not appropriate to interrupt class to take a call, email, or text.

Devices are to be turned off or silenced when in class, lab, or clinical areas unless part of the education process. If students have an emergency situation in which a device needs to be turned on, discuss this situation with faculty prior to turning on the device.

During exams, quizzes, exam reviews, no cell phone can be accessed. They must be stored in a bag or back pack. Back packs and bags must be placed in a designated area and students are not allowed to reach into the bag/pack during the exam, quiz, or review. No pictures are allowed of quizzes or exams.
Mobile devices are to be silenced and stored in the uniform pocket when in a clinical setting. Devices should be retrieved with clean hands. Devices cannot be used in any patient areas, medication preparation areas, or in public halls. They can be used to retrieve clinical and drug information in designated areas. All agency policies governing use of technology must be followed. These policies will be reviewed during clinical orientation.

In addition, personal cell phone numbers are not to be given to clients, families, visitors, or used during clinical.

No photography/imaging will be allowed in clinical settings. No pictures of clients/families, chart forms, or client test/lab reports are allowed. No form with the client name, ID, etc. can be taken from the agency or taken a picture of. Students will be asked to validate the technology policy regarding photography/imaging prior to leaving the clinical setting. They will be asked to initial a form to ensure client privacy laws. All client-related agency forms should be placed in the shredder bins prior to leaving the agency. No social networks, gaming, or emails are permitted in clinical facilities.

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 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 communication, imaging or information device or application.
Appendix D: Policy on Excused Absences from Quizzes / Exams and Clinical Absences in Nursing Courses

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

A student will be permitted to negotiate alternative testing opportunities or a day of clinical 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 adviser 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 their academic adviser. A reasonable plan and timeline for completion of the work is expected. In the case of ROTC and student leadership activities, the student must notify and negotiate alternative testing apriority.

Clinical Absences
All clinical hours required in a course must be completed. If a student misses a clinical, these hours will need to be "made up". At the discretion of the faculty member, an alternative assignment may be given if clinical is satisfactory at the time of the absence or the absence is excused. If the absence is unexcused, the clinical will need to be "made up" and may result in a need to withdraw or receive an Unsatisfactory grade in clinical.
Appendix E: Variance Report

Responsibilities of Students
To support professional growth in the spirit of learning and to promote a culture of safety, the Department of Nursing (DON) faculty expect behavioral characteristics of the student that include but are not limited to, accountability, safety in clinical practice, ethical conduct, responsibility for learning, professional appearance, attitude, communication, and adherence to academic or professional and disciplinary policies. If a student has been identified by faculty as exhibiting behaviors at variance or minimally congruent with the DON expectations or with specific course objectives, academic, or professional policies, or policies of clinical agencies, the faculty will complete the report entitled, Responsibilities of Students: Variance Report. The faculty member initiates the Variance Report to alert the student that an area of concern has been identified and that improvement is necessary in expected behaviors. The faculty may also initiate a contract with the student for remediation and/or refer the variance report to the Nursing Academic Affairs Committee for a determination on the course of action as stipulated by policy.

This procedure will be followed:

- A written description of the student behavior that is at variance with academic or professional responsibilities as stipulated in but not limited to the Department of Nursing Student Handbooks, the Capital University Bulletin, Course Syllabi, and/or Policies of Affiliated Clinical Agencies.
- A written description of ways (goals/interventions/remediation) that must be achieved to modify the behavior and a date by which the upgraded performance must be achieved.
- A verbal discussion between student and faculty, concerning the behavior at variance from expected responsibilities of students including the plan for goal/interventions/remediation and the achievement date. This is a conference time for clarification and questions.
- After the discussion, both student and faculty sign and date the Variance Report and a copy is given to the student; the faculty keeps the original for the student file.
- The student is then asked to respond to the Variance Report in writing by completing the student response part of the form within the timeframe stipulated. The student should describe factors that may have contributed to the behaviors, the potential or actual consequence of the behaviors, and ways to assure that the behavior does not reoccur.
- 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.
- The Variance Report and student response is then copied and sent to the student’s adviser, the Nursing Academic Affairs Committee, the Associate Dean of the Pre-Licensure Nursing Program, the Dean of Nursing and the Student. The original copy is filed in the students file in the Department of Nursing.
After the date of achievement, faculty will document in writing the behavior, growth/progress or lack of progress and forward the report to the Chair of the Nursing Academic Affairs Committee.

Copies of the Variance Report will remain in the Student’s Nursing File and be noted in the professional behavior area of the clinical folder.

All Variance Reports are reviewed by the Nursing Academic Affairs Committee.

The Nursing Academic Affairs Committee reviews Variance Reports to track patterns in the Department of Nursing to assure safe and quality nursing care as well as adherence to policies, guidelines, standards and procedures of the Department of Nursing, Capital University, and the State Board of Nursing. The Nursing Academic Affairs Committee may make recommendations regarding policies to the Faculty of the Department of Nursing or the University based on review of Variance Reports.

For situations of academic or professional misconduct including but not limited to, serious, severe, or repeated breaches of academic or professional policies, guidelines, standards and procedures of the Department of Nursing, Clinical Agencies, Capital University or the State Board of Nursing, the Nursing Academic Affairs Committee may make a determination of sanctions. The Nursing Academic Affairs Committee’s actions may include any of the Academic or Disciplinary Sanctions as approved by the Department of Nursing Faculty and outlined in the Department of Nursing Student Handbook. 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 with their adviser for assistance. Situations of serious, severe, or repeated violations of Faculty Expectations of Student Behavior, Department of Nursing Policies as defined in the Department of Nursing Student Handbooks, Course Policies defined in syllabi or in course orientations, Clinical Agency Policies defined in orientation to clinical sites or in Clinical Guides, patient safety violations or medication errors may result in sanctions or termination (dismissal from the nursing program). In these situations it is not required that students be provided an opportunity for remediation before a determination of sanctions.

Referral to Campus Student Services may be required as a remediation, which may include, but not be limited to, the Campus Health Services, counseling at CAPS (Counseling and Assistance Program for Students), Department of Academic Success or Disabilities Services. 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 Variance Report, the student’s adviser, the Associate Dean of the Pre-Licensure Nursing Program, the Dean of Nursing, and a copy will be placed in the student’s file. The committee’s action on termination will go to the Dean of Nursing for final approval. Appeal of the Nursing 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 from the Nursing Program can be made to the Provost only on the basis of new information.
The faculty member may consult with the Dean of Nursing, the Associate Dean of the Program, the Student’s adviser or the Chair of the Nursing Academic Affairs Committee or other appropriate personnel concerning the situation regarding the Responsibilities of Students: Variance Report.
Variance Report
Faculty Report
Page 1

A. Faculty’s description of behavior at variance with the Responsibilities of Students outlined in policies, guidelines, standards or procedures of the Department of Nursing Student Handbook, Capital University Bulletin and Student Handbook, Clinical Agencies, Course Syllabus, and/or the State Board of Nursing:

B. Description of ways in which the student must improve/correct behavior:

C. Plan of Learning and Remediation:

D. Date by which remediation must be achieved: _________________________________

Student Signature / Date
(This signature means that I have read this document and agree to complete the contract of learning and remediation by the date stipulated.)

Faculty Signature / Date

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Capital University
Department of Nursing
10/18/93; Rev, 5/00; Rev. 12/10
May not use without permission

Original: Student Dept. of Nursing File
cc: Dean, Associate Dean, Adviser, Student
1. Describe the behavior identified by the faculty that was at variance with the expected Responsibilities of Students as outlined in the policies, guidelines, standards or procedures of the Department of Nursing Student Handbook, Capital University Bulletin or Student Handbook, Clinical Agencies, Course Syllabus and/or the State Board of Nursing:

2. Describe the potential or actual consequences of the unacceptable performance/behavior identified by the faculty:

3. Identify factors that contributed to the behaviors that are at variance:

4. Describe your understanding of the learning contract for growth, progress or remediation plan as stipulated. List several ways to assure that the unacceptable behaviors do not reoccur.

____________________________________  ___________________________________
Student Signature / Date                   Faculty Signature / Date
(This signature means that I have read this document and agree to complete the contract of learning and remediation by the date stipulated.)

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Department of Nursing
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May not use without permission

Original: Student Dept. of Nursing File
cc: Dean, Associate Dean, Adviser, Student, and Chair, Academic Affairs Committee
Faculty Report on Resolution of Behavior at Variance with Expected Responsibilities of Students

Faulty description of resolution of plan for growth, progress and/or remediation:

______________________________________
Student Signature / Date

______________________________________
Faculty Signature / Date

(This signature means that I have read this document and agree to complete the contract of learning and remediation by the date stipulated.)
Appendix F: Writing Policy for Students

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

The faculty believes 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. Capital University provides opportunities to improve writing skills through English courses and the Office of Academic Success. Students may also elect to initiate private tutoring. Faculty may require tutoring through the Office of Academic Success.

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 and documented in the skills folder. The faculty expects writing skills to be mastered by graduation.

The C-NAP student will need to receive a writing competency notation on their transcript in one of their graduate courses. Students need to inform faculty that they would like one of their papers evaluated for the writing competency. In addition to evaluating the paper for course requirements, the faculty will also use the writing competency form to evaluate the paper. If the paper meets the writing competency, the student will receive the writing competency notation on the transcript.

SON: 1993
Rev. 2001
Appendix G: Policy on the use of the Helene Fuld Computer Laboratory

- 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.

- Non-nursing majors may use the lab on a space available basis.

- When using the lab for the first time, see the lab staff for assistance in signing the log, getting software and using the computer.

- The lab may be used only during posted hours when a lab assistant is present.

- Sign in and out each time you use the lab.

- No food or drink is permitted in the computer area of the Fuld Lab.

- Maintain a quiet environment in respect to other students.

- The telephone is not to be used for personal calls.

- Resource books, CD ROMs, software and videotapes 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.

- No resource materials are to leave the Fuld Lab. No exceptions.
Appendix H: Guideline for the use of the Nursing Skills Laboratory

The nursing skills 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:

- 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.

- 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.

- 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.

- 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.

- 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.

- 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 I: Uniform Policy

The uniform, because it is a symbol of a profession, should be worn proudly with decorum and respect. The uniform may be worn and/or required at any and all official Department of Nursing functions (including class, clinical, seminars, lab, etc.) provided the dress code is adhered to in its entirety. The regulations which follow have been adapted by the Faculty. These regulations will be enforced.

General Regulations
The uniform and cover jacket must be clean and neat at all times.

Uniform

**Scrub top** – the regulation purple colored scrub top with the embroidered Capital University Department of Nursing patch, available from the approved uniform company, must be worn.

**Scrub pants** – purple or white, full-length scrub pants are to be worn. The waist band may be either elastic or drawstring. Pockets should be high on the hip and conservative; no “painter’s pants” or “cargo pants” with extra pockets down the length of the pant may be worn.

**Collarless jacket** – If additional warmth is needed, the regulation white, collarless jacket, with push-up knit cuff-sleeves and with the embroidered Capital University Department of Nursing seal available from the approved uniform company must be purchased to wear over the uniform top.

**Shoes** - Substantially white leather shoes are to be worn with the uniforms. They are to be clean and polished at all times. No open heel, open toe shoes or “clog/croc-type” shoes are acceptable. Any logos should be minimally noticeable. These shoes should be considered part of the uniform and should not be used for other purposes (e.g., walking shoes).

**Socks** - Plain, white socks must be worn.

**Undergarments** - All undergarments must be all white and full-cut. White, crew neck T-shirts can be worn under the uniform top.

**Name badge** - The regulation white/purple Capital University Department of Nursing name badge will be worn with the uniform, laboratory jacket or coat, or street clothes when on duty in the clinical setting. This pin should be placed on the left side of the scrub top above the embroidered patch, or, if the jacket is worn, on the left side of the jacket above the embroidered patch.
Jewelry - Acceptable jewelry includes the following:
- **Watch** - Plain band and face is required with a mechanism for counting seconds.
- **Earrings** - Small, plain silver, gold or pearl, post-style earrings that fit closely against the ear lobe. No hoops, loops, dangles, etc. Only two earrings per ear lobe.
- **Other Body Adornments** - Adornments such as those associated with piercing of body parts (other than the ear lobes) or tattoos are not to be worn in the clinical setting. If a tattoo is present it must be covered up with make-up, clothing, or an adhesive bandage.
- **Rings** - Limited to wedding bands only. All rings must be removed in clinical areas that require frequent vigorous hand washing techniques. No large raised mounts are to be worn.

Hair - The hair is to be clean and neatly confined off the shoulders at all times. If the hair is long, it must be pulled back away from the face and confined. No scarves, ribbons, bows or other decorative ornaments are to be worn in the hair. Exceptions include accessories related to religious or cultural practice (e.g. Hijab) when deemed acceptable based on policies of the clinical agencies or clinical site approval. Head scarves, if worn, must be clean, all one neutral color (i.e. black, white, or grey) and provide for full face visibility. Hair color should be a naturally occurring shade of color. Hair should be professional in style.

Makeup - If worn, makeup must be moderate in amount and tastefully applied. Cologne or heavy body scented lotions/deodorants may not be worn.

Nails - Nails must be clean, short, and neatly trimmed. Only clear polish may be worn and no form of artificial nails can be worn during clinical practice.

Uniform Code Modifications
Particular modifications will be made when a student has clinical practice in certain settings or for a religious or medical request, i.e., psychiatric area, community health agencies, pregnancy, medical, or religious practices). The specifics of modifications required by clinical agencies will be announced to the students by individual faculty supervising such settings. Requests by students for modifications for religious or medical reasons will be based on requirements of clinical agencies. Enforcement of the uniform policy will be the responsibility of the faculty.

(Revised: 4/2010 Student Affairs Committee; 3/2014 Student Affairs Committee)
Appendix J: Policies on Immunization, Health Assessment and Liability, Documentation and Drug Testing

Documentation Requirements for Clinical Practice
Prior to beginning of your first clinical or field work course, students are responsible for documenting immunization status, a completed DON health assessment form, immunization form with required titers, Tuberculosis (PPD) screening, CPR Health Care Provider certification, liability insurance, and background/fingerprinting requirements. Ongoing enrollment in clinical courses requires annual renewal and verification of liability insurance, PPD screening, flu vaccines, and CPR certification (biennial). The student is expected to provide proof of compliance. This is a part of professional responsibility.

Details of immunizations, health assessment requirements, PPD, CPR certification, fingerprinting and liability insurance are outlined below:

- Information will be distributed to students outlining health requirements, background checks, CPR certification, and liability insurance and forms that can be found in this section of the Student Handbook.

- Students should review the immunization form and health requirements. Review requirements and have the health assessment form completed by a health care provider. Submit proof of immunizations and titers, health assessment form, and health requirements prior to the first clinical course. Students will need to begin Hepatitis B immunizations at least 6 months prior to the first clinical course to complete the three immunization series. Yearly PPD screenings are required; students must leave 3 days for results to be read on these PPD screenings. CPR classes are available on campus during the spring semester. If a Rubella or Varicella titer is not positive, students will be required to complete the immunization series again and may be required to repeat the titer if indicated. For undergraduate students, the personnel in the Health Clinic can complete immunizations and health assessments if appointments are made.

- Students are to submit documentation of all requirements prior to clinical course deadlines. Agencies will not allow students into their agencies without compliance. There may be a waiver for allergies; however, education on risks is generally required.

- Course coordinators review student records and cannot allow students to go to clinical without required health clearance. Proof of clinical health requirements or waivers must be on file. Students will not be allowed in clinical agencies without proof of the health requirement on file. Absences due to non-compliance will be unexcused and unexcused clinical absences will result in a withdrawal or unsatisfactory clinical grade based on length of noncompliance and previous unexcused absences. Agencies can mandate proof of health requirements, liability insurance, or CPR certification at any time.

- The student is responsible to arrange for appropriate compliance and documentation.
Specific Immunization Requirements

**TDap Immunization**
Generally a primary series of Diphtheria/Pertussis/Tetanus (TDap) is given during childhood provide months and years of primary immunizations. A tetanus booster with Pertussis (TDap) is required. You will need the TDap immunization, not the TD.

**Measles, Mumps, Rubella (MMR)**
- Rubella titer is required. If the titer is equivocal or negative a vaccine is required and a repeat titer may be required based on agency policy.
- Measles (Rubeola) and Mumps two (2) MMR immunizations must have been given, unless titers of each are submitted.
- If the student was born before 1957, they can submit a history of Rubeola and Mumps. Immunizations are needed if the individual has no documentation of illness or titers are not positive.

**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. The series must be completed prior to starting clinical rotations.

**Varicella (Chicken Pox)**
- A varicella titer is required.
- If the titer is negative or equivocal, the student must be vaccinated with a series of two immunizations, 4-8 weeks apart.
- A second varicella titer may be required, if the agency policy requires it.

**Tuberculosis (TB)**
Students must have documentation of PPD every 12 months. Use ONLY the 5 tuberculin unit TU preparation applied by the PPD Mantoux (intradermal technique). This test must be read 48-72 hours after injection.

A positive PPD will require a chest x-ray to rule out the disease and an annual Tuberculosis Questionnaire completed annually. A prior BCG Vaccination can be one cause of a false positive PPD. A prior disease will require treatment dates and clear chest x-rays. An annual Tuberculosis Questionnaire must be completed annually.

**Flu Vaccine**
Students must receive annual flu vaccines. All students must show proof by the third Monday in October. For TUP students entering NURS-310 in the summer, they will need to receive the annual flu vaccine for the previous year plus the new vaccine in October when the next annual vaccine is available. For C-NAP students, they may receive the new annual vaccine by the start of clinical if they did not receive the previous year vaccine.
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 families and patients and their families. These requirements are also based on agency requirements.

Agencies can deny entry to any student who does 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. Occasionally Pediatricians may request parents to delay MMR vaccines until child is older. A waiver can be signed based on medical recommendations for the Department of Nursing.
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) ______________________________

Initial Screen Only (please check the appropriate response)

☐ I have a past history of testing positive to the Mantoux tuberculin skin test.
  Date(s): __________________________________________________________________

☐ 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 mediation.
  Date Started: __________________________

☐ I have never taken prophylactic tuberculosis medication.

Date of last Negative Chest X-Ray: __________________________

Signature: __________________________________________ Date: __________________________
Capital University Department of Nursing: Immunization Form

TO BE COMPLETED BY THE STUDENT

Name: ___________________________ (Last) (First) (Middle Initial)  Program: _______________________

Date of Birth: ________________  Home Phone: ( ) _____________  Cell Phone ( ) _______________

MM/DD/YYYY

Address: ____________________________  City, State, Zip: __________________________

TO BE COMPLETED AND SIGNED BY A HEALTH CARE PROVIDER (Dates must include Month & Year)

<table>
<thead>
<tr>
<th></th>
<th>Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tetanus-Diphtheria-Pertussis</strong></td>
<td></td>
</tr>
<tr>
<td>Primary Series of (4) tetanus-diphtheria immunization completed</td>
<td></td>
</tr>
<tr>
<td>TDap Booster (within the last 10 years)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rubella Titer</strong></td>
<td></td>
</tr>
<tr>
<td>Rubella Titer Results: (please circle)</td>
<td>Positive</td>
</tr>
<tr>
<td>If titer results are negative or equivocal, student must receive a Rubella vaccine</td>
<td></td>
</tr>
<tr>
<td>4-6 weeks after Rubella vaccine, 2nd Rubella Titer Results:</td>
<td>(please circle)</td>
</tr>
</tbody>
</table>

*Copies of Titer Lab Reports are also required

<table>
<thead>
<tr>
<th></th>
<th>Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M.M.R. (Measles, Mumps, Rubella)</strong></td>
<td></td>
</tr>
<tr>
<td>Dose 1: Immunized at or after 12 months and before 5 years</td>
<td></td>
</tr>
<tr>
<td>Dose 2: Immunized at 5 years or later</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Varicella (Chicken Pox)</strong></td>
<td></td>
</tr>
<tr>
<td>History of Disease</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Dose 1: Varicella Vaccine</td>
<td></td>
</tr>
<tr>
<td>Dose 2: Varicella Vaccine</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Varicella Titer</strong></td>
<td></td>
</tr>
<tr>
<td>Varicella Titer Results: (please circle)</td>
<td>Positive</td>
</tr>
<tr>
<td>If titer results are negative or equivocal, student must receive a Varicella booster</td>
<td></td>
</tr>
<tr>
<td>4-6 weeks after Varicella booster, 2nd Varicella Titer Results:</td>
<td>(please circle)</td>
</tr>
</tbody>
</table>

*Copies of Titer Lab Reports are also required
Tuberculosis

<table>
<thead>
<tr>
<th>Test Description</th>
<th>MM/DD/YY</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD (Mantoux) test within the past year (Tine or monovac is NOT acceptable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantiferon Gold Blood Test within the past year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Positive TB Results OR History of TB OR History of BCG Vaccine

<table>
<thead>
<tr>
<th>Test Description</th>
<th>MM/DD/YY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TB Treatment Started*</td>
<td></td>
</tr>
<tr>
<td>TB Treatment Completed</td>
<td></td>
</tr>
<tr>
<td>History of BCG Vaccine</td>
<td></td>
</tr>
<tr>
<td>History of TB Booster</td>
<td></td>
</tr>
<tr>
<td>Clear Chest X-Ray**</td>
<td></td>
</tr>
</tbody>
</table>

*Physician must attach a written clearance for clinical entry if student has not completed treatment

**Copies of Chest X-Ray Report are also required

Hepatitis B Series

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaccination Series: Dose #1</td>
<td></td>
</tr>
<tr>
<td>Vaccination Series: Dose #2</td>
<td></td>
</tr>
<tr>
<td>Vaccination Series: Dose #3</td>
<td></td>
</tr>
</tbody>
</table>

OR

Hepatitis B Titer Results*: (please circle) Positive Equivocal Negative

If titer results are negative, student must repeat series
If titer results are equivocal, student must receive booster

*Copies of Titer Lab Reports are required

Seasonal Flu Vaccine

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016 Flu Vaccine</td>
<td></td>
</tr>
</tbody>
</table>

Revised: 2/10; 8/10; 2/11 JKM; 7/12 TDF/JKM; 12/13 JKM/ERS
Capital University Department of Nursing: Physical Examination Form

Name: ___________________ Age:_________ DOB:_________ Sex:_________

Current Health Conditions: ________________________________________________

________________________________________________________________________

________________________________________________________________________

Current Medications: _____________________________________________________

________________________________________________________________________

Hospitalizations/Surgeries in past 5 years: _________________________________

________________________________________________________________________

Last Dental Exam: __________ Eye Exam within 2 years: __________

Date __________ Date __________

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

Height: _______ Weight:_______ BMI:_______ T:_____ P: _____ R:_____ BP: _________

Vision: OD:_________ OS:_________ OU:_________ With Correction:

Skin:_________________ Hair:_________________ Nails:_________________

EENT:_________________ Hearing:_________________

Lungs:_________________ Heart:_________________

Abdomen: ___________________

Neck:_________________ Spine:_________________ Joints:_________________

Muscles/Strength:_________ Neuro:_________________

Mental or Emotional Condition: ____________________________________________

Would any of these conditions/findings cause impairments or need for assistance in cognition, lifting, vision, or hearing? (Circle) Yes or No Any need for mobility aids? (Circle) Yes or No

Explain: ________________________________________________________________

Name of Examiner, Credentials (Please Print) __________________________ Date

Signature of Examiner, Credentials ___________________________ 11/12: JKM
Drug Testing Policy

Background
The Capital University Department of Nursing (DON) drug testing policy is established to meet contractual requirements established by clinical facilities used by the DON 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. 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:
- Prior to beginning clinical experiences
- Random; and
- 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 Dean of Nursing 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.

*Dilute urine sample* is a sample of urine that the company identifies as dilute. If they are unable to analyze for drugs, a person may be asked to repeat the drug screen.

*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

*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

- All students will be tested at the following times:
  - Prior to the first clinical rotation in the undergraduate programs
  - Prior to taking their first concentrate course in the MSN program
  - Randomly during enrollment in the DON as a student who has begun taking clinical courses
  - “For cause” if the Dean of Nursing or designee, in consultation with faculty, determines that behavior reasonably suggests the use of an illegal substance or abuse of alcohol.

- Refusal to be tested “for cause”
  - 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 DON.

- Refusal of Random Testing
  - A student who is called randomly has twelve hours to report for testing. Failure to do so may result in the dismissal from the DON.
  - 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.

- Self-Reporting of Chemical Dependency
  - 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 Nursing Student Affairs Committee members in consultation with the Dean of Nursing or designee.
  - Pre-Licensure students (TUP, C-NAP): In addition, 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.
  - Post-licensure students (BSN-C, MSN): In addition, the student will be advised with regards to available peer assistance programs and referred to applicable Ohio Board of Nursing statute and administrative rules.
  - Graduate Students (MSN): The graduate student will be required to consult with the Dean of Nursing or her designee and the Associate Dean of the Post-Licensure Nursing Program.
  - 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”.

Procedure for Drug Testing

Scope of Drug Testing
The test is an observed urine test and consists of a 10-panel analysis which detects:

- Alcohol
- Amphetamines
- Barbiturates
- Benzodiazepines
- Cocaine
- Marijuana
- Methadone
- Opiates
- Phencyclidine
- Propoxyphene

Initial testing
- 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.
- Initial testing will be conducted offsite through a certified testing service that will collect all urine specimens.
- The collection will be done according to standards set by the contracted laboratory.
- The laboratory will follow a chain of custody procedure assuring the accuracy of the specimen’s identity.
- Results of the test will be sent to the Department of Nursing, usually within three working days from the time of testing.

Random and “for cause” testing (off site)
- Random and “for cause” testing will be done on-site or off-site at the testing center specified by the DON.
- Individuals selected for off-site testing will be responsible for getting to the laboratory.
- Results will be sent to the Department of Nursing.

Cost of Testing
- The cost for regularly scheduled and random student drug testing will be included in course fees.
- The cost of “for cause” drug testing will be borne by the student.
Action in the Event of a Positive Urine Drug Test

- The student who tests positive for a non-prescribed drug in the urine will be prohibited from engaging in clinical and/or laboratory practice.
- Following an initial positive urine test, a second random urine test will be required within three days.
- 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 contract with the student will be offered. The student must sign and comply with the stipulations in the contract if they want to apply for readmission to the nursing program.
  - All costs associated with laboratory fees, transportation to counseling or Alcoholics Anonymous (AA) meetings will be borne by the student.
- The student will be referred to faculty of the DON for possible dismissal, which requires a majority faculty vote.
- In addition, the urine drug testing data will be forwarded to the office of the Associate Dean/Director of Judicial Affairs. Any disciplinary action imposed by the Office of Judicial Affairs is separate from and in addition to the action of the DON.

Petition for Readmission to the DON

- One year following the positive drug screen, the student may make a written request to be readmitted to the DON. The letter of request shall at least include:
  - Documentation of contract compliance.
  - A recovery plan that the student will continue to follow until graduation.
  - 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 DON and must have been an observed urine and followed the customary chain of custody procedures.

Confidentiality

- A separate file for drug testing procedures and results will be maintained in a secure area in the Dean of Nursing’s office.
- 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 adviser and other specifically designated university personnel who have a legitimate educational need to know in order to perform the responsibilities of their positions.
- 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.

Approved DON Faculty, 10/16/06, Dilute urine added in 7/13
Drug Screening
Student Certification, Release and Authorization

I, _______________________________ (Student Name)

(Student ID #)

hereby affirm that I have 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 Nursing or the
Dean’s designated representative.

______________________________  Date

Student Signature                      Date

______________________________

Witness Signature
Declaration of Legal Use of Prescribed Medication

Date: ________________

I, ____________________________________________________________
(Student Name)
am currently taking the following medication prescribed for me by the Health Care
Provider noted below:

________________________________________________________________

________________________________________________________________

________________________________________________________________

(Physician or Qualified Advanced Practice Nurse) (Phone number)
The medication is prescribed for ____________________________________
(Health Alteration)
and treatment will be completed on ____________________________ .
(Date)

________________________________________________________________
Student Signature / Date

Approved: SON Faculty Organization, 10/16/06
Contract to Return to Clinical Nursing Practice/Laboratory/Classroom

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

- 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.
- Follow any additional requirements or conditions set forth by the Dean of Nursing that are related to problematic behavior.
- 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.
- 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.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adviser</td>
<td>Date</td>
</tr>
<tr>
<td>Dean of Nursing</td>
<td>Date</td>
</tr>
</tbody>
</table>

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 Beverages/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
  - Required online alcohol education workshop
  - A written warning.

- Minimum Recommended Sanction for the Second Alcohol Violation
  - A written warning with parental notification for financially dependent students
  - Referral to counseling through the Center for Health & Wellness
  - Up to a $100 fine

**VIOLATION:** Possession/consumption of alcoholic beverages
- Minimum Recommended Sanction for the First Alcohol Violation
  - Seizure and disposal of the beverage
  - Required online alcohol education workshop
  - Referral to counseling through the Center for Health & Wellness
  - A written warning with parental notification for financially dependent students
  - Ten community service hours
  - $50 fine

- Minimum Recommended Sanction for the Second Alcohol Violation
  - Seizure and disposal of the beverage
  - Referral to counseling through the Center for Health & Wellness. Failure to comply with the screening and recommendations may result in removal from student housing program.
  - Disciplinary probation status
  - Capital aid review and parental notification for financially dependent students
  - 20 community service hours
  - $100 fine
Minimum Recommended Sanction for the Third Alcohol Violation
- Seizure and disposal of the beverage
- 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.
- Capital aid review and parental notification for financially dependent students
- 40 community service hours
- $250 fine
- Removal from residence halls/on-campus housing
- 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)
  - Seizure of contraband with transfer to legal authorities and filing of charges
  - 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
  - Parental notification for financially dependent students
  - Disciplinary probation or suspension
  - $150 fine

- Minimum Recommended Sanction for the Second Violation (quantity of illegal substance/nature of offense corresponds with a misdemeanor in the legal system)
  - Seizure of contraband with transfer to legal authorities and filing of charges
  - $300 fine
  - Parental notification for financially dependent students
  - Suspension or Dismissal from the university
  - 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)
  - Seizure of contraband with transfer to legal authorities and filing of charges
  - Parental notification for financially dependent students
  - Suspension from the university
  - 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 K: Policy and Guidelines on 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. The 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 students, according to agency resources and policies. Follow-up care is available through or a private practitioner of choice. Student health insurance specifies the nature of covered services in the Center for Health & Wellness.

Guidelines
Faculty are responsible for notifying the Dean of Nursing 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 adviser or clinical faculty member should such a health problem arise.
The Capital University Department of Nursing (DON) 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. DON 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 the DON 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 the DON, however, to make every provision for student education within the plan. Initial Exposure Control Plan content is presented in NURS-221. 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 the DON 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 DON. 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 DON 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 Record Keeping
Accurate vaccination records/other health requirements on each student will be kept 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 DON employees and/or review videos, handouts and the Exposure Control Notebook found in the Dean’s Administrative Assistant’s office.
Appendix M: Guidelines for Caring for Persons with Known Contagious Diseases

The faculty of the Department of Nursing endorses 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:**
- Protection of the rights and welfare of students, faculty and clients.
- Continuation of the Department’s mission to educate students comprehensively in the practice of nursing.
- 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 the policy
CDC guidelines will be followed for lab and clinical components for all courses.

**NURS-221** - Medical-surgical asepsis and standard precautions.

**Level III & IV** - Theory on 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.

**MSN students** - 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:**
- The professional judgment of the faculty indicates that the student possesses the necessary cognitive, psychomotor and affective skills.
- The condition of the patient is appropriate to the cognitive, psychomotor, and affective skills of the student.
- 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 known contagious disease.

Adopted 4/18/88; SON
Revised 8/99; 8/30/99
Appendix N: 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 the Center for Health & Wellness or their own health care provider. In all instances, the individual will notify the lab manager and the appropriate faculty.

The current CDC (Center for Disease Control) 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". Waste Management of Ohio will dispose of the trash.

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 goggles
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 facemask

Adopted: Department of Nursing Faculty
1/18/93
Appendix O: Family Education Rights and Privacy Act

What does FERPA mean anyway?
FERPA is the Family Educational Rights and Privacy Act which is also known as the Buckley Amendment which can be defined as:
A federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings

Consistent with the federal Family Education Rights and Privacy Act (FERPA), as amended, Capital University recognizes certain rights of the following regarding students’ educational records:
1. Eligible students
2. Parents of dependent students as defined in the Internal Revenue Code
3. Parents of students under 18 years of age

What rights does FERPA provide students and eligible parents?
1. The right to inspect their own educational records. An educational record is any record maintained by the University that is directly related to the enrolled student.
2. To request in writing that the University correct educational records believed to be inaccurate or misleading.
3. Institutions may not disclose information about students nor permit inspection of their records without written permission, unless such action is covered by certain exceptions permitted in the Act

What is Directory Information?
Information designated by the University which reasonably would not be considered harmful or an invasion of privacy if disclosed is included in the University directory.
- Name, Address, email address, telephone listing
- Field of Study
- Weight and height of athletes
- Most recent previous school attended
- Photographs
- Date and place of birth
- Participation in officially recognized activities and sports
- Dates of attendance, degrees and awards

The following information is excluded from the University Directory information:
- Student identification numbers
- Social security numbers
- Ethnicity/race/nationality
- Gender
What is the rule of thumb when addressing student records, questions, and concerns?

Capital University believes in working closely with young adults to help them successfully transition from dependent to independent living. Therefore, all educational issues, including grades and billing, will be addressed with the enrolled student. In cases where students are nonresponsive, the Office of the Dean of Students will work with parents of dependent students as defined in the internal Revenue Code.

For a comprehensive view of the Capital University adaptation of FERPA policies and procedures, please visit the Registrar's webpage. On the Registrar page, click on Student Notification of Rights (PDF version) located under Forms and Documents.
Appendix P: Candidates for Examination and Endorsement Ohio Board of Nursing Requirements & Procedures

Requirements for Licensure by Examination Application

- Go to the OBN website, www.nursing.ohio.gov/forms.htm
- Click on Licensure and Renewal from menu on the left
- Scroll down to Nurse Licensure by Examination and Endorsement
- Scroll down to Examination Applicants and Copy the Examination Application Packet
- Follow directions on the Examination Application Packet
- Go to Pearson VUE web site, www.VUE.com/clex for further registration information – you must register with both the Board and Pearson VUE and complete information from both sites.

Graduates applying for licensure in Ohio will be required to follow all OBN instructions. A section of the application requires responses related to compliance issues, for example whether the applicant has been convicted of felony, or misdemeanor in the course of practice, in Ohio or elsewhere. In addition, responses are required related to certain mental health diagnoses, and related to use of chemical or controlled substances.

Ohio Board of Nursing Criminal Records Checks

Criminal records checks are now required for licensure applications. The Ohio Revised Code requires those applying for a license issued by the Ohio Board of Nursing (Board) to submit fingerprints for an FBI (federal) and BCI (civilian) criminal records check completed by the Bureau of Criminal Identification and Investigation (BCI&I). BOTH background check reports are required.

BCI&I will ONLY accept electronic fingerprints for FBI and BCI background checks and the applicant must request that BOTH reports be sent directly to the Board of Nursing.

Waivers of the electronic submission requirements will be evaluated on a submission by submission basis. No “blanket or agency-wide waivers will be granted. See the Board of Nursing web site for further directions www.nursing.ohio.gov

BCI&I results are mailed to the OBN within approximately 30 days, and FBI results within no less than 2 months. Therefore, it is recommended that students submit their prints at least six (6) to nine (9) months prior to completing their nursing education. This will insure that the application to test can be processed timely, and that delays in making a candidate eligible to test will be minimized.
Accommodations
If you require accommodation related to a disability follow the directions on the application. The Board recommends that the applicant notify the Board, in writing, six months prior to program completion.

Required Documentation for Education
The Department of Nursing (DON) must submit directly to the Board, a program completion letter certifying that students have completed all program curriculum requirements. Within at least two weeks of graduation, the DON will send this certification for students who have achieved a 900 or higher on version two of the HESI Exit-RN exam. Further information can be found in the Standardized Testing Section of this student handbook.