



OHIO
UNIVERSITY

SCHOOL OF NURSING
UNDERGRADUATE
STUDENT HANDBOOK

ADN Program

BSN Program

RN to BSN Program

November 2013

Ohio University School of Nursing

Undergraduate Student Handbook

This handbook is designed for individuals who have been admitted to one of the following programs in the School of Nursing:

- Associate of Applied Science, Nursing (ADN) is a two-year prelicensure program offered at the Chillicothe, Southern, and Zanesville campuses. Each of these campuses has a bridge program for LPNs.
- Bachelor's of Science in Nursing is a traditional, four-year prelicensure program available on the Athens, Chillicothe, Southern, and Zanesville campuses. An accelerated BSN option may be available on some campuses for students with a baccalaureate degree in other disciplines.
- RN to BSN Program is an online program for practicing RNs. It has an early admission option for students in the second year of a prelicensure ADN program.

The handbook provides information about the School of Nursing and the policies that are important for its functioning. Section I provides some historical notes and program overviews. The next three sections address specific phases of a student's life in the School of Nursing: admission, progression, and graduation. Each section will include policies and useful information. The appendices contain program information or useful forms and guidelines.

Students are responsible for being familiar with and abiding by the policies and information in the handbook. Ignorance is not bliss and "I didn't know" is not an excuse for behaviors that violate policy. Each student needs to sign a form indicating that s/he: (a) was provided access to the handbook via the website, (b) read it, (c) understood the information in it, and (d) agree to conduct themselves in accordance to its policies. The signed form is to be returned to the appropriate School of Nursing office and kept in the student's academic file.

Policies that appear in this handbook related to progression within the program and/or completion of the program will be in effect until the class of original admission graduates. If a student leaves the program for any reason, e.g. illness, personal reasons, course failure, or other reasons not named, and returns to the program in a different class the policies that exist for the class to which they return will apply.

Policies not related to progression or completion of the program may be changed with one year's notice.

Receipt of *Student Handbook* Form is in Appendix H

Table of Contents

	Page #
Introduction.....	2
Table of Contents.....	3
Section I	5
Historical Notes	
Vision	
Mission	
Philosophy	
Section II	8
Application Procedures	
Health Policies	
Documents Required for File	
Students with Disabilities	
Section III	18
Student Conduct	
Standards of Care (OAC 4723-5-12(C)(1)-(23)	
Substances that Impair Judgment and Performance	
Advising	
Classroom Policies	
Assignments for Clinical Lab Experience	
Student Evaluation and Performance Plans (PIP)	
Professional Attire	
Grading	
Dismissal	
Readmission	
Student Life	
Section IV	47
Graduation	
Pinning	
Licensing Exam	
Application for School Nurse License	

List of Appendices	49
Appendix A: Contact Information for Each Program	50
Appendix B: American Nurses Association Code of Ethics.....	52
Appendix C: Offenses that Disqualify an Individual for Caring for Children and/or Older Adults.....	54
Appendix D: Program Plans and Schedules.....	59
Appendix E: ADN Program Information	66
Appendix F: BSN Program Information	72
Appendix G: Non-Academic Grievance	77
Appendix H: Forms.....	81
• Consent for Criminal Background Check	
• HIPAA	
• Immunizations	
• Relocate from One ADN Site to Another	
• Handbook Receipt	
• Release Form for Viewing Student File Documents	
• Standards of Safe Care	
• Student Civility Contract	
• Application: ADN Student Taking BSN Courses	

Section I

GENERAL INFORMATION

HISTORICAL NOTES

Ohio University

On February 18, 1804, the state's general assembly chartered the Ohio University in the clear conviction that "institutions for the liberal education of youth are essential to the progress of arts and sciences, important to morality, virtue and religion; friendly to the peace, order and prosperity of society, and honorable to the government that encourages and patronizes them."

The idea for a university in the Ohio land had originated years earlier through Dr. Manasseh Cutler's association with General Rufus Putnam and the Ohio Company. Cutler was an educated New Englander who appreciated "the value and pleasures of learning, [that] he regarded the diffusion of knowledge not merely as a source of individual happiness, but as a chief element of political liberty and a necessary part of the policy of a free state."

Ohio University was the first institution of higher learning established in the Northwest Territory.

College of Health Sciences and Professions (CHSP)

The Educational Plan for Ohio University for 1977-1987 set forth twelve goals in the area of health and human services. Ohio University President Charles Ping and Provost Neil Bucklew supported the plans statement: "There can be no question that many health and human service disciplines have matured to a level of complexity that placement in an institution of higher learning is not only appropriate, but mandatory."

It was determined that the best way to achieve many of these goals was to establish a new college. The College of Health and Human Services (the ninth degree-granting college at Ohio University) was approved on January 28, 1979 and was operational by July 1 of the same year.

The College of Health and Human Services (CHHS) opened under the direction of Dean Hilda Richards and consisted of the School of Health, Physical Education, and Recreation; the School of Home Economics; the Center for Human Development; and the Nursery Child Care Center moved from the College of Education. The School of Hearing and Speech Sciences moved from the College of Communication. In 1980 the School of Nursing moved from the College of Education to CHHS. A grant proposal was written which led to the development of a School of Physical Therapy in 1984.

There has been considerable growth and change within CHHS since its creation. In 2010, academic restructuring occurred. The College of Health and Human Services became

the College of Health Sciences and Professions with a refocused core mission on health and well being - positioning itself as a national model for health professions education, scholarship, and service across a wide array of disciplines. Currently there are four academic units: the School of Applied Health Sciences and Wellness; the School of Nursing; the School of Rehabilitation and Communication Sciences; and the Department of Social and Public Health. All four are housed in Grover Center, a facility that underwent an extensive renovation, completed in 2001, that for the first time brought all of the College's academic programs under one roof.

While the four academic units form its core, the College over the years has launched outreach initiatives that serve the surrounding community while providing valuable practical experience for students. These include WellWorks, a nutrition and fitness center for OHIO employees and community members; Ohio University Therapy Associates' Hearing, Speech, & Language Clinic and Physical Therapy Clinic; the Atrium Café, a popular eatery located on the first floor of Grover Center and a laboratory for food and nutrition students; and the Kids on Campus afterschool and summer programs.

University Outreach

President Franklin D. Roosevelt signed the GI Bill in 1944. This bill provided financial support for the more than 2 million veterans of World War II. Ohio University's president, John C. Baker, created "branch" campuses to provide Ohio University access for the veterans. The regional campuses became self-supporting and committed to the communities in which they were located. The structure of the main campus in Athens and five regional campuses (Chillicothe, Eastern, Lancaster, Southern, and Zanesville) continues today. Learning centers in Cambridge, Pickerington, and Proctorville have extended access even further.

The regional campus structure continues to provide access to Ohio University. Its programs offer life long learning, economic development, professional development, and work force entry opportunities.

School of Nursing (SON)

The School of Nursing offers four degrees and one certificate: (1) the associate degree (ADN) program which prepares individuals to take the RN licensure exam, (2) the baccalaureate degree program which prepares individuals to take the RN licensure exam, (3) the RN to BSN program which allows employed RNs the opportunity to earn the baccalaureate degree, (4) the master's (MSN) program which offers study in education, administration, family nurse practitioner, and acute care nurse practitioner, and (5) the School Nurse License/Certificate program which provides the required preparation for recognition as a school nurse.

The ADN program has three sites (Chillicothe, Ironton, and Zanesville) and provides access to basic preparation in nursing. The Zanesville site is the oldest as it was created in 1968 with Chillicothe joining in 1993 and the Southern campus program opening in 2003.

The BSN program has four sites (Athens, Chillicothe, Ironton, and Zanesville). The program started in Athens in 2009 and expanded to the regional campuses in 2012. The traditional BSN prepares graduates to sit for the RN license exam.

All of these programs came together in the summer of 2004 to form one School of Nursing. Each program has an associate director onsite with the director of the School of Nursing based in Athens. The School is administratively connected to both the College of Health Sciences and Professions and the Office of Regional Higher Education.

Vision Statement

The Ohio University School of Nursing will provide accessible **state of the discipline** undergraduate and graduate nursing education. The School will focus on fostering preservation, promotion, and restoration of health in the global community. Our graduates will be highly competent practitioners, leaders, and scholars who are grounded in a sense of inquiry, and committed to human caring within a climate of diversity.

Mission Statement

The Ohio University School of Nursing promotes excellence in the profession of nursing through education, scholarship, and service. The School provides quality educational experiences, utilizes clinical partnerships and facilitates regional collaboration that will enhance the health of diverse communities.

Philosophy

Humans are complex, holistic beings with worth and dignity. They possess the right and ability to make choices and decisions about their lives. They participate in life as individuals, family members, members of small and large groups, and members of various communities and cultures. All aspects of life contribute to the development of knowledge, beliefs, and values that in turn influence the choices made by humans.

Humans are in constant interaction with an **environment** that is both internal and external to the human body. Environmental and human systems influence one another through continuous interaction and exchange of energy with the environment. This unique and changing environment influences human life and health in neutral, positive, and negative ways. Humans can alter their own environment and the environment of others through their choices. The perceptions created by the interaction between humans and their environment influence learning and behavior and are a major focus of nursing.

Nursing is a caring discipline based on the health needs of society. Nursing practice is a socially and culturally responsive process through which clients are assisted to maximize health potential. Nurses utilize nursing process and scientific inquiry in their nursing practice. Nurses assist client systems to clarify health values, provide knowledge and skills about health, and coordinate health-related resources in an effort to promote, maintain, or restore health.

Health is dynamic and unique to the individual. It allows utilization of resources to achieve maximum potential for daily living. When a client system (be it an individual, family, group, or community) has the necessary knowledge, skills, and resources, choices are made that contribute to their health and quality of life. Differing values, expectations, and perceptions may alter the definitions of health and the actions taken by various client systems in seeking health. Health promotion and prevention behaviors are essential to the health and well-being of a client system throughout the lifespan.

Section II

ADMISSION

Application Procedures

Prior to being admitted to the School of Nursing, students must meet Ohio University's admission criteria and be admitted to the University. Admission to Ohio University does not guarantee admission to the specific nursing program. Admission to the nursing programs is selective and competitive; meeting the admission requirements does not guarantee admission to any program. Students must meet the selective criteria of the specific nursing program to be considered for selection (see procedure for specific criteria).

Admission to the School of Nursing is competitive. All programs require the following (SON Policy 001):

Required for Application	LPN-RN	ADN	Traditional BSN	RN to BSN
1. Completion of application	X	X	X	X
2. Official copies of all transcripts	X	X	X	X
3. High school transcript	X	X	X	
4. Completed courses in algebra, biology, & chemistry with grade of "C" or better at high school or college level*	X	X	X	
5. Statement of Education & Career Goals	X	X	X	
6. Minimum G.P.A. of 2.75**	X	X	X	
7. Minimum G.P.A. of 2.0				X
8. Current RN license or be eligible for licensure				X
9. Hold a current valid LPN license	X			
10. Grade of "C" or better in all prerequisites/support course	X	X	X	X
11. Documents required for student file (see documentation criteria table)	X	X	X	X
12. ACT College entrance exam score of 23 or above***	X	X	X	
13. Complete the A2 with a minimum 75% global score and minimum 75% in English and Math composites	X	X	X	
14. Admission Interview (may be required)	X	X	X	
15. BCI and FBI Background Check prior to admission to the program	X	X	X	

* Students not at Tier I math, English 1510 and a reading level of at least 80 may need to complete additional coursework. This exam may be required for transfer students without math 1200 or a placement 2 math is a prerequisite to the ADN program.

** Applicants who have graduated from high school within the past calendar year must have a GPA of at least 3.0 on a 4.0 scale.

*** Students admitted as a high school graduate within the past calendar year without college courses completed must have a composite ACT score of 23 or above. If an applicant has been out of high school for more than a full calendar year, they are exempt from taking the ACT.

LPN to RN students who have completed the NURS 2030 and NUR 2040 courses must notify the respective nursing program office of successful completion of the Excelsior exam to receive credit for the Maternity and Pediatrics Nursing courses by the last day of scheduled classes in the term in which NURS 2030/NURS 2040 are completed. Failure to do so will result in the student being required to complete the Maternity and Pediatrics courses as they are sequenced in the program.

Taking ADN and RN to BSN Courses Concurrently

The student must:

1. Complete the application form and turn it in to the relevant Associate Director the semester **before** the student wants to take NRSE 4510 (minimum of five weeks before the semester starts). Students must be in the third or fourth semester of the ADN program to take BSN and ADN classes simultaneously. All BSN prerequisite courses must be completed with the grade of C or better. Must have a 3.0 GPA.
2. Complete and sign an Update of Program form adding the ND1205 major code. Do **not** drop the ADN code (AA2342). Give this completed form to the Associate Director with the application.
3. Maintain an 80% (B-) in all ADN and BSN courses.
4. Once accepted for participation and the first RN to BSN course is completed with a minimum grade of "B-", the ADN student may register for other RN to BSN courses simultaneously with remaining ADN courses. **Students may register and take only one BSN course per semester.** Students may **not** register for NRSE 4600 before they have successfully passed NCLEX.

School Nurse License/Certificate Program

The school nurse relevant coursework is open to individuals who are enrolled in the RN to BSN Program and wish to complete the requirements as part of the BSN. It is also open to RNs who already hold a baccalaureate degree and are seeking the school nurse materials only. These individuals may request a review of past coursework to determine what courses would need to be taken prior to applying for the school nurse license. If such a review is desired, send copies of all college transcripts (unofficial ones will work for the review) to the School Nurse Coordinator at the School of Nursing office in Athens. If the person chooses to complete this program, s/he needs to follow the directions listed in the RN to BSN Program information above.

Health Policies

Throughout history, nursing has cared for clients with various infectious diseases that the public fears, such as smallpox, the plague, and leprosy. Nurses have provided not only physical care, but the psychosocial care needed for those with these diseases.

In today's society, infectious disease remains a major concern in a global society. Concerns of emerging infectious disease such as SARS and the Avian flu remains a nursing concern. Nursing the client with an infectious disease continues to be a challenge to the nursing profession. These diseases include, but are not limited to, human immunodeficiency virus (HIV), hepatitis B (HVB), hepatitis C (HVC), methicillin resistant *Staphylococcus aureus* (MRSA), and tuberculosis (TB).

The philosophy of the SON is to care for any client with an infectious disease. The faculty will continue to support students in caring for clients regardless of sex, age, religion, sexual orientation, financial situation, and physical/emotional condition. The student is encouraged to discuss any concerns with the faculty member when caring for the client with a possible infectious disease.

The SON faculty is concerned for the safety of the student and the client, since these conditions may not be readily apparent. Health policies are created to address this concern. The next few paragraphs address the School's health policies.

Health Policy. There are several documents necessary to comply with the School's health policy. Please note that it may be necessary to meet additional health requirements for specific clinical experiences, e.g. obstetrics.

Possible exposure to infectious materials: In the event that the student is exposed to blood or body fluids or other infectious materials or involved in other incidents during a clinical session, the student should follow the protocol in the agency in which the incident occurs. All incidents should be reported to the instructor/preceptor immediately. The instructor or the preceptor will assist the student in identifying the appropriate treatment and need for referral. If confidential testing and counseling is needed, it is available through local health departments. Examples of incidents or injuries include, but are not limited to needle sticks, falls, or back strain. A description detailing the situation is to be provided to the appropriate School of Nursing office. Treatment is the financial responsibility of the student.

The items listed must be on file at the beginning of the semester in which the student enrolls in the first clinical course. Some items will need to be provided only once while the student is in the School of Nursing while other items must be periodically renewed. A brief explanation of each item is included in this section of the *Handbook*.

**Documents Required in Student File
Ohio University School of Nursing**

	Associate Degree	Pre-licensure BSN	RN to BSN
UPON MATRICULATION:			
Assessment of current health status	X	X	
Varicella vaccination series or titer	X	X	
TB Test Results Mantoux two-step or Gold Test	X	X	
Hepatitis B vaccination series & titer	X	X	
Measles, Mumps, Rubella	X	X	
Diphtheria/Pertussis/Tetanus (TDap)	X	X	
Meningitis		X	
Influenza vaccine may be required to attend clinical experience	X	X	
CPR Certification	X	X	
OSHA	X	X	
HIPAA	X	X	X
Health Insurance		X (Athens only)	
RN License			X
Professional Liability Insurance	X	X	
BCI/FBI Criminal Background Check *may be required to be repeated by clinical facility	X	X	
Release of Information	X	X	X

RENEWAL:			
Mantoux TB test – annually	X	X	
Health Insurance		X (Athens only)	
CPR Certification – upon expiration	X	X	
RN License – upon expiration			X
Professional Liability Insurance – upon expiration	X	X	
Drug Screening*	X	X	
Influenza vaccine may be required to attend clinical experience	X	X	

Completed forms are to be returned to the office where official student files are kept, e.g. to respective campus where student is enrolled.

*Many clinical facilities now require the School of Nursing to submit documentation of negative drug screens prior to students performing clinicals in their facility. Students assigned to these clinical sites will be required to have a drug screen performed at their expense anytime that it is required for clinical.

Health Insurance: All domestic students on the Athens campus who are enrolled in five (5) or more credit hours (one (1) credit for international students) must carry health insurance. Students are automatically billed for insurance. They may waive this coverage if they are covered by another policy. The waiver request must be completed once year. Go to the Bursar's Office website (<http://www.ohio.edu/finance/bursar/studenthealth.cfm>) and follow the directions to waive the University's health insurance plan.

Physical examination by a licensed physician or nurse practitioner must be completed and on file in the nursing office by the date specified on the appropriate form. The form must include a physician's or nurse practitioner's statement of the student's ability to meet the physical requirements of nursing practice. Obtain a Health History and Physical Exam form from the nursing office at your campus.

Immunizations: Students participating in clinicals shall provide documentation of the immunizations listed on the Health History and Physical Exam form. Please note that the Tdap vaccine is recommended for adults instead of the Td vaccine. The CDC recommends the influenza vaccine for health care personnel. If an individual cannot be immunized for health reasons documentation of this fact must be on file.

Tuberculosis testing: Documentation of testing for tuberculosis is required. Students are to be initially tested using a two-step Mantoux test or the TB Gold test (blood draw). The Mantoux test consists of two skin tests with 1 to 3 weeks between the tests. It is the recommended initial test for individuals who expect to be tested periodically. The TB tine test is **not** acceptable. If both tests are negative the individual is considered to be uninfected. Students with a positive reading will be required to have a documented chest x-ray and follow-up care. Students who are positive will be required to have a completed questionnaire each year.

Hepatitis B: Chronic hepatitis B virus infection, in itself, should not preclude the study or practice of medicine, surgery, dentistry, or allied health professions. Based on the Center for Disease Control's (CDC) new recommendations for the management of students who have hepatitis B, Ohio University School of Nursing will follow these guidelines:

- Nursing students with chronic hepatitis B virus infection (i.e., those who are HBsAg-positive) who do not perform exposure-prone invasive procedures but who practice non- or minimally invasive procedures will not be subject to any restrictions of their activities or study.
- Nursing students with chronic hepatitis B virus infection, who have restrictions imposed on their participation in exposure-prone invasive procedures, will not perform exposure-prone invasive procedures in the health-care setting.
- Standard precautions will be rigorously adhered to in all health-care settings.
- DNA serum levels will be relied on to monitor infectivity, rather than hepatitis B e-antigen status. The hepatitis B viral level of 1,000IU/ml (5,000GE/ml) or its equivalent is an appropriate viral load threshold.

Student illness: With any illness (physical, emotional, mental) or condition (pregnancy), the nursing program may recommend/require that the student request documentation from a physician and/or a counselor certifying the student is able to perform all the duties expected of a student nurse. The student may not be able to continue in the program until such a statement is received.

Hospitalization: Following any required hospitalization, the student needs to submit to the nursing faculty a written letter from the relevant physician certifying that the student is able to return to school and to perform all the duties expected of a student nurse. This letter must be received before the student may resume participation in classroom and/or clinical activities.

Expenses related to illness: The student is responsible for any expenses s/he incurs while acting in the capacity of a student. For example, if a student sticks himself/herself with a contaminated needle, s/he will be responsible for all expenses related to treatment.

Cardiopulmonary Resuscitation (CPR) Certification and/or BLS. Students must present to the nursing office evidence of CPR/BLS healthcare provider certification prior to the first clinical day in your respective program. The CPR certification must include adult, child and infant CPR. CPR/BLS certification must be current and students are expected to **maintain** their CPR/BLS certification until completion of the nursing program.

A CPR/BLS certification course may be offered at Ohio University. Certification by the American Red Cross, the American Heart Association, or other nationally recognized provider is also acceptable if Automatic External Defibrillation (AED) instruction is included.

Occupational Safety and Health Administration (OSHA). Students need to have reviewed the latest recommendations regarding response to needlesticks and blood borne pathogens. These can be found on the OSHA website (<http://www.osha.gov>).

HIPAA Compliance. All those in healthcare must now comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability & Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need to know basis only. Care must be taken to minimize incidental disclosures and must disclose only minimal amounts of information necessary to accomplish the task. The minimum disclosure standard, however, does not apply to requests for information by a healthcare provider for treatment purposes. For example, when administering a medication, the healthcare provider would have full access to the medical record. This is covered by the patient's consent for treatment.

In order to protect patient/client privacy, all information that could identify the patient/client must be removed from student papers, such as care plans and case studies. Information to be removed includes the individual's name, initials, address, phone number, fax number and Social Security number. Student papers may not be copied for careless circulation and handling. Written documents containing private health information must be either carefully stored or shredded to prevent the circulation of confidential patient information. Confidentiality and privacy also extends to oral communications which extend beyond the need to know for treatment and/or educational purposes.

Clinical agencies are also mandated to follow HIPAA regulations. Students will therefore be required to meet any and all of the clinical agency's requirements as part of the clinical affiliation.

Students are required to sign the School of Nursing's HIPAA form (see Appendix H) that states the student understands the HIPAA regulations. This form will be kept in the student's file in the appropriate School of Nursing office.

The form that the student must sign and turn in to the appropriate School of Nursing office can be found in Appendix H of this *Handbook*.

BCI/FBI Criminal Background Check. ALL students attending clinicals in the School of Nursing are required to undergo a criminal background check upon admission to the Ohio University School of Nursing. The cost of background checks is the responsibility of the student.

It is a law in Ohio that all persons who care for children or older adults have a background check. The commission of certain crimes will disqualify an individual for caring for these populations. Senate Bill 38 addressed offenses related to children, and Senate Bill 160 listed the offenses related to older adults. Lists of the disqualifying offenses are provided in Appendix C.

- List A includes those offenses that can prevent an individual from caring for either children or older adults.
- List B is a list of additional offenses that can disqualify an individual from caring for children.
- List C is a list of additional offense that can disqualify an individual from caring for older adults.

Students who have been admitted (or who are applying) to the School of Nursing should review the list of offenses. If an individual in one of the prelicensure programs (ADN or BSN) has been convicted of any offense on these lists, s/he needs to contact the Board of Nursing and discuss whether or not s/he will be eligible to sit for the licensing exam. **Should a student be convicted of an offense while in the program, they are subject to dismissal.**

Any student who has any documented involvement with one of the offenses on the three lists and the offense has been addressed in a manner that would remove any problem, the student needs to provide the School of Nursing with the information, e.g. court documents.

All prelicensure students must complete a second BCI/FBI background check when they apply to sit for the licensing exam. This usually occurs the semester prior to graduation.

The form that must be signed authorizing the background check is in Appendix H.

Procedure for obtaining a background check: Effective June 2008 the Bureau of Criminal Investigation and Identification generally will accept electronic fingerprints only for background checks. There are a few exemptions. Go to the Ohio Board of Nursing website (<http://www.nursing.ohio.gov/>) for details about exemptions. Contact your local School of Nursing office for instructions on obtaining the background check.

Liability Insurance. Each student attending clinical is required to carry liability or malpractice insurance with minimum limits of \$1,000,000/\$3,000,000. For those students who are currently licensed as RNs, this insurance must be above and beyond that which is provided through your employing agency. Evidence of coverage and dates must be presented. Health care facilities used for clinical practice may also request that you present evidence of coverage. A copy of the front page of the policy will be sufficient.

- An individual is legally and financially responsible for injury caused as a result of one's negligence. Liability claims have been made involving students and graduates. These claims have included charges of error, negligence, and omission as well as bodily injury and property damage. Even those of you who are not yet registered nurses are personally

responsible for your own activities in your contacts with patients; therefore, you need personal liability insurance.

- Most of these insurance companies offer expert legal counsel when a claim is filed or threatened. Thus, you would have counsel that can assist you with unjust claims and threats.
- Application forms are available in School of Nursing offices or are available online. Applications may be picked up prior to the start of class or distributed on the first day of class.
- Students, who do not present evidence of coverage by assigned clinical time, will not be permitted to complete clinical activities at that time. Any missed clinical time must be made up prior to the end of the semester.

Release of Information. At times there are individuals who need to see the files of students. The most common example of this activity would be during an accreditation visit or a site visit by the Ohio Board of Nursing. Your signature on this form allows this visitors access to student files. At no time will any student's file be available for any individual or group that is not regularly connected with the ongoing education of the students.

Form is available in Appendix H

STUDENTS WITH DISABILITIES

All programs within the School of Nursing follow Ohio University's policies on "Services for Individuals with Disabilities." Any student with a disability is eligible to receive services from Ohio University. To access services, students must refer themselves to the Disability Services Coordinator and provide adequate documentation. The Disabilities Coordinator will provide the instructor or the course coordinator with a letter explaining the accommodations that are to be put in place. If you believe you have a disability and have not met with Disabilities Coordinator we strongly suggest that you make an appointment.

Guidelines are available from the Disability Services Coordinator. The policy may be found at the following website:
(<http://www.ohio.edu/equity/disabilityservices/studentervices.cfm>).

The School of Nursing is committed to the belief that the assurance of equality of opportunity and full participation at Ohio University for persons with disabilities should be supported. All programs within the School of Nursing follow Ohio University's policies on "Services for Individuals with Disabilities." Any student with a disability is eligible to receive services from Ohio University.

Plan

Nursing is a practice discipline with cognitive, sensory, affective, objective, and psychomotor performance requirements. Although accommodations can be made in the classroom/clinical setting to accommodate students with disabilities, all students must be able meet Core Performance Standards for nursing students. These standards reflect activities which nursing students are required to perform while enrolled in a nursing program. The standards are

to be used to assist each applicant/student in determining whether or not they can fulfill the requirements of the program and/or whether accommodations or modifications are necessary.

The following is a list of CORE PERFORMANCE STANDARDS for nursing students.

Issue	Standard	Examples of Necessary Activities (Not all inclusive)
Critical thinking	Critical thinking is sufficient for clinical judgment required for completion of nursing care plans	Identify cause and effect relationships in clinical situations, develop nursing care plans
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport with patients/clients, interdisciplinary team members, colleagues.
Communication	Communication abilities sufficient for interaction with others in verbal and written form	Explain treatment procedures, initiate health teaching, document and interpret nursing action and client response
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces	Moves around in patient rooms, workspaces and treatment areas without physical difficulty, able to administer CPR.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Calibrate and use equipment, position patient/clients.
Hearing	Auditory ability sufficient to monitor and assess health	Hears monitor alarm, emergency sounds, cries for help, taking blood pressure.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observe patient/client responses e.g. skin color
Tactile	Tactile ability sufficient for performance of physical exam	Perform palpation, functions of physical exam and/or those related to therapeutic interventions e.g. insertion of a catheter.

Reference: AACN Accommodating Students with Disabilities

Policies and Procedures

- 1.** The student will refer themselves to Disability Services Coordinator.
- 2.** The student is responsible for any fees for testing or professional consultation required to obtain documentation of a disability.
- 3.** The student must provide documentation of a disability to Disability Services.
- 4.** The Disability Coordinator will provide the instructor and course coordinator of each individual course a letter explaining necessary accommodations that are to be implemented for each semester.

Section III

PROGRESSION

STUDENT CONDUCT

Student Conduct. Students are beginning professionals. Students begin to learn about the expectations of professional behavior from the first day of enrollment. One of the characteristics of a profession is the use of a code of conduct to guide decisions about behavior. A set of guidelines is useful because they make values, obligations, and limitations explicit. The guidelines can help with decision making but will not provide answers to all complex decisions. Students are encouraged to discuss questions and concerns about conduct with instructors and peers.

It is believed that the practice of nursing and the education of future nurses will be built upon integrity, a sense of responsibility, and self-discipline. Nurses are accountable for practicing within the framework of professional nursing standards (American Nurses Association, *Scope and Standards of Professional Practice*). It is a corollary that nursing students are expected to conduct themselves, both inside and outside of the School of Nursing, in a comparable fashion.

CIVILITY IS BEHAVIOR THAT: 1) shows respect towards others, 2) causes another to feel valued, 3) contributes to mutual respect, effective communication and team collaboration. Learning is a group activity, and the behavior of each person in the classroom/clinical setting in some way or the other affects the learning outcomes of others. As future nurses and leaders, students within the School of Nursing must be prepared to recognize and manage incivility, disruptive and inappropriate behaviors within themselves, among peers and others. Examples of uncivil behavior are below but not inclusive:

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging a classmate/professors reputation
- Habitually interrupting as others speak
- Not paying attention or listening to others who address you; not responding to email , letters or voice mail that requires a reply
- Sending emails that are inflammatory in nature
- Speaking with a condescending attitude
- Yelling or screaming at instructors, peers, or clinical staff
- Habitually arriving late to class

- Knowingly withholding information needed by a peer, instructor, or clinical staff.
- Discounting or ignoring solicited input from instructors/faculty regarding classroom and/or clinical performance or professional conduct.
- Overruling decision without direct discussion and rationale;
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned. ;
- Threatening others; this refers to physical threats, verbal/nonverbal threats, and implied threats.
- Displays of temper, tantrums
- Using up supplies or breaking equipment without notifying appropriate staff/faculty.
- Rudeness that ultimately escalates into threatened or actual violence
 1. Students read and sign the Student Civility Contract upon admission.
 2. Students determined by the SON faculty or Administration to have breached the Civility Contract will be subject to disciplinary action or may be immediately dismissed from the program/SON. The status of dismissal is at the discretion of and determined by the Associate Director of the appropriate SON program.
 3. In the case of a disciplinary action the offending student will be expected to follow the guidelines of the Civility Contract and any further breach of this contract will result in immediate dismissal from the program/SON.

The Student Civility Contract to be signed is in Appendix H

Students will be provided with a copy of the safe care guidelines taken from OAC 4723-5-12(C)(1)-(23) when they enter the School of Nursing. The student will sign a form acknowledging that the student has received a copy of the guidelines and will abide by those guidelines. **The form to be signed is in Appendix H**

Standards of Safe Care OAC 4723-5-12(C)(1)-(23)

1. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.
2. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
3. A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, or time records, or reports, and other documents related to billing for nursing services.

4. A student shall implement measures to promote a safe environment for each client.
5. A student shall delineate, establish, and maintain professional boundaries with each client.
6. At all times when a student is providing direct nursing care to a client the student shall:
 - a. Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - b. Treat each client with courtesy, respect, and with full recognition of dignity and individuality.
7. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section [4723.28](#) of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section [4723.28](#) of the Revised Code for a practical nurse;
8. A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code;
9. A student shall not:
 - a. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client;
 - b. Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
10. A student shall not misappropriate a client's property or:
 - a. Engage in behavior to seek or obtain personal gain at the client's expense;
 - b. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense;
 - c. Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or
 - d. Engage in behavior that may reasonably be 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.

11. A student shall not:
 - a. Engage in sexual conduct with a client;

- b. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
- c. Engage in any verbal behavior that is seductive or sexually demeaning to a client;
- d. Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a client.

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

12. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
 - a. Sexual contact, as defined in section [2907.01](#) of the Revised Code;
 - b. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
13. 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.
14. 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.
15. 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.
16. 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;
17. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;
18. 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;
19. 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.
20. 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.

21. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion;
22. A student shall not assist suicide as defined in section [3795.01](#) of the Revised Code.
23. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its faculty or preceptors, or to the board.

Substances that Impair Judgment and Performance

The nursing faculty and students of the School of Nursing recognize the importance of protecting the public from chemically impaired practitioners. In carrying out our professional responsibility, it needs to be recognized that any use, sale, illegal possession and/or transfer of controlled substances and/or alcohol during class hours, while on clinical assignment, or as a representative of the School of Nursing will constitute grounds for disciplinary action up to and including dismissal from the School of Nursing. Arrest or conviction of the use, sale, illegal possession and/or transfer of controlled substances and/or alcohol outside of the campus can subject the student to the same disciplinary action up to and including dismissal.

Procedure

The following procedure will be implemented if, in a faculty member's professional judgment, a student participating in any classroom, laboratory, or clinical activity is exhibiting signs of chemical impairment. Behaviors that may cause a faculty member to implement the procedure 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.

1. The student will be removed to a private area to discuss the behavior observed. The clinical faculty member will follow the procedures in the School of Nursing Policy for Substances that Impair Judgment and Performance (Policy #034) The student will be asked for a verbal explanation of the behavior. If impairment is suspected, the student will not be permitted to operate a motor vehicle.
2. The faculty member may require a blood/urine screen test to be done immediately. Expenses associated with the testing of specimens are the responsibility of the student. Failure to comply may lead to disciplinary action up to and including dismissal.
3. The faculty member will prepare a written report that documents the student's observed behaviors and the affect upon the student's performance. Part of the documentation will include whether the observed behaviors were during class, during a clinical experience, or when the student was serving as a representative of the School of Nursing.
4. The written report will be submitted to the Director/Associate Director of the program and the relevant Dean.

A follow-up meeting will be conducted. The purpose of this meeting will be to

review the documentation of the alleged chemical impairment; provide the student an opportunity to offer an explanation of his/her conduct; And discuss the potential academic consequences related to the alleged policy violation.

Unacceptable Academic Behavior.

In addition to the standards of conduct for nursing students there are conduct expectations of university students. The complete Ohio University Student Handbook can be found on the web (www.ohio.edu/communitystandards)

A student or student organization found to have violated any of the following offenses will be subject to the full range of sanctions (reprimand, disciplinary probation, suspension or expulsion). Being under the influence of drugs and/or alcohol does not diminish or excuse a violation of the student code of conduct.

1. **Academic Misconduct - Dishonesty or deception in fulfilling academic requirements.** It includes, but is not limited to: cheating, plagiarism, un-permitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one's work, or submitting the same assignment in different courses without consent of the instructor. Note: An instructor may impose a grade penalty for academic misconduct and/or file a disciplinary referral.
2. **Dishonesty - Conduct covered by this offense includes but is not limited to:**
 - a. furnishing false information to the university by forgery, alteration or misuse of documents or records;
 - b. furnishing to the university a written or oral false statement;
 - c. furnishing false identification to a university or civic official.
3. **Mental or Bodily Harm to Self - Conduct that causes harm or has the potential to harm one's self. Conduct covered by this offense includes but is not limited to:**
 - a. intentionally inflicting mental or bodily harm upon one's self;
 - b. taking reckless, but not accidental, action from which mental or bodily harm could result to one's self (e.g., abuse or alcohol or other drugs).
4. **Mental or Bodily Harm to Others - Conduct that causes harm or has the potential to harm another. Conduct covered by this offense includes but is not limited to:**
 - a. intentionally inflicting mental or bodily harm upon any person;
 - b. attempting to inflict mental or bodily harm upon another person;
 - c. taking any reckless, but not accidental, action from which mental or bodily harm could result to another person;
 - d. causing any person to believe that the offender may cause mental or bodily harm;
 - e. sexual misconduct; Please see Ohio University Policy 03.004
 - f. any act which demeans, degrades, disgraces any person;
 - g. coercing another to engage in an act of membership in a student organization that causes or creates a risk or mental or bodily harm to any person (e.g., hazing).

5. **Discrimination** - Civilly, criminally or administratively prohibited unequal treatment or a person on the base of race, age, gender, creed, religion, national origin, ability, veteran status or sexual orientation.
6. **Disruption/Obstruction** - Obstructing or interfering with university functions or any university activity.
7. **Civil Disturbance** - Conduct which involves disturbing the peace in conjunction with a civil disturbance. Disturbing the peace under such circumstances can be defined as, but is not limited to:
 - a. disorderly conduct;
 - b. failure to comply with the directives of law enforcement or university officials;
 - c. failure to comply with an order of dispersal and other such conduct which can reasonable be construed to involve disturbing the peace and good order of the community during such an occurrence.
8. **False Report of Emergency** - Causing, making or circulating a false report or warning of fire, explosion, crime or other catastrophe.
9. **Destruction of Property** - Intentionally or recklessly, but not accidentally, damaging, destroying, defacing or tampering with university property or the property of any person or business.
10. **Theft or Possession of Stolen Property or Service** - Conduct covered by the offense includes but is not limited to:
 - a. taking without consent the property or service of the university, another person, business or organization;
 - b. possessing property that can reasonably be determined to have been stolen from the university, another person, business or organization.
11. **Trespassing** - Forcible or unauthorized entry into any university, public or private facility, room or grounds.
12. **Possession of Dangerous Weapons or Materials** - Unauthorized possession of a dangerous weapon or material, including, but not limited to firearms, compressed-air guns, pellet guns, BB guns, illegal knives, explosive devices, incendiary devices, fireworks, ammunition or any other dangerous ordnance as defined by Ohio law.
13. **Manufacture, Distribution, Sale, Offer for Sale, Possession or Misuse of Drugs or Narcotics** - Conduct covered by this offense includes but is not limited to:
 - a. manufacture, distribution, sale, offer for sale, possession, or use of any illegal drug or narcotic, including but not limited to barbiturates, hallucinogens, amphetamines, cocaine, opium, heroin or marijuana except as defined by offense B-6;
 - b. misuse or abuse of legal drugs or narcotics;
 - c. possession of a device (drug paraphernalia) that has been used to ingest an illegal drug or narcotic, other than marijuana as defined in offense B-6.

14. **Violation of Criminal Law - Alleged violation of any federal, state or local criminal law where the conduct of a student or student organization interferes with the university's exercise of its educational objectives or responsibilities.**

15. **Misuse or Abuse of Computers or Computer Networks - Misuse, alteration, tampering with or abuse of any computer, computer system, service, program, data, network, cable television network or communication network including telephone or computer lines and wireless networks. (See Ohio University Policy and Procedures 91.003: Computer and Network Use Policy.)**

16. **Misuse of Safety Equipment - Unauthorized use or alteration or firefighting equipment, safety devices or other emergency safety equipment.**

17. **Aiding or Abetting - Helping, procuring or encouraging another person to engage in the violation of a Code A offense.**

18. **Violation of Disciplinary Probation - Violation of the student code of conduct while on disciplinary probation or violation of the terms of one's probation.**

Sanctions will be in accordance with Ohio University Code of Conduct policies.

Examples of School of Nursing Academic Misconduct

1. Use and distribution of instructor intended test banks
2. Sharing and/or distributing questions or answers of exams
3. Recording or taking photos of reviews and/or exams

ADVISING

Students are assigned a program advisor. The name of the advisor is printed on the DARS (Degree Audit Reporting System)

Students are encouraged to speak with faculty members when they have an academic problem. Contacting the instructor of the course and/or the advisor can assess the problem and explore ways to correct the problem. Problem-solving an academic problem in collaboration with a faculty member is good practice for assisting clients to tackle health care problems.

Remember the administrative staff members have a wealth of information about the processes of academic life. They have excellent information about the campus's resources and how to access them.

Advising of Prospective Students. Individuals who are seeking information about any of the nursing programs to better inform a decision may call the School of Nursing office on the Athens campus (740-593-4494) or email nursing@ohio.edu. You will be assisted in reaching the most appropriate person/campus for information. Information sessions and individual advising sessions regarding School of Nursing programs can be arranged. Contact the School

of Nursing office on the relevant regional campus for dates, times, and to schedule appointments.

Academic Advising. Students are assigned an academic advisor at the start of their program. The DARS report lists the name of the academic advisor. Some campuses also hold group advising sessions especially during the preregistration period of each semester. Your advisor can help you create an educational plan to meet your academic, professional, and personal goals. Your advisor will also assist you in preparing an appropriate schedule of classes. It is the student's responsibility to monitor his/her own progress toward meeting graduation requirements. It is strongly recommended that you maintain regular contact with your advisor throughout your program.

The University Academic Advising Council has established the following guidelines for academic advising. (www.ohio.edu/students/handbook/advising/index.cfm)

A student can expect the advisor to:

- Establish and adhere to reasonable weekly office hours, be available for advising appointments, and expand hours during registration periods.
- Be sensitive to the needs of a diversity of students.
- Understand the mechanics and deadlines of enrolling students, such as scheduling by telephone or the web, adding and dropping classes, closed class options, special enrollment forms, and contacts in the Office of the Registrar or the college office.
- Understand how to read a DARS checksheet and how to request DARS checksheets for exploring other majors and programs.
- Understand university grading policies including probation and academic suspension.
- Be familiar with the variety of university degree and program offerings, departmental and college requirements as well as university-wide general education requirements (as explained in the Ohio University Undergraduate Catalog).
- Assist students in exploring course and program offerings and career choices.
- Know where to refer students with special needs or interests (e.g., Academic Advancement Center, Career Services, International Student and Faculty Services, Office of Institutional Equity, Student Financial Aid, Education Abroad, Ombudsman).
- Help students plan a course of study based on aptitudes, life goals, career interests, academic performance, and the frequency and sequencing of course offerings.
- Help students continually reassess their course of study in light of changing goals and overall academic performance.
- Share information about opportunities in their major and intended career field (e.g., internships, practicums, volunteer, and service learning opportunities).

- Seek reassignment for an advisee if necessary.

An advisor has the right to expect a student to:

- Consult with the advisor at least once each semester.
- Make appointments for advising via phone, e-mail, or office hour sign-up sheets during mutually agreed-upon advising times.
- Keep appointments promptly.
- If unable to make a scheduled appointment, notify the advisor in advance.
- Discuss academic and career-related needs and seek additional help from appropriate sources as suggested by the advisor.
- Be prepared for the advising appointment by bringing appropriate materials and written questions and by having reviewed the DARS, checked catalog requirements, consulted the schedule book for the current semester, and prepared a tentative schedule.
- Seek assistance in decision making rather than expect the advisor to make decisions.
- Follow through with appropriate action after each advising session and consult with the advisor if critical decisions cannot be accomplished.
- Evaluate advising sessions and give formal and informal feedback to the advisor.
- Seek reassignment to another advisor if necessary.
- Be aware of departmental major, college, and university-wide general education requirements.
- Understand how to read and use a DARS checklist.

Classroom Policies

Registration

Registering for a Class.

ADN Program: Students are assisted with registering for classes by staff in the School of Nursing office on their campus. Specific instructions will be provided at orientation. Dates for orientation will be provided in the acceptance letter.

BSN Program: Students will be given registration instructions in the letter that approves their change from the pre-BSN major to the BSN major. Students will receive this letter during the summer between the freshman and sophomore year of the program. Additional details will be provided at orientation. The date of orientation will be provided in the acceptance to the BSN major letter.

RN to BSN Program: If you are a transfer student, information for registration will be sent to you. If you are a current or re-enrolling student, you should follow the procedure for using the RN to BSN Knowledge Center website: <http://www.outreach.ohio.edu/bsn/>

Two Hour Rule. The two-hour rule will be followed in all nursing classes as stated in the Ohio University *Undergraduate Catalog*. If a student misses the first two contact hours of a course for which s/he is registered, the instructor has the option of removing the student from the class roster. **Exceptions include:** an excused absence (as defined in the OU *Undergraduate Catalog*) or an absence due to unforeseen emergencies. Each incident will be reviewed on an individual basis.

Dropping a Class or Withdrawing from the University

Students who wish to withdraw from the any program in the School of Nursing are expected to notify and meet with a faculty member or the Associate Director of the program in which the student is enrolled. The student must officially withdraw appropriately from the University. If a student quits attending class without officially withdrawing from the University, it is likely that all courses will show a grade of "F" at the end of the term. Consult with the appropriate School of Nursing office for assistance. There is a date for each semester which marks the end of the time when withdrawals are allowed. You can find this date on the academic calendar at <http://www.ohio.edu/registrar/>.

Drop A Course

1. You may use Web Registration to drop any class except your last class through an established deadline each semester. Dropping a class is prohibited after this deadline, but under very exceptional circumstances you may petition your college in writing to make an exception
2. Notify instructor and SON office.
3. Complete the "drop a course" procedure

Cancel Registration Before Classes

Cancellation of registration is defined as dropping all classes prior to the start of the first day of classes. This means that you have dropped all classes that you are scheduled to take. You may drop the classes via web registration or you can call or visit the registrar's office or the student services office of your college to obtain a cancellation of registration form, which you then complete and return to the registrar's office.

Withdrawing From the University

1. Withdrawing from the University is defined as dropping all classes on or after the first day of classes and no later than the day before the last day of classes for the semester or sub-term.
2. Withdrawal is not permitted on or after the last day of classes.
3. This may not be done using Web Registration.
4. Apply for withdrawal by completing a withdrawal request form obtained from the CHSP or Regional Campus student services office. When the request has been approved by CHSP student services office, your withdrawal is processed by the registrar's office, which grants an official withdrawal after determining that all obligations to the University have been met.

Application for an Update of Program.

If you have attended Ohio University previously to enrolling in the RN to BSN program, you will need to complete an Update of Program form. This form can be obtained from the [RN-to-BSN Student Knowledge Center](#) under Forms and Resources. Instructions for submitting the form is on the bottom of the form.

Individuals who are admitted to either the "pre-ADN" or "pre-BSN" major code need to complete an Update of Program form when their status changes from "pre-ADN" to "ADN" or from "pre-BSN" to "BSN."

Relocating.

Students occasionally wish to change campuses while in the ADN Program. Approval to relocate between ADN Program sites must be given by the Associate Director of both campuses (the sending and the receiving campus) and the Selection Committee of the receiving campus. Students who have been approved to relocate must complete the Relocate Form for the School of Nursing and return it to the appropriate School of Nursing office. **Copy of this form is in Appendix H.**

Use of Nursing Skills Lab. The Nursing Skills Lab is an educational facility and is to be used as such. Any activities not associated with approved university academic programs will not be permitted.

1. Only approved persons will be permitted to use the Lab. This generally would represent currently enrolled Ohio University nursing students, faculty, administration and staff.

2. Nursing students are permitted to use the Lab any time during posted open lab hours and at other times by arrangement with the Lab Coordinator or Assistant Nursing Lab Coordinator. Exceptions to this rule will be explained to students by the Nursing Lab Coordinator, the Assistant Nursing Lab Coordinator or by the nursing instructors.
3. In the event that the Nursing Lab Coordinator, Assistant Lab Coordinator or the student assistant is not available, students may have a nursing faculty member unlock the Lab or students may obtain the key from the relevant School of Nursing office. Maintenance personnel are **not** permitted to unlock the Lab for students.
4. Students are discouraged from loitering in the Lab.
5. Supplies purchased for use in the clinical Lab are not to be used on family or friends. The University is not responsible for the improper or unauthorized use of supplies.
6. Students are expected to clean up their work area after they have finished practicing.
7. Students are not to remove any equipment from the Lab unless they have written permission from the Nursing Lab Coordinator, Assistant Nursing Lab Coordinator or a School of Nursing faculty member.
8. The phone in the Lab is for faculty use only.
9. Persons unfamiliar with operating the AV equipment or encounter problems should contact the Nursing Lab Coordinator, Assistant Nursing Lab Coordinator or a lab assistant.
10. During times of greatest use, students may use AV equipment on a sign-up basis only.
11. Lab times not reserved for specific course related activities will be designated as “open” lab. Open lab times will operate on a “first come, first served” basis. During “open” lab times, an individual is expected to limit the use of any one piece of equipment to one hour. There can be exceptions to this rule if the AV equipment is not needed by another person.
12. This is a study environment so talking and extraneous noises should be kept to a minimum. Students may be video taping and/or using any of the AV equipment.
13. Because of the sensitivity of some of the equipment, food, drink, smoking or chewing tobacco will **NOT** be permitted in the lab.
14. When leaving the area, be sure all equipment, lights and camera are turned off.
15. Computer usage is on a reserved basis only. Computers are to be used for assigned programs only.
16. Student should refer to the appropriate syllabus for specific instructions about the activities/assignments for that course.

Recording Lectures/Presentations. Nursing students may use recorders during nursing lecture at the discretion of the faculty member teaching the course. In the case of guest lecturers, students must obtain permission from the guest.

Communication Devices. Nursing students may use communication devices during nursing lecture at the discretion of the nursing faculty. In the case of guest lecturers, students must obtain permission from the guest. Electronic communication devices need to be in silent mode or off in classroom or clinical. Communication devices must be silent and stored away from the testing area during exams and quizzes.

Attendance

Attendance in Classes. Rules about attendance at Ohio University are at the discretion of the individual faculty member. Faculty members in the School of Nursing have agreed upon some general guidelines about attendance. Some of these guidelines may be specified with a bit more detail in the syllabus for a specific class.

Attendance to nursing classes is the responsibility of adult students and expected. Students are held accountable for classroom content and therefore attendance for class instruction is expected. The faculty understands that some circumstances may prevent a student from attending class. It is the student's responsibility to obtain the content from the missed class from peers. It is also the student's responsibility to notify the individual instructor prior to missing the class. Attendance may be taken within each course. Excessive absences from the classroom could jeopardize the student's standing within the course. Patterns of excessive absences will be reviewed by the faculty and the student will be counseled accordingly. A physician's excuse may be required.

Attendance is a slightly different concept in an online program. No one physically appears in a classroom, but one is expected to be an active participant in the online course requirements.

Due dates for assignments will be specified in each course syllabus. There may be penalties for late work. If a student has scheduled a meeting with a client or an agency and cannot attend, it is a student's responsibility to notify all parties involved.

The Ohio University School of Nursing uses learning groups in many of the online RN to BSN courses. It is essential for all students in courses using learning groups to understand personal and professional responsibilities and obligations to other collaborating group members. In courses where learning groups are used, the group work is not optional and full participation from all students is expected. You may or may not have a choice about the group of students that you work with in every class that utilizes learning groups.

Family and friends are not permitted to attend nursing classes whether in the classroom or in a clinical facility. The nature of the subject matter, the confidential nature of some discussions, the equipment, and the general distraction caused by additional people in the room create an environment not suitable for guests.

Attendance Policy for Clinical Lab.

Attendance for the clinical and campus lab portions of this course is mandatory. Failure to notify the instructor and course coordinator in advance of the absence may result in a Performance Improvement Plan. Clinical absences or tardiness may result in a Performance Improvement Plan.

In the event a student is unable to attend the laboratory class when held at the University Clinical Education Skills Lab, the student must notify the School of Nursing office on the respective campus or the nursing instructor no later than 30 minutes after the college switchboard opens.

When laboratory is scheduled on the clinical site off campus, the student must notify the instructor or the assigned unit prior to lab starting time. The student should identify him/herself by name, and state that s/he is a nursing student. The student should then request that the charge nurse and the instructor be informed regarding the absence.

If a student arrives on the unit 30 minutes after the scheduled start time of the clinical experience, the student may be asked to return home and make up the day. If a student exhibits a pattern of clinical absences or tardiness a Performance Improvement Plan may be initiated by clinical faculty.

Since absence from the Clinical Education Skills Lab or the clinical agency lab must be made up, the student is responsible for the following:

- Remaining home if ill to protect oneself, one's peers, and patients,
- Reporting one's absence from the clinical as directed in the syllabus for each course, and
- Scheduling make-up times with the respective instructor before the next scheduled clinical. Make-up options are at the discretion of the course instructor. It is strongly recommended that student's make up missed clinical with their assigned clinical instructor. Missed clinical time must be made up with clinical-not lab time and not an alternative assignment. If a student has more clinical days to make up than are remaining in the semester, the instructor has the option to fail the student in the clinic.

Absence from a Scheduled Exam.

1. Students who arrive late to a scheduled exam will be admitted, but will not be allotted additional time to complete the exam.
2. Without establishment of acceptable cause for an exam absence, the student will receive a 10% grade deduction from the total points possible for that exam. A student will not receive the 10% reduction if the exam is completed within the same school day that the exam is scheduled.
3. Acceptable causes for exam absence will be determined by the course faculty in accordance with the Ohio University *Undergraduate Catalog* section entitled "Excused Absences" in the Class Attendance Policy section. Whenever possible, make-up exams may follow the schedule for all University courses as determined by the Associate Dean. It is the student's responsibility to make arrangements with the respective instructor to take the exam. Verification will be required.

Quizzes

1. Quizzes may be given at any time in any nursing course. Each instructor will determine how and when a quiz may occur.
2. Quizzes may be unannounced and administered at variable times during the class

period.

3. Quizzes may consist of any number of questions, and the content may be taken from assigned reading material or any other material assigned as part of the course.
4. Make-up quizzes will follow the guidelines of the Ohio University *Undergraduate Catalog* section entitled "Excused Absences" within the Class Attendance Policy section. Instructors are not obligated to provide make-up quizzes for reasons not addressed in the excused absences policy.

Student Medical Care while in Class or at Clinical Learning Experience

To the extent that any first aid or emergency care is required in connection with an injury or illness incurred by a student during performance of his/her clinical training during a Rotation, the student shall be treated by Clinical Facility as appropriate. If any first aid or emergency care is required in connection with an injury or illness incurred by a student in the classroom, the faculty will Report the emergency and Dial 911. Additionally, the faculty or Director of Program will notify the appropriate university administrative officials on campus

Assignments for Clinical Lab Experiences.

1. Objectives for each nursing laboratory class are stated in the syllabus. It is the responsibility of each student to read these objectives and plan how he/she will meet the objectives.
2. Specific guidelines may be given for the student's written (or other) preparation before lab (pre-clinical) and after lab (post-clinical).
3. Pre-clinical assignments must be completed on the correct form and turned in to the instructor as designated by each course syllabus. Any student who comes unprepared to the clinical site, including campus lab, without the written (or other) pre-clinical work may be asked to leave. The clinical time must be made up.
4. A pattern of incomplete post clinical work may lead to a Performance Improvement Plan.
5. Student **MUST** submit proof of liability insurance to instructor before a clinical assignment will be given. A copy of the cover page of the policy is sufficient.
6. Assignments for Clinical Education Labs scheduled at the health care facility may be posted on the unit or otherwise designated by each clinical instructor. Students may be expected to go to the hospital unit to obtain their assignment and collect related information.
7. All information in the chart is **strictly confidential**. Students are expected to take notes but do not write down the client's name or the physician's name, use initials instead. Students are not to discuss their client with anyone except the instructor, floor staff or other students in the clinical group.
8. Student are not to take spouses, children or friends to the clinical unit when obtaining assignments and collecting information.

9. Lab coat and photo ID must be worn with appropriate street clothes, to be permitted on the clinical unit to obtain assignment. Student must be prepared to show a photo ID when accessing patient records. (No shorts, blue jeans, T-shirts, hair in rollers, etc.)
10. Students are advised not to take items of value, such as purses, to the clinical unit when obtaining assignments or the day of clinical lab.
11. During lab, report to and get instructions from **only** the instructor, the head nurse, the charge nurse, or the preceptor. If you are unsure of **anything**, ask the instructor first.
12. Clinical instructors are autonomous in how they wish to structure the clinical experience for their students. Also, policies vary among clinical units and between the two health care facilities. It is the student's responsibility to understand the expectations of his/her clinical instructor, and to learn the policies of the assigned nursing unit.
13. Unless otherwise stated and/or arranged, students are expected to remain in the clinical facility during the entire clinical experience.
14. Cellular phones may not be permitted at the clinical site. All cellular phones must be on silent or off and not used as a cellular phone in the clinical area.

Student Evaluation and Performance Improvement Plans (PIP)

The School of Nursing faculty believes that the learning environment encompasses both class and clinical experiences. The student is expected to follow course syllabus objectives, student handbook policies, agency policies, and professional ethics and/or legal scopes of practice. Faculty members have the responsibility to teach students while continuing to provide for the safety of the patient/client. Faculty members use a variety of tools to evaluate student performance. Some of these tools include exams, presentations, pre- and post-clinical seminars and written work, and the midterm and final clinical evaluation reports/conferences. Some general guidelines have been developed to assist with the combined formative and summative evaluation tasks. These are:

1. *Performance Improvement Plan:* If a student shows a pattern of inappropriate behaviors relating to class/clinical practice or failing to meet clinical objectives, the nursing instructor will initiate a Performance Improvement Plan (PIP) with the student. The PIP will serve as a learning contract between the student and the instructor. The PIP will include the behavior(s) which led to the contract, goals, expected outcomes, strategies and/or interventions to achieve the goals, and related consequences of meeting/not meeting the goals. The student and the nursing instructor will specify a date when they will meet to evaluate the effectiveness of the Performance Improvement Plan. Inability to meet the terms of the contract will result in a course grade of "F." Students who fail a course as a result of their performance in the clinical area may be given a Performance Improvement Plan even though one was not completed earlier in the term. Doing so may assist the student in planning for readmission.
2. *Skills Exams:* Students will be allowed three attempts to master a given skill in a course. If the skill is not successfully completed after three attempts during the semester, the student will receive a course grade of "F". Failure to notify the instructor/lab supervisor prior to missing a scheduled appointment for a skills exam will constitute one failure.

3. Faculty members do reserve the right to have a student immediately removed from a class or from a clinical unit based upon student performance. This can result in a course grade of "F".

Professional Attire

UNIFORM POLICY

The image of the nurse is enhanced by wearing appropriate and professional attire. One should wear the uniform with pride as a student in a respected profession and in representing the Ohio University School of Nursing. Professional appearance and behavior should always be maintained when in uniform.

Professional dress codes for health care personnel communicate to clients who we are and our respect for our discipline. They serve an additional purpose because they maximize conditions which promote medical asepsis which assists in the prevention of disease in clients.

Each student will be sent information regarding the purchase of uniforms and a list of necessary equipment when notified of acceptance into the School of Nursing. It is the responsibility of each student to obtain the necessary uniform and equipment items within the dates specified in the letter. Different campuses use different companies for the purchase of the uniform. This information will be included in the information accompanying the letter of admission.

Questions concerning the uniform (fit, quality, etc.) should be directed to the uniform representative and not to the respective School of Nursing office.

Unless specified otherwise by your instructor, each student will be expected to wear the full uniform to all clinical assignments.

The Ohio University School of Nursing patch is worn on the left sleeve of the uniform. The photo ID badge is worn on the left side of the uniform below the level of the collar.

Student Nurse Uniform: Female

1. Regulation skirt or pants uniform. The dress uniform can be no shorter than one inch above knee cap. Wash the uniform before shortening.
2. For the ADN student the pant uniform is to be green pants with white top. For the BSN student the pant uniform is to be green pants and top. If a lab coat is worn it should be white with School of Nursing patch. Green scrub jackets, with School of Nursing patch, may be worn.
3. Full length white slip is to be worn when wearing a white skirt or dress style uniform. Nylon can produce static electricity which can be dangerous in the hospital environment; consequently, specially treated nylon or polyester and cotton combinations are best.
4. Plain white hose only - preferably panty hose if wearing a skirt or dress. White socks may work with pant uniform. Pant leg must cover the top of the sock. Knee high white hose may be worn with the pants suit. Designer hose, socks and footies are not acceptable with the dress or pants suit. Only white or beige underwear (including bra) is to be worn. No thongs should be worn.
5. Pregnant students may wear any style of white maternity uniform. The student will be expected to comply with all requirements of the uniform policy.

Student Nurse Uniform: Male

1. For the ADN student regulation green slacks without cuffs and white uniform shirt with a School of Nursing patch. The BSN student should wear green pants and top. If a lab coat is worn it should be white with School of Nursing patch. Green scrub jackets, with School of Nursing patch, may be worn. The pants will have a slightly flared leg, and must be purchased through the uniform company. Pant leg must cover the top of the sock.
2. Only white t-shirt, socks, and underwear are to be worn.

Student Nurse Uniform: All Students

1. The uniform, shoes, and hose should always be clean and neat. The uniform should be free of wrinkles.
2. Some clinical experiences may call for dress clothing instead of student uniforms. Students are expected to dress professionally. Do **not** wear jeans, tank tops, halter tops, sheer blouses, midriff/half shirts, mini skirts, slit skirts, shorts, spike heels, flip-flops, and/or any tight clothing. There is to be no bare skin (midriff, back, abdomen, etc.) showing while in uniform. Underwear (briefs or boxer shorts for males, panties and bra for women) must be worn. No thongs should be worn.
3. **No use of tobacco (smoke or smokeless), chewing of gum, or drinking of alcohol will occur while in the School of Nursing uniform.**

Shoes

Shoes should be clean and polished at all times with clean white shoe laces. Conservative style duty shoes are best for safety, comfort, and appearance. Only plain white shoes are acceptable. No open-heeled, open-toed, mesh/cloth shoes are permitted.

Personal Hygiene

4. It is expected that the student will practice good personal body hygiene.
5. Make-up should be suitable to the occasion. Heavy eye shadow, lipstick, cologne, etc. can be very disturbing and offensive to the sick person.

Hair and Nails

1. Conservative hair styles are encouraged for both male and female students. Long hair (male or female students) must be worn up and back away from the face so it does not hang down. Stray hairs can contaminate an open wound, a sterile field or other working area. Use of plain style pins, barrettes, or pony tail bands are permitted to keep hair up and away from the face. Hair should only come to the collar when worn down and should not rest on the collar.

2. Well trimmed mustaches are permitted. Beards are permitted provided they are well trimmed and no longer than one inch in length.
3. Nails should not exceed the length of the fingertips. Clear nail polish is permitted.
4. Acrylic or gel nails are not permitted. Nail jewelry is not permitted.

Jewelry

1. Limit the jewelry worn to plain wedding bands and wrist watches. Students are not permitted to wear necklaces or bracelets. No dangling earrings.
2. Body piercing and tattoos are not conducive to professional attire. No piercings other than the ears may be visible. Jewelry in pierced areas other than the ears is prohibited during clinical times. Student must cover tattoos during lab and clinical times.
3. Students with pierced ears may wear one pair (one earring in each ear) of very small gold, green, silver, or white post earrings to the clinical lab. Dangling earrings are not permitted at any time while in the clinical setting.

Lab Coat/Scrub Jacket

The lab coat (should be white) or scrub jacket (may be white or green) anytime the student is not in full uniform but is performing activities related to a nursing course or is representing the School of Nursing, e.g. health agency observation experiences, pre-clinical preparation work, and during skills lab. It should be worn with dress clothes with the OU photo ID above the left chest pocket and the OU patch on the left sleeve. The same consultation coat can be worn with the polo uniform option.

Equipment Needed

Students need to have a watch with a sweep second hand, bandage scissors, small notebook and ink pen with appropriate color of ink (usually black), pen light, stethoscope, and hemostats (5 ½ inches, straight Kelly). A stethoscope with a bell and a diaphragm and rubber tubing (instead of plastic) is a better instrument.

Compliance with Uniform Policy

Any student who does not comply with the uniform policy may be asked to leave the clinical area and will be required to make-up the clinical or lab time. A Performance Improvement Plan may be issued at the discretion of the clinical instructor.

GRADING

Support Courses. Prerequisite courses for all undergraduate programs (ADN, BSN, RN to BSN) must be completed with a grade of “C” or better. If a student receives a “C-“or lower grade in a prerequisite course, the course must be repeated before the student can continue with nursing courses. This policy applies to each of the courses listed below by program.

- **ADN Program:** Support courses include: CHEM 1210, BIOS 1300, BIOS 1310, PSY 1010, BIOS 2010, EDEC 1600 or PSY 2410, ENG 1510, a Level I or Tier I math (MATH 1200 or PSY 1110), and an elective. A student may be prevented from progressing in the nursing program if his/her overall GPA is less than 2.00 (C).
- **BSN Program:** BIOS 1300, BIOS 1310, (BIOS 2210/2215 or BIOS 2010), CHEM 1210, CHEM 1220, PSY 1010, SOC 1000, COMS 1010, (PSY 2410 or EDEC 1600), NUTR 1000, PSY 1110 OR 2210, ENG 1510
- **RN to BSN Program:** BIOS 1300, BIOS 1310, (BIOS 2010 or BIOS 2210/2215), CHEM 1210, PSY 1010, PSY 1110, (PSY 2410 or EDEC 1600), NUTR 1000, ENG 1510, SOC 1000

Nursing Courses: Undergraduate students must have a cumulative GPA of 2.00 (C) to graduate. Undergraduate nursing students must attain a score of “80%” in each nursing course to progress to the next set of course(s). To successfully pass a course, a total accumulative score of 80% must be achieved on all exams and quizzes in clinical courses. **There will be no rounding of points/percentages used to determine final grades.**

The School of Nursing has adopted pharmacology math exams to be administered during the program. A student must achieve a score of 90% in order to pass the course. The student will have 3 opportunities to pass a version of the exam. **A clinical failure will result if the student cannot achieve a 90% by the third attempt. This will result in course failure.**

An academic failure results from achieving less than a “80%” in a course or a withdraw failing in any nursing course or multiple nursing courses in the same academic term. Students are eligible to apply for progression and readmission one time only following academic failure. Progression and **readmission in the program is NOT guaranteed.**

Grading Scale for Determination of School of Nursing Course Grades

94 -- 100 =	A	73—75 =	C
90 -- 93 =	A-	70 -- 72 =	C-
86 -- 89 =	B+	66 -- 69 =	D+
83 -- 85 =	B	63 -- 65 =	D
80 -- 82 =	B-	60 -- 62 =	D-
76 -- 79 =	C+	0 -- 59 =	F

Grades in Clinical Courses.

Several courses in the School of Nursing have a clinical component. In order to pass clinical courses a student must receive a grade of Satisfactory in the clinical component of the course and achieve the required percentage of points in the theory portion of the course for the specified program. An Unsatisfactory in the clinical component of a course results in an automatic failure regardless of the number of points obtained in the theory portion of the course. The course must be repeated before enrolling in another nursing course. The course may be repeated once. If a student is dismissed from the program because of a failure in the clinical component of a course, the grade for the course will be "F." If the student withdraws prior to completion of the course, and the student was failing the course (theory and/or clinical) the grade will be recorded as "WF." A "WF" will be regarded as an "F" by the Selection Committee when considering reentry for the student.

Standardized Exams

Standardized testing will be utilized throughout the programs.

The exams provide good information to students about their grasp of the content in specific content areas. Students pay a fee each semester to cover the administration of the exam and the content and review materials provided to them. **During the final course of the program a NCLEX Predictor Exam will be utilized.**

This testing plan allows for standardized testing based on the test plan for the NCLEX exam. The testing plan will assist faculty and students to identify areas of strength and weakness related to application of knowledge, nursing process and critical thinking. Students in the last semester of the program will have a benchmark goal of 850. Students will receive a detailed standardized testing plan upon admission.

Grades of Incomplete.

The student is expected to complete all course requirements (class and clinical) for each semester. Grades of incomplete (I) are not automatically given when there are missing assignments at the end of the semester. However, because of extenuating circumstances, such as hospitalization or death of an immediate family member, a student sometimes is unable to complete all of the work. Students must discuss with the faculty member the reasons why an incomplete grade is being requested. This discussion is to occur as soon as the student recognizes that a problem exists. If this occurs, a student may receive an "incomplete" instead of a letter grade for the course. The faculty will review and make a decision in each individual situation.

Faculty members, while willing to be as flexible as possible, are not obligated to grant the use of an incomplete grade. With no discussion of the need for an "I" a student may receive a grade for a given course based on whatever percentage of the required material has been submitted. To erase the incomplete and receive a letter grade, the student must fulfill the course requirements within the first **two** weeks of the following semester in which s/he is enrolled. Otherwise the incomplete automatically converts to a grade of F.

Appeal of Grades.

There is a process for appealing the grade received in a course. To quote the University policy: “A student may appeal a grade through the chairperson of the department to the dean of the college, provided that a concerted effort was made by the student to resolve the matter with the instructor. The burden of proof for a grade change is on the student, except in those cases involving charges of academic dishonesty” (online *Ohio University Undergraduate Catalog*). Students contact the Associate Director of the program in which they are enrolled for additional details and forms.

Tier Requirements.

Students in the ADN Program must meet the lower division Tier I (general education) requirements. These requirements are: freshman English composition and quantitative skills. Students will be able to meet these core course requirements by taking English 1510 (Freshman Composition) and Math 1200 (Algebra) or PSY 1110 (Statistics).

Ohio University requires new freshman and transfer students who have not taken appropriate math and English courses to take ACT COMPASS (placement tests) prior to taking the tier courses. If there are question about the “appropriateness” of transfer courses, the student should contact Student Services Office or the School of Nursing office. Math, English, and reading skills will be evaluated by the ACT COMPASS Placement Tests. The test results will be used by the advisor to place the student in the proper courses. If a student does not place in a Tier I courses, the University requires completion of the developmental course/s matching the level that they tested in prior to enrolling in the Tier I course.

Students in the BSN Program must complete all three areas of general education (Tier I,II, and III). These students will complete the third class in Tier I which is a junior level composition course, Tier II which is a breadth of knowledge requirement, and Tier III which is a capstone course and is met when the student takes NRSE 4600. Specific information about these requirements will be provided through academic advising sessions, by reviewing the DARS, and by asking questions during advising sessions.

Dismissal

Dismissal from the Program

Nursing students in all programs are expected to provide safe nursing care and maintain standards as described in the Ohio University *Code of Conduct* and in the Student Conduct Guidelines described in the School of Nursing *Student Handbook*. Behaviors that violate the expectations of the profession and/or the University may be grounds for dismissal from one or both bodies. The behavior of any student which is considered: (1) unsafe or (2) a breach of either of the codes of conduct or the civility expectations during either clinical or classroom instruction or (3) while on University property or (4) at a clinical agency approved for study will be reviewed. Such behaviors include, but are not limited to: (1) academic misconduct, (2) lying, (3) stealing, (4) abuse of client(s), (5) mental or bodily harm, (6) manufacture, distribution, sale, offer for sale, or possession of drugs or narcotics, (7) substance abuse, (8) falsifying nursing data, and (9) disclosing confidential information. For a complete description of the Ohio University *Code of Conduct* please see: http://www.ohio.edu/judiciaries/conduct_policy.cfm.

Alleged violations will be adjudicated through the procedures described in the Ohio University *Code of Conduct*. For further information go to: <http://www.ohio.edu/judiciaries/>.

For situations that may result in dismissal from the School of Nursing but not from the University, the student will have an opportunity to be heard by either the faculty team teaching the course or the nursing faculty organization, whichever is appropriate.

Following a decision of the faculty, the student has the right to appeal. In academic matters, the appeal is first heard by the Associate Director and/or Director of the School of Nursing, then by the respective Associate Dean, and finally the respective Dean of Ohio University.

An academic failure results from achievement of a grade lower than a "80%" or a withdraw failing in any nursing course or multiple nursing courses in the same academic term. Students are eligible to apply for progression and readmission one time only following academic failure. **Progression and readmission in the program is NOT guaranteed.**

If a student leaves an undergraduate program due to academic failure the student is eligible to reapply to the same undergraduate School of Nursing program three years from date of the dismissal. Students in violation of the Code of Conduct may be denied readmission. Students may not apply to any undergraduate School of Nursing program during those three years, with the exception of any student who fails two courses/semesters of nursing and then completes a:

1. Practical nursing program and becomes licensed as a practical nurse (LPN) will have the three year rule waived and will be treated as any new advanced LPN student.
2. Baccalaureate degree in another discipline will have the three year rule waived and can apply to one of the prelicensure programs.

The student would reapply as a new student and be considered by the Selection Committee. The student, if readmitted to the School of Nursing, would be required to repeat all nursing courses.

Readmission

Students who have been out of the School of Nursing prelicensure programs (ADN or BSN) for more than three years must reapply and will be evaluated as new students.

All students who are eligible to do so and who wish to be readmitted to the School of Nursing must complete the appropriate form prior to the starting date of the semester requested for readmission. The form may be obtained from the School of Nursing office on the campus the student wishes to attend.

When a student applies to re-enter the School of Nursing s/he will be expected to meet the same academic and clinical requirements as other students who will be enrolling in the same nursing course. It is expected that the re-entering student will review the skills and content that have been presented in the previous nursing courses and to be as proficient in the clinical lab as the other students. It is the responsibility of the student to review the skills and content and to seek assistance from the nursing faculty when necessary.

The number of students who can be readmitted for a given semester will depend upon the number of open spaces in the specific course. Availability of space in specific semesters or courses may not be known until the registration period immediately preceding the start of the semester. Applicants will be notified of admission as soon as decisions are made. Readmitted students will be able to register during open or late registration.

Students wishing to re-enter the School of Nursing after being out of the program from one to three years will be re-evaluated by the Selection Committee and prioritized using the following criteria:

Group 1	OU nursing students in good academic standing who withdrew
Group 2	OU nursing student who withdrew for academic reasons
Group 3	Preference given to nursing students reapplying to the same campus
Group 4	Nursing students reapplying from another OU campus

Within each group individual applicants will be ranked based on a point system using the information provided on the application for readmission.

If the number of available spaces in the target semester/course and the number of applicants in Group 1 are identical, no other students will be readmitted. If there are more spaces available in the target semester/course than there are applicants in Group 1, applicants from Group 2 will be readmitted.

Student Life

OU Identification Card

Every student needs an OU identification card. These are photo identification cards that allow you to check books out of the library, participate in events, and obtain some services. You can get an OU ID card at any of the campuses.

Students will receive information about how and where to obtain student identification cards during orientation.

Using Voice Mail

When you call a faculty member or one of the School of Nursing offices and are connected to voice mail, please follow these guidelines when leaving a message.

1. Provide your name, PID number, telephone number, and a brief statement of what you are requesting.
2. Speak slowly and distinctly. It is very hard to write a number that is being spoken very rapidly.
3. Provide a good time to return your call **OR** let us know when not to call. We don't like waking you when you have worked nights and are sleeping.

Using email

1. Make sure you provide your first and last name and your PID number. We don't know who you are when all we have is the two letters and six numbers of your Oak email address.
2. Be as clear as possible about your request.

OU SON Committee Membership

Student involvement in the various committees in the School of Nursing is very important. Students are asked to serve a one-year commitment to the School's curriculum committees and several policy committees. Most committees meet a minimum of once each month and seldom meet more than twice each month. Students need to be willing to arrange schedules so they can attend scheduled meetings.

CHSP Student Advisory Council

The Council is made up of students from many programs in CHSP, and its purpose is to represent the students in all six schools of the College and facilitate interaction between students and faculty outside the classroom. In addition, the Council performs other duties which include: (a) helping to increase student's awareness of potential career-enhancing extracurricular activities; (b) serving on college committees; and (c) providing a forum through which students may recognize outstanding faculty.

Organizations

All campuses have chapters of the National Student Nurse Association. Each campus will have a faculty advisor, and students are encouraged to join and participate. Reports from students who have attended the state and national conventions are enthusiastic about what they have learned. More detailed information can be obtained in the office of each campus.

Ohio University School of Nursing is the Lambda Omega chapter of Sigma Theta Tau International. This is an honor society and students in the baccalaureate and master's programs are invited to join based on the percentage of the curriculum completed and grade point average.

Information Technology Services

Information Technology Services are available on all regional campuses and the Athens campus. This is where you go if you are having difficulty with your OAK ID and other services. Their website is <http://technology.ohio.edu/support/>.

Learning Advancement Center

The Learning Advancement Center provides academic support to students. The Center assists in the development of basic skills and provides technical assistance to the student body. Resources available may include a variety of computers and printers; a laser printer; access to e-mail and the Internet. Software to help you write papers, learn from textbooks, strengthen basic skills, and study for standardized tests and perform experiments.

Amenities that may vary from campus to campus may include: a testing room, study tables, reference books, and APA Style guidelines. Most importantly, a knowledgeable staff to answer your questions is available in all campuses. Services may also include peer tutoring, test administration, and professional guidance.

Financial Aid

A comprehensive program of financial aid consisting of scholarships, grants and work study is available to students eligible for aid. Specific deadlines apply for application dates and are outlined in the Financial Aid Brochure. Contact the Office of Students Services for additional information.

Tutoring

Tutoring is available to students experiencing difficulties with math courses, or with the math portion of chemistry courses. On some campuses tutoring services are available without cost. A student must be currently enrolled in the math or chemistry course to be eligible for a no cost tutor. Please contact the Student Services Office on the respective campus for further information.

Students are encouraged to seek tutors early. If a student is worried about a specific course, it would be wise to get a tutor set up in the first week of the academic term. It is much easier to work with a tutor from the beginning than to get into academic trouble and then hire a tutor. It is much easier to stop using tutoring services if it is discovered that they are not needed than it is to play catch up once grades indicate trouble.

Personal/Career Counseling and Placement Services

Assistance is available to help students explore careers through the use of interest inventories and career counseling. Information on job requirements, availability of positions and job search strategy assistance is available. Help is also available in the areas of interviewing skills, cover letters, and resume writing.

Occasionally, students encounter difficulties of a personal nature which affect academic performance. The stress and pressure resulting from such situations can lead to a temporary crisis needing the assistance of others. When these situations occur, help is available in the form of confidential assistance to help sort out solutions to the problem.

Campuses frequently host job fairs throughout the year which give students a chance to meet and talk with potential employers from various business and service areas. Check with the office of Student Services to obtain information regarding date, registration procedures, etc

Section IV

GRADUATION

Graduation

Students may graduate at the end of any semester, but there is only one graduation ceremony per year. All individuals who wish to participate in undergraduate commencement will do so at the end of spring semester. Individuals may participate in the commencement ceremony if they will still be completing courses during the summer and/or fall. If an individual wishes to walk in the spring commencement ceremony and have his/her name listed in the program as a candidate for graduation, s/he will need to apply for spring graduation and indicate on the application (there is a drop-down box) that the degree will not be finished until the end of summer or fall semester. The system will assess the student an application fee. Go online to <http://www.ohio.edu/registrar> and click on "Apply for Graduation."

Students **must apply** for graduation and pay the graduation fee no later than the date published for the semester they wish to graduate. Applications need to be submitted by the established deadline. The student may apply online for graduation at <http://www.ohio.edu/registrar/>. The deadline for applying for graduation can be found on the Registrar's Office website.

If you wish to walk in the spring commencement ceremony you need to order your cap and gown and let the Commencement office know you plan to walk.

Pinning

Each program will manage the details of any ceremony that occurs.

Licensing Exam (NCLEX-RN)

Upon the successful completion of either the ADN Program or the BSN Program at Ohio University, the individual is eligible to apply to sit for the RN licensing exam (NCLEX-RN). Once the individual passes the NCLEX-RN s/he is entitled to sign "RN" after his/her signature and practice professional nursing as a registered nurse.

Candidates who wish to sit for the NCLEX-RN exam must apply to do so. They must complete and submit a Board of Nursing Application and the appropriate fee. They must register with the Testing Service and pay the necessary testing fee. The School of Nursing must submit directly to the Board of Nursing required information that verifies that the candidate has completed an approved prelicensure program. If the student elects to take the NCLEX exam and Boards in a state other than Ohio, it is the student's responsibility to complete all application steps. The student must notify the Associate Director of the respective nursing program of the decision to sit for the exam outside of Ohio and provide the Associate Director with a complete list of what s/he is required to do.

Accurate completion of the NCLEX-RN and State Board applications by designated dates is the responsibility of the student.

Candidates must also submit fingerprints for both the FBI and BCI criminal records check. The Ohio Board of Nursing cannot process an application to sit for the licensing exam until both background check reports have been received. Effective June 2008 only electronic fingerprints will be accepted. (There are a few exceptions and these are listed on the first page

of the application which can be found on the Board of Nursing website (<http://www.nursing.oh.gov/>.)

BCI results are mailed to the selected board of nursing within approximately 30 days, and FBI results within four (4) to six (6) months. Therefore, it is recommended that students submit their prints one (1) to three (3) months prior to completing the prelicensure nursing program. This will insure that the application to test can be processed timely and that delays in making a candidate eligible to test will be minimized. No applicant will be able to sit for the licensing exam without the required criminal records check being completed and on file at the selected Board of Nursing.

The application to take the licensing exam requires that the candidate answer several questions. Most of the information required involves the school records of the individual's education; however, questions regarding misdemeanors and felonies must be answered by the applicant. The Board of Nursing may deny an individual convicted, adjudged guilty by a court, or who has pled guilty to any felony the right to take the nursing licensure examination. The Board also has the right to deny an individual convicted, or judged guilty by a court, or pled guilty to any misdemeanor resulting from or related to the use of drugs or alcohol.

Individual consideration by the Board is given each situation. Thus, if any incoming student has been convicted of a felony, this should be brought to the attention of the Board of Nursing immediately. It is the student's responsibility to notify the Board of Nursing.

Application for the School Nurse License

Individuals who complete the School Nurse License program must apply for the license through the Ohio Board of Education. Information about the forms and procedure will be provided by the coordinator of the School Nurse License program upon request of the applicant. Contact the nursing office for more information.

List of Appendices

- A. Contact Information for Each Program**
- B. American Nurses Association Code of Ethics**
- C. Offenses that Disqualify an Individual for Caring for Children and/or Older Adults**
- D. Program Plans and Schedules**
- E. ADN Program Information**
- F. BSN/RN to BSN Program Information**
- G. Non-academic Grievance**
- H. Forms**

Appendix A
CONTACT INFORMATION FOR EACH CAMPUS

Contact Information for Each Campus

Athens Campus

Ohio University School of Nursing	740-593-4494
Grover Center E365	800-560-0144 (toll free)
Athens, Ohio 45701	740-593-0286 (fax)

Chillicothe Campus

Ohio University School of Nursing	740-774-7282
101 University Drive	
Chillicothe, Ohio 45601	

Southern Campus

Ohio University School of Nursing	740-533-4633
1804 Liberty Avenue	
Ironton, Ohio 45638	

Zanesville Campus

Ohio University School of Nursing	740-588-1515
1425 Newark Avenue	
Zanesville, Ohio 43701	

Appendix B

AMERICAN NURSES ASSOCIATION CODE OF ETHICS

ANA Code of Ethics for Nurses

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Approved June 30, 2001 by the ANA House of Delegates

Appendix C

OFFENSES that DISQUALIFY an INDIVIDUAL for CARING for CHILDREN or OLDER ADULTS

List A
Disqualifying Offenses under
Senate Bill 38 (care of children)
and
Senate Bill 160 (care of older adults)

*The offenses in this list would disqualify an individual for any position that would include the care of children **or** of older adults.*

2903.01 – Homicide	2907.25 – Prostitution
2903.02 - Murder	2907.31 – Disseminating Matter Harmful to Juveniles
2903.03 – Voluntary Manslaughter	
2903.04 – Involuntary Manslaughter	
2903.11 – Felonious Assault	2907.321 – Pandering Obscenity Involving a Minor
2903.12 – Aggravated Assault	2907.322 – Pandering Sexual Oriented Matter Involving Minor
2903.13 – Assault	2907.323 - Illegal Use of Minor in Nudity Orientated Material
2903.16 – Failing to Provide for a Functionally Impaired Person	
2903.34 – Patient Abuse; Neglect	2909.25 – Aggravated Arson
2905.01 – Kidnapping	2911.01 – Aggravated Robbery
2905.02 - Abduction	2911.02 - Robbery
2907.02 – Rape	2911.11 – Aggravated Burglary
2907.03 – Sexual Battery	2911.12 – Burglary
2907.05 – Gross Sexual Imposition	2919.12 – Unlawful Abortion
2907.06 – Sexual Imposition	2919.22 – Endangering Children
2907.07 – Importuning	2919.24 – Contributing to Unruliness of Delinquency of a Child
2907.08 – Voyeurism	2919.25 – Domestic Violence
2907.09 – Public Indecency	2923.12 – Carrying Concealed Weapons
2907.12 – Felonious Sexual Penetration	2923.13 – Having Weapon While Under Disability
2907.23 – Procuring	

2923.161 – Improperly Discharging a
Firearm into Habitation

2925.02 – Corrupting Another with Drugs

2925.03 – Trafficking Drugs

2925.04 – Cultivating Marijuana

2925.06 – Illegal Administration/Distribution
of Anabolic Steroids

3716.11 – Placing Harmful Objects in Food
or Confection

2925.11 – Drug Abuse (not a minor drug
possession offense)

List B

Disqualifying Offenses under Senate Bill 30 (care of children)

The offenses in this list are relevant to the care of children only. List A plus List B provides the complete list of offenses that would disqualify an individual for a position caring for children.

- 2903.21 – Aggravated Menacing
- 2905.04 – Child Stealing
- 2905.05 – Criminal Child Enticement
- 2907.04 – Corruption of a Minor
- 2907.21 – Compelling Prostitution
- 2907.22 – Promoting Prostitution
- 2907.32 – Pandering Obscenity
- 2925.05 – Funding of Drug/Marijuana Trafficking

List C

Disqualifying Offenses under Senate Bill 160 (care of older adults)

The offenses in this list would disqualify an individual from any position that would require the care of older adults. List A plus List C provides the complete list of offenses that would prevent an individual from caring for older adults

2905.11 – Extortion

2905.12 – Coercion

2911.13 – Breaking and Entering

2913.02 – Theft; Aggravated Theft

2913.03 – Unauthorized Use of a Vehicle

2913.11 - Passing of Bad Checks

2913.21 – Misuse of Credit Checks

2913.31 - Forgery

2913.40 – Medicaid Fraud

2913.43 – Securing Writings by Deception

2913.47 – Insurance Fraud

2913.51 – Receiving Stolen Property

2921.36 – Prohibition of Conveyance of Certain Items onto Ground of Detention Facility of Mental Health or MRDD Facility

2925.13 – Permitting Drug Abuse

2925.22 – Deception to Obtain Dangerous Drugs

2925.23 – Illegal Processing of Drug Documents

Appendix D
CURRICULUM PLANS and
COURSE SCHEDULES

ADN Program
BSN Program
RN to BSN Program

ADN Program

Associate Degree Nursing Semesters Plan

Clinical Hours are based on a 14 working week semester (one week fall break, one week spring break)

Semester 1		Hrs	Theory	Clin/lab	clinical(Clock/Wk)	Lab(clock/week)
NURS 1110	Nursing Found.& Assessment	7	6	1	1.5 x 14 wks = 21 hours total clinical	1.5 x 14 weeks = 21 hours total lab
NURS 1130	Pharmacology	3	3			
BIOS 1300	Anatomy & Physiology	4				
CHEM 1210	Chemistry (Math 1200 or PL 2 math prerequisite)	4				
	Total Credit Hours	18				
Semester 2		Hrs	Theory	Clin/lab	Clinical (Clock/Week)	Lab(clock/week)
NURS 1210	Adult Health I	7	5	2	4 x14 weeks =56 hrs 3 x 14 = 42 hrs	2x14 weeks = 28
NURS 1220	Mental Health Nursing	3	2	1		
PSY 1010	Introduction to Psychology	3				
BIOS 1310	Anatomy & Physiology	4				
	Total Credit Hours	17				
Summer		Hrs				
ENG 1510	Freshman Composition	3				
PSY 1110	Statistics (Tier I math if needed)	3				
	Total Credit Hours	3 (6)				
Semester 3		Hrs	Theory	Clin/Lab	Clinical(Clock/Wk)	Lab(clock/wk)
NURS 2110	Adult Health II	7	5	2	4 x 14 wks = 56 hrs 2.5 x 14 =35 hrs over 7 weeks 2.5x 14= 35hrs over 7 weeks	2 x 14 wks=28hrs 0.5x 14 = 7 hrs over 7 weeks 0.5x14=7hrs Over 7 weeks
NURS 2120	Maternal-Newborn (7 weeks)	3	2	1		
NURS 2130	Child & Adolescent (7 weeks)	3				
BIOS 2010	Microbiology	3				
PSY 2410	Child Psychology or					
EDEC 1600	Introduction to Child Development					
	Total Credit Hours	19				
Semester 4		Hrs	Theory	Clin/lab	Clinical(Clock/Wk)	Lab (clock/wk)
NURS 2210	Adult Health III (6weeks)	5	4	1	2x14 = 28 Total hrs over 6 weeks 9x14= 126 hrs over 8 weeks	1x14 =14 total hrs over 6 weeks
NURS 2220	Integrated Nsg Practice	7	4	3		
	Total Credit Hours	12(18)				

Total Semester Hours all courses = 72 (74)
 Total Support Course Hours = 26 or 29
 Total Nursing Semester Hours =45
 Total Theory Hours = 33
 Total Clinical/Lab Clock Hours for Program =504

NURS 2030	LPN-RN Transition	Hrs 4	Theory 3	Clin/lab 1	Clinical (clock/wk) 0.5 X 14 = 7 total	Lab (clock/wk) 2.5 X 14 = 35 total
NURS 2040	LPN-RN Bridge	2	2	0		

Credit and Clock Hours Distribution
Ohio University School of Nursing
Traditional Baccalaureate Program
Semester Plan

Year 1

Semester 1	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
BIOS 1300 Principals of A&P I	4			
CHEM 1210 Principals of Chemistry I	4			
ENGL 1510 Writing and Rhetoric I	3			
MATH 1200 College Algebra	4			
PSY 1010 General Psychology	3			
Total Credits	18			

Semester 2	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
BIOS 1310 Principals of A&P II	4			
CHEM 1220 Principals of Chemistry II	4			
COMS 1010 Fund Human Communication	3			
SOC 1000 Intro to Sociology	3			
NRSE 1110 Clinical Judgment I	3*	3		
Total Credits	17			

* Students who do not need college algebra may take NRSE 1110 in fall **or** spring semester.

Year 2

Semester 3	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
NRSE 2110 Clinical Judgment II	2	2		
NRSE 2120 Pathophysiology	3	3		
NRSE 2230 Assessment	3	2	1 (42)	
Bios 2210,2215 Microbes & Humans	4	3	1	
OR Bios 2010 Elementary Microbiology	3	3		
PSY 1110 Elementary Statistical Reasoning	3	3		
PSY 2410 Child & Adolescent Psych		3		
OR EDEC 1600 Intro to Child Development	3			
Total Credits	17/18			

Semester 4	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
NRSE 2210 Clinical Judgment III	2	2		
NRSE 2220 Fundamentals	4	2	.75 (31.5)	1.25 (52.5)
NRSE 3120 Diversity & Ethics & Gerontology	3	3		
NRSE 2240 Pharmacology	4	4		
NUTR 1000 Nutrition	3	3		
Total Credits	16			

Year 3

Semester 5	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
NRSE 3110 Clinical Judgment IV	3	2		
NRSE 2250 Research & Evidence based Px	4	4		
NRSE 3130 Nursing Care of Adults 1	7	4	.40 (16.8)	2.6 (109.2)
Gen Ed Tier II (2F)	3			
Total Credits	16			

Semester 6	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
NRSE 3210 Clinical Judgment V	7	2		
NRSE 3230 Nursing Care of Adults II	7	4	.40 (16.8)	2.6 (109.2)
NRSE 3140 Mental Health	3	2		1 (42)
Gen Ed Tier I Junior Composition	3			
Gen Ed Tier II (2C)	3			
Total Credits	18			

Year 4

Semester 7	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
NRSE 4110 Clinical Judgment VI	3	2		
NRSE 4120 Management	3	3		
NRSE 4140 OB, Women, Peds	5	3	.2 (8.4)	1.8 (75.6)
NRSE 4150 Family/Community Health	5	3		2 (84)
Total Credits	15			

Semester 8	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
NRSE 4210 Clinical Judgment VIII	2	2		
NRSE 4400 Capstone Clinical	8	3.5	.5 (21)	4 (168)
NRSE 4600 Nursing Excellence (T3 Equiv.)	3	3		
Total Credits	13			

Summary: Non Nursing = 54
 Nursing = 77
 Total 131

Clinical/clock hr calculation Credit hours x 3 x 14 weeks = clock hours per semester

Accelerated BSN Plan of Study

The OU BASE Accelerated BSN program is designed for individuals who already hold a Bachelor's degree.

It is strongly recommended that six of the following courses listed below be completed PRIOR to entering the program in order to complete the program in 20 months.

Nursing Support Coursework			
CHEM 1210	Principals of Chemistry I	4	CHEM 1220 Principals of Chemistry II 4
BIOS 1300	Principals of Human A&P I	4	BIOS 1310 Principals of Human A&P II 4
Bios 2210,2215	Microbes & Humans	4	PSY 1110 Elementary Statistical Reasoning 3
OR Bios 2010	Elementary Microbiology	3	Math 1200 Elementary Algebra 4

The following coursework, which is also required for graduation, may have been completed within the applicant's previous degree.

Nursing General Education Requirements			
ENGL 1510	Writing and Rhetoric I	3	SOC 1000 Intro to Sociology 3
PSY 1010	General Psychology	3	COMS 1010 Fund of Human Communication 3
Gen Ed Tier II (2F) or (2C)		6*	PSY 2410 Child & Adolescent Psych OR EDEC 1600 Intro to Child Development 3
Gen Ed Tier I Junior Composition		3	NUTR 1000 Nutrition 3

* Gen Ed Tier II (2F) or (2C) requirements need to equal a total of 6 credit hours

Year 1

Semester 1	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
NRSE 2120 Pathophysiology	3	3	0	0
NRSE 1110 Clinical Judgment	3**	3	0	0
NRSE 2230 Assessment	3	2	1 (42)	0
NRSE 2220 Fundamentals	4	2	.75 (31.5)	1.25 (52.5)
NRSE 2240 Pharmacology	4	4	0	0
NRSE 2110 Clinical Judgment	2	2	0	0
Total Credits	19			

Semester 2	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
NRSE 2250 Evidence based Practice	4	4	0	0
NRSE 2210 Clinical Judgment	2	2	0	0
NRSE 3130 Med-Surg	7	4	.40 (16.8)	2.6 (109.2)
NRSE 3140 Mental Health	3	2	0	1 (42)
NRSE 3110 Clinical Judgment	2	2	0	0
Total Credits	18			

**NRSE 1110- Open to all pre-BSN and undecided majors (or in Semester 1)

Year 2

Semester 3	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
NRSE 3210 Clinical Judgment	2	2	0	0
NRSE 4140 OB, Women, Peds	5	3	.2 (8.4)	1.8 (75.6)
NRSE 3120 Diversity & Ethics & Geron	3	3	0	0
Total Credits	10			

Semester 4	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
NRSE 3230 Medical Surgical	7	4	.4 (16.8)	2.6 (109.2)
NRSE 4120 Management	3	3	0	0
NRSE 4110 Clinical Judgment	2	2	0	0
NRSE 4150 Family/Community Health	5	3	0	2 (84)
Total Credits	17			

Year 3

Semester 5	Total Credits	Lecture	Lab cr/ck hr	Clinical Cr/Ck hr
NRSE 4400 Capstone Clinical	8	3.5	.5 (21)	4 (168)
NRSE 4210 Clinical Judgment	2	2	0	0
NRSE 4600 Excellence (T3 equivalent)	3	3	0	0
Total Credits	13			

All courses must be taken prior to degree completion.

Summary: Non Nursing = 54
 Nursing = 77
 Total 131

5-WEEK RN TO BSN SEMESTER CURRICULUM

An individual plan of study will be reflected on the Degree Audit Requirements System (DARS). This plan will include both requirements that have been met and those that require completion before graduation. Before graduation, students must meet Ohio University Tier I, II and III general education requirements, residency requirements and university requirements for graduation.

- NRSE 4510** – Professional Nursing Practice (4 Cr)..... **MUST be first course taken.**
- NRSE 4520** – Health Assessment and Promotion (4 Cr)
- NRSE 4530** – Family Nursing (3 Cr)
- NRSE 4540** – Community Health Nursing (4 Cr)
- NRSE 4550** – Evidence Based Nursing (4 Cr) **Prerequisite** or concurrent: Statistics
- NRSE 4560** – Gerontologic Nursing Care (3 Cr)
- NRSE 4570** – Diversity (3 Cr)
- NRSE 4580** – Leadership in Nursing (3 Cr)
- NRSE 4600** – Nursing Excellence..... **MUST be senior status**
Meets Tier III requirement Capstone Course

Students must take NRSE 4510 prior to or concurrently with other courses to proceed in program. Other courses with prerequisites include; NRSE 4550 and NRSE 4600 (see above). All courses are offered a minimum of once a year.

Appendix E

ADN PROGRAM INFORMATION

Conceptual Framework & Model

Educational Outcomes

Conceptual Framework

The focus of nursing care is the individual, who relates to family, groups, and communities throughout the life span. The individual possesses abilities to make decisions that benefit efforts to attain goals, to learn, and to be essentially creative. When an actual or potential alteration interferes with the ability to meet basic needs, the individual becomes a client and enters the health care system in which services of nursing are provided.

The goal of nursing is assisting the client to promote, maintain, and restore health. The associate degree nurse skillfully uses critical thinking that facilitates appropriate nursing judgment. The judgment is based on nursing standards and knowledge which guide the nurse to consider all aspects of the current situation and identify alternative solutions to problems. The nurse achieves goals through application of the nursing process that includes assessment, diagnosis, planning, implementation, and evaluation. This interactive, problem-solving process involves the nurse and the client. The nurse applies the concept of caring by demonstrating compassion and is able to respond to human needs physically, emotionally, and spiritually. The nurse assists others to grow, change, and actualize potentials. The nurse cares for self, client, and colleagues in the profession. The nurse assumes the roles of provider of care, manager of care, and members within the discipline of nursing as described by the National League for Nursing. As a result, the delivery of care is organized in a manner that will assist clients of all ages to meet health care needs and actualize developmental potential.

Health is a basic pattern unique to the individual that allows optimum utilization of resources to achieve maximum potential for daily living. The individual is in constant interaction with internal and external environmental forces in an ongoing attempt to achieve the goal of optimal health. The attainment of this goal is influenced by the bio-psycho-social-spiritual integrity of the individual.

The environment is an aggregate of social, political, cultural, biological, and ecological conditions that influence the life of an individual. The individual requires matter, energy and information from the environment. Through constant interaction with inner and outer environmental stimuli, the individual responds to meet basic needs.

Discussion of the Conceptual Model

The conceptual framework is shown in a visual model. As illustrated by the model, the paradigm which illustrates the philosophy of the Ohio University Associate Degree Nursing Program includes the concepts of the individual, health, and nursing within the context of the environment, with the individual being the central focus. An open relationship exists between and among nursing, the individual and health.

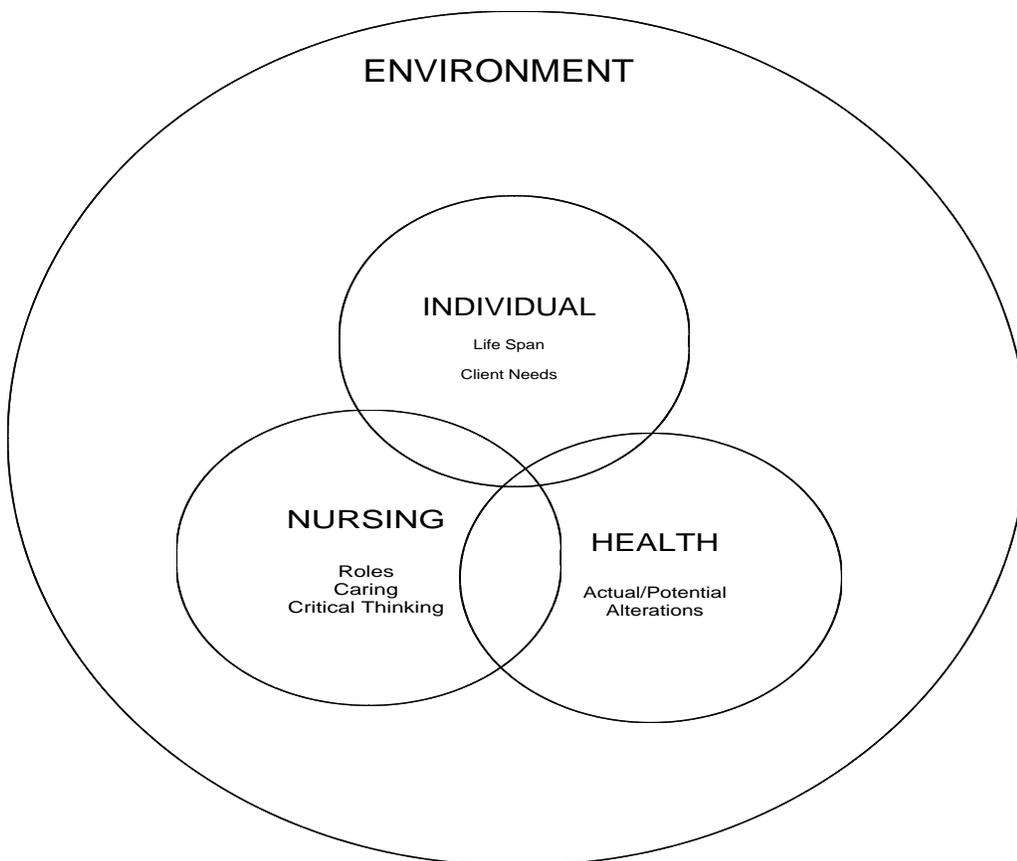
The individual, as a client has basic needs which are essential to existence and requisite to well being. Across the life span, the individual's ability to exist and achieve a state of optimal health changes. The individual is in constant interaction with the environment which is influenced by societal, political, cultural, biological, economical, spiritual and ecological factors.

Health is a measure of one's ability to maintain optimal well being at any stage or in any situation in life. Individuals have the right to define their own level of health and make informed decisions regarding their health. Nursing is therefore aimed at promotion, maintenance, and restoration of health. When the individual enters the health care system to promote, maintain, or restore health the nurse/client relationship is established. However, if the individual's needs are not met, actual or potential alterations in health occur.

Fundamental to the concept of nursing within the paradigm of environment, the individual, health and nursing provide the foundation for the graduate to perform the roles of the associate degree nurse (ADN). The ADN roles, identified by the National League for Nursing (1995), are: provider of care, manager of care, and

member within the discipline of nursing. These roles, along with the concepts of caring, critical thinking, and life span, become the horizontal threads which guide curriculum development. These roles span the curriculum, increasing in complexity and soundness. Client needs of safe and effective care environment, physiological integrity, health promotion/maintenance, and psychosocial integrity as defined by National Council of State Boards of Nursing are used as vertical threads to construct and prescribe course content. The framework for health assessment forms the basis for nursing diagnosis and nursing care.

CONCEPTUAL MODEL



EDUCATIONAL OUTCOMES

The goal of the Ohio University Associate Degree Nursing Program is to prepare registered nurses to provide direct care to clients across the life span. The graduate will utilize caring behaviors and critical thinking while practicing within the three roles of the nurse (provider of care, manager of care, and member within the discipline of nursing). The graduate is committed to meeting client needs in the area of: safe, effective care environment; physiological integrity, psychosocial integrity; health promotion/maintenance.

Safe, Effective Care Environment

As a member within the discipline of nursing, the graduate uses critical thinking and caring behaviors to coordinate client care by supervising and/or collaborating with all other health care team members. This includes activities related to ethical and legal issues.

- Practices within the ethical and legal framework of nursing.
- Maintains confidentiality of information regarding clients.
- Supports client's right to make decisions regarding care.
- Recognizes and reports ethical dilemmas encountered in practice.
- Seeks assistance from other members of the health care team when the situation encountered is beyond the nurse's knowledge and experience.
- Establishes priorities for care with recognition of client's diagnoses and needs.
- Adjusts priorities for nursing interventions as clients situations change.
- Implements a care plan according to priority of goals.
- Establishes priorities for nursing care for a group of clients.
- Communicates and collaborates with other members of the health care team in a collegial manner.
- Assists other nursing personnel to develop skills in providing elements of nursing care.
- Delegates nursing tasks to other health care workers commensurate with their educational preparation and experience and is accountable for outcomes.
- Makes referrals on the basis of identified client needs and knowledge of available resources.
- Reports concerns regarding quality of care to the appropriate person.
- Serves as a role model to members of the nursing team.
- Supports peers and other workers in the delivery of client care.
- Provides or facilitates teaching for staff and clients.
- Evaluates the extent to which expected outcomes have been achieved.

As a member within the discipline of nursing, the graduate uses critical thinking to insure environmental safety by manipulating the care delivery setting to protect clients, family and/or significant others, and health care personnel.

- Analyzes safe performance of nursing skills.
- Evaluates physical safety of the client.
- Implements interventions designed to maintain safety.
- Evaluates the extent to which safety has been insured.

As a member within the discipline of nursing, the graduate uses critical thinking to perform safe, effective treatments and procedures. The graduate cares for clients undergoing diagnostic procedures and invasive therapies through the life span.

- Plans nursing interventions in response to client's needs.
- Determines the effects of nursing interventions on the status of the client.
- Participates with the client, family, significant others, and members of the health care team in the evaluation of client's movement within the health care continuum.
- Evaluates the client's progress toward goal accomplishment and revises the plan of care as needed.

Physiological Integrity

As a member within the discipline of nursing, the graduate facilitates the client's physiological adaptation. Care is provided, managed, and evaluated across the life span in acute, chronic, and emergency phases of existing conditions.

- Prioritizes data through a focused assessment of the client.
- Collects additional data relative to the client from family, significant others, health records, health care team members and other resources.
- Adjusts the plan of care to incorporate changes in health status that affect the client's ability to meet needs.
- Plans nursing strategies to prevent or control recurring physiologic conditions.
- Evaluates the extent to which physiological integrity has been achieved.

As a member within the discipline of nursing, through caring behaviors, the graduate decreases the client's risk potential by minimizing the development of client complications and/or health problems. Also included are those activities that involve monitoring changes in status and the administration of medications and parenteral fluids.

- Selects nursing diagnoses on the basis of analysis and interpretation of data.
- Plans nursing interventions to prevent or minimize client risk.
- Plans overall strategies to properly administer medications and IV therapy.

Evaluates the extent to which complications are controlled or minimized.

Practicing within the three roles of the AD nurse, the graduate displays caring behaviors in providing basic client care by assisting in the performance of activities of daily living including those which have been modified because of health alterations.

- Evaluates the environment regarding maintenance or restoration of the client's ability to carry out activities of daily living.
- Evaluates for continuity of care in the management of chronic health care needs.
- Administers and monitors the prescribed medical regimen for the client undergoing diagnostic tests and/or therapeutic procedures.
- Implements and evaluates the outcome of nursing measures designed to provide basic care.

Psychosocial Integrity

As a member within the discipline of nursing, the graduate uses critical thinking and caring behaviors to facilitate the client's psychosocial adaptation by managing and providing for needs of the client including those with acute or chronic psychiatric disorders and chemical dependency.

- Promotes psychological safety of the client.
- Implements and evaluates overall nursing strategies to assist clients in obtaining/maintaining psychosocial adaptation.

As a member within the discipline of nursing, the graduate uses critical thinking and caring behaviors to facilitate the client's ability to identify strengths and resources that lead to effective problem solving, coping, and adaptation during illness or stressful events.

- Demonstrates caring behavior in providing nursing care.
- Utilizes communications techniques that assist the client, family, and significant others to cope with and resolve problems.
- Communicates verbally and in writing client behaviors, responses to nursing interventions, and responses to medical regimen in a timely manner.
- Serves as an advocate for clients.
- Appraises channels of communication to accomplish goals related to delivery of client care.
- Evaluates the extent to which the client has coped/ adapted.

Health Promotion/Maintenance

The graduate, as a caring individual, utilizes the roles of the AD nurse to promote the individual's continued growth and development throughout the life span. Through utilization of critical thinking, the graduate assists the client

through the stages of normal growth and development, from birth to death.

- Compares physical and behavioral characteristics to normal and modifies care to meet client's developmental level.
- Plans nursing measures to assist client in adapting to developmental changes.
- Evaluates the client's achievement of appropriate developmental levels.

The graduate, as a caring individual, promotes the client's self-care and support system by critically thinking by: (1) providing assistance to client's and families and/or significant other to promote client self-care; or (2) supporting families and/or significant others in order to enhance the overall management of client care, including self-care related to teaching provided in any care delivery environment.

- Collaborates with other health care workers in the development of individualized teaching plans that include health counseling, discharge planning, and implementation of a therapeutic regimen.
- Appraises teaching plans that are specific to the client's level of development, knowledge, and learning needs.
- Participates with the client, family, significant others, and members of the health care team to establish client-centered goals directed toward promoting and restoring the client's rehabilitation.
- Incorporates culture, customs and lifestyle of client in planning and implementing holistic client care.
- Evaluates extent to which self-care and the integrity of the client support system have been achieved.

As a member within the discipline of nursing, the graduate utilizes critical thinking to teach prevention and promote early treatment of disease by managing and providing for needs of clients for prevention and early detection of health problems and disease.

- Performs health risk appraisal for identification of client needs.
- Evaluates extent to which prevention and early detection of disease has been achieved.

As a member within the discipline of nursing, the graduate is committed to professional growth and self development.

- Practice according to the statutes and rules that govern nursing practice.
- Values nursing as a career and values own practice.
- Utilizes decision making and current technology to increase efficiency to management of client care and resources.
- Utilizes current technology to enhance client care.
- Recognizes the importance of nursing research in advancing nursing practice.
- Utilizes information from current literature to provide safe nursing care.
- Utilizes resources for continuous learning and self **development**.
- Utilizes constructive criticism and suggestions for improving nursing practice.

Appendix F

BSN PROGRAM

Conceptual Framework & Model
Educational Outcomes

BSN Conceptual Framework & Model

Educational Outcomes

There are two major components in the philosophy underlying the Ohio University School of Nursing. They are: (a) those beliefs affecting the practice of nursing, and (b) those beliefs related to learning about the practice of professional nursing.

There are two major components in the philosophy underlying the Ohio University School of Nursing. They are: (a) those beliefs affecting the practice of nursing, and (b) those beliefs related to learning about the practice of professional nursing.

Practice of Nursing

Humans are complex, holistic beings who have the ability and the right to make choices about their lives. They participate in life as individuals, as family members, as members of small and large groups, and as members of various communities. All aspects of life contribute to the development of the knowledge, beliefs and values which, in turn, influence the choices made by humans.

Humans are in constant interaction with an environment that is both internal and external to the human body. This environment influences their life and their health in neutral, positive, or negative ways. Humans can alter their own environment and the environment of others through their conscious and unconscious choices. Environmental and human systems influence one another through continuous interaction and energy exchange, thus the interaction between humans and their environment is a major focus for nursing care.

Health is a dynamic state of being that is more than the absence of disease. A healthy system whether an individual, a family, a group, or a community, has the necessary resources, the knowledge to use those resources, and the skills and willingness to make choices which contribute to the improvement of life. Differing values, expectations, and perceptions alter the definitions of health and the actions taken by various systems in seeking health. Nursing assists these systems in the clarification of their health values, in the provision of knowledge about health, in the seeking of resources to help individuals improve their health, and in the development of needed skills as they search for the healthiest possible functioning of the given system.

Nursing is a humanistic discipline that is based on the needs of the surrounding society. Nursing practice is a goal-directed, action-oriented, socially responsive process through which humans are assisted to maximize their health potential. The practice of nursing is organized through the use of the nursing process and occurs in whatever environment humans confront their health. The intricate interaction of humans, environment, health, and nursing requires conceptual organization as well as practical organization. General systems theory provides a useful conceptual framework for organizing the eclectic theory base that is essential to the understanding of these relationships.

The use of the research process is another tool to improve nursing practice. Nurses can generate, test, or verify the theoretical base of practice through the use of research in practice. Through the use of

conceptual knowledge, nursing process, and the research process the professional nurse guides nursing practice and provides the leadership in nursing and interdisciplinary health care groups.

Learning

Education at the baccalaureate level is the basis for professional nursing practice. Professional nursing education prepares the generalist to practice in a variety of settings that present increasing levels of ambiguity and complexity. It also builds a foundation for graduate study in nursing.

Learning is a dynamic, lifelong process. The learners in the baccalaureate nursing program at Ohio University are adult learners and assume active roles in the educational process.

The learning environment is created to serve both baccalaureate populations. It was created with the intent of recognizing the needs of the adult learner while providing an atmosphere of critical inquiry in which practicing RNs could expand current knowledge and acquire new knowledge. The same basic curriculum can serve the needs of the learner who is completing the initial study of the nursing discipline. Both populations require a curriculum that strives to provide a balance between general and professional education. The balance is based on the belief that both broad and specific knowledge is needed to provide the best possible care to humans. The School of Nursing faculty is committed to providing a curriculum that is sensitive to the learning needs of those who are seeking initial licensure as a RN, to the RN students who are seeking professional development, the cultural diversity within the Appalachian and University communities, and the enhancement of nursing care in southeastern Ohio and other locales as graduates practice in other regions.

As adults, students actively participate in the development of their educational goals and the evaluation of progress in meeting those goals. Faculty serve as facilitators in the sharing of those diverse experiences that contribute to professional and personal growth based on the belief that classroom activities can model aspects of effective professional practice. Free exchange between the faculty and the learner characterize the relationships within the learning environment.

Vision

The Ohio University School of Nursing will provide accessible *state of the discipline* undergraduate and graduate nursing education. The School will focus on fostering preservation, promotion, and restoration of health in the global community. Our graduates will be highly competent practitioners, leaders, and scholars who are grounded in a sense of inquiry and committed to human caring within a climate of diversity.

Mission

The Ohio University School of Nursing's mission is to augment the student's education to prepare them to succeed in any organizational environment. The faculty is committed to providing a curriculum that is sensitive to the cultural diversity in the society and the changing demands for health care through utilization of local, state, and international partnerships and collaboration. The School also promotes excellence in the profession through scholarship and service.

Program Outcomes

The general goal of the traditional BSN program is to prepare competent entry-level nurses who successfully pass the licensing exam for registered nursing (NCLEX-RN).

Practice and learning come together to create professionalism in nursing. We believe in the pursuit and achievement of excellence in nursing practice. Toward that end the School of Nursing provides each learner with the opportunity to:

1. Acquire a liberal and professional education as a foundation or practice and advanced education;
2. Develop an eclectic theory base for use with the nursing process in the design and delivery of nursing care;
3. Develop competence and confidence in the entry-level professional delivery of health care to individuals and groups;
4. Develop a sense of professionalism in traditional and emerging roles in response to the changing health care needs in society;
5. Develop skills in intellectual inquiry and competency in critical thinking; and
6. Develop skills in evidence-based practice.

Curriculum Organizing Themes

The philosophy underlying the curricula in the Ohio University School of Nursing provides direction for the development of the curriculum for the traditional BSN program.

A modified systems perspective, built on general systems theory and the more recent set of concepts known as complexity science, provides the basic organizing framework for the curriculum. The systems concepts used throughout the curriculum are:

- the whole is greater than the sum of the parts,
- small inputs can lead to large consequences,
- a change in any one part of a system has consequences for the entire system, and
- there is more than one way to accomplish any outcome.

The faculty of the School of Nursing uses the interrelated concepts of the client system (referred to as humans in the philosophy), health, nursing, and the environment to teach students a practice of nursing based in theory, research/evidence, and caring. This practice addresses the health, wellness, and illness of client systems:

- in varying degrees of complexity,
- with differing values and beliefs,
- within a rapidly and continually changing healthcare system.

Nurses are active at any point where a client system and a health concern intersect. The environment is embedded in all interactions.

Client Systems: The term “client system” can refer to an individual, a family, a group with an organization considered to be a form of a group, or a community. Each client system may be considered a microsystem or a macrosystem, e.g. the family is a microsystem of the community but a macrosystem

when regarded from the perspective of an individual. All client systems are complex and continually changing. Developmental guidelines exist for each client system and provide a standard for the evaluation of the needs of a given client system. The nurse intervenes with a given client system to assist with the identification of health related needs, the identification of the client system's innate ability, resources, and values and the use of these attributes in making decisions about how to meet health related needs. It is essential for nurses to have the knowledge about each client system and of interventions that provide some probability of success related to the specified health concern. Important concepts would be communication, learning, development, and diversity. Students begin their studies focused on the client system of the individual, adding more complexity (through the study of more complex systems and the complexity created when studying more than one system at a time) as they progress through the curriculum.

Environment: Environments can be internal or external to the focus system. The labeling of an environment as either internal or external depends upon the perspective of the individual doing the labeling. An individual would label the components of the body as an internal environment and the weather as an external environment. A family system would likely use the boundaries of the family as the dividing line between internal and external, e.g. "we wouldn't talk about that outside of the family." Nurses become part of a client system's environment when they become involved with a specific health concern; therefore, they are obligated to be knowledgeable about specific segments of the environment, how the environment impacts the specified client system, and how collaboration with components of the system can impact the care delivered. Again, students begins studying the impact of the environment on a single, identified individual as the client system and adds the understanding of more complex systems as they move through the curriculum, e.g. how does the family of X fit into the community system where they reside? How does the political environment influence the cost of health care which, in turn, influences the health care of a given individual?

Health and Humans: Humans and their relationship with their health is the primary focus of the nurse. The focus may be direct in that a given nurse is assisting a given individual client with crutch walking. The focus may be indirect such as when a nurse participates in the Walk for Breast Cancer event. Regardless of the specific focus of a given nurse's activity the nurse is nurse regards the basic mission that of moving humans toward optimal health. The definition and expectations regarding health are continually changing which requires the nurse to be familiar with concepts such as wellness, illness, and disease; health promotion; concepts of primary, secondary, and tertiary care; health indicators; and interventions focused on specific categories of health concerns.

Nursing: The term "nursing" is used to refer to the work of nurses. Nurses need to be able to design nursing interventions that target the identified health concerns of the client system. To do so nurses need to have a developed knowledge base in the areas of clinical judgment which includes critical thinking, nursing process, the art and science of caring, an understanding and use of research findings, and an understanding of how knowledge, practice, and research are complementary. The curriculum is structured so that each of these areas (and others) are addressed in a simple to complex fashion. For example, the five components of the nursing process are identified early in the curriculum and used in provided case studies, but during the first semester "assessment" receives more curriculum attention than the other four components.

Appendix G
Non-Academic Grievance Policy and Form

Ohio University School of Nursing Student Grievance Report Form

This form is to be used for grievance NOT related to a grade received in a class. Complete this form (print or type the information) and submit to the School of Nursing office appropriate for the program you are attending.

NAME: _____ **PID#** _____

ADDRESS: _____

PHONE NUMBER: () _____

PERMANENT ADDRESS: _____

PHONE NUMBER: () _____

NAME of FACULTY MEMBER INVOLVED: _____

BACKGROUND of PROBLEM: _____

PROPOSED RESOLUTION: _____

Sign and date below when you receive this form.

Signature: _____ Date: _____
 Student

Signature: _____ Date: _____
 Director/Associate Director, School of Nursing

Signature: _____ Date: _____
 Dean's Representative

College of Health Sciences and Professions
School of Nursing
STUDENT GRIEVANCE PROCEDURES
Non-Academic

Student grievances regarding academic grades are addressed by the grade appeals policy detailed in the Academic Policies section of the Ohio University Student Handbook. It is the desire of the CHSP to be fair and judicious in all matters pertaining to student affairs. **The following procedures should be followed for grievances involving any matter other than a grade assignment.** Therefore, if a student thinks that s/he has been treated unfairly in any of these areas, the following grievance procedures may be pursued. In all instances, disputes will be heard first at the school level before being heard at the college level.

LEVEL 1 (Program Level)

A discussion of the issue should take place between the student and the faculty member before a formal grievance is to be lodged. A student wishing to file a formal grievance must first submit a copy of the Student Grievance Report Form to the Associate Director of the program in which the student is enrolled no later than two weeks after the beginning of the semester immediately **following** the incident(s) involved. Any extension of time past the two weeks must be approved, in writing, by the Associate Director.

Student Grievance Report Forms may be obtained from any of the School's offices. A copy is also in an appendix of this handbook. A copy of the completed form will be sent to the faculty member by the Associate Director's office. This should occur within one week of receipt of the form by the Associate Director. Should the student and faculty member be unable to reach a mutually acceptable solution, the student can appeal the case to the appropriate School's Grievance Committee.

The **Program Grievance Committee** will meet no later than two weeks following the filing of the grievance. The committee shall consist of no less than the Associate Director, two faculty members from the relevant program, and two students within the program.

The Associate Director will then meet with the faculty member and the student within one week after receiving the school's Grievance Committee recommendation to advise them of the decision. Copies of all materials will be filed in the School's office where the faculty member holds rank.

LEVEL 2 (School Level)

Where no satisfaction is achieved at Level 1, the student may request that the appropriate program send a copy of their completed Student Grievance Report Form to the Director of the School. This should take place no later than two weeks after completion of the discussion of the program level decision.

The Director of the School will obtain a copy of all Level 1 documents and assemble a School Grievance Committee meeting within two weeks after receiving the Student Grievance Report Form. Any extension in time must be granted in writing by the Director of the School.

The School Grievance Committee will consist of the Director of the School, an Associate Director not involved in the Program Grievance Committee, one faculty member from each

program level, and two students within the School of Nursing. The Director will appoint all members.

LEVEL 3 (College Level)

Where no satisfaction is achieved at Level 1 or Level 2, the student may request that the School send a copy of the completed Student Grievance Report Form to the Dean's Office in the College of Health Sciences and Professions (for BSN and MSN Students) **OR** to the Associate Dean of the relevant regional campus (for ADN students). The School will send these materials no later than two weeks after the grievance procedures are completed at the School of Nursing level. Forwarding these materials serves as a request for a further review by the Student Grievance Committee at the college/regional campus level.

The designated person in the CHSP Dean's Office or in the regional campus Dean's Office will secure a copy of all relevant documents and assemble members for a Student Grievance Committee. This meeting shall be held no later than two weeks after the relevant dean receives the Student Grievance Report Form. Any extension in time must be granted in writing by the Dean of CHSP or relevant regional campus.

The Level 3 Student Grievance Committee will consist of:

- **CHSP:** the Assistant Dean of Student Services, the Associate Dean, one faculty member from each school, and two (2) students within the College. The Assistant Dean of Student Services will appoint all members.
- **Regional Campus:** the Associate Dean of the regional campus, one Division Coordinator, one faculty member from each Division on the regional campus, and two (2) students who attend the relevant regional campus. The Associate Dean will appoint all members.

The Level 3 Student Grievance Committee shall submit a written recommendation to the Dean (CHSP or relevant regional campus). The Dean will then meet with the faculty member and student no later than two weeks after receiving the Student Grievance Committee's recommendation.

Copies of all materials will be filed in the appropriate Dean's office.

Appendix H

FORMS

Consent for Criminal Background Check

Health Insurance Portability & Accountability Act (HIPAA)

Immunization Record Form

**Application to Request Transfer to Another Campus
(Relocate Form)**

Receipt of School of Nursing Handbook

Release of Information

Standards of Safe Care

Civility Contract

STUDENT MUST SIGN AND RETURN

CONSENT FOR CRIMINAL BACKGROUND CHECK

I acknowledge that I, as a student enrolled in the Associate Degree Nursing Program at Ohio University have read the attached statement concerning the requirement to submit to a criminal background record check. I understand that my enrollment is conditional pending receipt of a criminal background report from the Ohio Bureau of Criminal Identification and Investigation or the Federal Bureau of Investigation

This record must indicate that I have not been convicted of, nor plead guilty to any of the offenses (or the substantial equivalent thereof if the conviction was in another state) listed on the attachment, Criminal Background Record Check

Student Printed Name: _____

PID _____

Student Signature: _____

Date: _____

STUDENT MUST SIGN AND RETURN THIS PAGE

OHIO UNIVERSITY SCHOOL OF NURSING

HIPAA Statement

All those in healthcare must now comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability & Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need to know basis only. Care must be taken to minimize incidental disclosures & must disclose only minimal amounts of information necessary to accomplish the task. The minimum disclosure standard, however, does not apply to requests for information by a healthcare provider for treatment purposes. For example, if one must administer a medication, you will have full access to the medical record. This is covered by the patient’s consent for treatment.

In order to protect patient/client privacy, all personally identifying information must be removed from student papers, such as care plans & case studies. Information to be removed includes the individual’s name, initials, address, phone number, fax number & social security number. Student papers may not be copied for careless circulation & handling. These written documents containing private health information must be either carefully stored or shredded to prevent the circulation of confidential patient information. Confidentiality & privacy also extends to oral communications which extend beyond the need to know for treatment &/or educational purposes.

Clinical agencies are also mandated to follow HIPAA regulations. Students will therefore be required to meet any & all of the clinical agency’s requirements as part of the clinical affiliation.

HIPAA is a federal law. Penalties for wrongful disclosure include fines &/or imprisonment.

I have read and understand the HIPAA Regulations as it applies to patient/client privacy issues.

Print Name

Classification/Level

Student PID

(Signature)

(Date)

Ohio University School of Nursing Immunization Record Form

NAME: _____ **Date:** _____

STUDENT PID: _____

1. Rubella (German Measles) Must have one dose of vaccine OR a positive titer	Immunization Date: _____ OR Titer results: _____ Date: _____
2. Rubeola (Measles): All persons born on or after 1/1/57 must show proof of 2 measles vaccination OR a positive titer OR documentation of disease by physician	Immunization date #1: _____ Immunization date #2: _____ Titer results: _____ Date: _____
3. Mumps: Must have immunization OR titer OR history of disease	Immunization date: _____ Titer results: _____ Date: _____
4. Tetanus & Diphtheria: Primary series in childhood	Immunization date #1: _____ Immunization date #2: _____ Immunization date #3: _____ Immunization date #4: _____
5. Tetanus: Booster within past 10 years required. Tdap recommended for healthcare workers 19 – 64 years of age	Date: _____
6. Polio: Primary series in childhood OR <ul style="list-style-type: none"> • If vaccinated but unable to provide documentation, you need to provide documentation of one polio injection (IPV) • If never vaccinated you are required to provide documentation of completion of a series of 3 polio injections over the period of 6 months 	Immunization date #1: _____ Immunization date #2: _____ Immunization date #3: _____ IPV (if indicated): _____
7. Chicken Pox: Must have had the disease OR positive Varicella antibody OR have had 2 doses of Varicella vaccine	History of disease (circle one): YES NO Vaccine #1: _____ Vaccine #2: _____ Titer: _____ Date: _____
8. TB screening (Mantoux & updated annually) ** If there is a past history of a positive PPD a chest x-ray is required.	Results: _____ Date read: _____ Results of chest x-ray: _____
9. Hepatitis B vaccine: Three doses OR positive antibody. If taking series must have a signed waiver on file until series is completed. In process: _____ Waiver on file; _____	Dose #1 date: _____ Dose #2 date: _____ Dose #3 date: _____ OR HbsAG results: _____ Date: _____
10. HPV: Not required but is recommended for women between the ages of 13 and 26 years	_____
11. Influenza: Not required; CDC recommends for all health care workers	_____

RELOCATE FORM for SCHOOL OF NURSING

Request for Transfer to Another Campus

Submit this form with **all** information completed to the Associate Director of the ADN/BSN Program when requesting a transfer to another campus. This form must be received by the School of Nursing no later than prior to the starting date of the semester requested for transfer. See relevant campus School of Nursing office for additional information.

Note: If this is approved, you must complete the ADN/BSN Program at the new campus. You will not be permitted to transfer within the Ohio University ADN/BSN Program more than once.

1. Name of Student _____
2. Home Address _____
3. Home Phone _____
4. PID Number _____
5. Date of this request _____
6. Last enrolled in the Program:
Date: _____ Semester: _____ Campus: _____
7. Course _____
8. Semester and year for which you are seeking admission:
() Fall _____ () Spring _____ () Summer _____
9. Campus you wish to transfer to _____
10. Name of nursing course(s) to which you are seeking admission _____
11. College grade point average at present date _____
12. Courses taken since enrolled in the program:

Class Number	Course Title	Where Taken	When Taken	Grade

13. Why do you believe the School of Nursing Committee should approve this application? Why do you wish to transfer to another campus? Use back of page as needed.

Student Signature

Date

14. Recommendation from current School of Nursing campus

Associate Director Signature

Date

Receipt of *Student Handbook* Form

I have received notification of how to access the Ohio *University School of Nursing Undergraduate Student Handbook*.

I agree to abide by the policies and principles explained in the *Handbook*.

PRINTED NAME:

PID:

SIGNATURE:

Date: _____ Campus Attending

WITNESS

Please return this form signed and dated to the School of Nursing office on your campus.

Release Form for Viewing Student File Documents

Ohio University School of Nursing
Release Form
Review of Student File Information by Accrediting Bodies*

I, _____ (print name) give my consent for the visitors from accrediting organizations to view my personal file, School of Nursing records, and/or papers I have completed. This consent is valid for the entire time I am a student in the Ohio University School of Nursing.

Signature: _____

PID _____

Date: _____

Permission to Copy/Retain Class Assignment Form

I give the faculty of Ohio University School of Nursing permission to copy and/or retain any assigned work that I complete in my nursing courses. I understand that this work may be shared with affiliated agencies and/or accrediting bodies of Ohio University School of Nursing.

Signature: _____

PID _____

Date: _____

*Ohio Board of Nursing
Commission on Collegiate Nursing Education
National League for Nursing Accreditation Commission

Standards of Safe Care Form

OAC 4723-5-12(C)(1)-(23)

Form is to be completed, signed, and turned into the relevant School of Nursing office. The form will be filed in my academic file.

I, _____ have read the Standards of Safe Care that is part of the law governing the practice of student nurses in Ohio. I understand that these standards exist to guide my practice and to protect patients/clients. I agree to practice in accordance with these standards.

Print Name: _____

Signature: _____

PID _____

Date: _____

Program: _____ **Campus:** _____

Ohio University School of Nursing Student Civility Contract

CIVILITY IS BEHAVIOR THAT: 1) shows respect toward another, 2) causes another to feel valued, 3) contributes to mutual respect, effective communication and team collaboration.

Our primary commitment is to learn from the instructors, from each other, from the materials and from our work. We acknowledge differences amongst us in values, interests and experiences. We will assume that people are always doing the best they can, both to learn the material and to behave in socially productive ways. By sharing our views openly, listening respectfully, and responding critically to ideas, we will all learn. Most students exhibit appropriate behavior in class, but sometimes there is disagreement over the definition of “appropriate” behavior.

Learning is a group activity, and the behavior of each person in class in some way or the other affects the learning outcomes of others. If we keep these thoughts and the following rules in mind, the classroom experience will be a better one for everyone involved.

School of Nursing Students’ Responsibilities:

Failure to comply with the requirements of any of the following items or other policies in the School of Nursing Student Handbook or Ohio University Undergraduate Student Handbook may result in a conference with the appropriate Associate Director or his/her designee to discuss the difficulty. Should the problems warrant immediate action, the Associate Director may recommend the student be dismissed from the program/SON. The following is a description of the scholastic, non-cognitive performance responsibilities of a student in the School of Nursing.

Attentiveness - The student regularly attends class. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is consistently on time for lectures and stays until the end of presentations. The student is alert during the presentation and demonstrates attentiveness by taking notes and asking appropriate questions.

Demeanor - The student has a positive, open attitude towards peers, teachers, and others during the course of nursing studies. The student maintains a professional bearing in interpersonal relations. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.

Maturity - The student functions as a responsible, ethical, law-abiding adult.

Cooperation - The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health team, giving and accepting freely in the interchange of information.

Inquisitiveness - The student acquires an interest in his/her courses and curricular subjects, demonstrating individual pursuit of further knowledge.

Responsibility - The student has nursing school performance as his/her primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner.

Authority - A student shows appropriate respect for those placed in authority over him/her both within the University and in society.

Personal Appearance - The student's personal hygiene and dress reflect the high standards expected of a professional nurse.

Communication - The student demonstrates an ability to communicate effectively verbally, nonverbally, and in writing with peers, teachers, patients, and others.

Professional Role - The student conducts self as a professional role model at all times and in compliance with Standards of Practice Relative to Registered Nurses (OAC Chapter 4723-4) and the ANA Code of Ethics for Nurses with Interpretive Statements (http://nursingworld.org/ethics/code/protected_nwcoe813.htm). The student demonstrates the personal, intellectual and motivational qualifications of a professional nurse.

Judgment - The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.

Ethics - The student conducts self in compliance with the ANA Code of Ethics.

Moral Standards - The student respects the rights and privacy of other individuals and does not violate the laws of our society.

The Ohio University School of Nursing reserves the right to dismiss a student at any time on grounds the University may judge to be appropriate. Each student by his/her own admission to the SON recognizes this right of the University and SON.

The continuance of any student on the roster of the SON, the receipt of academic credit, graduation, and the granting of a degree rests solely within the powers of the University and School of Nursing.

Disruptive Behavior and inappropriate behaviors will be broken down into two of its elements of performance: 1) the profession and the SON/University has a code of conduct that defines acceptable and disruptive and inappropriate behaviors 2) As future nurses and leaders you must manage disruptive and inappropriate behaviors within yourself, among your peers, and others. . Examples of uncivil behavior are below but not inclusive:

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging a classmate/professors reputation;
- Habitually interrupting as others speak;
- Not paying attention or listening to others who address you; not responding to email, letters or voice mail that requires a reply;
- Sending emails that are inflammatory in nature;
- Speaking with a condescending attitude;
- Yelling or screaming at instructors, peers, or clinical staff.
- Habitually arriving late to class;
- Knowingly withholding information needed by a peer, instructor, or clinical staff.;
- Discounting or ignoring solicited input from instructors/faculty regarding classroom and/or clinical performance or professional conduct.
- Overruling decision without direct discussion and rationale;
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned. ;
- Threatening others; this refers to physical threats, verbal/nonverbal threats, and implied threats.
- Displays of temper, tantrums;

- Using up supplies or breaking equipment without notifying appropriate staff/faculty.
- Rudeness that ultimately escalates into threatened or actual violence

As Ohio University School of Nursing Students We Commit to:

1. Follow conventions of good classroom manners and SON student responsibilities as outlined above.
2. Ask permission to tape record and respect the instructor's decision to allow or disallow.
3. Refrain from verbal, emotional or sexual harassment.
4. Refrain from electronic harassment via email, facebook, or any other electronic/wi-fi media or devices.
5. Refrain from use of the internet during classroom time.
6. Listen respectfully to each other.
7. Respond respectfully and reflectively to ideas aired in the classroom.
8. Refrain from personal insults, profanity and other communication-stoppers.
9. Recognize and tolerate different levels of understanding of complex social and cultural issues among your classmates and the professor.
10. Issue "gentle reminders" when these guidelines are breached.
11. Arrive timely to class/clinical sessions.
12. Bring the required supplies and be ready to be actively engaged in the learning process.
13. Focus on the business at hand – the class, its content, learning and the professor.
14. Turn cell phones off or to vibrate before the start of class.
15. Refrain from texting during class time.
16. PICK UP OUR TRASH upon leaving the room.
17. Refrain from sleeping in class. (Laying your head on the desk or sleeping in class is rude, and it is distracting to others)
18. Turn in assignments on time.
19. Be courteous in class. (This does not mean that you have to agree with everything that is being said. However, your point will be much more credible if conveyed without rudeness, aggression, or hostility. If you strongly disagree with your professor, it is a good idea to speak with him/her after class.)
20. Raise a hand to indicate a question or comment as a courtesy to classmates and the professor.(Remember, your questions are NOT an imposition – they are welcome. Chances are, if you have a question, someone else is thinking the same thing but is too shy to ask it. So, ask questions! You'll learn more, it makes the class more interesting, and you are helping others learn as well.)
21. Make arrangement if an emergency arises that requires an absence from a session, to get the notes and all other information that was covered in class from a colleague you trust.
22. Respect the need to request to meet individually with the instructor of a course for review of an exam within one week following administration of the exam as needed. No visual review of exam materials will be granted after this period.
23. Respect the rules of the syllabus. (Content of exams and calculation of grades earned are not a starting point for negotiation. Faculty are willing to work with

students to meet learning needs, but will not negotiate individual terms with students.)

By signing this contract, I acknowledge receipt and understanding of this contract. I understand that any behavior or action determined to be a breach of this contract may result in my being subject to immediate dismissal from the program/School of Nursing.

Student Name (please print): _____

PID _____

Student Signature: _____

Date: _____

**Ohio University School of Nursing
RN to BSN Program
APPLICATION: ADN Student Taking BSN Courses**

Directions: Supply the information requested in the form. Attach the application form to a copy of your most recent DARS and give it to the Associate Director of the ADN Program on the relevant campus. You may be asked to meet with the Associate Director. Once it has been decided that you have met the criteria mail the following items to the School of Nursing, Grover Center E365, Athens, Ohio 45701. You will receive a letter of approval from the Associate Director of the RN to BSN Program

1. Completed application form.
2. Copy of your most recent DARS that will demonstrate completion of all BSN prerequisites and document your current GPA.
3. Completed Update of Program form to add ND1205 (pre-nursing major code) to your program.
4. Letter of recommendation from the relevant Associate Director.

Date: _____

Name _____ **PID:** _____

Address: _____

Home Phone Number _____

Email Address _____

OU campus _____

Anticipated Start Date (indicate semester and year) _____



Office Use Only:

Update of Program

Program of Study

Approval to Take Courses

Letter of recommendation

Originated Jan 2007