CAPITAL UNIVERSITY
DEPARTMENT NURSING

STUDENT HANDBOOK

PRE-LICENSESURE PROGRAMS

2012 - 2013

Pre licensure Student Handbook Website Location:
http://www.capital.edu/nursing
Preface

Welcome to Capital University and to the Department of Nursing. We are pleased 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 which will address most of your needs and questions.

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.

Judi K Macke, PhD, RNC
Professor and Vice Chair
Traditional Undergraduate Program (TUP)
Nursing Accelerated Program (C-NAP)
# Table of Contents

## SECTION I  OVERVIEW OF THE PROGRAM  1 - 2
- History / Accreditation / Membership  1
- Honorary Degrees  2
- Nursing Honorary  2

## SECTION II  COMMUNICATION  3
- Student Mailboxes and File folders  3
- Faculty Mailboxes  3
- Faculty E-Mail and Voice Mail  3
- Bulletin Boards  3

## SECTION III  FACULTY ADVISER  4
- Your Faculty Adviser  4
- What Your Adviser Does  4
- Course Registration  4

## SECTION IV  ACTIVITIES  5 - 6
- Committees  5
- Capital University Student Nurses Association  5
- Musical and Athletic Groups  6
- Arranging Your Schedule to Participate  6

## SECTION V  THE NURSING PROGRAM  7 - 19
- Capital University Mission  7
- Capital University Learning Goals  7-8
- Nursing Program Mission  8
- Nursing Philosophy  8-9
- Curriculum Concepts  9-10
- Goals of the Pre-Licensure Curriculum  10-12
- TUP Admission, Change of Major, & Transfer  12-14
- C-NAP Admission, & Transfer  14-15
- Readmit procedure for TUP & CNAP  15
- Essential Performance Policy  16-18
- Curriculum Requirements TUP & C-NAP  18-19
# Table of Contents (continued)

## SECTION VI  ACADEMIC PROGRESS  20 - 31

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading Scale</td>
<td>20</td>
</tr>
<tr>
<td>76% Rule For TUP &amp; CNAP</td>
<td>20</td>
</tr>
<tr>
<td>Grade Point Average (GPA)</td>
<td>20</td>
</tr>
<tr>
<td>Academic Progression Policies for TUP</td>
<td>21-23</td>
</tr>
<tr>
<td>Academic Progression Policies for CNAP</td>
<td>23</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>24-25</td>
</tr>
<tr>
<td>Policy on Transient Student Credit</td>
<td>25</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>25</td>
</tr>
<tr>
<td>Academic Misconduct for TUP &amp; CNAP</td>
<td>25-26</td>
</tr>
<tr>
<td>Elective Nursing Courses</td>
<td>27</td>
</tr>
<tr>
<td>Pass/Fail Option</td>
<td>27</td>
</tr>
<tr>
<td>Petitions</td>
<td>27</td>
</tr>
<tr>
<td>Grievance</td>
<td>27</td>
</tr>
<tr>
<td>Academic and Disciplinary sanctions</td>
<td>27-29</td>
</tr>
<tr>
<td>Accountability</td>
<td>29</td>
</tr>
<tr>
<td>Variance Report</td>
<td>30-31</td>
</tr>
</tbody>
</table>

## SECTION VII  STANDARDIZED TESTING  32-34

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Achievement Testing</td>
<td>32</td>
</tr>
<tr>
<td>Evolve Reach testing/Remediation</td>
<td>32-33</td>
</tr>
<tr>
<td>Exit RN(HESI) For TUP &amp; CNAP</td>
<td>33</td>
</tr>
<tr>
<td>Remediation of Assessment Exams</td>
<td>33</td>
</tr>
<tr>
<td>NCLEX-RN Review Course</td>
<td>33-34</td>
</tr>
<tr>
<td>Certificate to sit for NCLEX-RN Exam</td>
<td>34</td>
</tr>
<tr>
<td>NCLEX-RN Examination</td>
<td>34</td>
</tr>
</tbody>
</table>

## SECTION VIII  CAMPUS RESOURCES  35-37

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Academic Success/Tutoring</td>
<td>35</td>
</tr>
<tr>
<td>Disability Services</td>
<td>36</td>
</tr>
<tr>
<td>The Library and Information Technology</td>
<td>36-37</td>
</tr>
<tr>
<td>Helene Fuld Computer Laboratory</td>
<td>37</td>
</tr>
</tbody>
</table>
# Table of Contents (continued)

## SECTION IX  CLINICAL COURSE REQUIREMENT  38-42

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment For TUP &amp; CNAP</td>
<td>38</td>
</tr>
<tr>
<td>Uniforms for TUP</td>
<td>38</td>
</tr>
<tr>
<td>Prerequisites for Clinical Experience</td>
<td>39</td>
</tr>
<tr>
<td>Health Requirements for TUP &amp; CNAP</td>
<td>39</td>
</tr>
<tr>
<td>Health Clinic for Students</td>
<td>39</td>
</tr>
<tr>
<td>Professional Liability Insurance</td>
<td>39</td>
</tr>
<tr>
<td>Criminal records and Background Check</td>
<td>39-40</td>
</tr>
<tr>
<td>CPR Certification</td>
<td>40</td>
</tr>
<tr>
<td>Drug testing</td>
<td>40-41</td>
</tr>
<tr>
<td>Travel to Clinical Settings</td>
<td>41</td>
</tr>
<tr>
<td>Related Clinical Obligations</td>
<td>41-42</td>
</tr>
<tr>
<td>Assuring your privacy</td>
<td>42</td>
</tr>
</tbody>
</table>

## SECTION X  SCHOLARSHIPS, HONORS, AWARDS AND STUDY OFF-CAMPUS  43-44

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>43</td>
</tr>
<tr>
<td>The Dean's List</td>
<td>43</td>
</tr>
<tr>
<td>Honors Convocation</td>
<td>43</td>
</tr>
<tr>
<td>International Nursing Honor Society</td>
<td>43</td>
</tr>
<tr>
<td>International &amp; Off-Campus Study</td>
<td>44</td>
</tr>
<tr>
<td>Fast Track into MSN Program</td>
<td>44</td>
</tr>
</tbody>
</table>

## SECTION XI  GRADUATION ACTIVITIES  45-47

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for Graduation</td>
<td>45</td>
</tr>
<tr>
<td>TUP Graduation Requirements</td>
<td>45</td>
</tr>
<tr>
<td>C-NAP Graduation Requirements</td>
<td>45</td>
</tr>
<tr>
<td>Request for Letter of Reference</td>
<td>46</td>
</tr>
<tr>
<td>Pinning and Recognition Ceremony</td>
<td>46</td>
</tr>
<tr>
<td>Applying For Licensure as an RN</td>
<td>46-47</td>
</tr>
</tbody>
</table>
# Table of Contents (continued)

## APPENDIX  PAGE # 49-121

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Curriculum Plan / Course Description</td>
<td>49-62</td>
</tr>
<tr>
<td>B</td>
<td>Conceptual Framework</td>
<td>63-66</td>
</tr>
<tr>
<td>C</td>
<td>Faculty Expectation of Student Behavior and Mobile Device Policy</td>
<td>67-73</td>
</tr>
<tr>
<td>D</td>
<td>Policy on Excused Absences from Quizzes and/or Exams in Nursing Courses</td>
<td>74-75</td>
</tr>
<tr>
<td>E</td>
<td>Variance Report</td>
<td>76-81</td>
</tr>
<tr>
<td>F</td>
<td>Writing Policy for Students</td>
<td>82-83</td>
</tr>
<tr>
<td>G</td>
<td>Policy on the Use of Helene Fuld Computer Laboratory</td>
<td>84-85</td>
</tr>
<tr>
<td>H</td>
<td>Guidelines for Use of the Nursing Skills Lab</td>
<td>86-87</td>
</tr>
<tr>
<td>I</td>
<td>Uniform Policy</td>
<td>88-90</td>
</tr>
<tr>
<td>J</td>
<td>Policies on Immunization, Health Assessment and Liability, Documentation</td>
<td>91-108</td>
</tr>
<tr>
<td></td>
<td>and Drug testing</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Policy and Guidelines on Occupational Health</td>
<td>109-110</td>
</tr>
<tr>
<td>L</td>
<td>Exposure Control</td>
<td>111-113</td>
</tr>
<tr>
<td>M</td>
<td>Guidelines for Caring for Persons with Known Contagious Diseases</td>
<td>114-115</td>
</tr>
<tr>
<td>N</td>
<td>Policy and Procedures on Exposure to Contaminated Fluids in the Skills Lab</td>
<td>116-117</td>
</tr>
<tr>
<td>O</td>
<td>Family Education Rights and Privacy Act</td>
<td>118-119</td>
</tr>
<tr>
<td>P</td>
<td>Candidates for Examination and Endorsement</td>
<td>120-121</td>
</tr>
</tbody>
</table>
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 Center for Lifelong Learning 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 College of Nursing in 1965, and is now a 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 three programs that offer the undergraduate degrees are: the Traditional Undergraduate Program (TUP), The Accelerated Program (C-NAP), and the BSN Completion Program which is a post-licensure 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 and all programs of the Department of Nursing are accredited by the Commission for Collegiate Nursing Education (CCNE) (2011-12) and were 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) and a member of the Commission of Collegiate Nursing Education (CCNE) and 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 traditional 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.
Communication

Students are responsible for providing notification of any changes in name, address, telephone number, and e-mail to the Chair’s Secretary in BHSN 327. There are a number of ways to communicate with other students and with faculty.

STUDENT MAILBOXES AND DON MAIL FOLDER FILE
Every nursing major student also has a mail folder in the mail file in the third floor lobby of Battelle Hall. Nursing mail folders are arranged alphabetically by class and program. It is the student’s responsibility to check mail folders frequently. In addition, every TUP student is assigned a mailbox at the Campus Post Office located in the lobby of the Campus Center. Check with the Post Office for your box number and combination. Regular mail and all communications from the University are placed in the student’s Campus Center mailbox or the DON mail folder file.

FACULTY MAILBOXES
Faculty mailboxes for the Department of Nursing are found inside the nursing suite – BHSN 330 (copy room). The mailboxes for other faculty on campus are in the buildings where their offices are located.

FACULTY E-MAIL AND VOICE MAIL
E-mail is the primary mode of communication to students; check emails daily and use your capital email. Capital University (CU) emails are used in the Moodle format for courses. All faculty, staff, and students have e-mail to facilitate communication. Faculty can also receive voice mail messages on their office telephones. Adjuncts may use other e-mail addresses or cell phones; be sure and check the syllabus for their preference.

BULLETIN BOARDS
Bulletin boards are used for announcements of campus events and can be found in the Campus Center, 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 e-mails 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 maintains a bulletin board on the Third floor of Battelle Hall.

Again, it is the student’s responsibility to check bulletin boards and e-mails frequently.
Faculty Adviser

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, e-mail, 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 also be a typical 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. Therefore, it is strongly suggested that you make arrangements ahead of time if you need to see your Adviser. If an emergency does arise or if you are not able to contact your Adviser, please call the general nursing number of 236-6703 and someone will be able to help you.

WHAT DOES YOUR ADVISER DO?
Your TUP and CNAP adviser will 1) provide you with guidance in planning your academic schedule; 2) monitor your 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. The ultimate responsibility, however, is yours. You need to make sure you are fulfilling all the curriculum requirements for your BSN degree. Be sure to review the curriculum plans in Appendix A and keep a record of courses completed.

COURSE REGISTRATION FOR STUDENTS
About the ninth week of the semester as a TUP student, you will receive an email via campus mail from the Registrar reminding you to make arrangements for scheduling classes. At that time, you should check with your Adviser for an appointment. Many faculty will post a sign-up list on their door. Your advisor will need to unlock you for registration, if you are not unlocked you will not be able to register online.

Before meeting with your Adviser, develop a tentative plan. Use the curriculum plan and list of required courses in Appendix A. Check course availability on Capital’s web advisor and the time schedule.

Accelerated students are notified of registration procedure in class and are block registered for classes. If you have special needs, please contact your advisor. CNAP students will be block registered by their adviser. You will be notified when your schedule is ready.
Activities

Participation in campus activities is an important part of your 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. The School of Nursing Table of Organization in Appendix B shows program and committee structure and the relationships between the Department and other academic units of the University.

COMMITTEES
Traditional Undergraduate Program student committee members shall be selected by their representative class groups (one from each class: freshman, sophomore, junior, & senior). If you are interested in serving on a committee, let your classmates and faculty know. The sophomore, junior, and senior classes elect their representatives to committees in the fall class meeting; freshman class elections are held during fall orientation.

C-NAP Program student committee members shall be selected by their class group (one from each class: first year and second year). If you are interested in serving on a committee, let your classmates and faculty 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 be selected so that one representative from each class can be in attendance at C-NAP Program 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.
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. We also have nursing students serving as cheerleaders and members of other campus athletic organizations.

ARRANGING YOUR SCHEDULE TO PARTICIPATE
You are encouraged to participate in those activities of interest to you.
REMEMBER: It is your responsibility to keep your Adviser informed of practice and travel requirements so your class schedule can be arranged to accommodate these events. When a conflict between class responsibilities and extracurricular activities arise, it is your responsibility to plan with the faculty person involved. Generally, arrangements can be made to allow extracurricular participation without jeopardizing your progress in class. Modular arrangements can also be made with the TUP Vice Chair for your junior year in the spring of your sophomore year.
The Nursing Programs

The traditional nursing program requires 134 semester hours of study. It will take you four years plus one summer of full time study to complete the requirements. When you have done so, you will have earned the Bachelor of Science in Nursing Degree, be eligible to take the examination for licensure as a professional nurse, and be prepared to accept a beginning staff nurse position in a wide variety of health care facilities.

The accelerated nursing program requires 63 semester hours of study. Requirements for graduation should be achieved in two academic years plus one summer of full time study, approximately twenty months. Graduates of the accelerated nursing program will have earned the Bachelor of Science in Nursing Degree, and will have completed the three core courses toward the Master of Science in Nursing. Graduates will be eligible to take the examination for licensure as a professional nurse and 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 goals. Through collaborative experiences, students participate actively in the learning process in a caring culture that values self-care and learning.

The central concern of nursing is the health of people within the context of their culture and social systems. Health is a state of being that is culturally defined, valued, and practiced. Health reflects the ability of individuals, families, and groups to perform daily activities to their optimum potential. Transition describes the process by which individuals’ progress along a continuum of growth. The faculty of the Department of Nursing 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, and 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 to obtain or maintain optimum levels of health using problem solving that involves assessment, diagnosis, planning, implementation, and evaluation as well as collaboration with individuals, families, groups, and health team members. They enter into therapeutic partnerships with individuals, families, communities, and populations and incorporate nursing roles such as clinician, educator, advocate, leader, consultant, role model. The focus is always on the whole person, protecting, promoting and optimizing health, facilitating healing, preventing illness and injury, alleviating suffering, and supporting people in finding balance, harmony, and peace throughout their experience.
Professional education is geared toward the attainment of a specialized body of knowledge pertaining to a discipline through commitment to the social, ethical, and scholarly standards of the profession. It fosters the acceptance of responsibility for critical thinking, clinical judgment, and decision making congruent with the level of practice. Nursing education develops students who provide geographically relevant, culturally sensitive, evidence-based, ethical, and spiritually appropriate health care services and provides opportunities for the development of personal qualities such as creativity, maturity, and the expansion of intellectual and cultural perspectives. Graduate education extends the development of these qualities both in depth and scope.

Nursing knowledge is acquired through empirical, personal, ethical, aesthetic, and social knowing. Education at all levels occurs in an environment of scholarly inquiry and is dedicated to preparing students to care about and for individuals through the lifespan. Preparation for baccalaureate professional nursing practice is based on a program of studies that includes nursing science, physical and behavioral sciences, and the humanities. Synthesis of theories, principles, and research from nursing and related disciplines enhances nursing’s specialized body of knowledge. Preparation for graduate professional nursing practice is based on a program of studies that includes the application of theories, research, and advanced clinical skills within a multidisciplinary context 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 humanities in their encounters with people and communities they serve, nurses produce knowledge that, in turn, contributes to these sciences and humanities and to the distinctive knowledge of practice that is the forte of nursing.

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

**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. Heath, the overarching concept, focuses on health promotion, disease prevention and risk reduction. Faculty believes that six other concepts are also essential to nursing: Critical Thinking/clinical judgment, Communication, Holistic Caring, Systems,
Transitions, and Culture. These additional concepts offer a frame of reference for nursing practice. The conceptual framework is outlined in more detail in Appendix B.

**GOALS OF THE PRELICENSURE CURRICULUM**

In addition to the competencies of the General Education Goals of the University, these goals, based on the philosophical concepts of the undergraduate curriculum of the Capital University Department of Nursing, are designed to prepare entry level generalists and professional practitioners in nursing. An emphasis in the accelerated program is preparations in the utilization of theory, research and informatics in beginning practice and preparation for study at the graduate level. Graduates will incorporate standards of professional nursing practice while demonstrating competency in these curriculum goals.

In addition to the competencies of the General Education Goals of the University, these goals are based on the philosophical concepts of the undergraduate curriculum of the Capital University Department of Nursing. The concepts are designed to prepare entry level generalists and professional practitioners in nursing, who practice from an evidence base and provide safe, quality care to individuals, families, groups, communities, and populations.

Graduates will promote health and incorporate standards of professional nursing practice while:

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

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

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

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

Demonstrating the holistic caring practice of professional nursing.

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

Functioning within a variety of systems.

Competencies demonstrating systems knowledge include the ability to:
- Provide continuity of care across health care settings.
- Involve clients, their support systems and other health care professional when providing and managing nursing care in a variety of settings.
- Function safely in autonomous and team situations.
- Analyze safety and quality concerns in health care systems.
- Demonstrate competent skills in clinical information systems and technology.
Facilitating transitions for self and clients.

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

Demonstrating cultural competence.

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

Revised 5/99, 6/03, 4/08, 4/10 (TUP&DON)

ADMISSION PROCEDURES

Admission to the Traditional Undergraduate Program (TUP)

Students apply through the CU Admission Department. 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 Requirement Policy (p. 16-18). Students are admitted directly into the nursing major as a freshman and assigned a nursing faculty advisor.

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 credits (See the curriculum plans for the TUP – Appendix A).

At the end of the freshman spring semester, if space is available, students are eligible to apply for direct admission to nursing. These admissions will be highly competitive and awarded on a space-available basis. Students must have

1. Achieved a C letter grade in all science and nursing courses in order to apply.
2. Completed or be registered for all level one courses in the curriculum plan for a total 30-32 credits.
3. Cumulative grade point average (GPA) of 3.0.
4. Completed an application and the required personal statement.
4. Contacted the Vice Chair of the Pre-licensing programs regarding your intent to change majors. A nursing application will be distributed to you via email in the Spring semester. A decision will be made by the end in May after spring grades are available.
5. Completed a TOEFL (paper) score of 600, a TOEFL (computer) score of 250, aTOEFL (internet-based) score of 100, and an IELTS score of 7.0 if an International and ESL applicant.

When you hand in the application to the Department of Nursing Administrative Assistant, a change of major form will be signed. If a space is available and the student meets the criteria above, the student will be notified by email and mail. The change of major form will then be submitted.

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:

1. Apply for admission to the TUP via the admission department of the University. 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.

2. Complete prerequisite courses in level one of the curriculum plan (Appendix A) and have 30 credits prior to the intended start date if sophomore status is desired.

3. 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.
4. Submit official transcripts from any 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.

5. Submit syllabi and descriptions for courses if requested.

6. Have a personal or phone interview with the Chair of the department or Vice Chair of the Pre-license programs if requested.

7. Transfer from another nursing program will require a meeting with the Vice Chair or Chair. Syllabi and description of nursing courses, as well as a letter from the Chair/Dean of the enrolled nursing program are required.

8. Meet the Essential Performance Requirement Policy 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:

1. Evidence of a completed baccalaureate or higher degree from a regionally accredited College or University. Official Transcript required from all Colleges or Universities attended.

2. Cumulative grade point average (GPA) of 3.0. The GPA will be weighted if multiple transcripts are presented.

3. Completed application with a written essay and two recommendation letters: one academic (previous professor or instructor who can attest to your academic abilities) and one professional (from previous work setting).

4. A personal interview with two faculty members.

5. Prerequisite courses must be completed prior to acceptance, and include: statistics, human nutrition, life span development (from birth to Gerian), medical terminology, either psychology or sociology, and *microbiology, and *human anatomy & physiology (all systems).

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

6. 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.

7. Comply with the Essential Performance Requirement Policy necessary to carry out the role of a Registered Nurse.
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 CNAP admission and:

1. Apply for admission to the Vice Chair of the Pre licensing program and meet University and C-NAP criteria. All requirements for C-NAP admission (listed above) must be met prior to the intended start date.

2. Submit an official transcript, from an accredited college or University, demonstrating prior admission to an accelerated (second degree) registered nursing program must be provided.

3. Submit, syllabi for each course for which the applicant is requesting waiver to the Pre-licensing Vice Chair for advanced standing in C-NAP. Courses for which the applicant is seeking waiver must have been successfully completed by CNAP standards. Equivalency of course credit for transfer to the accelerated nursing major will be determined jointly by the Vice chair, chair, and the University Registrar.

4. Participate in a personal interview with the Vice Chair or designated faculty person.

5. Submit letter of references from the previous Dean/Chair or academic nursing adviser from the previously enrolled nursing program.

6. The applicant with advanced standing must be able to meet all criteria for graduation from Capital University.

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:

1. Requests for re-admission will be directed to the Vice Chair of the Prelicensing Programs if the student left in good standing and no progression issues are noted.

2. 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 DON 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 explain the reason for leaving, new evidence of work done to support a readmit decision, and a discussion of actions to be
taken to assure a successful return to the program. This committee will bring their recommendation to the faculty.

3. 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.

4. 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.

5. Students need to meet the essential performance skills 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, clinic, and laboratory activities; the knowledge and ability to perform as a 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 in.

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

1. **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.

2. **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.

3. **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. Student 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.

4. **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.

5. **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.

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 the Department of Nursing Pre-Licensure Student Handbook.

If a student has a disability that might limit their ability to meet these essential performance qualification, 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.

**CURRICULUM REQUIREMENTS**

**Traditional Undergraduate Program (TUP)**
For students enrolled in the Traditional Undergraduate Program, the nursing curriculum require 134 semester hours of credit, which may be completed in four academic years and one summer. Two years are required for lower division study followed by a summer and two years of upper division study. During the first year, students complete foundation studies including biophysical sciences, courses to meet General Education Goals and Nursing 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 write the licensure examination for practice as professional nurses (NCLEX-RN). See curriculum plans in Appendix A.

**Accelerated Nursing Program**
For students enrolled in the Nursing Accelerated Program, the nursing curriculum requires 63 semester hours of credit, which are completed in two academic years and one summer, which is 5 continuous semesters. Courses in the upper division undergraduate course are sequential. The graduate level courses are non-sequential and one graduate course is taken in Spring of junior year and Fall and
spring of senior semester. Completion of a graduate level writing competency is required prior to graduation in one of the graduate courses. Clinical experiences begin in the first semester and continue throughout the curriculum culminating in a capstone 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.
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 uses campus resources.

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</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
</tr>
<tr>
<td>B+</td>
<td>90-91</td>
</tr>
<tr>
<td>B</td>
<td>86-89</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
</tr>
<tr>
<td>C</td>
<td>76-81</td>
</tr>
<tr>
<td>D</td>
<td>70-75</td>
</tr>
<tr>
<td>F</td>
<td>69 or below</td>
</tr>
</tbody>
</table>

THE 76% RULE/CLINICAL UNSATISFACTORY IN TUP and C-NAP NURSING COURSES

1. Students are required to demonstrate a “C” (76%) or higher in any required nursing course. A student who receives a grade below “C” (76%) in a nursing course must repeat the course and earn a grade of “C” or better before progressing to the next level.

2. Students must achieve an average grade of C (76%) or higher on the exam component of each nursing course. The student will receive a "D" or "F" as the course grade if the exam average is below a C (76%). 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 (76%) on the exam component as identified in the syllabi.

3. 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 a 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 progression in TUP:

1. 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. 5/10-11 Student Handbook

2. Freshman must have a minimum GPA accum ≥ 2.50 GPA at the end of the first year to retain their seat in the nursing program. Those GPA falls below this standard will be given the opportunity to change majors out of nursing or be dismissed prior to enrolling for the next academic term.

3. 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 advisor support, may petition the Academic Affairs for exception to policy based on rationale of significant merit.

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

5. Students who complete all level I and II courses and have completed at least 2 junior-level clinical nursing courses may enter N 409 without a petition to the Academic Affairs Committee.

6. To progress to Nursing 221, students must earn a C in Biology 231 to enroll. A student must have a minimum GPA accum ≥ 2.50 GPA at the end of the Fall semester prior to N 221 to retain their seat in the nursing program.

7. Students must have an earned GPA accum of ≥ 2.70 and successfully completed N 221 to progress into N 310. Those whose GPA falls below this standard will be asked to change majors out of nursing and are dismissed from nursing prior to enrolling for the next academic term.

8. To progress to N310, students must have completed required science courses (Biol 100, 231, 232, 231, 280; Chem 150 or 130/131) with a C or higher if taken at Capital University or a 2.75 if courses were transferred from another institution. In addition, students must complete all other 100 and 200 nursing courses with a minimum grade of “C” and have completed Psych 110, Reading and Writing, Speaking and Listening, and the Cultural Diversity General Education goal (UC200).

8. If students were unsuccessful in N 310 or unable to progress to N 310 after successfully completing N 221 and had a cumulative GPA of ≥ 2.70 they must take an independent course in the spring prior to progression into N 310 to demonstrate competency in N 221 skills.
9. 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 missed 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 a F" if the exams and other components are below 70%. The student can earn no higher than a "D".

10. 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 N 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 Bio321, they will not be allowed to progress into N 221. Students should discuss their Academic plan with their advisor.

11. 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 B-(2.75) or higher in the course for 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.

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

13. 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.

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

15. 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. The cumulative GPA must be at least ≥ 2.50 to progress to the sophomore year and a ≥ 2.70 to enter N 310.
16. If the Academic Affairs Committee of the DON determines that a student will be terminated from the Nursing Program based on academic progress, the decision will then be forwarded to the Chair and Assistant Dean. The decision of the Academic Affairs Committee regarding sanctions and termination from the DON is generally final after a faculty vote. A termination from the DON is 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 for further policies.

CAPITAL'S NURSING ACCELERATED PROGRAM'S (C-NAP) ACADEMIC PROGRESSION POLICIES

1. 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.

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

3. A student who receives a grade below "C" (76%) in a required nursing course must repeat the course and earn a grade of “C” or better before progressing to the next level.

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

5. 300 and 400 level nursing courses in each semester must be completed satisfactorily prior to enrollment in the subsequent semester courses. A student, with advisor support, may petition the Academic Affairs Committee for exception to the policy based on rationale and significant merit.

6. 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 a F" if the exams and other components are below 70%. The student can earn no higher than a “D”.

7. A cumulative grade point average of 2.25 or higher must be achieved to continue to progress to subsequent semesters.
8. Graduate level (500 levels) courses, which include N500, N520, and N530, may be taken in any order in the curriculum and registration will be done by the student’s advisor and the Vice Chair of the Graduate Nursing Program due to space considerations.

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 he/she earned a failing grade prior to graduation.

GRADE POINT AVERAGE (GPA)
Grade point average (GPA) is the measure of your 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>Biology 100</td>
<td>4 hours</td>
<td>B</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry 130</td>
<td>4 hours</td>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td>UC 110 -Reading/Writing</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></td>
<td>15 hours</td>
<td></td>
<td>45 points = 3.0 GPA</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 while carrying a full load of 12 hours or more of graded courses, the student will be named to the Dean’s List and a notation is entered on the student’s record.

See the current University Undergraduate Bulletin for further policies

TRANSFER NURSING CREDIT

Transfer credit for a nursing course from another University or College will be regarded as elective credit unless this course is assessed to contain content covered in the DON's nursing course. Syllabi will be requested and reviewed by the Department of Nursing.

A copy of the DON course descriptions can be found in the Capital University Bulletin. Nursing courses vary from University to University. For example,
Nursing 110 is a foundational course and presents basic content reflected in this nursing curriculum. Nursing 201 is presented from a life span including the prenatal period and end of life. Nursing 202 is a nutrition course, but must reflect nutrition knowledge and diet therapy that supports nursing across the life span.

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 advisor and approved by the Registrar. The most common courses considered are general elective or core requirements. These courses will not

On occasion, students are out of sequence with required sciences and wish to take the course elsewhere. If this is approved by the advisor or the Academic Affairs Subcommittee, the grade in the science course taken at another university must be at or above “B-” to replace the science taken at Capital University.

The “Transient Student Form” (available in the Registrar’s office) must be completed with your advisor and signed by the Registrar before any work is done.

A transcript from the transient school must be requested by the student to be sent to the Capital University Registrar once the work is completed.

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 the Dean of the School or Chair program and submitted to the Office of the Registrar. A Leave of Absence allows a student to return without the necessity of reapplying.

See University Bulletin 2012-2013 for complete Leave of Absence policy including, LOA once semester begins, registration upon return, eligibility requirements, & withdrawal from University.

ACADEMIC MISCONDUCT AND PROFESSIONAL BEHAVIORS

Traditional Undergraduate and Accelerated Nursing Programs

1. 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.

   5/11-12 Student handbook for Class of 2013

2. The DON expect 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.

3. The 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.

4. The procedure outlined in the Variance Report in Appendix E will be followed.

5. Variance Reports are copied and sent to the student's advisor, DON Academic Affairs Committee, Vice Chair, Chair, and student. The original copy is filed in the student's Nursing file. The DON Academic Affairs Committee review all Variance Reports and may impose additional sanctions. All situations of Academic Misconduct are also referred to the University Academic Integrity Board. The Academic Integrity Board to the University may impose additional sanctions.

6. If course faculty finds a student in a nursing course responsible for academic misconduct, the faculty is responsible for awarding grades based on academic performance (up to an F in the course).

7. The 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 apart from course faculty recommendation(s). The decision of the Academic Affairs Committee regarding dismissal/termination go to the Chair of the Department of Nursing for the final approval. A student may appeal a decision on termination from the Nursing Program on the basis of new compelling information. Appeal of termination/ dismissal decisions of the Executive Committee of the Department of Nursing can be made to the Provost only on the basis of new information. 3/10

Appeal of any action of the Academic Affairs Committee is made to the Department of Nursing Executive Committee. The appeal must be made in writing and the student should ask the academic advisor for assistance in drafting the appeal.
ELECTIVE NURSING COURSES

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.

PASS/FAIL OPTION

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.

PETITIONS

If a student does not meet progression criteria, the student, with assistance from their Academic advisor, may prepare a written petition to request exception to academic policy. The petition should be signed and dated by the student and the academic advisor 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 and staffing, as well as student performance, are aspects of the decision. The committee will take action on the petition and, if necessary, submit the petition to the Pre-licensing Committee for decision. The student will be notified in writing about the disposition of the petition.

GRIEVANCE

Students in the Department of Nursing are students of Capital University. As such, 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 is to have 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, using the work of other students, plagiarism (using another’s ideas or words without proper documentation). Professional misconduct includes giving false clinical information either verbally or in writing, committing acts which jeopardize the welfare of clients, or behaving in ways not consistent with professional standards. The penalty in a nursing course, for an individual responsible for academic and/or professional misconduct, is failure of the course. (See the University Undergraduate Student Bulletin and Handbook)
Situations involving academic or professional misconduct in a nursing or non-nursing course, as well as compromised quality of academic performance, are reviewed each term by the Academic Affairs Committee in regular or specially called meetings/votes. The committees determine whether to place a student on:

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

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

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

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

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

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

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

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

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

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

ACCOUNTABILITY

One of the foundations of professional nursing is accountability. The educational setting, like the work setting, has the expectation that students will assume responsibility for their own behavior and accept the consequences when their behavior fails to meet the expected norm. Appendix C includes faculty expectations for student behaviors. 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.

During class and clinical, it is expected that I phones, cell phones, I pads, social networks on computers, and paging devices be turned off to assure that the learning environment is not interrupted.
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:

1. 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 Syllabae, and/or Policies of Affiliated Clinical Agencies.

2. 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.

3. 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.

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

5. 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.

6. A date for a discussion of the student response is set at which time the student and faculty signature is required on the response form.

7. The Variance Report and student response is then copied and sent to the student’s adviser, the Nursing Academic Affairs Committee, the Program Director, Chair and Student. The original copy is filed in the students file in the Department of Nursing.

8. 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 and others in #7.
9. 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.

10. 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 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 advisor 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 Syllabae 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). 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 Chair, the Program Director, and a copy will be placed in the student’s file. The committee’s action on termination will go to the Chair of the Department for final approval. Appeal of the 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 Chair, the Program Director, 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.
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 Remediation
These testing and remediation products are designed to ensure 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>Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Nursing 310</td>
<td>Specialty: Fundamental</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 321</td>
<td>Specialty: Mat/Peds</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Nursing 322</td>
<td>Specialty: Mat/Peds</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Nursing 323</td>
<td>Specialty: Med/surg</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Nursing 324</td>
<td>Specialty: Psych</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Nursing 307</td>
<td>Specialty: Pharm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First &amp; Second Semester</td>
<td>HESI Exit</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Nursing 410</td>
<td>Version one</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 424</td>
<td>Version Two</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialty: Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All Specialty exams and HESI Exit Exams are required and Proctored
Table of Diagnostic, Review, Comprehensive Testing Through the CNAP Curriculum*

<table>
<thead>
<tr>
<th>Year</th>
<th>Assesment Exams*</th>
<th>Case Studies</th>
<th>Practice Exams</th>
<th>Remediation</th>
</tr>
</thead>
</table>
| Junior        | Specialty Assessment
               |              |                |             |
| Nursing 361   | Specialty: Dosage                     | X            | X              |             |
| Nursing 362   | Specialty: Fundamentals.              | X            | X              |             |
| Nursing 363   | Specialty: Med/Surgical               | X            | X              |             |
| Nursing 308   | Specialty: Pharmacology               | X            |                |             |
| Nursing 364   | Specialty: Maternity/Pediatrics       | X            |                |             |
| Summer        |                                       |              |                |             |
| Nursing 309   |                                       |              |                |             |
| Nursing 365   |                                       |              |                |             |
| Senior        | Specialty: Psychiatric HESI Exit Version one | X | X | X |
| Nursing 460   |                                       |              |                |             |
| Nursing 458   |                                       |              |                |             |
| Nursing 459   |                                       |              |                |             |
| Nursing 462   | Specialty: Critical Thinking          | X            | X              |             |
| Nursing 463   | HESI Exit Version Two Live Review     | X            |                |             |

*All Specialty exams and HESI Exit Exams are required and Proctored

Student participation will comprise a percent of the final course grade in nursing courses that are assigned Specialty Exams. The course syllabi will provide additional information.

- **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 exams measure 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).

- **Remediation of Assessment Exams and Exit R.N. Exam (HESI)**
  After each specialty exams students are required to review rationales on test items that were not correct. All missed item rationales must be reviewed to earn the course % allotted to the exam.

  All students are required to purchase a NCLEX-RN review book for remediation and preparation in level four courses. It is recommended that students review 1000 test items a semester.

  If a student does not receive a 720 on the Exit-RN exam version one, they will be required to take the NCLEX-RN review course offered. 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**
  A NCLEX-RN review will be provided to all students in their final semester at no cost and there is mandatory attendance at all sessions. If a student received a score of 1000 or higher on HESI Exit exam version one, this review course is optional. It is mandatory for all other students. After this review course all students will take version two of the HESI EXIT-RN exam.

  If a student does not get an 850 on the Exit-RN Exam version two, he/she will graduate but will not be certified by the nursing program to take the NCLEX-RN Licensing Examination. Students will need to submit proof of attendance at another NCLEX-RN review course taken after the HESI Exit version two was administered. Please plan accordingly and study to obtain the 850 score on the second version of the HESI EXIT Exam.

- **NCLEX-RN Examination and OBN Certification for the 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 you received an 850 or higher on HESI Exit-RN version two. This certification is necessary to complete registration.

  If a student does not get an 850 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 around $400.00. This course must be taken after the HESI Exit-RN version two exam was administered. NCLEX-RN review courses taken before the version two will not meet this requirement.

  Students must provide proof of attendance 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 you plan on taking the licensing exam in May or early June, get your application in early and study to receive an 850 or higher on the Exit -RN Exam version two. Please study accordingly. Many students in the past have had an employment June start date.

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

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

There is a course syllabus for each course in which you 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 you understand how the class will be conducted, what faculty expects of you, and what you might expect of faculty. If you have questions, ask the faculty teaching the course. Do not depend on other students for course information.

OFFICE OF ACADEMIC SUCCESS:

The Office of Academic Success (previously Center for Excellence in Learning and Teaching (CELT)) provide 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 as well as drop-in math and writing tutors.

The Office of Academic Success is located in the second floor of the Blackmore Library. Call 236-6327, email at academicsuccess@capital.edu or stop by the offices on the second floor.

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. *The Tutor Yellow Pages*, 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 [http://www.capital.edu/academicsuccess](http://www.capital.edu/academicsuccess) starting the third week of Fall semester and the second week of Spring semester. Nursing faculty have provided names of students who are willing to tutor nursing courses. Free online eTutoring ([www.etutoring.org](http://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 Academic Services Coordinator Bruce Epps at 236-6461 or tutor@capital.edu to schedule an individualized study consultation, or for additional information about Academic Success’s academic support services

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

**DISABILITY SERVICES**

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. This office is in The Center for Health and Wellness is located in the Kline Building at 2311 E Main St.

Faculty need formal notification from Office of Disability Services(ODS) to provide additional time or variations in testing environments for a documented learning disability. Please go over or email Disability Services. Disability Services can be found in the Health Center. They 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 orientation as a freshman, as well as during various nursing courses. **PLEASE TAKE ADVANTAGE OF THIS OPPORTUNITY!** The librarian will assist you in using the computer databases or any of the library services or collection.

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

HELENE FULD COMPUTER LABORATORY

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

See the current University Undergraduate Bulletin for further Campus Resources.
Clinical Course Requirement

Equipment and Uniforms for TUP Students

During the sophomore year, Traditional Undergraduate Students will enroll in Nursing 221: Nursing Therapeutics: Self-care and Health Promotion. This course has a laboratory component, in which you will be required to purchase a Nursing Kit containing equipment such as a stethoscope, sphygmomanometer, hemostat, bandage scissors, penlight, etc. TUP students will receive a list of required equipment prior to N 221. Students are required to buy this equipment for laboratory and clinical. The equipment is brought to each laboratory and clinical experience.

In addition, students will need to purchase a mobile device such as a smartphone, IPod touch, IPad, or android devices. You will then purchase applications in the bookstore and download them on your device. These applications will include your medical dictionary, Drug book, Laboratory book as well as other resources.

Early in the spring semester of the sophomore year, TUP students will receive information about ordering uniforms in course. Sample uniforms will be available for students to try on. The student's payment is due with the order after Spring break. 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.

Equipment and Uniforms for C-NAP Students:

Students will receive an equipment list when admitted to the program. 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 Nursing 363 that will begin at the mid-point of the first semester (Module II ). A uniform list and samples will be available during orientation. 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.

In addition, students will need to purchase a mobile device such as a smartphone, IPod touch, IPad, or android device. You will then purchase applications in the bookstore and download them on your device. These applications will include your medical dictionary, Drug book, Laboratory book as well as other resources.
PREREQUISITES FOR CLINICAL EXPERIENCES FOR TUP AND CNAP

Students are required to have a health physical, documented immunizations, professional liability insurance, professional liability insurance, and a current CPR certification. In additional, students are to renew professional liability insurance annually, receive annual TB screening & flu vaccines 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 and these absences are unexcused and may require course withdrawal. Students and the DON must comply with agency policies for use of clinical units.

Health Requirements
A medical history and physical examination are required on file in the Nursing office prior to enrolling in the first clinical course ((N 310:TUP and N 363: CNAP). Health Assessment and immunization forms can be found in Appendix J or in the nursing office (BH321). 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, TDap, MMR and flu vaccines along with Rubella and Varicella titers. Some waivers are accepted for medical reasons.

The Center for Health and Wellness
The Center for Health and Wellness is located in the Kline Building at 2311 E Main St. 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.

Professional Liability Insurance
Students are required to maintain this insurance coverage throughout the nursing program once clinical courses begin (N 310:TUP and N 363: CNAP). Students must submit documentation of renewal of the coverage on an annual basis to the administrative assistant (Room BH 321). You will receive email notices of a need to renew. When you receive the email notice, you must assume that you are out of compliance and renew immediately. You will not be allowed in the clinical areas with an outdated liability insurance policy. This will be an unexcused clinical absence. NASO is one insurance company that you may use.

Criminal Records and Background Check
Most hospitals and health care 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. January dates for onsite criminal and background checks are available for a fee. 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 October 1 of the first semester in the program. In addition, background checks will need to be completed prior to graduation in preparation for applying for licensure. If background checks have expired prior to certain clinical experiences, a new background check must be required.

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 then the course will need to be renewed.

Students are responsible for renewing certification and will not be allowed in clinical areas without a current certification card on file. Students should bring validation (certificate/card) of successful completion to the Administrative Program Assistant (BH, Room 331) Students are required to obtain CPR certification prior to enrolling in Nursing 310 and Nursing 363.

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

Other companies that provide CPR including The American Red Cross are NOT accepted for this requirement.

**Drug Testing**

Routine random and for cause screenings was implemented 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 the above requirements for submitting a completed Department of Nursing Health Assessment and Immunization Record, updating PPD on an annual basis, maintaining professional liability insurance coverage; providing documentation of a satisfactory criminal background check; successfully completing an approved CPR course and providing documentation of retaking CPR courses as required. Clinical faculty will consult with the Program Assistant 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 are unexcused and can result in a course withdrawal or failure.

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 (Community Nursing) and Nursing 424 (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 their 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 your behavior. Faculty expects all students to function as a mature and responsible individual. 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. The uniform policy is located in Appendix I.
In some situations, such as community clinical or attendance of professional meetings, uniforms may not be required. Student dress should be conservative and professional. Business casual may be appropriate in some settings. Remember, you are an ambassador for Capital University, Department of Nursing.

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.
Scholarships, Honors, Off-Campus

CHOLARSHIPS 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, located on the first floor of Battelle Hall. Information about other scholarships may be obtained in the Scholarship and Award Information booklet in the Department of Nursing office, the Financial Aid Office and the scholarship bulletin board on the 3rd floor of Battelle Hall.

THE DEAN’S LIST

Students carrying 12 or more hours of graded courses who earn a GPA of 3.5 or above are named to the Dean’s List in recognition of their academic achievement.

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 CUSON Scholarship and Award Information booklet and/or 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 and ADP 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 study began in 1991 when students traveled to Kingston, Jamaica to study pediatric nursing and community health nursing. The School next offered off campus study with the homeless in Washington, DC. Capital’s Department of Nursing continue to offer both international and off campus study offerings. These offerings are illustrative of avenues for enhancing students’ appreciation for cultural diversity.

Students in their senior year can now travel abroad to Sweden and complete their community clinical in this health care system. Students can apply for study in Sweden for half of the Fall of the semester. C-NAP students have the same opportunity during the Fall of the senior year. Current offerings include a community health program at Mälardalens University in Västeras, west of Stockholm. Other international opportunities are in the planning stages and will be offered in the near future.

Nursing students have also 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 and Panamá. All these activities have enriched nursing student’s lives and added to the curriculum’s focus on cultural competence. Nursing faculty continue to seek other off campus.

International and study off-campus study augments the curriculum and does not lengthen the program. Application for study-off campus is made during the fall of the junior year; references are required and must include one from the academic adviser. Selection of students is made by the Off-Campus Study Committee.

Students who travel are invited to make a presentation at the Department of Nursing Spring Colloquium. 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 advisor recommendation and signature are required to enroll.
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 on using curriculum plans. (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 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 E-mail 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 FOR C-NAP

Academic graduation requirements include the following:

1. Completion of 63 semester hours and all the required C-NAP courses, including the three graduate level courses, N500, N520, and N530.
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. As a professional courtesy, contact the faculty person to share any good news! 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 person a copy of your resume.
2. Supply all identifying information: name of contact person and their title, along with a complete address.
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 that are a good fit with position requirements.

THE PINNING AND RECOGNITION CEREMONY
Prior to Spring Commencement and in December, a Pinning ceremony will be held. BSN graduates have the option of purchasing the Capital University Department of Nursing pin and receiving that pin at the Pinning Ceremony. The Department of Nursing pin becomes an important part of your uniform once you have graduated. 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 Chair prior to application. Cost is $75.00.

Fingerprinting is also part of the formal application process. See 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 but approximately $75.00.

Additionally, you will need at least two 2x2 unmounted, full face (head shot) type photographs to accompany your application for licensure.
**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; direct care to older adults in hospice programs; direct care to older adults in adult daycare programs; and direct care to older adults in adult care facilities (nursing homes). 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 psychotic disorder, within the last five years. You will also have to disclose if you 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 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 the following documentation: (1) Letter from the applicant specifying requested accommodations (2) Letter from the Director/Designee of the nursing education program specifying accommodations granted by the nursing program (3) Diagnostic report from appropriate professional practitioner.

Individuals seeking a degree in nursing need to be aware of laws governing employment and standards of professional nursing practice. See Appendix L for the Ohio Board of Nursing compliance issues. The Dean of the Department of Nursing can discuss, in confidence, any individual situation and can make referrals for more information.

We hope the information in this handbook has been helpful. If you have question, please ask. Best Wishes meeting your goals.
## APPENDICES INDEX

<table>
<thead>
<tr>
<th>APPENDIX</th>
<th>PAGE #</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Curriculum Plan / Course Description 49-62</td>
</tr>
<tr>
<td>B</td>
<td>Conceptual Framework 63-66</td>
</tr>
<tr>
<td>C</td>
<td>Faculty Expectation of Student Behavior and Technology policy 67-73</td>
</tr>
<tr>
<td>D</td>
<td>Policy on Excused Absences from Quizzes and/or Exams in Nursing Courses 74-75</td>
</tr>
<tr>
<td>E</td>
<td>Variance Report 76-81</td>
</tr>
<tr>
<td>F</td>
<td>Writing Policy for Students 82-83</td>
</tr>
<tr>
<td>G</td>
<td>Policy on the Use of Helene Fuld Computer Laboratory 84-85</td>
</tr>
<tr>
<td>H</td>
<td>Guidelines for Use of the Nursing Skills Lab 86-87</td>
</tr>
<tr>
<td>I</td>
<td>Uniform Policy 88-90</td>
</tr>
<tr>
<td>J</td>
<td>Policies on Immunization, Health Assessment and Liability, Documentation and Drug testing 91-108</td>
</tr>
<tr>
<td>K</td>
<td>Policy and Guidelines on Occupational Health 109-110</td>
</tr>
<tr>
<td>L</td>
<td>Exposure Control 111-113</td>
</tr>
<tr>
<td>M</td>
<td>Guidelines for Caring for Persons with Know Contagious Diseases 114-115</td>
</tr>
<tr>
<td>N</td>
<td>Policy and Procedures on Exposure to Contaminated Fluids in the Skills Lab 116-117</td>
</tr>
<tr>
<td>O</td>
<td>Family Education Rights and Privacy Act 118-119</td>
</tr>
<tr>
<td>P</td>
<td>Candidates for Examination and Endorsement 120-121</td>
</tr>
</tbody>
</table>
APPENDIX A

CURRICULUM PLAN
AND
COURSE DESCRIPTIONS
I. GENERAL EDUCATION GOALS (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>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>Arts (select one of the following)</td>
<td>3</td>
</tr>
<tr>
<td>UC 210, FR 410, Eng 204, Music 210, 223,225, TH 121</td>
<td></td>
</tr>
<tr>
<td>Religion (UC 220 or Rel 190)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (select one of the following)</td>
<td>3</td>
</tr>
<tr>
<td>UC 311, Rel 321, French 330</td>
<td></td>
</tr>
<tr>
<td>Global Issues (select one of the following)</td>
<td>3</td>
</tr>
<tr>
<td>UC 150, Rel 252 or 254, French 371</td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity (UC 200)</td>
<td>3</td>
</tr>
<tr>
<td>Ethical Thought (UC 410 or RE 430)</td>
<td>3</td>
</tr>
</tbody>
</table>

II. NURSING CORE (26-27 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 100 (General)</td>
<td>4</td>
</tr>
<tr>
<td>Biol 280 (Micro)</td>
<td>4</td>
</tr>
<tr>
<td>Biol 231 (Anat/Physio I)</td>
<td>4</td>
</tr>
<tr>
<td>Biol 232 (Anat/Physio II)</td>
<td>4</td>
</tr>
<tr>
<td>Chem 150</td>
<td>4</td>
</tr>
<tr>
<td>Chem 130/131 (Inorganic/Organic)</td>
<td></td>
</tr>
<tr>
<td>Psych 110 (General)</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>(Math 211/215 or SOSCI 210)</td>
<td>3-4</td>
</tr>
</tbody>
</table>

III. GENERAL ELECTIVES (9-10 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
</tr>
</tbody>
</table>

IV. NURSING MAJOR (74 Hours)

LEVEL I (3 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>110 Introduction to Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

LEVEL II (10 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 Human Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>202 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>221 Therapeutics, Self Care, &amp; Health Promotion</td>
<td>4</td>
</tr>
</tbody>
</table>

LEVEL III (37 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>310 Nursing Therapeutics</td>
<td>8</td>
</tr>
<tr>
<td>306 Pathophysiology/Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>307 Pathophysiology/Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>321 Nursing of Parents &amp; Newborns</td>
<td>5</td>
</tr>
<tr>
<td>322 Nursing of Children &amp; Families</td>
<td>5</td>
</tr>
<tr>
<td>323 Nursing Therapeutics for Adults II</td>
<td>5</td>
</tr>
<tr>
<td>324 Psych/Mental Health</td>
<td>5</td>
</tr>
<tr>
<td>380 Informatics</td>
<td>3</td>
</tr>
</tbody>
</table>

LEVEL IV (24 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>401 Nursing Assessment</td>
<td>3</td>
</tr>
<tr>
<td>409 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>410 Community Health</td>
<td>8</td>
</tr>
<tr>
<td>412 Professional Role</td>
<td>2</td>
</tr>
<tr>
<td>424 Senior Colloquium &amp; Practice</td>
<td>8</td>
</tr>
</tbody>
</table>

134 semester hours minimum required for the BSN degree.

* Courses for minors or dual majors will count toward the general elective requirement for the BSN degree.

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

Revised: Summer, 2012
(Effective beginning Class of 2012 – JM)
### General Education Goals
- Reading & Writing
- Religion
- Global Awareness
- Speaking & Listening
- Cultural Diversity
- Fine Arts

### Academic Year Plan

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Chem150* (4)</td>
<td>Chem150* (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psych 110* (3)</td>
<td>Biol 100 (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC 110 or 120 (3)</td>
<td>UC 110 or 120 (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC ________________ (3)</td>
<td>Nsg 110* or UC____ (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N 110*_____________ or (3)</td>
<td>Elective______ or (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC ________________</td>
<td>UC ________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(15-16)</td>
<td>(15-17)</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td>Biol 231 (4)</td>
<td>Biol 232 (4)</td>
<td>Nsg 310 (8)</td>
</tr>
<tr>
<td></td>
<td>Biol 280 (4)</td>
<td>Nsg 221 (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nsg 201 or 202 (3)</td>
<td>Nsg 202 or 201 (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC ________________ (3)</td>
<td>UC__________ (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective ________ (3)</td>
<td>Statistics_______ (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(14-17)</td>
<td>(16-17)</td>
<td></td>
</tr>
<tr>
<td>Third Year</td>
<td>Nsg 306 (3)</td>
<td>Nsg 307 (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nsg 321 (5)</td>
<td>Nsg 323 (5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nsg 322 (5)</td>
<td>Nsg 324 (5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities (3)</td>
<td>Nsg 380 (3)</td>
<td>(32)</td>
</tr>
</tbody>
</table>

### Fourth Year
- Nsg 409 (3)
- Nsg 410 (8)
- UC 410 (3)
- Nsg 401 or Elective (3)

### Notes
- *Psych 110, N 110 and Chem can be taken either fall or spring semester freshman year.
- General Education Goals taken during the first four semesters include:
- Placement into Reading & Writing is based on ACT scores. If you are placed in English 100 or Math 110 as prerequisite for the specific general education course, the prerequisite will be counted as general elective credit.
- Revised 5/12/JM – Effective for Fall, 2012
I. GENERAL EDUCATION GOALS (24 hours)

Reading & Writing (UC 110) (3)
Speaking & Listening (UC 120) (3)
Arts (Select one of the following) (3)
UC 210, Eng 204, Fr 410201
Music 210, 223, 225 or TH 121
Religion (UC 220 or 190) (3)
Humanities (Select one of the following) (3)
UC 310, 311, Rel 321, French 330
Global Issues (Select one of the following) (3)
UC 150, Rel, 252 or 254, French 371
Cultural Diversity (UC 200) (3)
Ethical Thought (Select one of the following) (3)
UC 410, Rel 430

II. NURSING CORE (30 hours)

Biol 100 (General) (4)
Biol 280 (Micro) (4)
Biol 231 (Anat/Physio I) (4)
Biol 232 (Anat/Physio II) (4)
Chem 130 (Inorganic) (4)
Chem 131 (Organic) (4)
Psych 110 (General) (3)
Statistics (Math 211/215 or SOSCI 210) (3)

III. GENERAL ELECTIVES (28 hours)

Milt. Sci. 111 (2)
Milt. Sci. 112 (2)
Milt. Sci. 211 (3)
Milt. Sci. 212 (3)
Milt. Sci. 311 (3)
Milt. Sci. 312 (3)
Milt. Sci. 313 (3)
Milt. Sci. 411 (3)
Milt. Sci. 412 (3)
N 313 Nursing Summer Training Program * (0)
Military History** (3)

IV. NURSING MAJOR (74 hours)

LEVEL I

110 Introduction to Nursing (3)

Level II

Human Life Cycle (3)
202 Nutrition (3)
221 Therapeutics, Self Care & Health Promotion (4)

Level III

310 Nursing Therapeutics & Implementation For Adults (8)
306 Pathophysiology/Pharmacology I (3)
307 Pathophysiology/Pharmacology II (3)
321 Nursing of Parents & Newborns (5)
322 Nursing of Children & Families (5)
323 Nursing Therapeutics for Adults II (5)
324 Psych/Mental Health (5)
380 Information Technology & Health Care (3)

Level IV

401 Health Assessment (3)
409 Nursing Research (3)
410 Community Health (8)
412 Professional Role (2)
424 Senior Colloquium & Practice (8)
(N 412 & N 424 are taken together)

134 semester hours minimum required for the BSN degree
25 semester hours minimum (MS 111-412) required for the Military Science minor
Application for Military Science Minor should be made the semester preceding graduation.

*Participation in the Nursing Summer Training Program is an optional experience available during the summer following the junior year. Student may earn clinical credit that can be put towards required hours in Nursing 424; however, must be taken in the Fall semester.

**Completion of a course in military history is required for commissioning.
Name: ________________________________  Academic Adviser: ________________________________

Freshman year:
- *Chem 150, Psych, & Nursing 110 to be taken either fall or spring semester.
- General Education Goals (UC) to be taken during the first two semesters:
  Reading & Writing UC 110 & Speaking & Listening UC 120, & UC 200 must be completed before taking Nurs 310

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>Chem 150*</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psych 110*</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC 110 or 120</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC _________</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milit. Sci. 111</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC___________</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chem 150</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biol 100</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nsg 110*</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC 120 or 110</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milit. Sci. 112</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC___________</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006-07</td>
<td>Biol 231</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biol 280</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nsg 201</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC 200</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milit. History</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milit. Sci. 211</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biol 232</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nsg 221</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nsg 202</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC___________</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milit. Sci. 212</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nsg 310</td>
<td>(8)</td>
<td></td>
</tr>
</tbody>
</table>
|               | The following requirements must be met prior to the beginning of this term in order to progress in the major:
|               | - Prerequisite course work to this term
|               | - Minimum GPA Accum ≥ 2.7
|               | - No grade below “C” in any science or nursing course work.
|               | Army ROTC Advanced Camp
|               | Milit. Sci. 313 | (3) |
|               | Optional: Nursing Summer Training Program (NSTP)
| 2007-08       | Nsg 306       | (3)             |        |
|               | Nsg 321       | (5)             |        |
|               | Nsg 322       | (5)             |        |
|               | Humanities or Stats | (3) |        |
|               | Milit. Sci. 311 | (3)        |        |
|               | (19)          |                 |        |
|               | Nsg 307       | (3)             |        |
|               | Nsg 323       | (5)             |        |
|               | Nsg 324       | (5)             |        |
|               | Humanities or Stats | (3) |        |
|               | Milit. Sci. 312 | (3)        |        |
|               | (19)          |                 |        |
| 2008-09       | Nsg 424       | (8)             |        |
|               | Nsg 412       | (2)             |        |
|               | Nsg. 409      | (3)             |        |
|               | Milit. Sci. 411 | (3)        |        |
|               | Nsg 380       | (3)             |        |
|               | (19)          |                 |        |
|               | Nsg 410       | (8)             |        |
|               | Nsg 401       | (3)             |        |
|               | UC 410(Ethics)| (3)             |        |
|               | Milit. Sci. 412 | (3)        |        |
|               | (17)          |                 |        |
|               | ■ N 412 & 424 are taken concurrently
|               | ■ N 409 is taken in the Fall

General Education Goals are located in the bulletin or time schedule for specific course listings.
Placement into Reading & Writing and Quantitative Reasoning is based on ACT scores. If you are placed in English 100 or Math 110 as 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. This work will be identified as general elective course work to the Nursing 2 major.

Effective for Fall, 2012; Revised August, 2012 JKM
N110 INTRODUCTION TO PROFESSIONAL NURSING (3)
An entry-level course which introduces students to the discipline of nursing. The evolving role of nursing and other interprofessional 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. Prerequisites: None. Transfer students may take this concurrently with Nursing 221. Open to nursing and non-nursing majors. (3 credits of lecture per 15 weeks).

N201 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. Sophomore nursing major. Prerequisite: Psychology 110, Nursing 110 pre-or co-requisite. (3 credits of lecture per 15 weeks).

N202 HUMAN NUTRITION (3)
An introductory study of nutrition as an applied science for nurses. The course will examine the use of nutrients to support health, the nutritional needs throughout the life cycle, and diet therapy in the health care setting. Sophomore Nursing Major. Prerequisites: Chemistry 130/131 or 150; or permission of instructor. Fall offering (3 credits of lecture per 15 weeks).

N221 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. Prerequisites: Biology 231, 280, Reading & Writing Skills and Speaking and Listening Skills are taken prior to or concurrent with N221. May be scheduled concurrently with Nursing 110, Biology 232, Nursing 201, 202. Prerequisites: Director admission into the nursing program and 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)

N306 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 N321, 322, 323, 324. Prerequisite: Junior-level standing in Nursing or permission of instructor for non-nursing majors. (Three Credits =3 credits of lecture per 15 weeks).
N307 PATHOPHYSIOLOGY WITH RELATED PHARMACOLOGIC THERAPIES II (3)
A continuation of Nursing 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 N321, 322, 323, or 324. Prerequisite: Junior-level standing in the Nursing or permission of instructor for non-nursing majors. (Three Credits = 3 credits of lecture per 15 weeks).

N310 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 UC200, and a minimum GPA of 2.70. (5 credits of lecture, 1 credit of laboratory and 2 credits of clinical per 7 weeks = 10 hours of lecture, 2 hours of laboratory, and 12 hours clinical per week).

N313 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 Chair of TUP. (3 credits clinical per 16 weeks = 144 hours of clinical).

N321 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: Nursing 110, 201, 202, 221, 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).

N322 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: Nursing 110, 201, 202, 221, 310. (3 credits lecture, 0.3 credit lab, and 1.5 credits clinical per 7 weeks = 6 hours of lecture and 10 hours of clinical per week and 8.4 hours of lab per 7 weeks).

N323 NURSING OF ADULTS WITH ACUTE HEALTH ALTERATIONS (5)
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: Nursing 110, 201, 202, 310. (2.875 credits lecture, 0.25 credits of laboratory, and 1.7 credits clinical per 7 weeks = 5.75 hours of lecture and 11.25 hours of clinical per week and 7 hours of laboratory per 7 weeks).

N324 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
N350 COMPLEMENTARY AND ALTERNATIVE HEALING METHODS (3) ELECTIVE
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).

N 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. (3 credits of lecture per 15 wks)

N401 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: Nursing 310 courses or permission. (2 credits of lecture and 1 credit of lab per 15 weeks = 2 hours of lecture and 2 hours of lab).

N409 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 or BSN-Completion student. May be taken second semester of junior year with recommendation of faculty advisor. Prerequisites for traditional students: SOCSC 210 or Math 215 (Statistics), Nursing level one, two and three level courses. (3 credits of lecture per 15 weeks).

N410 NURSING OF FAMILIES AND COMMUNITIES (8)
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 week).

N412 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 N 424. (2 credits of lecture per 15 weeks).
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 precepted clinical practice. 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 provision 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 N 412. (2 credits of lecture, 1 credit seminar, and 5 credits clinical per 15 weeks = 2 hours lecture and 2 hours of seminar per week and 225 hour of clinical per 15 weeks).

N 467 NCLEX-RN REVIEW (2)
This course is designed for students to review content in 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. (Blended with 2 credits of online and lecture activities per 15 weeks).

N 491 (1-4 credits) Independent study on various topics related to nursing may be offered

N 493 (1-4 credits) Various course topics related to nursing may be offered.

Rev. 8/12
CAPITAL UNIVERSITY DEPARTMENT OF NURSING
CURRICULUM DATA SHEET
(Nursing Accelerated Program)

Name: ____________________________
Capital ID#: ________________________
Capital start date: __________________

NURSING MAJOR (64 hours)

LEVEL I Term I
N 360 Theoretical Foundations of Nursing (3)
N 361 Health Assessment (3)
N 362 Nursing Therapeutics (3)
N 363 Clinical Applications (3)

LEVEL I Term II
N 308 Pathophysiology & Pharmacology (I) (4)
N 364 Adult Health Alterations (7)
Graduate course______________________ (3)

LEVEL I Term III
N 309 Pathophysiology & Pharmacology (II) (4)
N 365 Families in Transition (8)

LEVEL II Term IV
N 460 Professional Role in Health Care Systems (2)
N 358 Psychiatric/Mental Health Nursing (4)
N 359 Community Health Promotion (4)
Graduate Course _____________________ (3)

LEVEL II Term V
N 462 Nursing Capstone Project (2)
N 463 Leadership in Practice Practicum (7)
Graduate course______________________ (3)

63 semester hours minimum required for the Accelerated BSN degree.

Please note: The following requirements must be met prior to the beginning of this term in order to progress in the major:

- Prerequisite course work to this term
- Minimum GPA Accum ≥2.25
- No grade below “C” in any science or nursing course work.
- Graduates making application for entry into the Masters in Nursing program must meet that program’s admission requirements.

Adviser: __________________________
Review Date: ______________________
Name: ____________________________________________
Capital ID#: ______________________________________
Capital start date: ________________________________

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>NURS 360 (3)</td>
<td>NURS 308 (3)</td>
<td>NURS 309 (3)</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>NURS 361 (3)</td>
<td>NURS 364 (7)</td>
<td>NURS 365 (8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 362 (3)</td>
<td>Graduate course* (3)</td>
<td>500, 520 or 530</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 363 (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Year</td>
<td>NURS 460 (2)</td>
<td>NURS 462 (2)</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>NURS 458 (4)</td>
<td>NURS 463 (7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 459 (4)</td>
<td>Graduate Course * (3)</td>
<td>500, 520, or 530</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate course* (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>500, 520, or 530</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

63 semester hours minimum required for the Accelerated BSN degree.

*Graduate level (500) NURS courses are 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 this term in order to progress in the major:

- Prerequisite course work to this term
- Minimum GPA Accum ≥2.25
- No grade below “C” in any nursing course work.
- Graduates making application for entry into the Masters in Nursing program must meet that program’s admission requirements.
NURS 308, C-NAP. 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, C-NAP. Pathophysiology and Pharmacology II (4). A continuation of Nursing 306. 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, C-NAP. 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, C-NAP. 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, C-NAP. 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, C-NAP 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 and 1 credit seminar in 7 weeks= 12 hours clinical and 2 hours seminar in 7 weeks)

NURS 364, C-NAP. 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, C-NAP. 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 C-NAP. 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. (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 C-NAP. 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. (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, C-NAP. 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, C-NAP. 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, C-NAP. 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 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. Prerequisites 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)
APPENDIX B

CONCEPTUAL FRAMEWORK
CONCEPTUAL FRAMEWORK

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

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

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

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

Core Concept

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

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

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

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

Process Concepts

Critical thinking/Clinical judgment is a purposeful process of reflective, empirical and intuitive reasoning and judgment, grounded in theory/experience/standards and can be demonstrated through skill performance and patient care outcomes, while honoring patient values and beliefs.


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


Communication is a verbal and physical interactive process. Through this process information is exchanged and meaning is shared among individuals and groups via the use of a common system of symbols, signs or behaviors. Five domains of communication are used: Interpersonal (Self), Interpersonal (one-one), transpersonal, Intraprofessional/Interprofessional, small-group and public.

Frame of Reference Concepts

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

The Culture Curriculum Matrix is based on *A Culturally Competent Model of Care*, 3rd Ed. (Josepha Campinha-Bacote, 1998). Cultural competency is seen as a process or journey organized around the five inter-related cultural concepts: cultural awareness, cultural knowledge, cultural skill, cultural encounter and 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)

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

DON 12/17/98, 2/08, 4/10, 8/10, 8/11
APPENDIX C

FACULTY EXPECTATIONS OF STUDENT BEHAVIOR
FACULTY EXPECTATIONS OF STUDENT BEHAVIOR

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

1. Attending and participating in all scheduled sessions.

2. Preparing for all sessions by completing all readings and other assignments prior to the session.

3. Reviewing and applying, when appropriate, knowledge and skills acquired in previous courses.

4. Being on time for all sessions and, if unavoidably late, notifying the faculty person.

5. Making prior arrangements for an anticipated absence.

6. Notifying faculty at the earliest opportunity of the reason for the unanticipated absence.

7. Arranging with faculty to make up any material or experiences missed because of absence.

8. Meeting deadline dates for submission of papers and taking examinations on dates and times scheduled in course calendar.

9. Arranging ahead of time for an extension for paper submissions or rescheduling of examinations when there are extenuating circumstances. Note: Poor time management or more than one assignment due the same date is not considered extenuating circumstances.

10. Evaluating own learning progress throughout the module or semester.

11. Assuming responsibility for discussing with faculty concerns about learning experiences and own learning needs.

12. Completing and signing the evaluation forms for faculty and course evaluation at the end of the module or semester.

B. For clinical courses students are expected to demonstrate accountability by:

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

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

3. Reporting to the clinical area prior to the time indicated and if unavoidably detained, notifying the instructor, appropriate staff person, and/or unit. Follow the outlined procedure for notifying faculty and clinical unit if unable to meet clinical assignment due to illness or emergency.
4. Reporting to the clinical area wearing appropriate attire with appropriate equipment and name badge.

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

6. Assuming responsibility for discussing clinical learning needs and opportunities.

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

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

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

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

13. 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.

14. 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.

C. In addition to the policies required in A & B, 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 revised Code and the rules adopted there under, including, but not limited to the following:

1. 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.

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

3. 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.

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

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

6. At all times when a student is providing direct nursing care to a client the student shall:
   (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
   (b) Treat each client with courtesy, respect, and full recognition of dignity and individuality.
(7) 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”

(a) Identifying patterns of human responses to actual or potential health problems amenable to a nursing regimen;
(b) Executing a nursing regimen through the selection, performance, management, and evaluation of nursing actions:
(c) Assessing health status for the purpose of providing nursing care;
(d) Providing health counseling and health teaching;
(e) 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;
(f) Teaching, administering, supervising, delegating and evaluating nursing practice.

(7ii) 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.

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

(9) A student shall not misappropriate a client’s property or:
(a) Engage in behavior to seek or obtain personal gain at the client’s expense:
(b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client’s expense:
(c) Engage in behavior that constitutes inappropriate involvement in the client’s personal relationships; or
(d) 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.

(10) A student shall not:
(a) 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.
(b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual:
(c) Engage in any verbal behavior that is seductive or sexually demeaning to a client:
(d) 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.

(11) 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.
(12) 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.

(13) 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.

(14) 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:

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

(16) 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:

(17) 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.

(18) 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.

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

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

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

(22) 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.

D. 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:

(1) A student shall delineate, establish, and maintain professional boundaries
(2) A student shall not:
   (a) Engage in behavior that causes or may cause physical, verbal, mental or emotional harm
   (b) Engage in behavior that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
   (c) Engage in behaviors that are disrespectful.
Students are expected to maintain professional standards regarding communications, imaging and information technology. Mobile devices such as a smart phone, cell phone, I pad, I Touch, 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 you 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 can not 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. (adressograph) 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 use is 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 (www.nursingohio.gov/law_and_rule.htm and the American Nurses Association, students are strictly prohibited from communicating any information in any form regarding patients or clinical experiences on any personal and/or internet enabled communication, imaging or information device or application.
APPENDIX D

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

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

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

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

Student responsibility:

In the case of death of a significant individual in the life of the student, the student must immediately notify the faculty and their academic advisor. A reasonable plan and time-line for completion of the work is expected.

In the case of ROTC and student leadership activities, the student must notify and negotiate alternative testing apriority.

Clinical Absences

All clinical hours 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.
APPENDIX E

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 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. (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 Department of Nursing for a determination on the course of action as stipulated by policy.

This procedure will be followed:

1. 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 Syllabae, and/or Policies of Affiliated Clinical Agencies.
2. 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.
3. 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.
4. After the discussion, both student and faculty date and sign the Variance Report and a copy is given to the student; the faculty keeps the original for the student file.
5. 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.
6. A date for a discussion of the student response is set at which time the student and faculty signature is required on the response form.
7. The Variance Report and student response is then copied and sent to the student’s adviser, the Nursing Academic Affairs Committee, the Program Director, Chair and Student. The original copy is filed in the students file in the Department of Nursing.
8. 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 and others in #7.
9. 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.
10. 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 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 advisor 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 Syllabae 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). 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 Chair, the Program Director, and a copy will be placed in the student’s file. The committee’s action on termination will go to the Chair of the Department for final approval. Appeal of the 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 Chair, the Program Director, 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
Responsibilities of Students: Variance Report
Faculty Report

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

_________________________________  ______________________
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.)
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.)
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.)

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

Original: Student Dept. of Nursing
cc: Chair
Vice Chair
Adviser
Student
Chair, Academic Affairs Committee
APPENDIX F

WRITING POLICY
FOR STUDENTS
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 Center for Excellence in Learning and Teaching. Students may also elect to initiate private tutoring. Faculty may require CELT tutoring.

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

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

SON: 1993
Rev. 2001
APPENDIX G

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

1. The use of the Fuld Lab, as specified by the terms of the grant which established the lab, is directed toward the needs of nursing students.

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

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

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

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

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

7. Maintain a quiet environment in respect to other students.

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

1. 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.

2. No resource materials are to leave the Fuld Lab. No exceptions.

DSE 8/93; 6/98; Rev. 9/99
APPENDIX H

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

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

1. **Come to each lab session prepared** for the work at hand, i.e., bring your stethoscope, sphygmomanometer, scissors, hemostat, or any other assigned equipment. Do not expect your lab partner to be responsible for supplying you with needed materials.

2. **Return the lab to proper order** after you have completed the required work. Beds are to be left flat, in low position, the sheets and pillows in neat order. Over bed tables in low position and chairs placed at the bedside in an orderly manner. Soiled linen is to be placed in linen hampers and all items to be thrown away placed in the trash containers. If you have used the examining tables in the assessment rooms change the paper on them before you leave. Other equipment is to be cleaned, if necessary, and returned to its designated place in the lab.

3. **Borrowing of lab equipment** for practice purposes is encouraged and expected. Some items may be borrowed for limited time only. All items must be returned by the last week of class each semester. Borrowed equipment is the responsibility of the borrower and lost or otherwise unaccounted for items will be replaced at the borrower’s expense.

4. **To borrow equipment**, contact the lab manager or course faculty to obtain the needed item(s). Sign out for the material(s) in the lab record book. When the material(s) are due to be returned, do so promptly and indicate the return in the record book. Returns must be countersigned by either the lab manager or course faculty.

5. **Failure to comply** with the process outlined in #4 may result in your being held responsible for replacement should the item(s) borrowed be missing at a later date. If replacement is necessary you must make prompt arrangements to do so through the lab manager. Failure to meet this obligation may result in the withholding of your grade (for the course in which you used the lab) until replacement has been made.

6. **Use of the lab for independent practice** is welcome and encouraged. Arrange for such use by contacting the lab manager or course faculty. You are responsible for the safekeeping of any equipment used and for having the lab in proper order when you have completed your practice session.

Adopted by Faculty 1/9/89
APPENDIX I

UNIFORM POLICY
UNIFORM POLICY

The uniform, because it is a symbol of a profession, should be worn proudly with decorum and respect. 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 pin - The regulation white/purple Capital University Department of Nursing name pin 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:

1. Watch - Plain band and face is required with a mechanism for counting seconds.

2. 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.

3. 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.

4. Rings - Limited to wedding bands only. All rings must be removed in clinical areas that requires 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. 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 the student has clinical practice in certain settings or a religious or medical request, i.e., psychiatric area, community health agencies, pregnancy. The specifics of these modifications will be announced to the students by individual faculty supervising such settings. Enforcement of the uniform policy will be the responsibility of the faculty.
APPENDIX J

POLICY ON IMMUNIZATION

HEALTH ASSESSMENT

DOCUMENTATION POLICY

DRUG TESTING
Prior to beginning of your first clinical or field work course, students are responsible for documenting Immunization status, a completed DON Nursing health assessment form, Immunization form, 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 (bi-annual.) The student is expected to provide proof of compliance to the Program Coordinator (Room 321. BH). You will be sent email reminders, but remember you are responsible to bring in proof. This is part of professional responsibility.

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

1. Students should review the immunization form and health requirements. Review requirements and have the health assessment form completed. Advisors can answer questions you may have. Submit proof of immunizations, health assessment form, and health requirements to the program coordinator 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 screening are required; students must leave 2-3 days for results on these PPD screenings. CPR classes and fingerprint/background are available on campus during the Spring semester. For undergraduate students, the personnel in the Health Clinic can complete immunizations and health assessments if appointments are made.

2. A letter will be distributed to students outlining health requirements, Fingerprint and Background checks, CPR certification, and Liability Insurance requirements.

3. Students are to submit documentation of all requirements to the Program Coordinator (BH Rm 321) 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.

4. Course coordinators review student records and can not allow students to go to clinical without required health clearance. Proof of clinical health requirements or waivers must be on file in the Program Coordinator’s office. Students will not be allowed in clinical agencies without proof of the health requirement on file in the nursing office. Absences due to non compliance will be unexcused. Agencies can mandate proof of health requirements, liability insurance, or CPR certification at any time students are in the agency.

5. The Program Coordinator reviews all student records monthly and sends a reminder memo to students if one of the requirements will expire in that month. The memo will clarify for the student that they will not be eligible for clinical experience after the date of expiration. It is the student's responsibility to comply with request when sent out.

6. The student is responsible to arrange for appropriate compliance and documentation with the Program Coordinator.
SPECIFIC IMMUNIZATION REQUIREMENTS:

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

2. **Measles, Mumps, Rubella (MMR)**
   - Rubella titer is required. If the titer is equivocal or negative a vaccine is required and a repeat titer must be done.
   - Measles (Rubeola) and Mumps two (2) MMR immunizations must have been given.
   - If the student was born before 1957, she/he must have a history of rubeola and mumps. Immunizations are needed if the individual has no documentation of illness or titers are not positive.

3. **Hepatitis B**
   This immunization is given in three doses. The second dose is given 4 weeks after the first dose and the third doses is given 5-6 months after the first dose. The series must be completed.

4. **Varicella (Chicken Pox)**
   - A varicella immune titer is required.
   - If the titre is negative or equivocal, she/he must be vaccinated with a series of two immunizations, 4-8 weeks apart.
   - A Second varicella titer is required if the first was negative or equivocal 4-6 weeks after the second immunizations.

5. **Tuberculosis (TB)**
   Students must have documentation of PPD every 12 months and record dates at the Nursing office (BH 321). 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.

6. **Flu Vaccine**
   Students must receive annual flu vaccines. All student must show proof by the third Monday in October.

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

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

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

☐ I have completed a course of prophylactic tuberculosis medication.

Dates

Number of months taken

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

Date Started

☐ I have never taken prophylactic tuberculosis medication.

☐ Date of last Negative Chest X-Ray ________________________________

Signature  _____________________________________________  Date: __________________
CAPITAL UNIVERSITY DEPARTMENT OF NURSING: IMMUNIZATION FORM

TO BE COMPLETED BY STUDENT

Name: ____________________________________________________________ PROGRAM: TUP______________
(Last) (First) (Middle Initial) C-NAP______________ Date of Birth: _______ _______ _______
Home Phone: ( ______ ) _______ Cell Phone: ( ______ ) _______ BSN-C______________
Month/Day/Yr. _____________________________ Month/Year
Address: __________________________ City: ____________ State: ____________ Zip Code: _______

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

A. TETANUS – DIPHTHERIA – PERTUSSIS
1. ☐ Tdap BOOSTER within the past ten years. __________________________ Month/Year
2. ☐ Primary series of four (4) tetanus-diphtheria immunizations Month/Years __________________________

B. M.M.R. (Measles, Mumps, Rubella)
1. ☐ Dose 1 – Immunized at or after 12 months and before 5 years. ________________________________
2. ☐ Dose 2 – Immunized at 5 years or later. ________________________________
3. ☐ History of Mumps or Measles if born before 1957 ________________________________

C. RUBELLA – Check appropriate box.
1. ☐ Report of a Rubella immune titer is REQUIRED __________________________
   Results of Titer (Circle one) Positive Equivocal Negative Month/Year
2. ☐ If the titer shows no immunity (Negative or Equivocal), you must be immunized with a vaccine ______
   and a repeat titer done. __________________________ Month/Year 1st

D. VARICELLA (Chicken Pox) Check appropriate box. (Having had chicken pox does not count, must have titer)
1. ☐ Report of a varicella immune titer is REQUIRED __________________________
   Results of Titer (Circle one) Positive Equivocal Negative Month/Year
2. ☐ If the titer shows no or limited immunity (negative or equivocal), two immunizations needed 4-8 weeks apart ______
   (1st) __________________________ Month/Year (2nd) __________________________ Month/Year
3. ☐ Second Varicella immune Titer is Required if first is not positive __________________________

E. TUBERCULOSIS - Check appropriate box.
1. ☐ Negative PPD (Mantoux) test within the past year (Tine or monovac NOT acceptable) ______
   Give date and test: __________________________ results: __________________________
   Month/Year
2. ☐ Positive PPD – Chest x-ray REQUIRED. Give date and results of chest x-ray: __________________________
   Treatment: __________________________ Date started: __________________________ Date Completed: __________________________
   Month/Year Month/Year Month/Year
3. ☐ If Positive PPD, then an annual Tuberculosis Questionnaire required: __________________________
   (Month/Year completed)
4. ☐ Had BCG vaccine - ☐ YES ____________ ☐ NO ____________
   Month/Year

F. HEPATITIS B SERIES - REQUIRED ☐ Completed ☐ Not Completed
1. Series: Dose Date # 1: __________________________ Dose Date # 2: __________________________ Dose Date # 3: __________________________

I. FLU SERIES - REQUIRED Seasonal ________________ Month/year

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

Signature: __________________________ Phone: __________________________

Rev. 2/10, 810, 2/11jkm, 7/12 tf/jkm
HEALTH ASSESSMENT

Name: ________________________ Age ______ DOB ______ Sex: ______

Current Health or Mental Conditions and Chronic Health Diseases: ______________________________

__________________________________________________

Current Medications(list here or on Back): ___________________________________________________

__________________________________________________

Hospitalizations/Surgeries in past 5 years: ____________________________________________________

Last Dental Exam: ____________________________ Last Eye Exam: ____________________________

Date Date

FEMALES – Last Pelvic and Pap Smear: _______________________________________________________

Date

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

Height: ______ Weight: _______ T _______ P _______ R _______ BP _______

Vision: OD ______ OS _______ OU _______ With Correction: _______ WO _______

Skin: ___________________________ Hair: __________________ Nails: ___________________________

Eyes: ______ Ears: ____________ Nose: ___________ Throat: __________

Any hearing restrictions? explain any restrictions: ___________________________________________

Lungs: __________________________ Heart: __________________________

Abdomen: _______________________ Neck: ____________ Spine: ____________

Joints: ___________________________ Muscles: ______________________

Neuro: __________________________ Any Seizure disorders? ________________

Any restrictions to Mobility/Strength/lifting or use of aids? _________________________________

Mental Status/Emotional Health: __________________________________________________________

Any other restrictions: learning disabilities, mental, heart, lung? _______________________________

__________________________________________________

Name of Examiner, Credentials (Please Print) Date

Signature of Examiner, Credentials

Revised 8/12 JKM
Drug Testing Policy

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Refusal to be tested “for cause”
   a. A student who reports to the laboratory or the clinical area and refuses to submit to drug testing within four hours of the request may be dismissed from the SON.

3. Refusal of Random Testing
   a. A student who is called randomly has twelve hours to report for testing. Failure to do so may result in the dismissal from the SON.
   b. A student who is randomly called may appeal this sanction if data is supplied that made getting to a lab prohibitive, e.g., being out of town, illness. Being at work or at school and refusing testing within twelve hours are not valid excuses.

4. Self-Reporting of Chemical Dependency
   a. Undergraduate students (TUP, C-NAP, and BSN-C). A student who voluntarily self-reports a chemical dependency problem will be counseled by the appropriate resource person as facilitated by the Student Affairs Committee members in consultation with the Dean of the Department of Nursing or designee.
   b. Pre-licensure students (TUP, C-NAP). In addition to D1, the student will be advised with regards to the Ohio Board of Nursing application to apply for licensure to practice as a registered nurse in Ohio.
   c. Post-licensure students (BSN-C, MSN). In addition to D1, the student will be advised with regards to available peer assistance programs and referred to applicable Ohio Board of Nursing statute and administrative rules.
   d. Graduate Students (MSN). The graduate student will be required to consult with the Dean of the Department of Nursing or her designee and the Director of the Graduate Program.
   e. In all cases, the student will be expected to seek assessment, follow through with treatment recommendations and sign and comply with the “Contract to Return to Clinical Nursing” (see appendices C & D).
1. Scope of Drug Testing. The test is an observed urine test and consists of a 10-panel analysis which detects:
   a. Alcohol
   b. Amphetamines
   c. Barbiturates
   d. Benzodiazepines
   e. Cocaine (or marijuana)
   f. Methadone
   g. Opiates
   h. Phencyclidine
   i. Propoxyphene

2. Initial testing (on-site)
   a. Students in the Department of Nursing will be asked to sign an authorization form before submitting to drug testing, and a declaration of legal use of prescribed medication if applicable. (Appendix A)
   b. Initial testing will be conducted onsite at the Department of Nursing by a certified testing service that will collect all urine specimens.
   c. The collection will be done according to standards set by the contracted laboratory.
   d. The laboratory will follow a chain of custody procedure assuring the accuracy of the specimen’s identity.
   e. Results of the test will be sent to the Department of Nursing, usually within three working days from the time of testing.

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

Cost of Testing

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

Action in the Event of a Positive Urine Drug Test

1. The student who tests positive for a non-prescribed drug in the urine will be prohibited from engaging in clinical and/or laboratory practice.
2. Following an initial positive urine test, a second random urine test will be required within seven days.
3. If both the initial and follow-up drug screens are found to be positive, the student will be withdrawn from clinical and laboratory nursing courses for one year from the start of the semester in which the drug test was positive (i.e. offense occurs in October, student may petition to return at the beginning of the next fall semester).
a. A contract with the student will be offered (see Appendices C & D). The student must sign and comply with the stipulations in the contract if they want to apply for readmission to the nursing program.
b. All costs associated with laboratory fees, transportation to counseling or Alcoholics Anonymous (AA) meetings will be borne by the student.

4. The student will be referred to faculty of the SON for possible dismissal, which requires a majority faculty vote.
5. In addition, the urine drug testing data will be forwarded to the office of the Associate Dean/Director of Judicial Affairs. The process followed by this office is found in Appendices E & F of this policy. Any disciplinary action imposed by the Office of Judicial Affairs is separate from and in addition to the action of the SON.

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

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

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

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

__________________________________________  ____________________
Student Signature                     Date

__________________________________________  ____________________
Witness Signature                     Date

Approved: SON Faculty Organization, 10/16/06
CAPITAL UNIVERSITY
Department of Nursing

DECLARATION OF LEGAL USE OF PRESCRIBED MEDICATION

Date_________________________

I, ___________________________________, am currently taking ____________________
(Student Name) (Name of Medication)

prescribed for me by the Health Care Provider noted below.

________________________________________ ___________________________
(Physician or Qualified Advanced Practice Nurse) (Phone number)

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

be completed on __________________________.
(Date)

________________________________________________
Student Signature

Approved: SON Faculty Organization, 10/16/06
Capital University  
Department of Nursing

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

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

1. Follow the Aftercare Contract that was developed as a result of an assessment for substance abuse. The contract was dated _______________ and a copy is attached to this contract.

2. Follow any additional requirements or conditions set forth by the Chair of the Department of Nursing that are related to problematic behavior.

3. Have a urine test for drugs done one week prior to beginning a clinical module or semester. The test will be done at the laboratory that the Department of Nursing has identified.

4. Have a drug test done within four hours “for cause” and 12 hours if random after being contacted. This can be a random screening or for cause. If I refuse to have testing done, I understand that I will be unable to attend class or clinical experiences.

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

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

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

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

_________________________________  ________________________
Student  Date

_________________________________  ________________________
Advisor  Date

_________________________________  ________________________
Chair, Department of Nursing  Date

Approved: SON Faculty Organization, 10/16/06
MINIMUM SANCTION GUIDELINES FOR SPECIFIC VIOLATIONS OF THE STUDENT CODE OF CONDUCT

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

ALCOHOLIC BEVERAGE/DRUGS

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

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

Minimum Recommended Sanction for the First Alcohol Violation
1. Required online alcohol education workshop
2. A written warning.

Minimum Recommended Sanction for the Second Alcohol Violation
1. A written warning with parental notification for financially dependent students
2. Referral to Counseling and Assistance Program for Students (CAPS)
3. Up to a $100 fine

VIOLATION:  Possession/consumption of alcoholic beverages

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

Minimum Recommended Sanction for the Second Alcohol Violation
1. Seizure and disposal of the beverage
2. Referral to Counseling and Assistance Program for Students (CAPS) for a screening interview. Failure to comply with the screening and recommendations may result in removal from student housing program.
3. Disciplinary probation status
4. Capital aid review and parental notification for financially dependent students
5. 20 community service hours
6. $100 fine
Minimum Recommended Sanction for the Third Alcohol Violation
1. Seizure and disposal of the beverage
2. Continued participation in the minimum required alcohol counseling sessions, with documentation of completed intervention by a licensed clinician. **Failure to document completion of an alcohol counseling program may result in suspension from the university for at least one semester.**
3. Capital aid review and parental notification for financially dependent students
4. 40 community service hours
5. $250 fine
6. Removal from residence halls/on-campus housing
7. Suspension or dismissal

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

Minimum Recommended Sanction for the First Violation
(quantity of illegal substance/nature of offense corresponds with a **misdemeanor** in the legal system)

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

Minimum Recommended Sanction for the Second Violation
(quantity of illegal substance/nature of offense corresponds with a **misdemeanor** in the legal system)

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

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

Minimum Recommended Sanction for the First Violation
(quantity of illegal substance/nature of offense corresponds with a **felony** in the legal system)

1. Seizure of contraband with transfer to legal authorities and filing of charges
2. Parental notification for financially dependent students
3. Suspension from the university
4. Notification to the Financial Aid Office to ensure compliance with applicable federal/state laws if convicted of a drug crime
To be eligible for readmission, an individual found responsible for violating the Student Code of Conduct must obtain a professional assessment from a licensed clinician and document follow through of the counselor's recommendation.

**BELLIGERENT BEHAVIORS**

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

<table>
<thead>
<tr>
<th>Offense</th>
<th>First offense in an academic year</th>
<th>Second offense in an academic year</th>
<th>Third offense in an academic year</th>
<th>Fourth offense in an academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$25 fine Disciplinary probation</td>
<td>$50 fine Disciplinary probation</td>
<td>$100 fine Disciplinary probation</td>
<td>Removal from the university housing Capital aid review Parental notification for financially dependent students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disciplinary probation Capital aid review Parental notification for financially dependent students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capital aid review Parental notification for financially dependent students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Offense</th>
<th>First offense in an academic year</th>
<th>Second offense in an academic year</th>
<th>Third offense in an academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational Sanction Written warning</td>
<td>$25 fine Disciplinary probation</td>
<td>$50 fine Disciplinary probation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disciplinary probation</td>
<td></td>
</tr>
</tbody>
</table>
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
POLICY AND GUIDELINES FOR OCCUPATIONAL HEALTH

There are inherent risks and health hazards in all occupations and professions. Nursing is no exception. The Nursing Code of Ethics requires that we care for all needing our services, regardless of their health situation. CUSN 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 Campus Health Center (Kline Clinic).

GUIDELINES

Faculty are responsible for notifying the Chair, CUSN, 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.

9/26/90 DSE, 10/15/90 SON Faculty
Revisions Adopted 3/16/98, Reviewed 6/08
APPENDIX L

EXPOSURE CONTROL PLAN
EXPOSURE CONTROL PLAN

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

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

Student and Faculty Roles in Exposure Control Plan

Students within CUSN are not considered employees of the Department, therefore not mandated by OSHA requirements regarding the Exposure Control Plan or Program. It is the intent of the faculty and administration of CUSN, however, to make every provision for student education within the plan. Initial Exposure Control Plan content is presented in Nursing 221. 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 CUSN 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 at CUSN. These vaccinations will be administered at student cost under the supervision of a licensed physician or other qualified health care professional.

- Post-Exposure Evaluation and Follow-up. After an exposure incident, the Faculty Affairs contact person will document the incident and CUSN and/or the clinical agency will provide a confidential medical evaluation to the exposed student. The source individual will be identified if possible, with testing of the blood of the source individual and the exposed student. Confidential post-exposure prophylaxis and detailed testing information will be made available to the exposed student in a timely manner.
Medical Record keeping. Accurate vaccination records/other health requirements on each student will be secured in the nursing office apart from the employee’s personnel file or student’s educational file. Records related to exposure incidents will be added to this file as needed.

Training Program for Students. Please refer to Student and Faculty Roles in the Exposure Control Plan above. In addition, any student is welcome to sit in the formal annual training of CUSN 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
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:

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

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

Implementation of the policy:

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

Nursing 221 - Medical-surgical asepsis and standard precautions.

Level III & IV - Theory on 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:

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

It is the expectation of the faculty that students will care for patients with contagious diseases when assigned. Students have the right to discuss their clinical assignments with faculty. Unique or at risk aspects of a student’s health status may preclude assignment to a patient with 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
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 Campus Health Services (Kline Clinic) 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

---

Capital University Department of Nursing Faculty
Adopted: Department of Nursing Faculty
1/18/93
May not use without permission
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 [www.inside.capital.edu](http://www.inside.capital.edu), select Registrar and click on Student Notification of Rights (PDF version) located in the Resources Menu of the web page.
APPENDIX P

CANDIDATES
FOR
EXAMINATION
AND
ENDORSEMENT

OHIO BOARD OF NURSING
CRIMINAL RECORDS CHECKS
Candidates for Examination and Endorsement

REQUIREMENTS FOR LICENSURE BY EXAMINATION APPLICATION

1. Go to the OBN website, www.nursing.ohio.gov/forms.htm
2. Click on Licensure and Renewal from menu on the left
3. Scroll down to Nurse Licensure by Examination and Endorsement
4. Scroll down to Examination Applicants and Copy the Examination Application Packet
5. Follow directions on the Examination Application Packet
6. 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

ACCOMODATIONS

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 requirement. Within a week of graduation, the DON will send this certification for students who have achieved a 850 or higher on version two of the HESI. Further information can be found in the Pre-licensure Student Handbook under the Standardized Testing section VII