

Capital University School of Nursing

Student Handbook

Pre-Licensure Programs

Traditional Undergraduate Program & Accelerated BSN Program

2022-2023

Student Handbook Website Location:
<http://www.capital.edu/Current-Students/>

Preface

Welcome to Capital University and to the School of Nursing. We are pleased that you have decided to prepare for a career in professional nursing and that you have selected Capital University.

There are busy and exciting years ahead! You are entering a program that is committed to providing a liberal arts education within a caring environment. Based on the University's fundamental commitment to its Lutheran heritage, the School 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 a thorough grounding in the biological, social, and nursing sciences. You will learn to solve increasingly complex problems as you master professional nursing clinical skills with clients at multiple clinical practice sites.

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

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

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Traditional Undergraduate Program (TUP)
Nursing Accelerated Program (ABSN)

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- 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 Theta Chapter was subsequently recognized with a major award, the chapter Key Award, from the International Honor Society in 1991 and again in 2017. 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 senior TUP and ABSN students, graduate students, and community nurse leaders are invited for induction into the Theta Theta Chapter of Sigma Theta Tau International Honor Society of Nursing based on scholarship and leadership. The Chapter offers programs for the nursing community each year and coordinates with other local chapters for special events.

Awards

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

The Distinguished Nurse Leader Award

For outstanding achievement in nursing and best exemplification of the role of a professional nurse leader.
Donor: Dr. Elaine F. Haines

The Josephine T. Hickey Award

For Clinical Excellence in Nursing. Donor: Faculty of the Nursing Department

The Ruth S. Neikirk Award

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

Section 2: Communication

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

Student Mailboxes & Department Mail Folders

Every nursing student has a mail folder in the filing cabinets on the third-floor lobby of Battelle Hall (BHSN). Nursing mail folders are arranged alphabetically by program. Communications from the School of Nursing (SON) are placed in the student's mail file. Students should check their mail folders weekly.

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

Faculty Mailboxes

Faculty mailboxes for the SON are found inside the nursing suite in BHSN 330 (copier room). The mailboxes for other faculty on campus are in the buildings where their offices are located.

Faculty E-Mail & Voice Mail

E-mail is the primary mode of communication to students. Students should check e-mails daily and use their Capital e-mail to communicate with faculty and staff. Faculty of courses may also communicate to students in a course via e-mail through the online course management system. Faculty can also receive voice mail messages on their office telephones. Adjunct faculty may use other e-mail addresses or cell phones; be sure to check course syllabi for faculty e-mail preference.

Bulletin Boards

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

Information, specifically for nursing students, is posted on the bulletin boards located on the third floor of Battelle Hall or e-mails are sent to students by staff. 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 (CUSNA) also maintain bulletin boards on the third floor of Battelle Hall.

Social Media

The School of Nursing maintains a social media presence on Facebook, Twitter, Pinterest, and Spotify as @CapitalUNursing and on Instagram as @CapitalNursing.

Nursing Pre-Licensure Handbook

The *Nursing Pre-Licensure Handbook* is published online at www.capital.edu/current-students. This handbook is updated on an annual basis. Students are responsible for the information published in the current year. Therefore, students should review the handbook each year. In the event that a

Section 4: Activities

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

Student Input in Program Planning and Evaluation (OAC Rule 4723-5-09(A)(2)) Committees

Student representation on SON Standing Committees is highly encouraged. The SON values student input in program policies, procedures, design, and evaluation, through their representation on the Pre-Licensure Program Committee, the Pre-Licensure Curriculum Committee, the Instructional Technology Committee, and the Student Affairs Committee.

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

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

Class Meetings

The Associate Dean of Pre-Licensure Programs chairs annual class meetings. Newly admitted ABSN students, Freshman, Sophomore, and Senior class meetings are held in the Fall. Junior class meetings are held in the Spring. Discussion at these meetings include among other topics; updates and/or reminders of SON progression policies and procedures, clinical pre-requisites, NCLEX updates, and committee membership elections. Students are encouraged to attend their representative class meeting. Meetings are followed-up with an email to students containing the power point presentation and any other relevant handouts.

Additional Program Evaluation

Students are encouraged to participate in program design and evaluation through their representation on SON Standing Committees (see Committees) and class meetings. In addition, students provide input through formalized evaluation surveys throughout their program including semester course evaluations, Mid-curriculum Survey, End of Curriculum Survey, and Job Readiness Survey. Other surveys used for evaluation of clinical agency sites are provided at the end of each clinical course.

Capital University Student Nurses Association

The Capital University Student Nurses Association (CUSNA) 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 football, basketball, baseball, softball, soccer, lacrosse, tennis, golf, and volleyball. Nursing students also serve as cheerleaders and members of other campus athletic organizations.

Arranging Your Schedule to Participate

Students are encouraged to participate in those activities of interest. REMEMBER: It is the student's responsibility to keep their adviser informed of practice and travel requirements so the class schedule can be arranged to accommodate these events. When a conflict between class responsibilities and extracurricular activities arise, it is the student's responsibility to plan with the faculty member in the course involved. Generally, arrangements can be made to allow extracurricular participation without jeopardizing students' progress in a class. Students with scheduling needs around extra-curricular activities should also see the Associate Dean of the Pre-Licensure Program for considerations around course and clinical scheduling needs. Every effort will be made to support student participation in official activities; however, it is not always possible to schedule nursing courses or clinical sections around all activities. Please note that it is the student's responsibility to plan ahead and make arrangements with either course faculty or the Associate Dean of the Pre-Licensure Program well in advance if scheduling is a consideration concerning students' participation in official extra-curricular activities or for participation in organizations or committees.

Section 5: The Nursing Program

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

The accelerated BSN nursing programs – traditional track (ABSN) and the hybrid track (ABSN-H) are designed for students that have previously earned a Bachelor's degree in another discipline and wish to pursue a Bachelor's degree in nursing. The accelerated BSN nursing programs requires 65 semester hours of study. Generally, students in an ABSN track can expect that the requirements of the program may be completed in two academic years plus one summer of full time study or approximately twenty months. Graduates of the accelerated BSN nursing program will have earned the Bachelor of Science in Nursing Degree and will have completed three core courses toward the Master of Science in Nursing. Graduates will be eligible to take the examination for licensure as a

professional nurse (NCLEX-RN) and will be prepared to accept a beginning staff nurse position in a wide variety of health care facilities.

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

Capital University is a comprehensive, private university, centered in contemporary Lutheran values, offering undergraduate, graduate, and continuing education programs in the liberal arts, sciences, and professions.

Mission - Transforming lives for a brighter world.

Vision

- Purposeful People.
- Courageous Community.
- Hopeful Humanity.

Values

- **Free Inquiry**
Cultivating open dialogue and critical exploration.
- **Ethical Stewardship**
Acting in pursuit of human dignity and social justice.
- **Challenging Boundaries**
Using multiple perspectives to create new knowledge and solutions.
- **Authentic Contributions**
Developing and applying the innate gifts of each person for the good of society.
- **Open Community**
Celebrating an empowering, faith-friendly environment of inclusion and respect.
- **Embracing Hope**
Cultivating joy in our daily experience and optimism for a better future.

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.

- 4.6 Develop principles of leadership and professionalism during the transition to the role of the beginning professional nurse.
- 4.7 Integrate principles of change theory while navigating transitional conditions in the education process and within healthcare environments.

5. Demonstrating cultural competence.

Competencies demonstrating cultural competence include the ability to:

- 5.1 Develop cultural awareness, knowledge, and skill, toward the desire to work holistically with clients from diverse backgrounds.
- 5.2 Be sensitive to and respect the beliefs, values, norms, lifeways, and health care practices of individuals and groups from diverse backgrounds.
- 5.3 Acquire knowledge about a client and/or cultural group and practice skills of cross-cultural communication, cultural assessment, cultural interpretation, and intervention when providing care.
- 5.4 Engage effectively in cross-cultural encounters in the educational or healthcare setting.

6. Functioning within a variety of systems.

Competencies demonstrating ability to function within healthcare systems include the ability to:

- 6.1 Provide for care coordination and continuity across health care settings.
- 6.2 Involve clients, their support systems, and other health care professionals when providing and managing nursing care in a variety of settings.
- 6.3 Function effectively in intra/interprofessional collaboration and teamwork.
- 6.4 Analyze safety and quality concerns in health care systems.
- 6.5 Demonstrate competent skills with clinical information systems and clinical technologies with regard for human-machine interactions and latent effects of technology.
- 6.6 Adopt and comply with ethical and legal principles related to professional nursing practice.
- 6.7 Recognize the influence of health policy and economics on the healthcare system and on health outcomes.

Revised: 5/99, 6/03, 4/08, 4/10, 1/14, 4/19

Admission Procedures

Admission to the Traditional Undergraduate Program (TUP)

Students apply through the Capital University Undergraduate Admission Office. Admission to Nursing is selective and based on the admission policies of the University and the School of Nursing. Various measures of academic performance (grade point average, class rank, and standardized tests 21 ACT or 1060 SAT) may be used in the admission process. Greater weight on overall GPA and grades in science courses may be considered for admission to nursing when University policies allow for student options on standardized tests or other admission criteria. In addition, students must meet essential performance abilities as stated in the Essential Performance Requirements Policy (located later in this section). Students are admitted directly into the nursing major as a first-year student and are assigned a nursing faculty adviser. Students who do not meet the standards for direct admission into the SON may be admitted to the University as pre-nursing students, and may apply for admission into the SON at the end of their freshman year based on the successful completion of criteria for Change of Major set forth in the Bulletin and Student Handbook.

International and EFL applicants are required to achieve a TOEFL score of 550 pBT/80 iBT for the traditional nursing program (TUP) and for the accelerated nursing program a score of 600 pBT/100iBT or an IELTS of 6.5 for TUP and a 7.0 for the ABSN program. The TOEFL or IELTS can be waived for the ABSN program if students have a university degree from the United States

or for the TUP program if a student has earned a grade of a C or higher for the equivalent of UC110 (major English composition course) at a U.S. University.

Change of Majors for TUP within Capital University

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

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

Students must have:

- Achieved a C letter grade in all science and nursing courses to apply.
- Completed or be registered for all level one courses in the curriculum plan for a total 30-32 credits.
- A cumulative grade point average (GPA) of 3.0.
- Completed an application and the required personal statement (contact the Associate Dean of Pre-licensure Programs for an application).
- Contacted the Associate Dean of Pre-Licensure Programs regarding intent to change majors. A nursing application will be distributed to students via e-mail in the spring semester. A decision will be made by the end of May after spring grades are available.
- Completed a TOEFL paper-based, pBT) score of 550, or a TOEFL (internet-based, iBT) score of 81, or a TOEFL (International English Language Testing System, IELTS) score of 6.5
- Met essential performance requirements as stated in the Essential Performance Requirement Policy (located later in this section).

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

Transferring into the Traditional Undergraduate Program (TUP)

Transfer admission from another University is selective and based on prior academic performance and seats available.

Students must:

- Apply for admission via the Capital University Undergraduate Admission Office. Students must meet University and School 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. Greater weight on overall GPA and grades in science courses may be considered for transfer admissions to nursing when University policies allow for student options on standardized tests or other criteria.
- Complete prerequisite courses in level one of the curriculum plan (Appendix A) and have 30-32 credits prior to the intended start date if sophomore status is desired.
- Have a weighted grade point average of 3.0 or higher for all college or university work. Sciences that apply to the major must be taken within the last five years with a minimum

cumulative average of 2.75.

- Submit official transcripts from all accredited college or university attended. Equivalency course credit for transfer will be determined jointly by the School of Nursing, other Schools, and the University Registrar.
- Submit syllabi and descriptions for courses if requested.
- Have a personal or phone interview with the Dean of Nursing or the Associate Dean of Nursing Pre-Licensure Program, if requested.
- Transfers from another nursing program will require a meeting with the Dean of Nursing or the Associate Dean for Pre-Licensure Nursing Programs. Syllabi and description of nursing courses, as well as a letter from the Chair/Dean of the enrolled nursing program are also required.
- Meet the essential performance requirements as stated in the Essential Performance Requirement Policy (located later in this section).

Admission to the Nursing Accelerated Program (ABSN)

Admission to the Accelerated Nursing Program is selective and based on the following requirements:

- Evidence of a completed baccalaureate or higher degree from a regionally accredited college or university. Official transcripts are required from all colleges or universities attended.
- Cumulative grade point average (GPA) of 3.0. The GPA will be weighted if multiple transcripts are presented. For borderline GPAs, a GPA of 3.0 for prerequisite courses and/or a GPA of science courses (≥ 2.75) may be taken into consideration for admissions decisions.
- Completed application with a written essay, a current resume, and three recommendation letters: two academic (previous professor or instructor who can attest to your academic abilities) and one professional (e.g. from work or volunteer setting, organizational membership, church).
- A personal interview with one or more faculty members may be required.
- Prerequisite courses must be completed prior to acceptance and include: life span development (from birth to death), bio-chemistry**, microbiology**, human anatomy** and human 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.
- International and EFL applicants are required to achieve a TOEFL score of 550 pBT/80 iBT for the traditional nursing program (TUP) and for the accelerated nursing program a score of 600 pBT/100iBT or an IELTS of 6.5 for TUP and a 7.0 for the ABSN program. The TOEFL or IELTS can be waived for the ABSN program if students have a university degree from the United States or for the TUP program if a student has earned a grade of a C or higher for the equivalent of UC110 (major English composition course) at a U.S. University.
- Signed statement attesting that the student meets the essential performance requirements as stated in the Essential Performance Requirement Policy (located later in the section).
- Students seeking admission to the ABSN program under specific partnership agreements or pathways with clinical agencies may have elements of the admissions criteria including resume, essay, and/or references waived as stipulated and listed in the partnership agreements when equivalent criteria have been included and documented in the selection process by the organizational partner.

Transfer Admission to Capital Nursing Accelerated Program (ABSN)

Transfer admission is selective and based on prior academic performance and seats available. Students must meet the requirements for ABSN admission and:

- Apply for admission via the Adult & Graduate Education Office and meet University and ABSN admission criteria. All requirements for ABSN admission (listed above) must be met prior to the intended start date.
- Submit an official transcript from an accredited college or university demonstrating prior admission to an accelerated (second degree) nursing program.
- Submit syllabi for each course for which the applicant is requesting transfer credit to the Associate Dean for Pre-Licensure Nursing Program for review for advanced standing in ABSN. Courses for which the applicant is seeking transfer credit must be successfully completed by ABSN standards. Equivalency of course credit for transfer to the accelerated nursing major is determined jointly by the Associate Dean for Pre-Licensure Nursing Program and the University Registrar.
- Participate in a personal interview with the Associate Dean of Nursing Pre-Licensure Program or designated faculty person, if required.
- Submit a letter of reference from the previous Dean/Chair or academic nursing adviser from the previously enrolled nursing program.
- The applicant with advanced standing must be able to meet all criteria for graduation from Capital University.

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

Readmission to the Traditional Undergraduate Program (TUP) and the Nursing Accelerated Program (ABSN)

The University 'Readmission as a Degree Candidate' form will be used and is based on seats available. Students readmitted to the University are not readmitted automatically to the School of Nursing. There are additional requirements to apply for admission to the School of Nursing and seats must be available:

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

Essential Performance Requirement Policy for Admission to SON

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

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

- **Sensory/Observation:** Students must be able to acquire the information presented through demonstrations and experiments in the basic sciences and nursing. Students must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when performing nursing assessment and intervention or administering medications. Students must be capable of perceiving the signs of disease and infection, or when a patient is in imminent danger, as manifested through physical examination – such information is derived from physical assessments, images of the body surfaces, palpable changes in various organs and tissues, and information communicated by patients and body functions. Also, students must be able to perform equipment calibrations; read small print on medication containers; read physician's orders and equipment monitors; and perform physical assessments.
- **Communication:** Students must be able to speak in English, hear, and observe patients to elicit information, describe changes in the patient, and perceive nonverbal communications. Student must also have hearing and visual abilities, appropriately assisted, acute enough to hear monitor alarms, emergency signals, patients' calls for help, call bells from patients, and stethoscope sounds originating from patient's blood vessels, heart, lungs, abdomen, etc. Students must have verbal and language capabilities to communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals. Students must have reading and writing skill sufficient for patient communication, record keeping, and professional health team interactions. Students must be able to: convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment.
- **Motor:** Students must be able to stand for prolonged periods of time, perform cardiopulmonary resuscitation, quickly move about, transport patients during emergencies, carry infants, and maneuver quickly in confined spaces. 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.

Grading Scale for TUP and ABSN

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

94-100	A
92-93	A-
90-91	B+
86-89	B
84-85	B-
82-83	C+
78-81	C
70-77	D
69 or below	F

*NOTE: Students are subject to the grading scale for Graduate level courses taken in the ABSN program tracks (i.e. NURS500, NURS520, NURS530). Students taking graduate courses need to refer to the *Graduate Nursing Student Handbook* for the grading scale used in graduate level nursing courses.

Periodic Evaluation in Nursing Courses

Students will receive periodic evaluation of progress in each nursing course (OAC, 4723-5-12) following the Capital University procedures for midterm progress grading. Midterm and final grades are officially communicated to students on myCap. Faculty in the School of Nursing may also publish periodic evaluation throughout the course in the gradebook of the course management system. Information pertaining to evaluation of student progress in each nursing course is contained in course syllabi. It is the responsibility of the student to seek verification of progress in nursing courses.

The 78% Rule/Clinical/Lab Unsatisfactory in TUP and ABSN Nursing Courses

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

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

Clinical practice and/or the laboratory component in a course must be passed at satisfactory level. Clinical and/or laboratory performance is/are graded according to the clinical and laboratory evaluation tool for each course. Clinical and laboratory evaluation tools for each course are located in the course syllabus. An unsatisfactory in clinical practice or in laboratory performance will result in a course grade of a D or F. If a student receives an unsatisfactory in clinical practice or in the laboratory, the course grade will be an F if the exams and other components are below 70%. The student can earn no higher than a D.

Traditional Undergraduate Program (TUP) Academic Progression Policies

This is a summary of academic policies related to progression in TUP:

- No more than two total nursing courses may be repeated; no more than one 300 or 400 level course may be repeated; and an individual nursing course may be repeated only one time. (2010-2011 Student Handbook)
- If a course failure is due to a variance in expected behavior (e.g. professional or academic integrity violation) the course failure will be included in the total number of nursing courses that may be repeated, even if the student withdraws from the course prior to the grade being documented in the student's grade report. Documentation regarding the assigned course failure will be noted in the student's file regardless of whether the course failure is indicated on the student's grade report (FO mtg. 4/2020)
- Freshman must have a minimum cumulative GPA of ≥ 2.5 at the end of the first year to retain their seat in the nursing program. Those students whose GPAs fall below the 2.5 standard will be dismissed from the nursing major but will be given the opportunity to change majors at Capital University prior to the next academic term.
- Level I nursing courses must be satisfactorily completed before enrollment in Level II nursing courses; Level II before Level III; and Level III before Level IV. A student, with adviser support, may petition the Nursing Academic Affairs Committee for exception to policy based on rationale of significant merit.
- Transfer students who are admitted during the sophomore year may take NURS-110 concurrently with Level II nursing courses. A petition to the Nursing Academic Affairs Committee is not required.
- To progress to NURS-300, students must earn a minimum of C in NURS-110, CHEM-150, BIOL-170, BIOL-280 and BIOL-231 to enroll. A student must also have a minimum cumulative GPA of ≥ 2.70 at the end of the fall semester to progress to NURS-300. Those students whose cumulative GPAs fall below the 2.7 standard will be dismissed from the nursing program but will be given opportunity to change majors at Capital University. (Pre-Licensure Committee, 2011-2012; Rev. 2014-2015; Rev. SP2022).
- To progress to junior level nursing courses, students must have completed all level 1 and level 2 science and nursing courses with a minimum grade of "C."

Additionally, students must have earned ≥ 2.70 accumulative GPA and must have successfully completed NURS-300, NURS-301, and N201 to progress into junior level nursing courses. Those students whose overall cumulative GPAs fall below the 2.7 standard will be dismissed from the nursing program but will be given opportunity to change majors at Capital University prior to the next academic term.

An earned grade of "C" or better is required for all required biological/physical sciences (BIOL-170, BIOL-231, BIOL-232, BIOL-280, and CHEM-150). A grade of C- in science courses is not acceptable.

- For transfer students, to progress to NURS-300, students must have completed required science courses (BIOL-170, 231, and 280; CHEM-150 or 130/131) with a C or higher if taken

at Capital University and a minimum cumulative GPA of 2.50 or above or an average 2.75 if courses were transferred from another institution. Any online science course must be pre-approved. In addition, transfer students must have completed all other 100 and 200 level nursing courses with a minimum grade of C and have completed PSYCH-110, Reading and Writing (UC-110), Speaking and Listening (UC-120), and the Cultural Pluralism (UC-270) Signature Learning goals or transfer equivalents.

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

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

- If a student receives a C- or D in a science course, they must follow the prerequisites listed for each course. The University recognizes a C- or D as a passing grade and therefore students may progress to the next science course; however, the School of Nursing requires at least a C in all science courses prior to entering NURS-300 and other junior level nursing courses.

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 science course. If a student has received a C-, D, or F in BIOL-231 or BIOL 280, they will not be allowed to progress into NURS-300 or NURS-301. If a student earns a C-, D, or F in BIOL-231, 232, or BIOL-280, they will not be able to progress to junior level nursing courses. Students should discuss their academic plan with their adviser.

- If a nursing student wishes to repeat a science at another institution, the student must ascertain the transferability of the proposed course and complete a Transient Student Request form. The student must earn a C (2.00) or higher in the course to meet the nursing science requirement at Capital. Approved courses successfully completed at another university will meet the course requirement. The grade received at the other university will not be calculated into the Capital GPA on the official transcript; however, the grade will be calculated into their overall science GPA for the purpose of progression within the School of Nursing. No online courses will be accepted without pre-approval of the online version. All transfer science courses need a laboratory component.
- If a student's grade in a science course is an F, the student must successfully repeat the course before progressing into the next science course. Extending the program or summer study is recommended in this situation.
- The current semester final grade report from the Registrar is the grade report used for evaluation of grades and GPA for eligibility for progression in nursing.

- If a course failure is due to a variance in expected behavior (e.g. professional or academic integrity violation) the course failure will be included in the total number of nursing courses that may be repeated, even if the student withdraws from the course prior to the grade being documented in the student's grade report. Documentation regarding the assigned course failure will be noted in the student's file regardless of whether the course failure is indicated on the student's grade report (FO mtg 4/2020)
- No more than one required 500 level nursing course may be repeated; a required nursing course may be repeated only once. The 500-level course grading scale is per the *Graduate Program Handbook*.
- A student who receives a grade below C (78%) in a required nursing course must repeat the course and earn a grade of C or better before progressing to the next level or to the next graduate course.
- Nursing courses designated as prerequisite courses must be satisfactorily completed prior to registration in subsequent courses.
- 300 and 400 level nursing courses in each semester must be completed satisfactorily prior to enrollment in the subsequent semester courses or graduate courses. A student, with adviser support, may petition the Academic Affairs Committee for exception to the policy based on rationale and significant merit.
- Clinical practice or a laboratory component in a course must be passed satisfactory. All clinical and laboratory hours must be completed. If a student must miss a clinical and the absence is beyond a student's control, an incomplete may be granted. An alternative assignment may be offered for a minimum amount of clinical. An unsatisfactory in clinical practice or in the laboratory setting will result in a course grade of a D or F. If a student receives an unsatisfactory in clinical practice or laboratory, the course grade will be an F if the exams and other components are below 70%. The student can earn no higher than a D.
- A cumulative GPA of 2.25 or higher must be achieved to continue to progress to subsequent semesters.
- If a student receives < 900 on an Evolve Specialty exam, the student will be placed on a Supplemental Learning Plan to remediate on the content prior to proceeding to the next course specialty exam. Students will be notified of the required Supplemental Learning Plan by the Evolve Coordinator. Credit for completion of the Supplemental Learning Plan is applied in the next clinical course.
- Graduate level (500 level) courses, which include NURS-500, NURS-520, and NURS-530, may be taken in any order in the curriculum and registration will be done by the student's adviser and the Associate Dean of the Post-Licensure Program due to space considerations.
- 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 ABSN courses and repeat the 500 level courses in which the student earned a failing grade prior to graduation.

Assessment panel (UCAP) Committee will then review the portfolio for potential experiential learning credit. (OAC 4723-5-12-3a-c) (Updated 9/15)

Policy on Transient Student Credit

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

Prior to taking courses as a transient student at another University, students are advised to complete the Transient Student Form and seek approval from the Chair of the Department of which the course is offered. Students must also obtain approval of their academic adviser for transient courses. Note that a minimum grade of C is required by Capital University for transfer credit. Also note that the School of Nursing requires that if a required science course is taken at another university a minimum grade of C is required to transfer in or to replace a previously failed science taken at Capital University. In addition, while only the credits transfer to the official Capital transcript, the grade will be used to calculate the overall GPA as it applies to progression within the SON. Online science courses are generally not accepted by the Department of Natural Sciences unless that online version is pre-approved by a science faculty.

Capital University does have articulation agreements with many other universities in the region. Courses listed on the articulation agreements are already pre-approved for transfer to the University; however, these courses may still require approval by the School of Nursing for application of credit toward the nursing major.

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

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

Leave of Absence

A Leave of Absence may be granted to a student who wishes to interrupt, but not permanently discontinue, enrollment at Capital University. Leaves of up to one academic year may be granted including transient work. Requests must be approved by a University Dean and the Dean of the Nursing and submitted to the University Registrar. A Leave of Absence allows a student to return without the necessity of reapplying to the nursing program. A Leave of Absence greater than one year will require readmission into the School of Nursing (see admission criteria previously outline in this document).

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

Academic and Professional Behaviors / Misconduct

Traditional Undergraduate and Accelerated BSN Nursing Programs

If a student has been identified by faculty as exhibiting behaviors at variance or minimally congruent with the School of Nursing (SON) 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 F). Faculty will follow the procedure outlined in the Variance Report form.

(Revised: 2011-2012 Pre-Licensure Student Handbook)

The SON expects behavioral characteristics of students that include, but are not limited to accountability, safety in clinical practice, ethical conduct, responsibility for learning, professional appearance, attitude, communication, and adherence to academic, professional, and disciplinary policies. These behaviors are stipulated in, but not limited to, the *SON Student Handbooks*, the *Capital University Bulletin*, the *Capital Student Handbook*, Course Syllabi, and/or Policies of Affiliated Clinical Agencies. General faculty expectations of student behavior can be found in Appendix C.

Students are also expected to notify faculty if they cannot comply with the Essential Performance Policy (located in Section 5) and are responsible for completing the nursing health assessment form, immunization form, tuberculosis (PPD) screening, CPR Health Care Provider certification, liability insurance, and background/fingerprinting requirements prior to entering a clinical agency. These forms and required documents need to be completed and on file with the SON by the date stipulated by the SON and by the date stipulated in the course syllabus. Tuberculosis screening, CPR certification, flu vaccine, and liability insurance need to be reviewed annually and on file with the SON prior to expiration dates. Students may not attend clinical without complying with these health requirements and will receive an unexcused absence if they are unable to attend clinical. Contractual compliance related to health requirements is mandated by Health Agencies; these agencies may demand proof from the SON at any time. Unexcused absences from clinical due to health requirements will result in a course withdrawal or failure.

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

The procedure outlined in the Variance Report located in this section of this handbook will be followed. The Variance Report can be found on Appendix F.

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

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

The SON Academic Affairs Committee will review Variance Reports in relation to the total academic record of the student and circumstances in the Variance Report. The committee may ask the student and faculty member to discuss the matter and the student may request to speak to the committee. The committee may decide to impose additional sanctions in addition to the course faculty grade determination or recommendations(s).

The decision from the SON Academic Affairs Committee regarding termination / dismissal from the Nursing Program is sent to the Dean of Nursing for the final approval. A student may appeal a decision on termination / dismissal from the Nursing Program to the SON Executive Committee only based on new and compelling information. Appeal of termination / dismissal decisions of the Executive Committee of the School of Nursing can be made to the Provost only based on new and compelling information. (3/10)

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

Petitions for Exceptions to Rules on Progression

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

Grievance

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

The initial step in resolving any conflict regarding course grading is to have a formal discussion between student and faculty. The student should ask their faculty 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. All forms of cheating are considered academic misconduct i.e. copying or use of the work of other students; copying, reproducing, memorizing, or photography of exams; plagiarism (using another's ideas or words without proper documentation); etc. Professional misconduct includes giving false information either

verbally or in writing, committing acts which jeopardize the welfare of clients, or behaving in ways not consistent with professional standards. The penalty in a nursing course, for an individual responsible for academic and/or professional misconduct, may be failure of the course and/or sanctions by the SON Academic Affairs Committee.

(See the *University Undergraduate Student Bulletin and Handbook*.)

Situations involving academic or professional misconduct in a nursing or non-nursing course, as well as compromised quality of academic performance, are reviewed each term by the Academic Affairs Committee in regular or specially called meetings/votes.

The committee determines whether to place a student on:

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

Conditional Academic Status I: A student will be placed on Conditional Academic Status I (a probationary status in the nursing program) whenever their cumulative grade point average falls below the required GPA for progression. A student will also be placed on Conditional Academic Status I by reason of unsatisfactory course or clinical performance. Such action will be noted on the student's academic record. A student on Conditional Academic Status I (probationary status) may be limited to a 12-hour course enrollment by the Dean of Nursing and is encouraged to seek assistance from their adviser, the Department of Academic Success, and the Center for Health & Wellness.

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

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

Disciplinary Warning: The student is notified that a behavior that violates the academic or professional integrity policy must be resolved and not repeated to maintain good standing in the School 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 School of Nursing for one academic semester or for an entire academic year.

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

- If a student is convicted of (or enters a plea of guilty or no contest to) a felony or serious misdemeanor;
- If, following suspension from and reinstatement to the University, the student continues to work at levels below those established by the School of Nursing;
- If, following disciplinary suspension and reinstatement to the School of Nursing, the student continues to demonstrate academic or professional misconduct;

- If the student displays a fundamental lack of ability or motivation to achieve a baccalaureate degree;
- If the Academic Affairs Committee makes a recommendation of termination / dismissal from program and the decision is referred to the Dean of Nursing for the final approval.

It is not necessary for the student to be placed on Sanctions (Academic Warning, Conditional Academic Status I or II or Conditional Disciplinary Status I or II) prior to termination / dismissal from the School of Nursing (SON). Decisions by the Academic Affairs Committee are binding. Decisions are sent to the Dean of Nursing for approval. Appeal of decisions (related to sanctions or terminations) of the SON Academic Affairs Committee can be made to the Executive Committee of the School of Nursing based on new and compelling information. Appeal of termination / dismissal decisions of the Executive Committee of the School of Nursing can be made to the Provost only based on new and compelling information. Each independent appeal will stand on its own merit.

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

Accountability

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

Variance Report

To support professional growth in the spirit of learning and to promote a culture of safety, the School of Nursing (SON) 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 School 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 F). 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 SON for a determination on the course of action as stipulated by the policy.

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

- A written description of the student behavior that is at variance with academic or professional responsibilities as stipulated in, but not limited to, the *School of Nursing Student Handbooks*, the *Capital University Bulletin*, Course Syllabi, and/or Policies of Affiliated Clinical Agencies.
- A written description of ways (goals/interventions/remediation) that must be achieved to modify the behavior and a date by which the upgraded performance must be achieved.

- A verbal discussion between student and faculty concerning the behavior at variance from expected responsibilities of students including the plan for goal/interventions/remediation and the achievement date. This is a conference time for clarification and questions.
- After the discussion, both student and faculty sign and date the Variance Report and a copy is given to the student; the faculty keeps the original for the student file.
- The student is then asked to respond to the Variance Report in writing by completing the student response part of the form within the timeframe stipulated. The student should describe factors that may have contributed to the behaviors, the potential or actual consequence of the behaviors, and ways to assure that the behavior does not reoccur.
- A date for a discussion of the student response is set at which time the student and faculty signatures are required on the response form.
- The Variance Report and student response is then copied and sent to the student's adviser, the SON Academic Affairs Committee, the Associate Dean of the Pre-Licensure Nursing Program, the Dean of Nursing, and the student. The original copy is filed in the student's file in the School of Nursing.
- After the date of achievement, faculty will document in writing the behavior, growth/progress or lack of progress and forward the report to the Chair of the SON Academic Affairs Committee and others listed above.
- Copies of the Variance Report will remain in the student's nursing file and be noted in the professional behavior area of the clinical folder.
- All Variance Reports are reviewed by the SON Academic Affairs Committee.

The SON Academic Affairs Committee will review Variance Reports to track patterns in the School of Nursing to assure safe and quality nursing care as well as adherence to policies, guidelines, standards, and procedures of the School of Nursing, Capital University, and the State Board of Nursing. The SON Academic Affairs Committee may make recommendations regarding policies to the faculty of the School 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 School of Nursing, Clinical Agencies, Capital University, or the State Board of Nursing, the SON Academic Affairs Committee may make a determination of sanctions. The SON Academic Affairs Committee's actions may include any of the Academic or Disciplinary Sanctions as approved by the School of Nursing Faculty and outlined in the *School of Nursing Student Handbooks*. The committee may meet with the student to discuss the situation and sanctions. Students have a right to meet with the committee prior to committee action and should consult with their adviser for assistance. Situations of serious, severe, or repeated violations of Faculty Expectations of Student Behavior, School of Nursing Policies as defined in the *School of Nursing Student Handbooks*, Course Policies defined in syllabi or in course orientations, Clinical Agency policies defined in orientation to clinical sites or in Clinical Guides, patient safety violations or medication errors may result in sanctions or termination / dismissal from the nursing program. In these situations, it is not required that students be provided an opportunity for remediation before a determination of sanctions.

Referral to Campus Student Services may be required as a remediation, which may include, but not be limited to, services and counseling through the Center for Health & Wellness, the Office of Academic Success, or Disabilities Services. Documentation of participation in these services is required.

The committee's actions will be documented in writing and a copy will be given to the student and the faculty member who has written the Variance Report, the student's adviser, the Dean of Nursing, the Associate Dean of the Pre-Licensure Program, and a copy will be placed in the student's file. The committee's action on termination / dismissal will go to the Dean of Nursing for final approval. Appeal of the SON Academic Affairs Committee decisions (related to sanctions/termination) can be made to the Executive Committee of Nursing based on new information. Appeal of termination / dismissal decisions from the Nursing Program can be made to the Provost only based on new information.

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

Section 7: Standardized Testing

Comprehensive Achievement Testing

Comprehensive achievement testing is integral to monitoring progression through the curriculum. This testing represents one measure of the students' overall achievement of program goals. Standardized testing is used at several points in the curriculum. Case studies, practice exams, and specialty exams are also used to measure progress in specific content areas, identify areas for further remediation, and prepare students for the licensing examination (NCLEX-RN). Two EXIT-RN examinations (HESI) are administered during the last year of the program.

Evolve Assignments and Supplemental Learning Plan (SLP)

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

Evolve Assignments

Evolve is a learning tool to help the student improve critical thinking and test-taking skills. The Evolve system of case studies, exams, and focused content coaching has been integrated throughout the nursing curriculum. It has been shown that students who utilize this tool correctly significantly improve their university exam scores and do better on the NCLEX-RN.

1. *Evolve Case Studies & Practice Tests – (5%)*

Students must complete assigned Case Studies and the Practice Tests as designated on the course calendar at a minimum 80% competency level to receive the allotted credit. Each case study & practice test is due at the designated date and time on the course calendar. Students are responsible for completing each case study by the due date on the course calendar. The case studies and the

practice tests are graded as Pass/Fail assignments based on successful completion of all assignments. Failure to complete all of the case studies and practice tests will result in a grade of zero (0%) for this assignment.

NOTE: If Evolve Case Studies and Practice Tests are used in a course, a combination of case studies and practice tests, equal 5%.

2. *Elsevier Adaptive Quizzing (EAQ) - (5%)*

Students will complete assigned adaptive quizzes over the semester related to course content using the Evolve/Elsevier Adaptive Quizzing (EAQ) program. EAQ is a program of NCLEX-RN style questions and quizzes. Students are required to complete all quizzes at an Intermediate level or Level 2 (or a minimum of 500 questions at an 80% competency level) over the semester to receive credit for this assignment. Failure to complete the EAQ assignment(s) will result in a grade of zero (0%) for this assignment.

NOTE: An adaptive quiz requires that students achieve a preset level of competency on the questions. The quiz will adapt to the way students answer questions and may provide students with additional questions to help students achieve a level of competency. Students may need to answer more than the questions assigned to achieve the competency level set for the course. Students should plan to allow sufficient time to complete the quiz; to allow for the additional adaptive questions if indicated by the program and competency level achieved. Computer adaptive quizzing, with required minimum competency, is meant to assist students to prepare for the NCLEX-RN examination.

3. *Evolve RN Specialty Tests & RN Exit Exams - (5%)*

These comprehensive tests are modeled after the NCLEX-RN exam. The specialty and exit exams will be proctored and given on the date specified on the course calendar. The conversion score earned on the RN Specialty Test or RN Exit Test versions will count for 5% of the course grade. After completing the Evolve RN Specialty Exam or Exit Exam in this course students are required to review rationales on test items that were not correct. **All missed item rationales must be reviewed to earn the 5% allotted to the exam.** Students should take the time to review rationales to enhance learning. This Specialty Test and Exit Exam Versions **are not subject to the “78% rule”**.

Coaching and Remediation of the Evolve RN Specialty Test or RN Exit Exam (HESIs):

- a. Students that score <900 on the Evolve Specialty Exam from any course in the previous semester will be required to complete a Supplemental Learning Plan (SLP). This plan will be assigned by the Evolve Coordinator. The SLP weekly assignments must be completed in this course by the 14th week of this course. The SLP will be graded S/U for completion. Failure to complete the SLP will result in a grade of zero for the percentage of the course grade allotted to Case Studies, Practice Tests and Elsevier Adaptive Quizzing (5%) and zero for the percentage of the grade allotted to the Evolve Specialty Exam or RN Exit Exam (5%) for a maximum total of 10%. The Evolve Coordinator will be responsible for evaluation of the SLP and reporting the grade earned that is to be applied to the course. In the event the student is not currently enrolled in a nursing course, the grade deduction for failing to complete the SLP program will be deducted from the next nursing course they take.
- b. Upon completion of assigned remediation for a HESI score <900, if a student demonstrates improvement of their score on their clinical Version 2 HESI test, their

converted Specialty Exam score for their current clinical course will be increased by 5%. For a student who scored >900 on their Version 1 HESI exam and who would not be required to complete SLP, they may complete optional remediation (without having to take the Version 2 exam) to be eligible for the same 5%.

Approved 2016 (PLC); Reviewed May 2019 (FO); approved 4/6/20 (PLC)

*All Specialty exams and HESI Exit Exams are required and proctored. Supplemental learning activities are required in the next nursing course for students scoring below the level established by the School of Nursing for Specialty and EXIT Assessment Exams. Semesters affected by COVID-19 may have temporary, emergency measures put in place to allow alternative format testing for specialty and RN Exit exams as well as alternative means of determining benchmarks, and altered SLP requirements (April, 2020). These changes will be communicated to students if needed.

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

Year	Assessment Exams*	Case Studies	Practice Exams	Supplemental Learning Plan (SLP)
<u>Sophomore</u> NURS-300	Specialty: Fundamentals	X	X	X
<u>Junior</u> NURS-365 or NURS-331 NURS-332	<u>Specialty:</u> Maternity / Pediatrics Parent/Newborn Nursing of Children	X X X	X X X	X X X
NURS-326 or NURS 327/328	Med/Surgical	X	X	X
NURS-318/320	Pharmacology		X	X
NURS 317/319	Pathophysiology		X	X
<u>Senior</u> NURS-463 NURS-450	<u>Specialty:</u> HESI Exit: V.1 (Fall Term) HESI Exit: V.2 (SP Term)		X X	Extra Review Course required if < 900
Start of first semester	Math Exam			X

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

Year	Assessment Exams*	Case Studies	Practice Exams	Supplemental Learning Plan (SLP)
<u>Junior</u> NURS-300	Specialty: Fundamentals	X	X	X
NURS-365 or NURS-331 NURS-332	Maternity / Pediatrics Parent/Newborn Nursing of Children	X X X	X X X	X X X
NURS-326 or NURS 327/328	Med/Surgical	X	X	X
NURS-318/320 NURS 317/319	Pharmacology Pathophysiology	X X	X X	X X
<u>Senior</u> NURS-463 NURS-450	HESI Exit: V.1 (Fall Term) HESI Exit: V.2 (SP Term)		X X	Extra Review Course required if < 900
Start of first semester	Math Exam			X

A supplemental learning plan will be assigned by the Evolve Coordinator to students that score below the level (<900) established for Evolve Specialty Exams by the School of Nursing. Student participation in the assigned supplemental learning plan (SLP) will comprise a percent of the final course grade in the next nursing course that is assigned Specialty Exams. The course syllabus will provide additional specific information concerning the Supplemental Learning Plan requirements and evaluation. Supplemental Learning Plans will be administered by the Evolve Coordinator.

Upon completion of assigned remediation for a HESI score <900, if a student demonstrates improvement of their score on their Version 2 HESI test, their Specialty Exam score for their current course will be increased by 5%. For a student who scored >900 on their Version 1 HESI exam and who would not be required to complete SLP, they may complete optional remediation (without having to take the Version 2 exam) to be eligible for the same 5%. (PLC mtg, 4/6/20)

Exit R.N. (HESI) Exam I and II for TUP, ABSN, and ABSN-H

Students will take two HESI Exit Exams. The first will be administered in the first semester of the last year of the program and the second version will be administered in the last semester prior to graduation. These exams will be administered online in a proctored setting.

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

Assessment Exams and Exit R.N. Exam (HESIs): Supplemental Learning Plan and Requirements

After each specialty exam students are required to review rationales on test items that were not answered correctly. All rationales on missed items must be reviewed to earn the course percentage allotted to the Evolve Specialty exam.

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

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

If a student does not receive a 900 on the Exit-RN Exam I, they will be required to take the NCLEX-RN review course/seminar (NURS 467) offered the following semester. In addition, failing grades in science and nursing courses may require attendance at the review course.

NCLEX-RN Review Course

If a student does not get a 900 on the Exit-RN Exam II, the student will graduate but will not be certified by the nursing program to take the NCLEX-RN Licensing Examination until further remediation is completed. Students will need to submit proof of attendance and completion of an approved NCLEX-RN review course taken at their own expense **after** the HESI Exit-RN Exam II was administered. Students are encouraged to plan accordingly and study to obtain the 900 score on the HESI Exit-RN Exam II to avoid the need for remediation after the Exit-RN Exam II.

Certification for the NCLEX-RN Licensing Exam

Entry into the practice of nursing is regulated by the licensing authorities within each of the National Council of State Boards of Nursing (NCSBN). To ensure public protection, each State Board requires candidates for licensure to pass an examination that measures the competencies needed to perform safely and effectively as a Registered Nurse.

The School of Nursing is required to send program completion letters to the Ohio Board of Nursing for graduates who are eligible to sit for the NCLEX-RN Licensing Exam and will be sitting for licensure in the state of Ohio. This certification is necessary to complete registration for the NCLEX-RN. Graduates who received a 900 or higher on the HESI- Exit RN Exam II will have their program completion letters sent to the Board of Nursing within two weeks of graduation.

If a student does not get a 900 on the HESI Exit-RN Exam II, another NCLEX-RN review course is required at the student's own expense. Costs and quality of programs vary greatly. This course must be taken **after** the HESI Exit-RN Exam II was administered. NCLEX-RN review courses taken before the Exit-RN Exam II will not meet this requirement.

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

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

Students who plan to apply for licensure outside of Ohio must notify the Administrative Assistant, Student Services prior to Graduation so the correct certification of eligibility to sit for the NCLEX-RN exam is submitted to the correct Board of Nursing. Program completion letters are automatically sent to the Ohio Board of Nursing.

Appendix R contains information on applying to the Ohio Board of Nursing for the Licensing Examination.

Section 8: Campus Resources

Everyone at Capital wants you to have a successful college experience. In addition to individual faculty, there are several other resources to help you on your way to success.

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

Office of Academic Success

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

The Office of Academic Success is located on the second floor of Blackmore Library. You may call 614-236-6327, e-mail at academicsuccess@capital.edu, or stop by the offices on the second floor to set up an appointment or discuss services provided.

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

Students will be expected to write term papers for many courses. Faculty members will inform the student of the guidelines they expect to be followed. Nursing courses use the APA writing style or format. The policy and general guidelines for term papers in nursing courses are contained in Appendix H.

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 department chairs, or course faculty.

Independently arranged one-on-one tutoring is available in a wide range of subjects. A complete listing of all the Peer Tutors, their contact information, and courses can be found in the Office and on the Academic Success website at www.capital.edu/Academic-Success starting the third week of the fall semester and the second week of the spring semester. Nursing faculty members have provided names of students who are willing to tutor nursing courses. Free online eTutoring (www.etutoring.org) is also available in accounting, anatomy/physiology, biology, chemistry, math, statistics, and writing. The subject area online tutoring is synchronous (real time) while the online writing lab has a 24-48-hour turnaround on submitted papers. Tutors are paid for by the University. Students can contact Bruce Epps, Director of Academic Success, at 614-236-6461 or

tutor@capital.edu to schedule an individualized study consultation or for additional information about Academic Success's academic support services

HELPFUL HINT: Do not 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.

Accessibility Services

If you have a documented learning disability, or believe you may have one, contact the Office of Accessibility Services (OAS) at the beginning of the semester if accommodations are necessary. Contact the Accessibility Coordinator at 614-236-6611 or accessibilityservices@capital.edu. This service can advise you regarding testing and the types of accommodations that can be arranged.

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

It is your responsibility to notify your faculty and arrange for your own special testing or other accommodations. Do this several weeks before the accommodations are needed.

Other information related to Accessibility Services on campus can also be found on page 20 of this student handbook.

CAMPUS MINISTRIES

Trinity Lutheran Seminary; 614-236-7737; dtucker@capital.edu; cfl@capital.edu; www.capital.edu/campus-ministries

Campus Ministries includes various opportunities for worship and faith formation provided by Capital, as well as the many national organizations that have recognized student groups on Capital's campus. This includes Embrace Ministries, the university-sponsored Christian campus ministry, as well as the Interfaith Student Organization, the university-sponsored interfaith ministry. You can also find opportunities with Jewish Student Association, Muslim Student Association, Catholic Student Organization, Episcopal Student Fellowship, CCO, Cru, and Young Life. Each week, Embrace hosts Capital Worship on Wednesday at 10 a.m. and Candlelight Worship Thursday at 9:09 p.m. We provide interfaith prayer space, open to members of the Capital from every spiritual background for meditation, prayer, or quiet reflection. Campus Ministries offers retreats, Bible studies, faith coaching, pastoral care, service opportunities, internships, pre-seminary preparation, book groups, Spring Break immersion trips, and much more. Reach out to Pastor Drew for more information and to get connected.

CAP CUPBOARD

Student Union 007; 614-236-6901; capcupboard@capital.edu The Cap Cupboard is an on-campus food and resource center that is available to all students at Capital University. Located in the lower level of the Student Union, the Cap Cupboard is staffed by student volunteers and professional staff members. The Cap Cupboard can also help students get connected with other resources, both on and off campus. During the academic year, the Cap Cupboard is open from 11am - 1pm and 4 - 6pm, Monday through Friday. Students can email capcupboard@capital.edu any time to set up a visit outside of these hours. Weekend Bags and Bags for Break are also available to students.

CAREER DEVELOPMENT

Blackmore Library; 614-236-6606; careerdevelopment@capital.edu
www.capital.edu/careerdevelopment

Career Development helps students identify and implement career goals that complement their learning, development, and success. Students get assistance with all aspects of their major and career planning, applying for internships and jobs, and applying for graduate and professional school. Much of the work with first-year students focuses on choosing and changing majors, exploring careers, and applying for part-time jobs. The office works intentionally with all Undeclared students.

CENTER FOR HEALTH AND WELLNESS

Kline Health Center; 614-236-6114; chw@capital.edu; www.capital.edu/health

The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus.

DIVERSITY AND INCLUSION

Student Union; 614-236-6181; odi@capital.edu; www.capital.edu/diversity-and-inclusion

Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

STUDENT SUCCESS

Ruff Learning Center; 614-236-6871; success@capital.edu; www.capital.edu/student-success

Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

TITLE IX AND SEXUAL HARASSMENT

Ruff Learning Center; 614-236-6904; titleIX@capital.edu; www.capital.edu/title-ix-and-sexual-harassment

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct. All members of the University community, including students, faculty, staff, guests, and visitors are expected to conduct themselves in a manner that does not infringe upon the rights of others. The University offers prevention and outreach programs to educate the University community about sexual misconduct and discrimination. Resources and reporting options are available to the University community by contacting the Title IX Coordinator.

The Library and Information Technology (IT)

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

Information Technology (IT) offers services at the main desk on the first floor of 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 computers available for student use 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 loaded with Microsoft Office. Numerous software packages are in the Fuld Lab for use by students. The lab is open Monday through Friday during the day and on selected evenings. The specific hours, which vary somewhat from semester to semester, are posted on the door of the Fuld Lab. Refer to Appendix I for the policy related to the use of the Fuld Lab.

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

See the current *University Undergraduate Bulletin* for other computer resources on campus. WIFI is available throughout campus.

For a complete list of Campus Resources, visit: <https://www.capital.edu/a-capital-city/resource-guide/>

Section 9: Clinical Course Requirements

Equipment and Uniforms for TUP Students

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

Early in the fall semester of the sophomore year, TUP students will receive information about ordering uniforms. The student's payment is due at the time of ordering when ordered on-line. Students are required to wear the standard Capital Nursing Uniform and follow the School of Nursing Dress Code. If students do not have uniforms for clinical, it will be considered an unexcused clinical absence. The uniform and dress code policy of the School of Nursing is contained in Appendix K.

Equipment and Uniforms for ABSN Students

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

Students will also need uniforms for clinical experiences in NURS-300 that will begin in the first semester. The student's payment is due at the time of ordering when ordered on-line. Students are required to wear the standard Capital Nursing Uniform and to follow the School of Nursing Dress Code. If students do not have uniforms for clinical, it will be an unexcused clinical absence. The uniform policy of the School of Nursing is contained in Appendix K.

Prerequisites for Clinical Experiences

Students are required to have a physical examination, documented immunizations, health insurance coverage, professional liability insurance, and current CPR certification before their first clinical experience. In addition, students are to renew professional liability insurance and personal health insurance annually, receive an annual TB screening and flu vaccine, and renew their CPR certification and COVID-19 vaccination as needed. See Appendix L for complete policy, procedures, and forms.

A health assessment examination and documentation of required information is mandatory.

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

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Appendix A: Curriculum Plans & Course Descriptions

Traditional Undergraduate Program Sample Plan

Name: _____ Advisor: _____

ID#: _____ Start Date: _____

*Credit/clock hours are equated to total theory (T), lab (L), and clinical experience (E) hours

Signature Learning Outcomes	Credit Hours = T/L/E* Credits	Clock Hours = T/L/E Hours
Reading & Writing ENG111	4 cr. hr. = 4/0/0	60/0/0
Speaking & Listening (UC-120)	3 cr.hr. = 3/0/0	45/0/0
Ethics (UC-170)	3 cr.hr. = 3/0/0	45/0/0
Fine Arts (ART-210, TH-121, MUSIC-210, etc)	3 cr.hr. = 3/0/0	45/0/0
Religion (UC-220) [UC 110/ENG111 is a prerequisite]	3 cr.hr. = 3/0/0	45/0/0
Cultural Pluralism (UC-270) [UC 170 is a prerequisite]	3 cr.hr. = 3/0/0	45/0/0
Humanities (UC-320) [UC 220 is a prerequisite]	3 cr.hr. = 3/0/0	45/0/0
Global Systems (UC 370) [UC 270 is a prerequisite]	3 cr.hr. = 3/0/0	45/0/0
Total Credit Hours	25 cr. hr. = 25/0/0	375/0/0

*Note: TAKE UC 170, UC 270, UC 370 in sequential order (Ethics Pathway)
UC 110/ENG 111, UC 220, UC 320 (Culture Pathway)

Nursing Core	Credit Hours = T/L/E* Credits	Clock Hours = T/L/E Hours
BIOL-170: General Biology	4 cr. hr. = 3/1/0	45/30/0
BIOL-280: Microbiology	4 cr. hr. = 3/1/0	45/60/0
BIOL-231: Anatomy/Physiology I	4 cr. hr. = 3/1/0	45/60/0
BIOL-232: Anatomy/Physiology II	4 cr. hr. = 3/1/0	45/60/0
CHEM-150: Gen, Organic, & Biol. Chemistry + Lab	4 cr. hr. = 3/1/0	45/45/0
PSYCH-120 or 121: Psychology	3 cr.hr. = 3/0/0 4 cr. hr. = 4/0/0	45/0/0 60/0/0
HSPTS-230: Nutrition & Diet Therapy	3 cr.hr. = 3/0/0	45/0/0
Statistics: MATH-215 or SOSCI-210	3 cr.hr. = 3/0/0 4 cr. hr. = 4/0/0	45/0/0 60/0/0
Total Credit Hours	29-31 cr. hr. = 24-26/5/0	360- 390/255/0

Nursing Major	Credit Hours = T/L/E* Credits	Clock Hours = T/L/E Hours
Level I	3 cr. hr. = 3/0/0	45/0/0
NURS-110: Introduction to Holistic Nursing [FYS]	3 cr.hr. = 3/0/0	45/0/0
Level II	12 cr. hr = 9/2/1	135/60/60
NURS-201: Human Development across the Lifespan	3 cr.hr. = 3/0/0	45/0/0
NURS-300: Foundational Nursing Concepts & Interventions	6 cr.hr. = 4/1/1	60/30/60
NURS-301: Health Assessment	3 cr.hr. = 2/1/0	30/30/0
Level III	27 cr. hr = 21/1/5	313/28/300
NURS-317: Pathophysiology I	2 cr.hr = 2/0/0	30/0/0
NURS-318: Pathophysiology II	2 cr.hr = 2/0/0	30/0/0

NURS-319: Pharmacology I	2 cr.hr = 2/0/0	30/0/0
NURS-320: Pharmacology II	2 cr.hr = 2/0/0	30/0/0
NURS-327: Adults with Acute Health Alterations I	4 cr.hr. = 2.5/0.25/1.25	37/7/75
NURS-328: Adults with Acute Health Alterations II	4 cr.hr. = 2.5/0.25/1.25	37/7/75
NURS-331: Parent-Newborn Nursing	4 cr.hr. = 2.5/0.25/1.25	37/7/75
NURS-332: Nursing of Children	4 cr.hr. = 2.5/0.25/1.25	37/7/75
NURS-366: Nrsng. Research and Evidence Based Practice	3 cr.hr. = 3/0/0	45/0/0
Level IV	25 cr. hr. = 17/3/5	271/88/300
*NURS-412: Professional Role in Health Care System	2 cr.hr. = 2/0/0	30/0/0
NURS-419: Information & Technology in Health Care	3 cr.hr. = 3/0/0	45/0/0
*NURS-400: Psychiatric/Mental Health Nursing Concepts	4 cr.hr. = 2.5/0.5/1	38/14/60
*NURS-420: Community Health Nursing	4 cr.hr. = 2.5/0.5/1	38/14/60
*NURS-450: Advanced Nursing Concepts & Interventions	3 cr.hr = 2/1/0	30/30/0
*NURS-463: Leadership in Practice Practicum	7 cr.hr. = 3/1/3	60/30/180
**NURS-467: NCLEX Review	2 cr.hr. = 2/0/0	30/0/0
Total Credit Hours	65 cr. hr. = 48+2/6/11	764/176/660

* N412 & N463 taken concurrent. N400/N420/N450 taken concurrently. May not take more than 2 clinical courses in any one semester.

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

General Electives: 5-6 Credit Hours		Credit Hours
Elective 1:	Elective 2:	
Nursing Electives (don't forget the option of a 300 level psych course for a minor)		
NURS-464: Peri-operative Nursing (2 credits – on-line, semesters vary, 8 students only)		2 cr. hr. = 2/0/0
NURS-255: Exploration of Healing Modalities (2 credits – on-line)		2 cr. hr. = 2/0/0
NURS-304: Culture and Health (2 credits – on-line)		2 cr. hr. = 2/0/0
**NURS-467: NCLEX Review Course		2 cr. hr. = 2/0/0

First Semester Fall		Second Semester Spring		Cum-Total GPA \geq2.5 req. to remain in program at end of Freshman year.
UC-170: Ethics (3) or N110 (3) Chem-150 (4) or Biol 170 (4) UC120 (3) or Engl 111 (4) Psych (3-4) SLO (3) 16-17 credits		N110: Intro to Nursing (3) or UC 170 (3) Chem-150 (4) or Biol 170 (4) UC120 (3) or Engl 111 (4) Psych or Stats (3-4) SLO (3) 16-17 credits		
Third Semester Fall		Fourth Semester Spring		Cum-Total GPA \geq2.7 req. to remain in program prior to entering and after completing N300/301 (prior to starting junior level clinical courses).
HSPTS-230: Nutrition (3) or N201 (3) Biol 231 Anatomy/Physiology I (4) Biol 280: Microbiology (4) Statistics (3-4) SLO (3) 17-18 credits		HSPTS-230: Nutrition (3) or N201 (3) Biol 232 Anatomy/Physiology II (4) N300: Foundational Nrsrg Concepts (6) N301: Health Assessment (3) 16 credits		
Fifth Semester Fall		Sixth Semester Spring		
N327/328: Adults with Acute Health Alterations I and II (4+4) or N331: Parent/Newborn and N332 Nrsrg of Children (4+4) N317: Pathophysiology I (2) N319: Pharmacology I (2) N366: Nursing Research (3) or UC 320 (3) 12-15 credits		N327/328: Adults with Acute Health Alterations I and II (4+4) or N331: Parent/Newborn and N332 Nrsrg of Children (4+4) N318: Pathophysiology II (2) N320: Pharmacology II (2) N366: Nursing Research (3) or UC 320 (3) 12-15 credits		
Seventh Semester Fall		Eighth Semester Spring		
*N412: Professional Role (2) *N463: Leadership in Practice (7) N419: Info & Tech in Healthcare (3) or UC 370: Global Systems (3) 12 credits		*N400: Psych & Mental Health (4) *N420: Community Health (4) *N450: Adv. Nursing Concepts (3) N419: Info & Tech in Healthcare (3) or UC 370: Global Systems (3) **N467: NCLEX Review (2) 14-16 credits		

* N412 & N463 taken concurrent. N400/N420/N450 taken concurrently. May not take more than 2 clinical courses in any one semester.

**Last semester - Students are required to take the NCLEX Review course if HESI < 900. Students may take an elective or the NCLEX Review course if HESI \geq 900.

Approved: 9/2014 (PLCC); Approved: 10/2014 (FO); Approved: 11/2014 Capital University Curriculum Committee; Approved 5/2019 (FO) edited 12/2019, 12/20, 6/21, 3/22

ABSN Program Sample Plan

Name:

Advisor:

ID#:

Start Date:

*Credit/clock hours are equated to total theory (T), lab (L), and clinical experience (E) hours

Nursing Major	Credit Hours = T/L/E* Credits	Clock Hours = T/L/E Hours
Level I, Term I (Fall)	12 cr.hr = 9/2/1	135/60/60
NURS-300: Foundational Nursing Concepts & Interventions	6 cr.hr. = 4/1/1	60/30/60
NURS-301: Health Assessment	3 cr.hr. = 2/1/0	30/30/0
NURS-305: Theoretical Foundations of Nursing	3 cr.hr. = 3/0/0	45/0/0
Level I, Term II (Spring)	15 cr.hr = 12/0.5/2.5	179/14/150
NURS-317: Pathophysiology I	2 cr.hr = 2/0/0	30/0/0
NURS-319: Pharmacology I	2 cr. hr. = 2/0/0	30/0/0
NURS-327: Adults with Acute Health Alterations I – mod. 1	4 cr.hr. = 2.5/0.25/1.25	37/7/75
NURS-328: Adults with Acute Health Alterations II – mod. 2	4 cr.hr. = 2.5/0.25/1.25	37/7/75
NURS-500: Statistics	3 cr.hr. = 3/0/0	45/0/0
Level I, Term III (Summer)	12 cr.hr. = 9/0.5/2.5	134/14/150
NURS-318: Pathophysiology II	2 cr.hr. = 2/0/0	30/0/0
NURS-320: Pharmacology II	2 cr.hr. = 2/0/0	30/0/0
NURS-331: Parent-Newborn Nursing – mod. 1 or 2	4 cr.hr. = 2.5/0.25/1.25	37/7/75
NURS-332: Nursing of Children – mod. 2 or 1	4 cr.hr. = 2.5/0.25/1.25	37/7/75
Level II, Term IV (Fall)	14 cr.hr. = 10/2/2	151/58/120
NURS-400: Psych/Mental Health Nursing Concepts – mod. 1 or 2	4 cr.hr. = 2.5/0.5/1	38/14/60
NURS-420: Community Health Nursing – mod. 1 or 2	4 cr.hr. = 2.5/0.5/1	38/14/60
NURS-450: Adv. Nursing Concepts	3 cr.hr = 2/1/0	30/30/0
Graduate Course: NURS-520 or 530	3 cr.hr. = 3/0/0	45/0/0
Level II, Term V (Spring)	14 cr.hr. = 10/1/3	165/15/180
NURS-463: Leadership in Practice	7 cr.hr. = 3/1/3	60/30/180
NURS-412: Professional Role	2 cr.hr. = 2/0/0	30/0/0
Graduate Course: NURS-520 or 530	3 cr.hr. = 3/0/0	45/0/0
**NURS-467: NCLEX Review	2 cr.hr. = 2/0/0	30/0/0
Total Credit Hours	65 cr.hr. = 50/6/11	764/176/660

Prerequisites to the ABSN Program
Anatomy & Physiology I & II
Lifespan Growth & Development
Bio-Chemistry
Microbiology

****Students are required to take the NCLEX Review seminar course if HESI EXIT RN 1st test < 900; Students may take the NCLEX Review course (elective) if HESI EXIT 1st test ≥ 900. See Section 7: Standardized Testing – Nursing Student Handbook**

Minimum total credits: 65 credit hours

First Semester Level I, Term I	Second Semester Level I, Term II	Third Semester Level I, Term III
N300: Foundational Nursing Concepts (6) N301: Health Assessment (3) N305: Theoretical Foundations of Nursing (3) 12 credits	N327 & N328: Adults w/ Acute Health Alterations I & II (4+4) N317: Pathophysiology I (2) N319: Pharmacology I (2) N500 Stats (3) 12 credits	N318: Pathophysiology II (2) N320: Pharmacology II (2) N331 & 332: Mod 1 & 2 15credits
Fourth Semester Level II, Term IV	Fifth Semester Level II, Term V	
*N400: Psych & Mental Health Mod 1 or 2 (4) *N420: Community Health Mod 2 or 1 (4) *N450: Adv. Nursing Concepts (3) N520: Adv. Nursing Research (3) or N530 (3) 14 credits	*N412: Professional Role (2) *N463: Leadership in Practice (7) N530: Nursing Informatics (3) or N520 (3) **N467: NCLEX Review* (2) 12 (14) credits	

*** N412 & N463 taken concurrent. N400/N420/N450 taken concurrently. May not take more than 2 clinical courses in any one semester.**

****Last semester - Students are required to take the NCLEX Review seminar course if HESI EXIT RN 1st test < 900; Students may take the NCLEX Review course (elective) if HESI EXIT 1st test ≥ 900. See Section 7: Standardized Testing – Nursing Student Handbook**

ROTC Curriculum Plan (see Traditional Program Sample Plan for equivalent clock hours):

Name:

Advisor:

ID#:

Start Date:

Signature Learning	Credit Hours
Reading & Writing (ENGL- 111)	3
Speaking & Listening (UC-120)	3
Ethical Thought (UC-170)	3
Cultural Pluralism (UC-270)	3
Fine Arts (ART-210, TH-121, MUSIC-210, etc)	3
Religion (UC-220)	3
Humanities (UC-320)	3
Global Systems (UC-370)	3
Total Credit Hours	24 hours

Nursing Core	Credit Hours
BIOL-170: Bio for Pre-Nursing	4
BIOL-280: Microbiology	4
BIOL-231: Anatomy/Physiology I	4
BIOL-232: Anatomy/Physiology II	4
CHEM-150: Chemistry	4
PSYCH-120 or 121: Psychology	3-4
HSPTS-230: Nutrition & Diet Therapy	3
Statistics: MATH-211, MATH-215, SOSCI-210	3-4
Total Credit Hours	29-30 hours

Nursing Major	Credit Hours
Level I	
NURS-110: Introduction to Holistic Nursing	3
Level II	
NURS-201: Human Development across the Lifespan	3
NURS-300: Foundational Nursing Concepts & Interventions	6
NURS-301: Health Assessment	3
Level III	
NURS-317: Pathophysiology I	2
NURS-318: Pathophysiology II	2
NURS-319: Pharmacology I	2
NURS-320: Pharmacology II	2
NURS-327: Adults with Acute Health Alterations I	4
NURS-328: Adults with Acute Health Alterations II	4
NURS-331: Parent-Newborn Nursing	4
NURS-332: Nursing of Children	4
NURS-366: Nursing Research and Evidence Based Practice	3
Level IV	
NURS-412: Professional Role in Health Care System	2
NURS-419: Information & Technology in Health Care	3
NURS-400: Psychiatric/Mental Health Nursing Concepts	4
NURS-420: Community Health Nursing	4
NURS-450: Advanced Nursing Concepts & Interventions	3

Military Science Minor	Credit Hours
MS-111: Introduction to the Army & Critical Thinking	2
MS-112: Introduction to the Profession of Arms	2
MS-211: Foundations of Leadership	3
MS-212: Foundations of Tactical Leadership	3
MS-311: Adaptive Team Leadership	3
MS-312: Applied Team Leadership	3
MS-313: Cadet Leaders Course (CLC)	3
MS-411: Adaptive Leadership	3
MS-412: Leadership in Complex World	3
Nursing Summer Training Program*	0
Military History Course**	3
Total Credit Hours	28 hours

124 semester hours minimum required for BSN degree.

28 semester hours minimum required for Military Science minor.

*Participation in the Nursing Summer Training Program is an optional experience available during the summer following the junior year.

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

First Semester		Second Semester		Summer Term	
N110: Intro to Nursing (3) PSYCH-120 or 121 (3-4) MS-111 (2) ENGL-111 or UC-120 (3) Sig. Learning (3): _____ Sig. Learning (3): _____ <p style="text-align: right;">17 credits</p>		CHEM-150 (4) BIOL-170 (4) MS-112 (2) ENGL-111 or UC-120 (3) Ethics (UC170)(3): _____ Sig. Learning (3): _____ <p style="text-align: right;">19 credits</p>		Signature Learning Course (3) _____ Cum-GPA \geq 2.5 req. at end of freshman year to remain in nursing program. Cum-GPA \geq 2.7 is required to remain in program prior to and upon completion of N300/301.	
Third Semester		Fourth Semester			
HSPTS-230: Nutrition (3) BIOL-231: Anatomy/Physiology I (4) BIOL-280: Microbiology (4) MS-221 (3) Statistics (3-4) <p style="text-align: right;">17-18 credits</p>		N201: Human Development (3) BIOL-232: Anatomy/Physiology II (4) N300: Foundational Nrsng Concepts (6) N301: Health Assessment (3) MS-212 (3) <p style="text-align: right;">19 credits</p>		Cum-GPA \geq 2.7 is required to remain in the nursing program at end of N300/301	
Fifth Semester		Sixth Semester			
N327 & N328: Adults w Acute Hlth Alterations I & 2 (4+4) or N331 & N332 (4+4) N317: Pathophysiology I (2) N319: Pharmacology I (2) MS-311 (3) UC-320: Humanities (3) <p style="text-align: right;">18 credits</p>		N327 & N328: Adults w Acute Hlth Alterations I & 2 (4+4) or N331 & N332 (4+4) N318: Pathophysiology II (2) N320: Pharmacology II (2) N366: Nursing Research (3) MS-312 (3) <p style="text-align: right;">18 credits</p>		Nursing Summer Training Program (Optional)	
Seventh Semester		Eighth Semester			
N412: Professional Role (2) N419: Info & Tech in Healthcare (3) N463: Leadership in Practice (7) MS-411 (3) Sig. Learning (3) _____ <p style="text-align: right;">18 credits</p>		N400: Psych & Mental Health (4) N420: Community Health (4) N450: Adv. Nursing Concepts (3) MS-412 (3) NURS-467 (2)* HIS 305** <p style="text-align: right;">14-16 credits</p>		Total BSN Credits Required: 124 Total MS Credits Required: 28	

Nursing Electives

NURS-493: Peri-operative Nursing
NURS-493: Exploration of Healing Modalities
NURS-493: Transcultural Nursing
NURS-467: NCLEX Review Course

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

**HIS 305 (Civil War & Restoration) is offered every other year spring semester. If the student is unable to schedule this class for the 8th semester, HIS 321 (Vietnam History) may be substituted with approval o the ROTC Advisor (9/19) Approved: 9/2014 (PLCC); Approved: 10/2014 (FO); Approved: 11/2014 Capital University Curriculum Committee Updated course numbers Approved 4/2019 TUP

Course Descriptions

NURS-110: Introduction to Holistic Nursing Practice (3)

(UC 100 Cognate Course) An entry-level course that introduces students to the discipline of nursing. The evolving role of nursing and other inter-professional team members, historical events, theory, and health care system are examined. The conceptual framework of the nursing program is examined and beginning concepts are introduced. Students begin to incorporate self-care and reflection into their own lives as a foundation for holistic nursing care. Placement: Freshman year or first semester after transferring into the program. Prerequisite(s): None. Transfer students may take this concurrently with NURS-300. Open to nursing and non-nursing majors. (3 credits of lecture per 15 weeks).

NURS-110H: Introduction to Holistic Nursing Practice (3)

(UC 100 Cognate Course) 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 systems 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. (3 credits (3 hrs. lecture per week) for 15 weeks). Prerequisites: Honors Program.

NURS-201: Human Development Across the Life Span (3)

Significant concepts of human growth and development throughout the life span are considered from the perspective of the individual, family, and nursing. The five domains that affect the human organism from conception through elder years are examined: biophysical, cognitive, social, affective, and spiritual. Maximizing the human potential is discussed across the life span utilizing concepts such as: communication, play, sexuality, moral development, adaptation to uniqueness, and death. Placement: Sophomore nursing major. Prerequisite(s): PSYCH-120 or Psych 121, NURS-110 pre-or co-requisite. (3 credits of lecture per 15 weeks)

NURS-255: Exploration of Healing Modalities (2)

This online course explores the use of various complementary and alternative modalities to promote well-being. Healing modalities such as meditation, stress management, and several other therapies will be examined. Experiential learning will be a key component to learners fully discovering the expansiveness of holistic health. Open to all undergraduate and adult students. Prerequisite(s): None

NURS-300: Foundational Nursing Concepts and Interventions (6)

Introduces the student to the role of the nurse in providing basic holistic nursing care. This course emphasizes implementation of the nursing process within the framework of the Nursing Department curricular concepts: critical thinking, communication, caring, culture, systems and transitions. Foundational concepts and interventions essential to holistic nursing practice are emphasized. The course includes theory, laboratory practice and a clinical practicum directed at the care of adults in a variety of health care systems (4 credits lecture = 60 hrs given 4 hrs/week x 15 weeks; 1 credit lab = 2 hrs/week x 15 weeks; 1 credit clinical given 5 hrs/week x12 weeks- Offered fall and spring.) (*Special Fee applies (see "Special Fees" in the "Financial" section of the *Undergraduate Bulletin*). Prerequisite(s): ABSN: direct admission to program; TUP: BIOL-231, BIOL-280, CHEM-150, UC-110 or ENGL-111, UC-120, NURS-110 or NURS-110H and may be taken concurrently with HSPTS-230 or NURS-201. Min GPA 2.7. Corequisite or Prerequisite: NURS 301.

NURS-301: Health Assessment (3)

This theory/laboratory course provides students with the knowledge and skills required to conduct a comprehensive systems based health assessment using a holistic framework. Patient health care needs will be determined by the process of analyzing assessment data using the curricular concept of critical thinking / critical judgment. Standard terminologies, documentation standards and techniques, therapeutic communication and teaching / learning principles are explored. Health promotion and patient centered care are emphasized. Variations in assessment and health needs of patients across cultures and the lifespan are explored. Lecture - 2 credits = 2 hrs/week x 15 weeks and Lab - 1 credit = 2 hrs/week x 15 weeks). ABSN: direct admission to program; TUP: BIOL-231, BIOL-280, UC-110 or ENGL-111, and UC-120. May be taken concurrently with NURS-110, NURS-201, HSPTS-230 and/or BIOL-232. Corequisite: NURS300. May be taken prior to NURS300 with instructor permission.

NURS 304: Transcultural Nursing (2)

This course focuses on the challenges of nurses to provide culturally competent care to members of a multicultural society. Students will examine the effects of cultural beliefs and practices that influence both family health care practices as well as health care delivery. A variety of theoretical models of cultural competency and cultural assessment tools are examined. Selected cultural practices will be examined with more depth. The course will provide opportunities for students to investigate specified topics in discussion papers online. (2 credits = 2 hours theory/week x 15 weeks = 30 hours). Prerequisite(s): No pre-requisites but basic computer literacy is required. Open to all students including non-nursing majors.

NURS-305: Theoretical Foundations of Nursing (3)

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

NURS-317: Pathophysiology I (2)

An integrated bio-behavioral approach to pathophysiology will be used in this course. Emphasis will be on the relationship between biologic and behavioral responses to pathophysiology across the lifespan. This is an upper division course in nursing that incorporates prerequisite course work and facilitates critical thinking. Topics included are: Stress and immunity, immune system diseases, diseases of hematologic, cardiovascular, renal, respiratory, and gastrointestinal systems. Placement: Junior year. Taken concurrently with NURS 319 and may be taken concurrently with NURS 326 , NURS 365, NURS 331, NURS 332, NURS 327, and/or NURS 328. (2 credits of lecture = 2 hours per week x15 weeks.) Prerequisite(s): Junior level standing in nursing, successful completion of Biol. 231 & 232, or permission of instructor for non-nursing majors.

NURS-318: Pathophysiology II (2)

An integrated systems and concept based approach to the study of pathophysiology will be used in this course. Emphasis will be on the relationship between biologic and behavioral responses to pathophysiology across the lifespan. This is an upper division course in nursing that incorporates prerequisite course work and facilitates critical thinking. NURS-318 is a continuation of NURS-317. Topics included are endocrine, neurology, musculoskeletal, reproduction, neoplasia, genetics / genomics and special senses. Placement: Junior standing. Taken concurrently with NURS 319 and may be taken concurrently with NURS 326 , NURS 365, NURS 331, NURS 332, NURS 327, and/or NURS 328 (2 credits of lecture (2 hours per week) x 15 weeks) Prerequisite(s): Junior level standing in nursing, successful completion of Biol. 231 & 232, or permission of instructor for non-nursing majors.

NURS-319: Pharmacology I (2)

This course uses an integrated systems and concept based approach to the study of pharmacology. Emphasis will be on the relationship between biophysical, socio-cultural, behavioral, and pharmacological responses across the lifespan. This course incorporates prerequisite course work and facilitates critical thinking. Topics include principles of pharmacology and pharmacologic agents for conditions related to stress and immunity, infection, cardiovascular, hematologic, respiratory, renal, and gastrointestinal systems. Placement: Junior standing. Taken concurrently with NURS 319 and may be taken concurrently with NURS 326 , NURS 365, NURS 331, NURS 332, NURS 327, and/or NURS 328. (2 credits of lecture (2 hours per week) x 15 weeks) Prerequisite(s): Junior-level standing in Nursing, successful completion of Biol. 231 & 232, or permission of instructor for non-nursing majors.

NURS-320: Pharmacology II (2)

This course uses an integrated systems and concept based approach to the study of pharmacology. Emphasis will be on the relationship between biophysical, socio-cultural, behavioral, and pharmacological responses across the lifespan. This course incorporates prerequisite course work and facilitates critical thinking. NURS-320 is a continuation of NURS-319. Topics include: Medications used to treat Neurological, Psychological, Musculoskeletal, Endocrine, Sensory, Reproductive, and Neoplastic Disorders. Placement: Junior standing. Taken concurrently with NURS 319 and may be

taken concurrently with NURS 326 , NURS 365, NURS 331, NURS 332, NURS 327, and/or NURS 328 (2 credits lecture (2 hrs per week) x 15 weeks) Prerequisite(s): Junior- level standing in nursing, successful completion of Biol. 231 & 232, or permission of instructor for non-nursing majors.

NURS-326: Nursing of Adults with Acute Health Alterations (8)

The focus of this course is nursing management of adults of all ages who are experiencing acute health alterations affecting multiple body systems. Emphasis is on expanding and applying knowledge of health alterations for the purpose of helping adults achieve their optimum level of health. This course includes theory (5 credits = 5 hrs. per week), laboratory (0.5 credits = 15 hrs. per term), and clinical (2.5 credits = 150 hrs. per term). (*Special Fee applies (see "Special Fees" in the "Financial" section of the *Undergraduate Bulletin*). Placement: Junior standing. Prerequisites: NURS-201, NURS-300, NURS-301.

NURS 327 - Nursing of Adults with Acute Health Alterations I (4)

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. (Theory = 2.5 semester hours = 5.35 hours/week/7wks = 37.5 semester hours; Clinical 1.25 semester hours = 10.7 hours/week/7wks = 75 semester hours; Lab 0.25 semester hours = 1 hour/week/7 weeks = 7 semester hours; Total clinical/lab: 82.5 semester hours). Special Fee applies (see "Special Fees" in the "Financial" section of the undergraduate bulletin). Prerequisite(s): Placement: Junior standing. NURS 201, HSPTS 230, NURS 300 and NURS 301. **Open to students admitted fall 2021 or after.**

NURS 328 - Nursing of Adults with Acute Health Alterations II (4)

The focus of this course is nursing management of adults of all ages who are experiencing acute health alterations that may impact 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 standing. (Theory = 2.5 semester hours = 5.35 hours/week/7wks = 37.5 semester hours; Clinical 1.25 semester hours = 10.7 hours/week/7wks = 75 semester hours; Lab 0.25 semester hours = 1 hour/week/7 weeks = 7 semester hours; Total clinical/lab: 82.5 semester hours) Special Fee applies (see "SPECIAL FEES" in the FINANCE section of this Bulletin). Prerequisite(s): NURS 201, HSPTS 230, NURS 300, and NURS 301 **Open to students admitted Fall, 2021 or after.**

NURS 331 - Parent and Newborn Nursing (4)

This theory and clinical course focuses on the transitions related to the childbearing 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 with the opportunity to apply concepts of physiology, pathophysiology and related pharmacology as well as medical-surgical nursing therapeutic skills in the perinatal clinical setting. (Theory = 2.5 semester hours = 5.35 hours/week/7wks = 37.5 semester hours; Clinical 1.25 semester hours = 10.7 hours/week/7wks = 75 semester hours; Lab 0.25 semester hours = 1 hour/week/7 weeks = 7 semester hours; Total clinical/lab: 82.5 semester hours) Offered fall/spring/summer. Special fee applies (see "Special fees" in the "Financial" section of the undergraduate bulletin). Prerequisite(s): Placement: Junior standing. Pre-requisites: NURS 201, HSPTS 230, NURS 300 and NURS 301. **Open to students admitted Fall, 2021 or after.**

NURS 332 - Nursing of Children (4)

This theory/clinical course focuses on the transitions related to the childbearing and childrearing 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. (Theory = 2.5 semester hours = 5.35 hours/week/7wks = 37.5 semester hours; Clinical 1.25 semester hours = 10.7 hours/week/7wks = 75 semester hours; Lab 0.25 semester hours = 1 hour/week/7 weeks = 7 semester hours; Total clinical/lab: 82.5 semester hours). Offered fall/spring/summer. Special fee applies (see "Special fees" in the "Financial" section of the undergraduate bulletin). Prerequisite(s): Placement: Junior standing. Pre-requisites: NURS 201, HSPTS 230, NURS 300 and NURS 301. **Open to students admitted Fall, 2021 or after.**

NURS-365: Families in Transition (8)

This theory/clinical course focuses on the transitions related to the childbearing 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. (5.0 credits / 75 hours of lecture/term, 0.5 credit /15 hours/term of laboratory and 2.5 credits /150 hours clinical (9-16 hrs/week) x 14 weeks fall and spring terms and x 12 weeks in summer term). (*Special Fee applies (see "Special Fees" in the "Financial" section of the *Undergraduate Bulletin*). Placement: Junior standing. Pre-requisites: NURS-201, NURS-300 and NURS-301.

NURS-366: Nursing Research (3)

This course involves the study of the historical development and status of research in nursing and evidence-based practice in nursing. The course includes an in-depth examination of the research process, particularly as it relates to nursing. Students identify practice issues; critique published research and implement nursing research utilization strategies. Placement: Junior standing. (3 credits lecture per 15 weeks.) Prerequisite(s): SOSCI-210 or MATH-215 and NURS-300.

NURS-400: Psychiatric Mental Health Nursing Concepts (4)

A didactic and clinical course that provides opportunities to apply theoretical concepts in psychiatric / mental health nursing with individuals, families and in the community across the lifespan. Placement: Senior year. [2 credits / 2 hours/week of lecture; 0.5 credits/1 hour/week seminar and 1.5 credits clinical (6 hours per week x 15 weeks. = 90 hrs. per term)] Prerequisite(s): Senior standing. NURS-365, NURS-326, NURS-317, NURS-318, NURS-319 and NURS-320. Corequisite: NURS420 and NURS450. (*Special Fee applies (see "Special Fees" in the "Financial" section of the *Undergraduate Bulletin*)

NURS-412: Professional Role in the Health Care System (2)

Offers students transition strategies as they move into professional nursing practice. The course examines the role of the professional nurse with consideration given to political, social, economic, legal, and ethical dimensions of that role and the structure and process of the health care system. Issues of nursing management and leadership are integrated into the course. (2 credits of lecture per 15 weeks). Prerequisites: Senior standing. Corequisite: NUR463.

NURS-419: Informatics and Technology in Healthcare (3)

This course examines professional, social, legal and ethical issues related to technology and informatics in health-care. Access, application, evaluation, and impact of clinical information systems, / applications and technology that support data management, patient care, evidence based practice, research, education and administration are considered. Current and emerging health care technologies and software applications are explored. (3 credits lecture x 15 weeks.) Prerequisite(s): NURS-300 and NURS-301.

NURS-420: Community Health Nursing (4)

This course focuses on synthesizing nursing knowledge and community health principles as they related to population health. The concepts of community health nursing, epidemiology, levels of prevention, and health promotion/health education are emphasized. Students are given the opportunity to manage nursing care to vulnerable populations in a variety of community settings. [2 credits / 2 hours/week of lecture; 0.5 credit /1 hour/week seminar and 1.5 credits clinical (6 hours per week x 15 weeks = 90 hrs. per term)] (*Special Fee applies (see "Special Fees" in the "Financial" section of the *Undergraduate Bulletin*). Prerequisite(s): Senior standing. NURS-365, NURS-326, NURS-317, NURS-318, NURS-319 and NURS-320. Corequisite: NURS400 and NURS450.

NURS-450: Advanced Nursing Concepts and Interventions (3)

This theory / laboratory course provides students with the opportunity to integrate and synthesize advanced nursing concepts and interventions required to manage complex health problems and multisystem dysfunctions across selected patient populations. Measures to promote safety, quality and excellence of nursing care through holistic caring practice, intra/inter-professional collaboration, teamwork, and evidence are examined. Legal and ethical concepts or considerations related to complex health situations are also evaluated. (2 credit hours (2 hrs/week) lecture, 0.5 credit hour (1 hr/week) laboratory and 0.5 hour seminar (1 hr/week) x 15 weeks (Offered fall and spring) Senior standing. Prerequisite(s): NURS-317, NURS-318, NURS-319, NURS-320, NURS-326, and NURS-365. Corequisite: Must be taken with either 400 or 420, or both concurrently.

NURS-463: Leadership and Practice Practicum (7)

This capstone course provides extensive practice experience designed to assist transition from student to beginning nurse clinician. Students will examine complex clinical problems and refine previously learned health assessment, therapeutic intervention and management skills in an acute care setting. Interdisciplinary collaboration, communication and accountability are examined. Students will learn to independently manage their own learning needs under the guidance of qualified clinical leadership personnel. [4 credits Lecture, 0.25 credits (8 hrs./term) Lab, & 2.75 credits (165 hrs./term) Clinical x 15 weeks] (*Special Fee applies (see "Special Fees" in the "Financial" section of the *Undergraduate Bulletin*). Pre-requisites include: Senior Standing. NURS-326 and NURS-365. Corequisite: NURS412

NURS 464 - Peri-Operative Nursing

This course is designed to provide students with foundational knowledge in the concepts of perioperative nursing. Students will have the opportunity to gain knowledge for preoperative, intra-operative, and post-operative care. Special concerns of the surgical environment including anesthesia care, patient safety, infection and quality control, patient prep and positioning, and holistic and legal aspects of surgical care will be explored. Emphasis will be placed on the importance of promoting a culture of safety and teamwork, role development, and the incorporation of ethics and evidence-based practices in the care of the surgical patient and family. Prerequisite(s): Successful completion of all junior level courses. Must be taken in concurrently with N463. **Enrollment open by application process only.**

NURS 467: NCLEX-RN Review (2)*

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

NURS 491: Independent Study (1-4)

Independent study on various topics related to nursing may be offered.

NURS 493: Various Course Topics (1-4)

Various course topics related to nursing may be offered.

ABSN Program Graduate Level Courses

NURS-500: Advanced Statistics (3)

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

NURS-520: Advanced Nursing Research (3)

This course 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. This course also examines evidenced-based practice (EBP) and provides opportunities for students to develop EBP skills (3 hours lecture per 15 weeks). Prerequisite: NURS500 highly recommended

NURS-530: Healthcare Informatics and Technology (3)

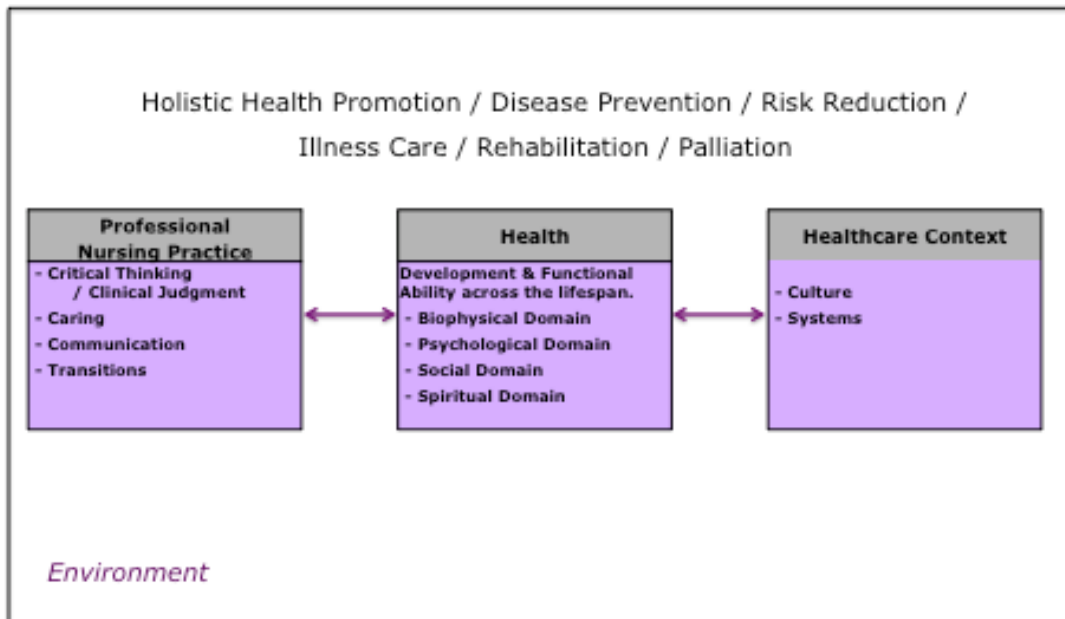
This course introduces concepts, issues, trends and theories concerning informatics and technology in healthcare. Various health information systems, applications and technologies are examined. The role of informatics for promoting quality and safety in healthcare is emphasized. The culture of technology in healthcare, impact of technology on patients and providers, and human factors interactions are explored. Usability testing frameworks, informatics standards and standardized languages are also introduced. (3 hours of lecture x 15 weeks). Prerequisite: basic computer literacy; NURS500 highly recommended

Appendix B: Conceptual Framework & Conceptual Definitions

Conceptual Framework

Health is the central concern of nursing and therefore is the core concept of the conceptual framework for the curriculum of the Capital University Nursing Program. The conceptual framework is further organized around six additional concepts that guide professional nursing practice. Four concepts, including critical thinking/clinical reasoning, caring, communication, and transitions, are professional nursing practice concepts. The two remaining concepts, and, culture and systems, are referred to as healthcare context concepts because the professional nurse functions within a variety of healthcare systems and with diverse populations. These interrelated and interacting concepts are evident in the practice of professional nursing as it seeks to promote the optimal health of individuals, groups, families, communities, and populations. As students progress through the curriculum, they seek to master the abilities of critical thinking/clinical judgment, caring, communication and transitions by applying these abilities with self, individuals, groups, populations, interprofessional and/or intra-professional teams to deliver patient centered nursing care to clients in the context of culture and healthcare systems.

Capital University Nursing Conceptual Model



The Capital University Conceptual Model provides a visualization of a conceptually based framework that is both dynamic and structured to adapt to varying and diverse situations in healthcare. The concepts in the model provide a structure to organize further sub-concepts for the content of the nursing curriculum. The ultimate purpose of the conceptual framework is to enable nurses to holistically facilitate health across the lifespan, through integrative nursing care practices in health promotion, disease prevention, risk reduction, care of illness, rehabilitation, and palliation. Ultimately, the essence of holistic nursing practice is seen in the unique blending of these concepts and patterns of nursing interactions with individuals, families, groups, communities, and populations.

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

Core Concept

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

Sub-concepts related to health include:

Biophysical Domain – Development & Functional Ability across the Lifespan

Homeostasis & Regulation

- Fluid & Electrolyte
- Acid/Base Balance
- Thermoregulation
- Glucose Regulation
- Cellular Regulation
- Intracranial Regulation
- Glucose Regulation
- Nutrition/Ingestion/Digestion
- Elimination
- Metabolism/Energy Balance
- Death & Dying

Oxygenation & Hemostasis

- Gas Exchange
- Perfusion
- Clotting

Protection

- Immunity
- Inflammation
- Infection
- Tissue Integrity

Sensation/Perception/Movement

- Sensory Perception
- Pain / Comfort
- Mobility

Sexuality & Reproduction

- Reproduction
- Sexual health

Psychological Domain – Development & Functional Ability across the Lifespan

- Stress/Coping
- Grief and Loss
- Mood and Affect
- Cognition
- Maladaptation

Social & Spiritual Domains – Development & Functional Ability across the Lifespan

- Family Dynamics
- Motivation
- Adherence
- Spirituality

Professional Nursing Practice Concepts

Caring is the “nursing activities that create a compassionate, supportive, and therapeutic environment for patients and staff, with the aim of promoting comfort and healing and preventing unnecessary suffering” (AACN, 2011). Caring is an essential dimension of nursing that embraces the art and science of transpersonal interaction with individuals, families, communities, and the world (Watson, 2007; 2012). Caring behaviors are demonstrated in actions such as those that comfort, nurture, and value the self and others, including, for example: openness to people’s experiences; unconditional, positive regard; respect for human dignity and wholeness; and sensitivity to diverse cultural and spiritual dimensions (Watson, 2007; 2012) as the professional nurse engages in care-giving interventions and complimentary/alternative healing modalities integrated with the use of self as an instrument of healing.

Nursing sub-concepts related to caregiving include:

- Self-care
- Patient Centered Care
- Complementary / Integrative Therapies
- Holistic nursing interventions of Health Promotion, Risk Reduction, Illness Care, Rehabilitation
- Palliation
- Therapeutic Environment
- Caritive Factors / Behaviors
- Intention / Honor / Hope

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

Sub-concepts related to critical thinking and clinical judgment include:

- Holistic Assessment
- Clinical Judgment
- Expected Patient Outcomes
- Evidence-Based Practice
- Standards of Care
- Care Bundles

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

Nursing sub-concepts related to communication include:

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

Transitions are the passages or movements from one state, condition, or place to another that occur at the individual, family, or organizational level. Universal properties of transitions are

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

Sub-concepts related to transitions include:

- Professionalism
- Leadership
- Accountability
- Advocacy
- Ethics
- Change Management

Healthcare Context Concepts

Culture is the learned, shared, and transmitted values, beliefs, norms, and life ways of a particular group that guides their thinking, decisions, and actions in patterned ways. (Leininger, 1995). Cultural competency in relation to the professional nursing role is seen as a process or journey organized around the five inter-related cultural concepts (Campinha-Bacote, 1998; 2007).

Nursing sub-concepts related to culture include:

- Cultural awareness
- Cultural knowledge
- Cultural skill
- Cultural encounter
- Cultural desire

Systems are composed of interrelated, interacting, and interdependent parts. The whole is greater than the sum of the parts of the system. Systems occur at various levels. Biological and psychosocial systems may be open or closed and are in constant dynamic interaction with the environment (von Bertalanffy, 1968). The professional nurse functions in a variety of healthcare delivery systems. The professional nursing role within healthcare organizations includes attributes and behaviors that facilitate quality and safety in healthcare.

Sub-concepts related to the professional nursing role in healthcare delivery systems include:

- Populations
- Health Care Organizations
- Health Policies
- Healthcare Economics
- Collaboration and Teamwork
- Informatics & Technology
- Safety
- Healthcare Quality

Appendix C: Expectations of Student Behavior

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

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

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

- Completing all course and clinical agency orientation assignments prior to clinical practice. Students are also expected be aware of and to comply with all School of Nursing and Clinical Agency policies. Clinical orientation may be provided by the course faculty and/or the clinical agency. Students are also expected to be responsible to check email for communications and login access to agency orientation assignments and agency onboarding. **(Note: Onboarding may occur up to 8 weeks prior to the clinical course. Clinical agencies may cancel student clinical placements for students that do not access agency onboarding and/or orientation in the allotted timeframe. If the agency cancels a student's clinical placement for failure to access online onboarding or orientation assignments, the student will need to drop the course and take the course in the next semester offered.**

The School of Nursing or Course Faculty will make every effort to announce scheduled onboarding and orientations and will provide email reminders of timeframes for agency online onboarding; however, it is ultimately the student's responsibility to check email daily and to access online onboarding and orientation assignments (revised 8/2021).

- Attending and participating in all scheduled labs and clinical experiences.
- Preparing adequately for clinical experiences by:
 - knowing the essential information about client's health status;
 - knowing the name, action, dosage, side effects and nursing action(s) for client's medications;
 - knowing and being able to describe client's laboratory tests, treatments, and procedures;
 - reviewing and applying, when appropriate, previously acquired knowledge and skills
- Reporting to the clinical area prior to the time indicated and if unavoidably detained, notifying the instructor, appropriate staff person, and/or unit. Follow the outlined procedure for notifying faculty and clinical unit if unable to meet clinical assignment due to illness or emergency.
- Reporting to the clinical area wearing appropriate attire with appropriate equipment and name badge.
- Making arrangements with faculty to make up experiences missed because of uncontrolled absence.
- Assuming responsibility for discussing clinical learning needs and opportunities.
- Evaluating own clinical learning experiences, progress and performance, during the module, the semester, and the program.
- Participating in clinical evaluation conferences with the instructor, reading, commenting, if appropriate, and signing clinical evaluation forms.
- Maintaining physical and mental health status at a level which ensures safe functioning in the clinical areas.
- Not being in patient care areas without direct supervision and/or knowledge of course faculty or preceptor.
- Conducting behavior in the clinical setting in accordance with rules set forth by the Ohio Board of Nursing, Rule 4723 of the revised Code and rules adopted under that chapter.
- Not communicating any information in any form regarding patients or clinical experiences on any personal and/or internet enabled communication, imaging or information device or application (see Appendix D: Technology Communication and Mobile Device Policy).
- Assuming responsibility for maintaining proof of current health requirements, CPR, and liability insurance.

In addition to the policies required above, the program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723-01 of the Ohio Revised Code and the rules adopted there under, including, but not limited to the following:

- A student shall, in a complete, accurate, and timely manner, report, and document nursing assessments or observations, care provided by the student, and the client's response to that care.
- A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the normal.
- A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports/r time records, reports and other documents related to billing for nursing services.
- A student shall implement measures to promote a safe environment for clients.
- A student shall delineate, establish, and maintain professional boundaries with each client.
- At all times when a student is providing direct nursing care to a client the student shall:
 - Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - Treat each client with courtesy, respect, and full recognition of dignity and individuality.
- A student shall practice under the supervision of a faculty member within the appropriate scope of practice as set forth in division (B) of section 4723.01 for "Practice of Nursing as a registered nurse".
 - Identifying patterns of human responses to actual or potential health problems amenable to a nursing regimen;
 - Executing a nursing regimen through the selection, performance, management, and evaluation of nursing actions;
 - Assessing health status for the purpose of providing nursing care;
 - Providing health counseling and health teaching;
 - Administering medications, treatments, and executing regimens authorized by an individual who is authorized to practice in this state and is acting within the course of the individual's professional practice;
 - Teaching, administering, supervising, delegating and evaluating nursing practice.
- A student shall practice within the appropriate scope of practice as set forth in division (B) (20 –activities that exceed practice of nursing– R.N) of section 4723.28 of the Revised Code for a registered nurse and division (F-criminal background issues) of section 4723.01.
- A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code.
- A student shall not misappropriate a client's property or:
 - Engage in behavior to seek or obtain personal gain at the client's expense;

- Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense;
- Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or
- Engage in behavior that may reasonable by interpreted as inappropriate involvement in the client's personal relationships.

For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

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

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

- A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.
- A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
- A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.
- A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
- A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.
- A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice.
- A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
- A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

- A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
- A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
- Students are not permitted in patient care areas without direct supervision and/or knowledge of their course faculty or preceptor.
- A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, faculty or preceptors, or to the Board of Nursing.

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

- A student shall delineate, establish, and maintain professional boundaries.
- A student shall not:
 - Engage in behavior that causes or may cause physical, verbal, mental or emotional harm;
 - Engage in behavior that may reasonably be interpreted as physical, verbal, mental, or emotional abuse;
 - Engage in behaviors that are disrespectful.

Draft - Jasm, KF, LL February 1, 2019 Draft revision of policy revised 3/3/19; 3/29/19 Approved by FO 4/1/19 Revised 4/2020

Appendix D: Technology, Communication, and Mobile Devices Policy

Overview

Capital University Department of Nursing will follow the ANA's *Principles of Social Networking* (2018) which states:

Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people. At the same time, information contained on a social network has the capacity to propagate itself, taking on a life of its own in cyberspace. Inaccuracies become "fact" by mere repetition, creating confusion that is particularly dangerous in discussions regarding the public's health needs. Nurses must be aware that social networking venues are shared by their patients and colleagues... Employers and educational institutions may also monitor social networking sites and make judgments—positive or negative—about a nurse's professional suitability... Despite the common perception that personal comments, videos, photos, or other online materials are short-lived or confined to a designated group of viewers, the nature of the Internet is that such materials are public and permanent. Just about anyone can, with a little effort, view these postings. Thus, although nurses certainly deserve a life apart from their professional duties, it is essential to understand that one's conduct on social networks is a public act that can be scrutinized and judged in the same way as any other public act (ANA,2018).

Students are expected to maintain professional standards regarding communications, imaging, and information technology. Mobile devices such as a smart phone, cell phone, iPad, iTouch, tablets, pagers, computers and other electronic devices are not to be used for texting, emailing, photography/imaging, or social networking during class, lab, or clinical. This includes but is not limited to the use of Facebook, Twitter, Instagram, Pinterest, podcasts and other applications not relating to the assigned nursing class material.

During first day of clinical course orientation, faculty will have students watch, as a class, the following videos related to social media and professional boundaries. These videos are meant to prompt a faculty led discussion of these topics and to answer student questions regarding the content.

Social media guidelines for nurses [Film]. NCSBN Regulatory Innovations Department.

<https://www.ncsbn.org/347.htm> (5.44 minutes in length). (2011).

Professional boundaries in nursing [Film]. NCSBN Regulatory Innovations Department

<https://www.ncsbn.org/464.htm> (9.12 minutes in length). (2014)

The use of social media carries with it much responsibility. Please be aware of your responsibilities and professional obligations and how its use may impact you

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, the university, clinical sites, their employees, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

Use of Mobile Devices in the Classroom

- During exams, quizzes, exam reviews, no cell phone can be accessed. They must be stored in a bag or back pack. Backpacks 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.
- The focus for students in the classroom is learning designed by the faculty. Students should be respectful to their classroom instructor and refrain from using social media or any type of technology for personal use that may negatively affect their learning or the learning of others. During class, mobile devices are to be silenced and stored away unless student is taking notes or using the device for classroom assignments. If the student is expecting an urgent phone call during class time, the student should discuss that prior to the class with the instructor. During class, students must be respectful of each other and not be disruptive of the classroom learning environment.

Use of Mobile Devices in the Clinical Setting

In accordance with legal and professional standards, regarding patient rights of privacy and confidentiality as defined under HIPAA, the Nurse Practice Act under the Ohio Revised Code and the American Nurses Association, students are strictly prohibited from communicating any information in any form regarding patients or clinical experiences on any personal and/or internet enabled communication, imaging or information device or application.

- Devices are to be turned off or silenced when in class, lab, or clinical areas unless part of the

education process.

- If students have an emergency situation in which a device needs to be turned on, discuss this situation with faculty prior to turning on the device.
- Mobile devices are to be silenced and stored in student's uniform pocket when in a clinical setting. Devices cannot be used in any patient areas, medication preparation areas, or in public halls. Technology devices may be used to retrieve clinical and drug information only in designated areas.
- No pictures are to be taken in the clinical setting, including but not limited to pictures of clients/families, chart forms, or client test/lab reports.
- Devices should be retrieved with clean hands.
- All agency policies governing use of technology must be followed.
- Personal cell phone numbers, email addresses, or other social media access including but not limited to Twitter, Facebook, Instant Messaging, Instagram, and Tic Tok or similar contact information are not to be given to clients, families, or visitors, or used during clinical.
- All client-related agency forms must stay in the agency or should be placed in the shredder bins prior to leaving the agency.
- No social media, gaming, or e-mails are permitted in clinical facilities.
- A student shall delineate, establish, and maintain professional boundaries with each patient (OAC 4723-4-06I).
- A student shall not engage in behavior that constitutes inappropriate involvement in the patient's personal relationship or in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationship (OAC 4723-4-06 (L3 and 4)).
- Under the OAC 4723-04-06, the student shall not use social media, texting, emailing, or other forms of communication with or about a patient, for non-health care purposes or for purposes other than fulfilling the nurse's assigned job responsibilities.

Professional Use of Technology and Mobile Devices

- A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or documents to the nursing program, faculty or preceptors, or to the Board of Nursing. A student shall not falsify, or conceal by any method, any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice (OAC 4723-4-06G)
- 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. We expect students to treat all people with respect and dignity so use extra caution with social media as it can easily be misunderstood.
- A student shall delineate, establish, and maintain professional boundaries including when using technology including social media.
- A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care, or for otherwise fulfilling the assigned job responsibilities, and shall not disseminate patient information for purposes other than patient care, or for otherwise fulfilling the assigned job responsibilities, through social media, texting, emailing or any other form of communication (OAC 4723-4-03H).
- To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable information. A student shall report individually identifiable patient information without written

consent in limited circumstances only and in accordance with an authorized law, rule, or other recognizable legal authority (OAC 4723-4-031).

- At all times when a student is engaged in nursing practice and interacting with the patient, or health care providers on behalf of the patient, through any form of telecommunication the student shall identify to each patient or health care provider their title or credentials (OAC 4723-4-06C)
- A student shall not:
 - Engage in behavior that causes or may cause physical, verbal, mental or emotional harm;
 - Engage in behavior that may reasonably be interpreted as physical, verbal, mental, or emotional abuse;
 - Engage in behaviors that are disrespectful to but not limited to the following: their patients, peers, instructors, nursing program, clinical agency or university.

Use of Technology in the Online Classroom

1. During synchronous online face-to-face meetings, students are expected to dress professionally in casual academic dress and to follow standards of professional behavior for online communications. Avoid transmission of all forms of distraction during synchronous online class meetings (ie. background sounds, visuals, activities or use of cell phone or other media unrelated to class activities.)

2. **Technology:** Students may use their own internet enabled personal laptop, desktop computer or tablet or any campus computer with web-camera and audio microphone capability. The online meeting platform performs best if a laptop or desktop computer rather than a tablet or other mobile device is used. If computer used in the online classroom is not equipped with web- camera or mic, student will gain access to a webcam and mic plug in equipment. Plug in equipment and/or laptops or desktops with web-camera and mic are available in the Capital library if needed.

3. **Online: Presence and Etiquette:** During online synchronous course meetings it is important to be fully present. This is a professional and social courtesy to the others in attendance at the meeting and assures the integrity of the online learning environment. To be fully present means that the individual is attentively listening and contributing as the only activity during the meeting. A quiet room and location is recommended for online meetings. Please avoid background noise including music, television, or background conversation from others. Please also avoid contributing distraction from texting, cell phone use, interruptions from other individuals or pets in the environment during the meeting.

The latest edition of Capital University School of Nursing Student Code of Conduct entitled *Faculty Expectations of Students* should be used to guide student use of technology.

Draft - Jasm, KF, LL February 1, 2019 Draft revision of policy revised 3/3/19; 3/29/19 Approved by FO 4/1/19 Revised 4/2020; 8/2021

Appendix E: Policy on Excused Absences from Quizzes, Exams, and Clinical/Lab Absences in Nursing Courses

To support students and faculty in situations that occur during the conduct of course evaluation procedures the following is the policy in the School of Nursing.

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

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

Student responsibility

In the case of death of a significant individual in the life of the student, the student must immediately notify the faculty and their academic adviser. A reasonable plan and 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/Lab Absences

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

Appendix F: Variance Report

Responsibilities of Students

To support professional growth in the spirit of learning and to promote a culture of safety, the School of Nursing (SON) 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 SON expectations or with specific course objectives, academic, or professional policies, or policies of clinical agencies, the faculty will complete the report entitled, Responsibilities of Students: Variance Report. The faculty member initiates the Variance Report to alert the student that an area of concern has been identified and that improvement is necessary in expected behaviors. The faculty may also initiate a contract with the student for remediation and/or refer the variance report to the Nursing Academic Affairs Committee for a determination on the course of action as stipulated by policy.

This procedure will be followed:

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

The Nursing Academic Affairs Committee reviews the Variance Reports to track patterns in the School of Nursing to assure safe and quality nursing care as well as adherence to policies, guidelines, standards and procedures of the School 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 School 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 School 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 School of Nursing Faculty and outlined in the *School of Nursing Student Handbook*. The committee may meet with the student to discuss the situation and sanctions. Students have a right to meet with the committee prior to committee action and should consult with their adviser for assistance. Situations of serious, severe, or repeated violations of Faculty Expectations of Student Behavior, School of Nursing Policies as defined in the *School of Nursing Student Handbooks*, Course Policies defined in syllabi or in course orientations, Clinical Agency Policies defined in orientation to clinical sites or in Clinical Guides, patient safety violations or medication errors may result in sanctions or termination (dismissal from the nursing program). In these situations, it is not required that students be provided an opportunity for remediation before a determination of sanctions.

Referral to Campus Student Services may be required as a remediation, which may include, but not be limited to, services offered by the Center for Health & Wellness, the Office of Academic Success, or Disabilities Services. Documentation of participation in these services is required.

The committee's actions will be documented in writing and a copy will be given to the student and the faculty member who has written the Variance Report, the student's adviser, the Associate Dean of the Pre-Licensure Nursing Program, the Dean of Nursing, and a copy will be placed in the student's file. The committee's action on termination will go to the Dean of Nursing for final approval. Appeal of the Nursing Academic Affairs Committee decisions (related to sanctions/termination) can be made to the Executive Committee of Nursing based on new information. Appeal of termination (dismissal) decisions from the Nursing Program can be made to the Provost only based on new information.

The faculty member may consult with the Dean of Nursing, the Associate Dean of the Program, the Student's adviser or the Chair of the Nursing Academic Affairs Committee or other appropriate personnel concerning the situation regarding the Responsibilities of Students: Variance Report

Variance Report
Faculty Report
Page 1

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

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

C. Plan of Learning and Remediation:

D. Date by which remediation must be achieved: _____

Student Signature / Date

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

Faculty Signature / Date

Original: Student Dept. of Nursing File
cc: Dean, Associate Dean, Adviser, Student

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Variance Report
Student Response
Page 2

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 School 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

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

Faculty Signature / Date

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Original: Student Dept. of Nursing File
cc: Dean, Associate Dean, Adviser, Student,
and Chair, Academic Affairs Committee

Variance Report
Page 3

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

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

Faculty Signature / Date

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Original: Student Dept. of Nursing File
cc: Dean, Associate Dean, Adviser, Student,
and Chair, Academic Affairs Committee

Appendix G: Policy on Student Complaints and Grievances

- I. Capital University School of Nursing has a formal process for addressing and resolving student complaints and grievances emerging from alleged violations of School policies, procedures, or established practices on the part of a School faculty or staff member.
- II. When registering complaints, students must follow appropriate procedures. If a student has any questions about the proper procedure to follow, they may contact the Dean or Associate Dean of Nursing.
- III. This policy addresses student complaints and grievances not otherwise covered by another University policy or procedure. If the complaint involves Student Grade Grievances, Academic Appeals, Student Conduct violations, or situations covered under the University's policies on Human Dignity, Non-Discrimination, Title IX (Sexual Harassment and Gender Discrimination), Disabilities policies, Accreditation Standards or other Capital University Policies should be initiated and follow the policies and procedures listed in the Capital University Student Handbook (https://www.capital.edu/uploadedfiles/content/audience_navigation/current_student/studenthandbook20969.pdf). References to these policies are available at <https://www.capital.edu/about-capital/complaints/>.
- IV. **Informal Resolution:** Students are encouraged to address complaints and grievances directly with the involved faculty or staff member. Faculty and staff are also encouraged to resolve complaints through this process, whenever possible. The general procedure to be followed:
 - a. Students should request a meeting with the involved faculty or staff member. The meeting may occur either in person or via telephone. If this discussion does not result in resolution of the student's concern, the student may request a meeting with next most senior supervisor or administrator responsible for the program involved.
 - For example, for a non-academic issue not resolved through a discussion with the involved faculty member, the student may next contact the Associate Dean who oversees the student's educational program. If the student's complaint or concern is not resolved at this level, the student may then submit a written request. This will initiate the Formal Resolution process outlined below.
- V. **Formal Resolution:** When student complaints or grievances have not been resolved through informal methods, a Formal Resolution process is available. A formal grievance can be submitted in writing directly to the Dean of Nursing.
- VI. **Formal Resolution Process:** All students complaints and grievances submitted for Formal Resolution will follow this process:

- A. **Step 1:** The written complaint should be submitted and/or referred to the appropriate Associate Dean of Nursing who oversees the student's area of study. The Associate Dean will investigate the student's complaint by speaking with the student, communicating with others involved in the complaint, and by gathering other information and data as necessary. Typically, a written response will be provided to the student (either in person or via email) within ten (10) business days from the date of the complaint. If additional time is needed, the Associate Dean will notify the student before the end of this same 10 day period.
- i. If the formal complaint pertains to the Associate Deans or the Dean of the School of Nursing, then the complaint should be referred to the Provost of Capital University for resolution. The Provost, or his/her designee, will investigate the student's complaint by speaking with the student, communicating with others involved in the complaint, and by gathering other information and data as necessary. Typically, a written response will be provided to the student (either in person or via email) within ten (10) business days from the date of the complaint. If additional time is needed, the Provost will notify the student before the end of this same 10 day period. Decisions by the Provost, or his/her designee, are final as to the decision in question.
- B. **Step 2:** Decisions made by the Associate Deans involving students are final, except that decisions having a material adverse impact on students may be appealed, in writing, to the School of Nursing Dean within ten (10) business days of the written decision being provided to the student. The Dean will issue his or her decision within twenty (20) business days of receiving the student's appeal. The Dean's review of the decision is a limited appeal. The Dean will review the decision only to determine whether the Associate Dean abused his or her discretion and whether there was a material adverse impact on students. Example of decisions not having a material adverse impact includes, but are not limited to: parking fines, late fees, computer lab charges, and library fees. If the Dean finds that the decision was an abuse of discretion, the Dean may, at the Dean's discretion do any of the following: remand the decision to the Associate Dean for action consistent with the Dean's determination; reverse or modify the decision; make the appropriate referral of the matter to another appropriate university office. The Dean may confine the review to written materials submitted by the student and written materials submitted by the Associate Dean. The determination by the Dean hereunder is final, as to the decision in question.
- i. The Dean of Nursing will also refer the complaint decision to the Executive Committee of the School of Nursing for review in terms of the relevant Bylaws and Policies of the Nursing Faculty Handbook, Policies in the Nursing Student Handbooks, and Policies of Capital University, Standards of Practice, and/or Agency Contracts. This review should assist the School in assessing the effectiveness of its policies and determining whether the policies and practices of the School should be clarified. The Executive Committee will report the complaint, decision/remedy to the Faculty Organization Committee at its next meeting.

- VII. **Recording of Complaints:** The School will keep a record of complaints submitted through the Formal Resolution process, including the appeals (if any) and the resolutions, on file in the administrative offices of the Dean for the School of Nursing.

Approved FO 1/2020

Appendix H: Writing Policy for Students

The faculty of the School 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 believe it is students' responsibility to learn to conform to the rules of spelling, grammar, syntax, neatness, and legibility. Faculty will monitor student progress in these areas in each course. Students having difficulty in any of these areas are expected to take personal responsibility to correct their deficiencies. Capital University provides opportunities to improve writing skills through English courses and the Office of Academic Success. Students may also elect to initiate private tutoring. Faculty may require tutoring through the Office of Academic Success.

The School 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, 7th ed. It is the responsibility of each student to have access to or own a personal copy of this book, which is available in the Capital University Bookstore.

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

The ABSN student will need to achieve writing competency in graduate level courses. Writing competency is determined according to the nursing graduate program writing rubric. Students may be required to revise writing to achieve graduate level writing competency in graduate nursing courses.

SON: 1993

Rev. 2001; 2017, 2021

Appendix I: Policy on the Use of the Helene Fuld Computer Laboratory

- The use of the Fuld Lab, as specified by the terms of the grant, which established the lab, is directed toward the needs of nursing students.
- Non-nursing majors may use the lab on a space available basis.
- The lab may be used only during posted hours or when the School of Nursing is officially open.
- No food or drink is permitted in the computer area of the Fuld Lab.
- Maintain a quiet environment in respect to other students.
- Resource books, CD ROMs, software, and videotapes housed in the FULD lab are to be used in the lab. Return all materials to the shelves after use. Turn off all equipment you have used; leave the air conditioner running if operating. Leave work area clean.
- No resource materials are to leave the Fuld Lab. No exceptions.

DSE 8/93; 6/98; Rev. 9/99, 8/21

Appendix J: Guidelines for the Use of the Nursing Skills Laboratory

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

- Come to each lab session prepared for the work at hand, i.e., bring your stethoscope, sphygmomanometer, scissors, hemostat, or any other assigned equipment. Do not expect your lab partner to be responsible for supplying you with needed materials.
- Return the lab to proper order after you have completed the required work. Beds are to be left flat, in low position, the sheets and pillows in neat order. Over bed tables in low position and chairs placed at the bedside in an orderly manner. Soiled linen is to be placed in linen hampers and all items to be thrown away placed in the trash containers. If you have used the examining tables in the assessment

rooms change the paper on them before you leave. Other equipment is to be cleaned, if necessary, and returned to its designated place in the lab.

- Borrowing of lab equipment for practice purposes is encouraged and expected. Some items may be borrowed for limited time only. All items must be returned by the last week of class each semester. Borrowed equipment is the responsibility of the borrower and lost or otherwise unaccounted for items will be replaced at the borrower's expense.
- To borrow equipment, contact the lab manager or course faculty to obtain the needed item(s). Sign out for the material(s) in the lab record book. When the material(s) are due to be returned, do so promptly and indicate the return in the record book. Returns must be countersigned by either the lab manager or course faculty.
- Failure to comply with the process outlined in #4 may result in your being held responsible for replacement should the item(s) borrowed be missing at a later date. If replacement is necessary, you must make prompt arrangements to do so through the lab manager. Failure to meet this obligation may result in the withholding of your grade (for the course in which you used the lab) until replacement has been made.
- Use of the lab for independent practice is welcome and encouraged. Arrange for such use by contacting the lab manager or course faculty. You are responsible for the safekeeping of any equipment used and for having the lab in proper order when you have completed your practice session

Adopted by Faculty 1/9/89

Appendix K: Uniform Policy

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

General Regulations

The uniform and cover jacket must always be clean and neat .

Uniform

Scrub top – the regulation purple colored scrub top with the embroidered Capital University School 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 leg 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 School of Nursing seal available from the approved uniform company must be purchased to wear over the uniform top.

Shoes - Substantially white or black leather shoes are to be worn with the uniforms. (White shoes must be worn if white scrub pants are worn). Shoes are always to be clean and polished. No open heel, open toe shoes or “clog/croc-type” shoes are acceptable. Any logos should be minimally noticeable. Nursing 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 with white shoes; plain black socks must be worn with black shoes.

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

Name badge - The regulation white/purple Capital University School of Nursing name badge will be worn with the uniform, laboratory jacket or coat, or street clothes when on duty in the clinical setting. This pin should be placed on the left side of the scrub top above the embroidered patch, or, if the jacket is worn, on the left side of the jacket above the embroidered patch.

Jewelry - Acceptable jewelry includes the following:

- Watch - Plain band and face is required with a mechanism for counting seconds.
- Earrings - Small, plain silver, gold or pearl, post-style earrings that fit closely against the ear lobe. No hoops, loops, dangles, etc. Only two earrings per ear lobe.
- Other Body Adornments - Adornments such as those associated with piercing of body parts (other than the ear lobes) or tattoos are not to be worn in the clinical setting. If a tattoo is present it must be covered up with make-up, clothing, or an adhesive bandage. Other body adornments must be removed during clinical practice.
- Rings - Limited to wedding bands only. All rings must be removed in clinical areas that require frequent vigorous hand washing techniques. No large raised mounts are to be worn.

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

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

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

Uniform Code Modifications

Modifications will be made when a student has clinical practice in certain settings or for a religious or medical request, i.e., psychiatric area, community health agencies, pregnancy, medical, or religious practices. The specifics of modifications required by clinical agencies will be announced to the students by individual faculty supervising such settings. Requests by students for modifications for

religious or medical reasons will be based on requirements of clinical agencies. Enforcement of the uniform policy will be the responsibility of the faculty.

(Revised: 4/2010 Student Affairs Committee; 3/2014 Student Affairs Committee; 3/2017 Student Affairs Committee)

Appendix L: Clinical Practice Documentation and Drug Testing Policies

Documentation Requirements for Clinical Practice

Prior to beginning of your first clinical or field work course, students are responsible for documenting immunization status, a completed SON health assessment form, immunization form with required titers, Tuberculosis (PPD) screening, CPR Health Care Provider certification, liability insurance, and background/fingerprinting requirements. Ongoing enrollment in clinical courses requires annual renewal and verification of liability insurance, PPD screening, flu vaccines, COVID-19 vaccines if necessary, and CPR certification (biennial). The student is expected to provide proof of compliance. This is a part of professional responsibility.

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

- Information is distributed to students outlining health requirements, background checks, CPR certification, and liability insurance and forms that can be found in this section of the Student Handbook.
- Students should review the immunization form and health requirements. Review requirements and have the health assessment form completed by a health care provider. Submit proof of immunizations and titers, health assessment form, and health requirements prior to the first clinical course. Students will need to begin Hepatitis B immunizations at least 6 months prior to the first clinical course to complete the three-immunization series. Yearly PPD screenings are required; students must leave 3 days for results to be read on these PPD screenings. CPR classes are available on campus during the spring semester. If a Rubella or Varicella titer is not positive, students will be required to complete the immunization series again and may be required to repeat the titer if indicated. For undergraduate students, the personnel in the Health Clinic can complete immunizations and health assessments if appointments are made. Completion of COVID-19 vaccination is required. Waivers for immunizations may be accepted for religious or medical reasons. Students may request forms for medical or religious exemptions from the SON Associate Dean or the Student Services Administrator. Medical exemptions require a physician's verification and documentation of a specific long-term medical contraindication. Students who are approved for an exemption for the COVID-19 vaccination will undergo weekly testing and must wear a mask at all times while indoors at the University and in the clinical agency.
- - **Students must submit documentation of all requirements prior to the first day of any course requiring clinical.** Agencies will not allow students into their agencies without compliance. There may be a waiver for allergies; however, education on risks is generally required.
- Course coordinators review student records and cannot allow students to go to clinical without required health clearance. Proof of clinical health requirements or waivers must be on file. Students will not be

allowed in clinical agencies without proof of the health requirement on file. **Absences due to non-compliance will be unexcused and unexcused clinical absences will result in a withdrawal or unsatisfactory clinical grade based on length of noncompliance** and previous unexcused absences. Agencies can mandate proof of health requirements, liability insurance, or CPR certification at any time.

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

Specific Immunization Requirements

TDap Immunization

A primary series of Diphtheria/Pertussis/Tetanus (TDap) is typically administered during childhood. A tetanus booster with Pertussis (TDap) is required.

Measles, Mumps, Rubella (MMR)

- A student must show a history of receiving two (2) MMR immunizations. If a history of these immunizations cannot be found, a student can provide titers to show immunity.
- **A Rubella titer is required.** If the titer is equivocal or negative, a Rubella vaccine is required, and a repeat titer is required.

Hepatitis B Series

This immunization is given in two doses (Heplisav-B) or three doses (Engerix-B and Recombivax HB). The second dose of Heplisav-B is due 1 month after the first dose. The second dose of either Engerix-B or Recombivax-HB is given 4 weeks after the first dose and the third dose is given 5-6 months after the first dose. The series must be completed prior to starting clinical rotations.

Varicella (Chicken Pox)

A varicella titer is required. If the titer is negative or equivocal, a series of two immunizations, 4-8 weeks apart, must be completed. A second varicella titer is required.

Tuberculosis (TB)

Students must have documentation of a TB test every 12 months. Use ONLY the 5-tuberculin unit TU preparation applied by the PPD Mantoux (intradermal technique). This test must be read 48-72 hours after injection. A positive PPD will require a chest x-ray to rule out the disease and completion of an annual Tuberculosis Questionnaire. 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. A Tuberculosis Questionnaire must be completed annually by students who have tested positive for TB in the past.

Flu Vaccine

Students must receive annual flu vaccines. All students must show proof by October 20th. C-NAP students starting their program in summer (hybrid track) or fall (traditional track) will need a current flu vaccine to attend clinical.

COVID-19 Vaccine

The COVID-19 vaccination and any subsequent boosters are required. Students who are approved for an exemption for the COVID-19 vaccination may be required to undergo weekly testing and wear a mask at all times while indoors at the University and in the clinical agency.

Note

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

Agencies can deny entry to any student who does not comply.

CAUTION

Students who are pregnant, have an impaired immune system or are caring for an immunosuppressed person or have allergies should notify the clinic or physician prior to receiving immunizations. Occasionally Pediatricians may request parents to delay MMR vaccines until child is older.

Waivers for immunizations may be accepted for religious or medical reasons. Students may request forms for medical or religious exemptions from the SON Associate Dean or the Student Services Administrator. Medical exemptions require a physician's verification and documentation of a specific long-term medical contraindication. Students who are approved for an exemption for the COVID-19 vaccination may be required to undergo weekly testing and wear a mask at all times while indoors at the University and in the clinical agency.

Tuberculosis Questionnaire for Students

Name: _____ ID#: _____

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

Persistent cough (more than 3 weeks in duration)	yes	no
Cough producing bloody or brown sputum	yes	no
Fever or chills	yes	no
Night sweats	yes	no
Prolonged or excessive fatigue	yes	no
Loss of appetite	yes	no
Unintentional weight loss (greater than ten pounds)	yes	no

Explanation of "yes" responses: _____

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

Signature: _____

Signature of witness: (physician) _____

Initial Screen Only (please check the appropriate response)

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

I have completed a course of prophylactic tuberculosis medication.
Dates: _____ Number of months taken: _____

I am in the process of completing a course of prophylactic tuberculosis medication.
Date Started: _____

I have never taken prophylactic tuberculosis medication.

Date of last Negative Chest X-Ray: _____

Signature: _____ Date: _____

Capital University School of Nursing: Immunization Form

TO BE COMPLETED BY THE STUDENT

Name: _____ Program: _____
 (Last) (First) (Middle Initial)

Date of Birth: _____ Home Phone: () _____ Cell Phone () _____
 MM/DD/YYYY

Address: _____ City, State, Zip: _____

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

Tetanus-Diphtheria-Pertussis

	Month/ Year
Primary Series of (4) tetanus-diphtheria immunization completed	
TDap Booster(within the last 10 years)	

Rubella Titer*

	Month/ Year
Rubella Titer Results: (please circle) Positive Equivocal Negative	
If titer results are negative or equivocal, student must receive a Rubella vaccine	
4-6 weeks after Rubella vaccine, 2 nd Rubella Titer Results: (please circle) Positive Equivocal Negative	

*Copies of Titer Lab Reports are also required

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

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

Varicella (Chicken Pox)

	Month/ Year
History of Disease	
OR	
Dose 1: Varicella Vaccine	
Dose 2: Varicella Vaccine	

Varicella Titer*

	Month/ Year
Varicella Titer Results: (please circle) Positive Equivocal Negative	
If titer results are negative or equivocal, student must receive a Varicella booster	
4-6 weeks after Varicella booster, 2 nd Varicella Titer Results: (please circle) Positive Equivocal Negative	

*Copies of Titer Lab Reports are also required

Tuberculosis

	MM/DD/YY	Results
PPD (Mantoux) test within the past year (Tine or monovac is NOT acceptable)		
OR		
QuantiFERON Gold Blood Test within the past year		

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

	MM/DD/YY
TB Treatment Started*	
TB Treatment Completed	
OR	
History of BCG Vaccine	
History of TB Booster	
Clear Chest X-Ray**	

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

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

Hepatitis B Series

	Month/ Year
Vaccination Series: Dose #1	
Vaccination Series: Dose #2	
Vaccination Series: Dose #3	
OR	
Hepatitis B Titer Results*: (please circle) Positive Equivocal Negative	
If titer results are negative, student must repeat series	
If titer results are equivocal, student must receive booster	

*Copies of Titer Lab Reports are required

Seasonal Flu Vaccine

	Month/ Year
Flu Vaccine	

COVID-19 Vaccine (and booster(s) if required)

	Month/ Year
Covid-19 Vaccine	
Covid-19 Booster(s)	

Health Care Provider (M.D., D.O., N.P., etc) Name Printed
Address

Signature
Phone

Revised: 2/10; 8/10; 2/11 JKM; 7/12 TDF/JKM; 12/13 JKM/ERS

Capital University School of Nursing: Physical Examination Form

Name: _____ Age: _____ DOB: _____ Sex: _____

Current Health Conditions: _____

Current Medications: _____

Hospitalizations/Surgeries in past 5 years: _____

Last Dental Exam: _____ Date Eye Exam within 2 years: _____ Date

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

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

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

Skin: _____ Hair: _____ Nails: _____

EENT: _____ Hearing: _____

Lungs: _____ Heart: _____

Abdomen: _____

Neck: _____ Spine: _____ Joints: _____

Muscles/Strength: _____ Neuro: _____

Mental or Emotional Condition: _____

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

Explain: _____

Name of Examiner, Credentials (Please Print)

Date

Signature of Examiner, Credentials

11/12: JKM revised 8/21dcp/rd

Drug Testing Policy

Background

The Capital University School 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. As such, the policy applies to all students and personnel who have any current or potential future role in those clinical facilities.

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

Testing protocol and rationale

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

Testing will occur:

- Prior to beginning clinical experiences
- Random; and
- For cause.

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

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

Definitions

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

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

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

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

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

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

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

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

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

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

The Policy on Drug Testing

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

- Refusal to be tested “for cause”
 - A student who reports to the laboratory or the clinical area and refuses to submit to drug testing within four hours of the request may be dismissed from the SON.
- Refusal of Random Testing
 - A student who is called randomly has twelve hours to report for testing. Failure to do so may result in the dismissal from the SON.
 - A student who is randomly called may appeal this sanction if data is supplied that made getting to a lab prohibitive, e.g., being out of town, illness. Being at work or at school and refusing testing within twelve hours are not valid excuses.
- Self-Reporting of Chemical Dependency
 - Undergraduate students (TUP and ABSN): A student who voluntarily self-reports a chemical dependency problem will be counseled by the appropriate resource person as facilitated by the Nursing Student Affairs Committee members in consultation with the Dean of Nursing or designee.
 - Pre-Licensure students (TUP and ABSN): In addition, the student will be advised with regards to the Ohio Board of Nursing application to apply for licensure to practice as a registered nurse in Ohio.
 - Post-licensure students (MSN): In addition, the student will be advised with regards to available peer assistance programs and referred to applicable Ohio Board of Nursing statute and administrative rules.
 - Graduate Students (MSN). The graduate student will be required to consult with the Dean of Nursing or her designee and the Associate Dean of the Graduate Nursing Program.
 - In all cases, the student will be expected to seek assessment, follow through with treatment recommendations and sign and comply with the “Contract to Return to Clinical Nursing”.

Procedure for Drug Testing

Scope of Drug Testing

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

- Alcohol
- Amphetamines
- Barbiturates
- Benzodiazapines
- Cocaine
- Marijuana
- Methadone
- Opiates
- Phenecyclidine
- Propoxyphene

Initial testing

- Students in the School of Nursing will be asked to sign an authorization form before submitting to drug testing, and a declaration of legal use of prescribed medication, if applicable.
- Initial testing will be conducted offsite through a certified testing service that will collect all urine specimens.
- The collection will be done according to standards set by the contracted laboratory.
- The laboratory will follow a chain of custody procedure assuring the accuracy of the specimen's identity.
- Results of the test will be sent to the School of Nursing, usually within three working days from the time of testing.

Random and “for cause” testing (off site)

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

Cost of Testing

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

Action in the Event of a Positive Urine Drug Test

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

Petition for Readmission to the DON

- One year following the positive drug screen, the student may make a written request to be readmitted to the SON. The letter of request shall at least include:
 - Documentation of contract compliance.
 - A recovery plan that the student will continue to follow until graduation.

- Evidence of a drug test completed within seven days prior to the written request. The test must be done by a laboratory approved by the SON and must have been an observed urine and followed the customary chain of custody procedures.

Confidentiality

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

Approved DON Faculty, 10/16/06, Dilute urine added in 7/13

Drug Screening
Student Certification, Release and Authorization

I, _____
(Student Name) (Student ID #)

hereby affirm that I have read and understand this Drug Testing policy for Students in the School of Nursing, and that I have had an opportunity to ask responsible School officials any questions I may have about the policy.

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

Student Signature

Date

Witness Signature

Date

Approved: SON Faculty Organization, 10/16/06

Declaration of Legal Use of Prescribed Medication

Date: _____

I, _____
(Student Name)

am currently taking the following medication prescribed for me by the Health Care Provider noted below:

(Physician or Qualified Advanced Practice Nurse)

(Phone number)

The medication is prescribed for _____
(Health Alteration)

and treatment will be completed on _____.
(Date)

Student Signature / Date

Approved: SON Faculty Organization, 10/16/06

Contract to Return to Clinical Nursing Practice/Laboratory/Classroom

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

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

This contract will be in effect from the initial signing until such time as I successfully complete the program in which I am enrolled in the School 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 School 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 School 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 School 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

Adviser

Date

Dean 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 Beverages/Drugs

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

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

- Minimum Recommended Sanction for the First Alcohol Violation
 - Required online alcohol education workshop
 - A written warning.
- Minimum Recommended Sanction for the Second Alcohol Violation
 - A written warning with parental notification for financially dependent students
 - Referral to counseling through the Center for Health & Wellness
 - Up to a \$100 fine

VIOLATION: Possession/consumption of alcoholic beverages

- Minimum Recommended Sanction for the First Alcohol Violation
 - Seizure and disposal of the beverage
 - Required online alcohol education workshop
 - Referral to counseling through the Center for Health & Wellness
 - A written warning with parental notification for financially dependent students
 - Ten community service hours
 - \$50 fine
- Minimum Recommended Sanction for the Second Alcohol Violation
 - Seizure and disposal of the beverage
 - Referral to counseling through the Center for Health & Wellness. Failure to comply with the screening and recommendations may result in removal from student housing program.
 - Disciplinary probation status
 - Capital aid review and parental notification for financially dependent students
 - 20 community service hours
 - \$100 fine
- Minimum Recommended Sanction for the Third Alcohol Violation
 - Seizure and disposal of the beverage
 - Continued participation in the minimum required alcohol counseling sessions, with documentation of completed intervention by a licensed clinician. Failure to document

completion of an alcohol counseling program may result in suspension from the university for at least one semester.

- Capital aid review and parental notification for financially dependent students
- 40 community service hours
- \$250 fine
- Removal from residence halls/on-campus housing
- Suspension or dismissal

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

- Minimum Recommended Sanction for the First Violation (quantity of illegal substance/nature of offense corresponds with a misdemeanor in the legal system)
 - Seizure of contraband with transfer to legal authorities and filing of charges
 - Professional assessment with a licensed clinician, with documented follow-through and recommendation(s) Notification to the Financial Aid Office to ensure compliance with applicable federal/state laws if convicted of a drug crime
 - Parental notification for financially dependent students
 - Disciplinary probation or suspension
 - \$150 fine

- Minimum Recommended Sanction for the Second Violation (quantity of illegal substance/nature of offense corresponds with a misdemeanor in the legal system)
 - Seizure of contraband with transfer to legal authorities and filing of charges
 - \$300 fine
 - Parental notification for financially dependent students
 - Suspension or Dismissal from the university
 - Notification to the Financial Aid Office to ensure compliance with applicable federal/state laws if convicted of a drug crime

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

- Minimum Recommended Sanction for the First Violation (quantity of illegal substance/nature of offense corresponds with a felony in the legal system)
 - Seizure of contraband with transfer to legal authorities and filing of charges
 - Parental notification for financially dependent students
 - Suspension from the university
 - to the Financial Aid Office to ensure compliance with applicable federal/state laws if convicted of a drug crime

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

Belligerent Behaviors

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

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

Biohazard Clean-Up/Bodily Fluids

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

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

Records of Disciplinary Action

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

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

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

Suggested Undergraduate Bulletin Copy

The Capital University School 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).

Appendix M: Policy and Guidelines on Occupational Health

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

Policy

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

Emergency care for injuries associated with clinical experience will be given in the clinical agency for both students and employees, according to agency resources and policies. Follow-up care is available through or a private practitioner of choice. Student health insurance specifies the nature of covered services in the Center for Health & Wellness.

Guidelines

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

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

Appendix N: Exposure Control Plan

The Capital University School of Nursing (SON) 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. SON is committed to educating its students on the basis of this plan.

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

Student and Faculty Roles in Exposure Control Plan

Students within the SON are not considered employees of the School, therefore not mandated by OSHA requirements regarding the Exposure Control Plan or Program. It is the intent of the faculty and administration of the SON, however, to make every provision for student education within the plan. Initial Exposure Control Plan content is presented in NURS-300 Thereafter, clinical courses contract with clinical placement agencies (e.g., Riverside Hospital, Grant Hospital, etc.) who provide the content to students on an ongoing basis.

Plan Contents

Exposure Determination

All employees (including work-study students) whose duties place them at risk of exposure to blood or other potentially infectious materials will be identified. All students within the SON are considered to be at risk of exposure, but are not mandated to be covered by the Exposure Control Plan.

Designation of Biohazards

Red biohazard warning labels will be affixed to all containers, refrigerators/freezers and other pieces of equipment, which might become contaminated with blood or other potentially infectious materials. Red bags or red containers may also be used to designate biohazards.

Exposure Control Program

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

Hepatitis B Vaccinations

Hepatitis B vaccinations are required for all students in the SON. 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 SON and/or the clinical agency will provide a confidential medical evaluation to the exposed student. The source individual will be identified if possible, with testing of the blood of the source individual and the exposed student. Confidential post-exposure prophylaxis and detailed testing information will be made available to the exposed student in a timely manner.

Medical Record Keeping

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

Training Program for Students

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

Appendix O: Guidelines for Caring for Persons with Known Contagious Diseases

The faculty of the School 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 School of Nursing are:

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

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

Implementation of the policy:

CDC guidelines will be followed for lab and clinical components for all courses. Prior to every clinical course, students are responsible for watching and reading on their own, the **Care and Maintenance of Masks, Face Shields, and Uniform/shoes**. Upon completion, the student will submit a written attestation to their course coordinator prior to starting clinical

NURS-300- Medical-surgical asepsis and standard precautions.

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

MSN students - CDC guidelines and agency policies are adhered to whenever there is contact with patients with known contagious diseases and in the routine care of all patients.

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

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

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

Care and Maintenance of Masks, Face Shields, and Uniform/shoes

As a nursing community, we have a professional responsibility to protect ourselves and our patients from the spread of communicable diseases such as CoVid-19. Students and faculty are required to set the example of wearing masks and other forms of PPE as a condition of clinical practice in all of our agencies. Each clinical agency may have additional guidelines for PPE which students and faculty are expected to follow. These agency specific guidelines are communicated during hospital orientation on-boarding for your individual clinical placement. Below are the minimum standard guidelines set forth by the Center for Disease Control (CDC, 2020) for cleaning and decontaminating masks, face shields, uniforms, and shoes. Please read these guidelines carefully. In addition, please view the required instructional video on how to don and doff PPE found at: <https://www.youtube.com/watch?v=bG6zISnenPg&feature=youtu.be>

Once you have completed reading and viewing the required information, complete the attestation at the end of this document. When complete, return a copy of this signed form to your course coordinator before the first day of clinical in your course.

1. Cleaning and decontaminating cloth face masks

- Cloth face masks should be washed frequently. It is recommended that they be wash **after each use or daily.**
- Cloth masks should be laundered using detergent with hot water and then dried on a hot cycle to kill bacteria and microbes. Hot soapy water is the key. Soap is able to break down the protein coat of the virus and is very effective.
- If you must re-use your mask before you are able to wash it, it is recommended to wash your hands immediately after putting it back on and to avoid touching your face.

Guidelines for cloth masks

- The material should cover both the nose and mouth.
 - Ideally, face coverings should be washed after each use. Dirty masks should be placed in a dedicated laundry bag or bin.
 - Be sure your mask is comfortable; you don't want to have to keep adjusting the mask, because that means touching your face.
 - Wash your hands, or use hand sanitizer, before and after touching your face or face coverings.
- Discard or get rid of cloth face coverings that:**
- No longer cover the nose and mouth
 - Have stretched out or damaged ties or straps
 - Cannot stay on the face
 - Have holes or tears in the fabric

The CDC has the following [recommendations](#) for limited reuse of non-washable masks (surgical style, N95, KN95 masks):

- *The facemask should be removed and discarded if soiled, damaged, or hard to breathe through.*
- *Not all facemasks can be reused.*
- *Facemasks that fasten to the provider via ties may not be able to be undone without tearing and should be considered only for extended use, rather than re-use.*
- *Facemasks with elastic ear hooks may be more suitable for reuse.*
- *HCP should leave the patient care area if they need to remove the facemask.*
- *Facemasks should be carefully folded so that the outer surface is held inward and against itself to reduce contact with the outer surface during storage. The folded mask can be stored between uses in a clean sealable paper bag or breathable container.*
- If you notice any deterioration of your mask, it should be discarded. You should thoroughly inspect the mask after each use and cleaning. Pay special attention to how well the mask is fitting—if your mask straps begin to lose elasticity it will no longer cover your face effectively and should be discarded.

All full list of CDC recommendations can be found at:

<https://www.cdc.gov/niosh/topics/hcwcontrols/recommendedguidanceextuse.html>

2. Basic cleaning and disinfecting of face shields

- To avoid creating surface scratches, submerge the face shield in warm water to dislodge particulate matter.
- Adding a mild liquid dish, like Dawn, reduces surface tension, and allows the soapy water to evenly disperse across the surface.
- A soft cloth or sponge can be used to gently clean the shield.
- Rinse the shield in clear water and dry with a soft cotton towel or a microfiber cloth.

Some clinicians also wish to use a surface disinfectant wipe or spray, but these products can leave a visible residue, which then needs to be removed. Time also matters when it comes to disinfectant solutions. Strictly follow the specific product directions for use to ensure complete disinfection. While a quick wipe may seem efficient, the contact time must be followed. The required wet contact time can range from thirty seconds to as long as four minutes. A 70% alcohol wipe will also disinfect and keep plastic surfaces clear, but it is critical to remove the bioburden prior to disinfecting.

- **Adhere to recommended manufacturer instructions for cleaning and disinfection.** However, when manufacturer instructions for cleaning and disinfection are unavailable, such as for single use disposable face shields, consider:
 - While wearing gloves, carefully wipe the *inside*, followed by the *outside* of the face shield or goggles using a clean cloth saturated with neutral detergent solution or cleaner wipe.
 - Carefully wipe the *outside* of the face shield or goggles using a wipe or clean cloth saturated with EPA-registered hospital disinfectant solution.
 - Wipe the outside of face shield or goggles with clean water or alcohol to remove residue.
 - Fully dry (air dry or use clean absorbent towels).
 - Remove gloves and perform hand hygiene.

All full list of CDC recommendations can be found at:

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/eye-protection.html#:~:text=Carefully%20wipe%20the%20outside%20of,or%20use%20clean%20absorbent%20towels>

3. Care of shoes and uniforms

Shoes should be left outside of personal living spaces (i.e. in your car, or contained within a bag). Wash your hands immediately after donning or doffing your shoes.

If your hospital does not provide laundering for uniforms/scrub apparel, the Association for Linen Management (ALM) provides the following steps for healthcare personnel to launder personal work apparel at home to provide clean uniforms/scrubs for reuse while best protecting their families from COVID-19.

1. It is ideal for healthcare personnel to change from their uniform/scrub apparel while at the hospital, before beginning their commute home. Place the worn garments in a bag to bring them into the house.
2. Do not shake these garments during handling. While the virus that causes COVID-19 has not been proven to be an airborne virus, unnecessarily manipulating the garments could distribute lint and pathogens from patients into the air.
3. Wash the uniform/scrub apparel separately from any family textile products.
4. Use appropriate detergents and bleach based on the apparel manufacturer's label instructions. Both chlorine-based bleach and oxygen-based bleach products can be effective in the wash process for inactivating viruses.
5. Wash on the hottest water temperature setting recommended by the garment manufacturer and avoid short/rapid cycles.
6. After closing the washer, clean and disinfect according to directions of your chosen EPA-certified disinfectant product. Wipe down the machine door, handles, and buttons, as well as door knobs and other surface areas you may have touched in the laundry room during the process. If the bag used to bring the apparel items home is disposable, discard the bag. If the bag is not disposable, wipe the bag handle/straps and interior with an appropriate detergent-disinfectant.
7. Immediately wash your hands or use an alcohol-based hand sanitizer.
8. After the wash cycle is completed, remove the garments from the washer and place immediately into the dryer. Dry the load completely on the warmest cycle recommended by the garment manufacturer.

All full list of CDC recommendations can be found at:

https://cdn.ymaws.com/www.almnet.org/resource/resmgr/document_library/ALMCOVID19HomeWashGuidance.pdf

ATTESTATION:

I _____ (print name), have read and understand the policies and care of PPE as outlined above and will comply with these and my agency's guidelines for safe clinical practice.

Signature _____

Date _____

Appendix P: Policy and Procedures on Exposure to Contaminated Fluids in the Skills Lab

Students, who during lab practice are exposed to someone else's body fluids, will seek follow-up care from the Center for Health & Wellness or their own health care provider. In all instances, the individual will notify the lab manager and the appropriate faculty.

The current CDC (Center for Disease Control) guidelines will represent the standard of care. The procedure follow-up in the *School of Nursing Handbook* will then be implemented.

NOTE:

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

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

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

Adopted: Department of Nursing Faculty 1/18/93

Appendix Q: Family Education Rights and Privacy Act

What does FERPA mean anyway?

FERPA is the Family Educational Rights and Privacy Act, which is also known as the Buckley Amendment which can be defined as:

A federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings

Consistent with the federal Family Education Rights and Privacy Act (FERPA), as amended, Capital University recognizes certain rights of the following regarding students' educational records:

1. Eligible students
2. Parents of dependent students as defined in the Internal Revenue Code
3. Parents of students under 18 years of age

What rights does FERPA provide students and eligible parents?

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

What is Directory Information?

Information designated by the University which reasonably would not be considered harmful or an invasion of privacy if disclosed is included in the University directory.

- Name, Address, email address, telephone listing
- Field of Study
- Weight and height of athletes
- Most recent previous school attended
- Photographs
- Date and place of birth
- Participation in officially recognized activities and sports
- Dates of attendance, degrees and awards

The following information is excluded from the University Directory information:

- Student identification numbers
- Social security numbers
- Ethnicity/race/nationality
- Gender

What is the rule of thumb when addressing student records, questions, and concerns?

Capital University believes in working closely with young adults to help them successfully transition from dependent to independent living. Therefore, all educational issues, including grades and billing,

will be addressed with the enrolled student. In cases where students are nonresponsive, the Office of the Dean of Students will work with parents of dependent students as defined in the internal Revenue Code.

For a comprehensive view of the Capital University adaptation of FERPA policies and procedures, please visit the Registrar's webpage. On the Registrar page, click on Student Notification of Rights (PDF version) located under Forms and Documents.

Appendix R: Candidates for Examination and Endorsement: Ohio Board of Nursing Requirements & Procedures

Requirements for Licensure by Examination Application

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

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

Ohio Board of Nursing Criminal Records Checks

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

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

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

BCI 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 ensure that the application to test can be processed timely, and that delays in making a candidate eligible to test will be minimized

Accommodations

If you require accommodation related to a disability, follow the directions on the application. The Board recommends that the applicant notify the Board, in writing, six months prior to program completion.

Required Documentation for Education

The School of Nursing (SON) must submit directly to the Board, a program completion letter certifying that students have completed all program curriculum requirements. Within at least two weeks of graduation, the SON will send this certification for students who have achieved a 900 or higher on version two of the HESI Exit-RN exam. Further information can be found in the Standardized Testing Section (Section 7) of this student handbook.

Appendix S: Estimated Costs Associated with the Nursing Program

Below are items that are needed during the nursing program that are expenses in addition to Capital University tuition and program fees. Estimated costs listed are based on the previous fall semester prices. Please note that prices are subject to change.

Item	Cost
Immunizations -Titers -Additional vaccines, etc.	Cost will vary. Please start compiling your immunization records early in the process.
CastleBranch, Certified Background, & Certified Profile Background Check, Drug Screen, and Immunization Tracker. <i>Background checks and drug screens must be completed through CastleBranch. Information on completing these items will be sent to students.</i>	Background check: \$82 Drug screen: \$36 Immunization tracker: \$43
Liability Insurance	Annual policy from the Nurses Service Organization (www.nso.com): approx. \$40
CPR Certification We require students to be certified through the American Heart Association (BLS for Healthcare Providers).	Costs for courses and materials are determined by Training Centers or Instructors and may vary.
Equipment: stethoscope, BP cuff (sphygmomanometer), bandage scissors, goggles and a pen light	Items can be purchased from any company. The department uses Imlay for our equipment and uniform ordering. Average <u>Imlay prices are below</u> : -stethoscope: \$89.99 -BP cuff: \$24.99 -bandage scissors: \$4.50 -pen light: \$5.95 -goggles: \$6.95 -hemostat: \$4.50
Uniform: The uniform consists of a purple scrub top, white or purple scrub pants, and an optional white short lab coat.	The department uses Imlay for our equipment and uniform ordering. <u>Imlay prices are below</u> : Females (pants, top, jacket): \$80-\$100 Males (pants, top, jacket): \$90-\$110 <i>Please note prices vary depending upon size and cut of the uniform.</i>
Textbooks	~\$640/Fall Semester*
Parking Pass: \$20 discount if purchased online	\$220 resident permits \$180 commuter day pass; \$120 Part time pass
Course Fees: offset cost of needs for courses with clinical and/or laboratory experiences.	\$200 per credit hour (N300, 301, 326, 331, 332, 327, 328, 365, 400, 420, 450) \$466 per credit hour (N463)

*Textbook and equipment prices are subject to change. This is an estimate based upon prices for the fall 2021 semester requiring textbooks for N300/N301/N305/326 and Evolve resources (updated 5/2022)