



Dwight Schar College of Nursing and Health Sciences



Academic Year 2023-2024 Nursing Student Handbook

RN to BSN Program

www.ashland.edu/conhs

History

The Ashland University Dwight Schar College of Nursing and Health Sciences heritage is derived from the Department of Nursing at Ashland University. The Department of Nursing was established in 1980, offering a RN to BSN program for students with a diploma or associates degree. The department, established in 1980, provided an opportunity for registered nurses to earn the Bachelor of Science in Nursing degree. The RN-BSN program was accredited by National League for Nursing Accrediting Commission (NLNAC) from 1986 through 2002 and received Commission on Collegiate Nursing Education (CCNE) accreditation in May 2003.

MedCentral College of Nursing was formally established in 1997 and admitted its first class of students in 1999. The program was formally a diploma-based program, the Mansfield General School of Nursing that began in 1919. The program was accredited by the Commission on Collegiate Nursing Education in 2003. In 2010, the MedCentral College of Nursing was acquired by Ashland University. At the time of their closure, 571 baccalaureate students had graduated from the MedCentral College of Nursing. With the 1,717 graduates from the Mansfield General Hospital School of Nursing, the total number of graduates from 1922 forward was 2,288.

The Ashland University Department of Nursing and the MedCentral College of Nursing became the Ashland University Dwight Schar College of Nursing. At the time of the acquisition, the MedCentral College of Nursing offered both a traditional BSN and an accelerated second-degree BSN. The Ashland University Department of Nursing offered a fully on-line RN to BSN program, a school nurse licensure program, and a gerontology certificate and minor.

In 2012, university administration approved the formation of the Health Sciences Department (Athletic Training, Dietetics and Exercise Science programs) within the college. These programs were previously housed in the College of Arts and Science and the College of Education. This expansion of the College of Nursing and Health Sciences facilitated movement towards interprofessional education, which continues to be a focus of the college. The student population of the college is from diverse educational backgrounds, which leads to enrichment of the interprofessional focus of the college. Faculty are focused on ways to expand interprofessional education through coursework and simulated experiences.

Also in 2012, the Nursing Programs moved into a new 46,500 square foot new academic nursing building with nine classrooms, student study spaces, faculty and administrative offices, and a 12,000 square foot Simulation Center constructed in Mansfield, Ohio.

In June 2014, the College of Nursing and Health Sciences enrolled the first cohort of students in the Doctor of Nursing Practice program with a specialization of Family Nurse Practitioner. This first specialization was intentionally planned and developed due to the demand for primary care providers in the region. The program received initial Ohio Board of Regents approval on June 20, 2013, the approval of the North Central Association of the Higher Learning Commission on March 27, 2014, and Commission on Collegiate Nursing Education approval in September 2015.

Additionally, the College of Nursing and Health Sciences received approval to offer a Master of Science degree from the Ohio Board of Regents on July 10, 2014 and the North Central Association of the Higher Learning Commission on December 15, 2014. The first specialization for the Master of Science degree is in the discipline of Applied Exercise Science with a specialization in Strength and Conditioning.

In January, 2018, the College of Nursing and Health Sciences enrolled the first cohort of Doctor of Nursing Practice program students specializing in Health Systems Leadership. This new track was added to the DNP degree and reported to CCNE via a substantive change report. The CCNE responded with approval of the DNP HSL track on December 31, 2018. The Doctor of Nursing Practice program, including the FNP and HSL, track is accredited by CCNE through June 30, 2031.

In 2020 the university approved the establishment of the Department of Medical Sciences for the Master of Science in Physician Assistant Studies. The Physician Assistant Studies program has provisional accreditation from the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). The first cohort of students began coursework in August 2021.

ASHLAND UNIVERSITY MISSION STATEMENT

Ashland University, guided by our Christian heritage, is a comprehensive, private university that provides a transformative learning experience, shaping graduates who work, serve and lead with integrity in their local, national, and global communities.

DWIGHT SCHAR COLLEGE OF NURSING AND HEALTH SCIENCES MISSION STATEMENT

The mission of the College of Nursing and Health Sciences is to educate individuals to become health care professionals committed to health related practice, leadership, and service. The programs provide undergraduate and graduate education in health science professions. Our guiding values are integrity, caring, accountability, respect, and excellence. Our vision is to be the premier College of Nursing and Health Sciences in the Midwest, educating graduates to serve a global and diverse society.

DEPARTMENT OF NURSING MISSION STATEMENT

The mission of the Nursing Department is to educate individuals to become nurse leaders committed to evidence-based practice and service in a diverse and global society. Our innovative nursing programs embrace the college's ICARE values (integrity, caring, accountability, respect, and excellence), interprofessional collaboration, scholarship, and lifelong learning.

The policy and procedures contained within this handbook are guidelines designed for the students associated with the nursing program. The College of Nursing and Health Sciences (CONHS) reserves the right to change, remove, or supplement as necessary, any material contained in this student handbook. The electronic version of the handbook is located on the Ashland University website “academics” page <https://www.ashland.edu/catalog-archive>

The following university documents are also to be used for reference for all other university issues:

- Ashland University Student Handbook
- Ashland University Undergraduate Catalog

BSN PROGRAM

1.1	Conceptual Framework.....	1
1.2	Assessment and Evaluation.....	4
1.3	Student Learning Outcomes.....	4

STUDENT HEALTH AND CLINICAL REQUIREMENTS

2.1	Criminal Background Check.....	5
2.2	Drug Screen.....	5
2.3	Essential Functions for Clinical Course Work.....	5
2.4	Health Status Criteria for Students	7
2.5	Required Health Forms/ Immunizations	8

ACADEMIC, PROGRESSION, AND COMPLETION POLICIES

3.1	Absence from Nursing Class, Lab or Clinical Experience	10
3.2	Academic Advising.....	10
3.3	Action Plan.....	10
3.4	Annual Education Development Requirements	11
3.5	Chemical Impairment.....	11
3.6	Class Cancellation (Weather Related)	11
3.7	Clinical Evaluation Document Guidelines.....	12
3.8	Clinical Seminars	13
3.9	Communicable and Non-Communicable Illnesses	13
3.10	Computer Skills	13
3.11	Deferment of Selected Pre-Requisites	14
3.12	Formal Complaints.....	14
3.13	Grade Scale	15
3.14	Graduate Recognition Ceremony.....	15
3.15	Notification of Change Regarding Program Policies.....	15
3.16	Nursing Course Fees and Additional Approximate expenses.....	16
3.17	One on One Computer Policy (System Requirements).....	16
3.18	Online Discussion Board Confidentiality	17
3.19	Proficiency Credit for Nursing Courses	17
3.20	Program Completion.....	18
3.21	Progression Requirements	18
	Current, Valid RN Licensure	18
	Grade Policy.....	18
	Academic Dismissals	19
	Withdrawals	19
3.22	Readmission to the Nursing Program	19
3.23	Senior Projects/Program Assessment	19
3.24	Transfer Credit	20
3.25	Written Paper Guidelines.....	20

CLINICAL POLICIES

4.1 Attire in Lab and Clinical Settings.....21
4.2 Clinical Assignments21
4.3 Clinical Locations21
4.4 CPR Certification.....21
4.5 Electronic Medical Records21
4.6 HIPAA Compliance22
4.7 Ohio Board of Nursing Policies Related to Student Conduct.....22
4.8 Professional Liability Insurance.....22
4.9 Student Clinical Files23
4.10 Student Incidents Relative to Patient23
4.11 Utilization of Nursing Unit Supervisor/Mentor23
4.12 Students and Social Media.....24

SCHOLARSHIPS

5.1. Scholarship Opportunities.....25

STUDENT ORGANIZATIONS AND REPRESENTATION

6.1 Dean's Student Advisory Council26
6.2 Sigma Theta Tau International (STTI), Rho Nu Chapter.....26
6.3 Student Nurses Association (SNA).....26

MANSFIELD REGIONAL CENTER

7.1 Copying/Printing27
7.2 Facility27
7.3 Food Service27
7.4 Parking27
7.5 Safety27
7.6 Student Lounges and Study Rooms27
7.7 Student Lockers.....27

DEFINITIONS28

INDEX.....32

BSN PROGRAM

1.1 CONCEPTUAL FRAMEWORK

The Ashland University baccalaureate nursing program conceptual model is a globe, representing the global responsibility of professional nursing in a diverse society. The base of the globe represents the foundation of a liberal arts education, the hallmark of higher education. As an integrated learning experience, a liberal education promotes critical thinking and analysis, intellectual inquiry, and exploration of values, ethics, and diversity in thought.

The meridian arm of the globe, lifelong learning, represents a fundamental concept of ongoing knowledge development important to professional nurses. Education is a lifelong process of reflection, intellectual challenge, and practice. The student is responsible for self-directed learning while drawing from previous knowledge and life experiences to become an active participant in the collaborative learning environment. Through education, the faculty endeavor to develop and enhance individual growth, social responsibility, and professional practice in increasingly complex health care environments. Students and faculty work in partnership to develop and maintain a shared learning environment that enables students to reach their potential. Faculty encourage students to develop professional perspectives which includes practice in diverse settings and implementation of health promotion concepts. Thus, the education of nursing students is a means of advancing the health of a global and diverse society. The meridian arm, lifelong learning, lends support to the dynamic concepts located on the latitudinal (nursing metaparadigm and core values) and longitudinal lines (AACN Essentials) of the globe.

Core values of the program, Integrity, Caring, Accountability, Respect, and Excellence (I CARE), along the latitudinal lines, are intentionally built from the foundation of the globe upwards to the BSN Generalist graduate, indicating the progression of development of these values throughout the educational program. Additionally, the establishment at the base of the globe highlights the importance of integrity to the nursing profession.

Central to the globe, the equator, the nursing metaparadigm, defines the importance of these concepts, **Nursing, Person, Health, and Environment**, as they relate to nursing practice. The college faculty embrace these concepts which direct program development and guide the educational process.

Guided by compassionate caring, **Nursing** is a profession which practices collaboratively in a variety of settings, and in a variety of roles to meet patient needs. Nursing can be described as a discipline with a unique body of knowledge; as a science that expands the body of knowledge; as an art that transforms; and as a process which addresses the holistic health of patients. As a profession, nursing is self-regulating in a contractual relationship with society.

Persons are viewed in the context of individuals, families, and communities. Each person has physical, psychological, social, cultural, and spiritual dimensions and is recognized for their unique experiences, qualities, values, and resources. This recognition leads to

individualization while encouraging the achievement of mutually identified outcomes.

Health is a multidimensional, dynamic process that is culturally defined, valued, and practiced by each person, family, and community. All persons have the right and responsibility to participate in decisions affecting their health and outcomes according to social justice principles.

Environment consists of internal and external influences. Perspectives on environment are influenced by the uniqueness of individuals, families, and communities. Environment extends through the diverse and changing needs of society in the local community as well as the broader, global society.

The longitudinal lines represent the AACN Essentials which are woven through the curriculum: Safety and Quality Care, Evidence Based Practice, Technology and Informatics, Policy and Finance, Communication and Collaboration, Prevention and Population Health, and Professionalism. These concepts, strategically placed throughout the curriculum, lead to the development of praxis, where embodiment, practice and enactment of the learned skills are realized as students' progress.

The Mission of the College of Nursing and Health Sciences, consistent with the mission of Ashland University, is to educate individuals to become professional healthcare providers committed to practice, leadership, and service. The concepts of practice, leadership, and service surround the globe, defining the anticipated outcomes of the BSN Generalist graduate. The programmatic student learning outcomes further explicate the expected graduates' basis for practice.

The College Curriculum Committee developed a nursing conceptual framework that incorporates the philosophy, mission, core values and AACN's essentials from *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). The College Curriculum Committee voted to approve this Undergraduate Nursing Conceptual Model on February 3, 2010, to be effective May, 2011. Proposed revision: October 2015. Reaffirmed by Faculty 4/4/18.

BSN Generalist Practice



©2010 Hermann Reiter

1.2 ASSESSMENT AND EVALUATION

In striving for academic excellence in nursing education, the nursing program has a Comprehensive Program Evaluation Plan (CPE) that seeks in part to gather relevant feedback in reference to curriculum, support services, governance and quality of teaching/clinical instruction. This ongoing process necessitates occasional surveys and questionnaires, which, although not a part of the instructional program, are designed to collect the feedback that is essential to the assessment process. Completion of these surveys and questionnaires, when part of the college's assessment plan, are expected of all students, faculty, professional staff and administration as part of their professional responsibilities.

Faculty, teaching assistants, and preceptors will be evaluated by students at the end of each course, clinical, and laboratory experience as appropriate for the individual course. Additionally, Department Chairs will conduct evaluations of faculty and teaching assistants within their departments according to University policies. These evaluations are for the purpose of (1) assuring the educator provides pedagogically sound teaching and learning experiences in course, clinical, and laboratory experiences, and (2) assuring the educator provides experiences that facilitate student accomplishment of course outcomes.

1.3 STUDENT LEARNING OUTCOMES

Upon completion of the nursing program, the student will be able to:

1. Synthesize knowledge from nursing and a liberal education as the basis for clinical judgment, reflective practice, and decision making.
2. Incorporate professional standards in the practice of nursing.
3. Value integrity, caring, accountability, respect and excellence in nursing practice.
4. Collaborate with patients and health professionals to develop and implement culturally appropriate health promotion, disease prevention, and illness care methods.
5. Select current theory and evidenced-based knowledge to guide and teach individuals, families, and populations regarding health promotion, and illness prevention.
6. Employ patient care technologies, information systems, and communication devices that support safe nursing practice and development of nursing knowledge.
7. Demonstrate knowledge of healthcare policy, finance, and regulatory environments that impact patient care.
8. Incorporate effective communication and collaboration skills to form partnerships to provide care and to promote positive outcomes to a diverse society in a global context.
9. Apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care, healthcare team coordination and accountability for care delivery in a variety of settings.
10. Collaborate with healthcare professionals to enhance quality improvement and safety initiatives at individual and systems levels of care.
11. Investigate health-related social justice concerns within legal, ethical, and political contexts.
12. Value lifelong learning for personal and professional growth to support excellence in nursing practice.

STUDENT HEALTH AND CLINICAL REQUIREMENTS

2.1 CRIMINAL BACKGROUND CHECK

Criminal background check inquiries for RN to BSN students will take place at minimum one semester prior to clinical coursework. Background checks may be performed by the agency chosen by the college at no charge, or RN to BSN students may select an agency at their own cost. Students must complete *state specific* FBI and Bureau of Criminal Investigation (BCI) checks (e.g., Ohio BCI and FBI for Ohio students; state level bureaus may have a different name). All results must be sent from the agency of choice directly to the College of Nursing and Health Sciences. The Nursing Department reserves the right to withdraw any student based on the results of the inquiry, regardless of felony or misdemeanor convictions. A student who has been denied clinical placement by the Nursing Department based on the results of a criminal background check may discuss the decision with the Program Director, Nursing Department Chair and/or Dean. If an affiliate agency in which the student is seeking assignment requires a more extensive check to be completed, the student must meet that agency's requirement, at the student's expense, before placement in that agency.

2.2 DRUG SCREEN

RN to BSN will complete the initial drug screening prior to clinical course work. All drug screenings will be performed by the agency approved by the college. Refusal to meet the drug screen requirement will cause the student to be withdrawn from the Nursing Program. The Nursing Department reserves the right to withdraw any student based on the results of the drug screening. A student who has been denied clinical placement by the Nursing Department based on the results of a drug screen may appeal the decision to the CONHS Dean.

2.3 ESSENTIAL FUNCTIONS FOR CLINICAL COURSE WORK

Nursing students must be able to fully perform the essential functions in each of the following categories: gross motor skills, fine motor skills, physical endurance, physical strength, mobility, hearing, visual, tactile, smell, reading, arithmetic competence, emotional stability, analytical thinking, critical thinking skills, interpersonal skills, and communication skills. However, it is recognized that degrees of ability vary widely among individuals. Individuals are encouraged to discuss disabilities with the CONHS Dean, Nursing Department Chair, Program Director, Student Accessibility Center, and their lead faculty, if needed. The University may seek accommodations with clinical sites on behalf of the student, depending on the disability. The college is committed to providing reasonable accommodations to students with disabilities upon written notice and through established college policies and procedures. The Program Coordinator may be required to contact clinical sites, discuss site policy, or identify the site's contact person to assist in meeting a student's needs. A release form is to be completed if this level of intervention is required on behalf of a student.

- **Gross Motor Skills:** Students must be able to move within confined spaces, sit and maintain balance, stand and maintain balance, reach above shoulder (IVs), and reach below waist (plug-ins).

- **Fine Motor Skills:** Students must be able to pick up objects with hands, grasp small objects with hands, write with pen or pencil, key/type (use computer), pinch/pick or otherwise work with fingers (syringe), twist (turn knobs with hands), and squeeze with finger (eyedropper).
- **Physical Endurance:** Students must be able to stand (e.g., at patient side during procedure), sustain repetitive movements (e.g., CPR) and maintain physical tolerance (work entire shift).
- **Physical Strength:** Students must be able to push and pull 25 pounds (position patient), support 25 pounds of weight (ambulate patient), lift 25 pounds transfer patient), move light objects up to 10 pounds, move heavy objects weighing from 10 to 50 pounds, defend self against combative patient, carry equipment/supplies, use upper body strength (e.g., CPR), and squeeze with hands (fire extinguisher).
- **Mobility:** Students must be able to twist, bend, stoop/squat, move quickly, climb ladders, stools and stairs, and walk.
- **Hearing:** Students must be able to hear normal speaking level sounds, hear faint voices, hear faint body sounds (BP), hear in situations not able to see lips (e.g., when using masks), and hear auditory alarms.
- **Visual:** Students must be able to see objects up to 20 inches away, see objects up to 20 feet away, see objects more than 20 feet away, use depth perception, use peripheral vision, distinguish color, and distinguish color intensity.
- **Tactile:** Students must be able to feel vibrations (pulse), detect temperature, feel differences in surface characteristics (e.g., skin turgor), feel differences in sizes and shape (e.g., palpate vein), and detect environmental temperature.
- **Smell:** Students must be able to detect odors from patients, detect smoke, and detect gases or noxious smells.
- **Reading:** Students must be able to read and understand written documents.
- **Arithmetic Competence:** Students must be able to read and understand columns of writing (e.g., flow sheets), read digital displays, read graphic printouts (e.g., I & O), calibrate equipment, convert numbers to/from metric, read graphs (e.g., vital sign sheets), tell time, measure time (duration), count rates (e.g., pulse rate), use measuring tools (e.g., thermometer), read measurement marks (e.g., scales), add, subtract, multiply, divide, and compute fractions (medication dosages), use a calculator, and document in records.
- **Emotional Stability:** Students must be able to establish therapeutic boundaries, provide patients with emotional support, adapt to changing environments/stresses, deal with the unexpected (e.g., crisis), focus attention on task, monitor own emotions, perform multiple responsibilities concurrently, and handle strong emotions (e.g., grief/anger).
- **Analytical Thinking:** Students must be able to transfer knowledge from one situation to another, process information, evaluate outcomes, problem solve, prioritize tasks, use long term memory, and use short term memory.
- **Critical Thinking Skills:** Students must be able to identify cause-effect relationships, plan/control activities for others, synthesize knowledge and skills, and sequence information.

- **Interpersonal Skills:** Students must be able to negotiate interpersonal conflicts, respect differences in patients, establish rapport with patients, and establish rapport with team members.
- **Communication Skills:** Students must be able to teach (patient, family), explain procedures, give oral reports, interact with others, speak on the telephone, influence people, direct activities of others, and convey information through writing (e.g., progress notes).
- It is the responsibility of the nursing student to provide any updated information regarding changes in the student's ability to perform the essential functions for clinical coursework immediately to the Nursing Department. Failure to report changes in ability to perform the essential functions for clinical coursework may result in failure/dismissal from the program.

2.4 HEALTH STATUS CRITERIA FOR STUDENTS

The Nursing Department requires that all students enrolled in the nursing program possess the intellectual, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required for safe professional practice. An individual must possess the emotional and physical health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to patient care, and the development of mature, sensitive, and effective relationships with patients. Prior to clinical coursework, and/or at the time designated, required health records are to be uploaded to the electronic tracking system for the Nursing Department. Records are placed in the student health file maintained by the Program Coordinator. The student must sign all documents; in the case of a minor, the parent must also sign. Signed permission is required to release information to the College of Nursing and Health Sciences.

In accordance with the requirements of the Americans with Disabilities Act and Ohio law, Ashland University does not discriminate against any candidate for admission, nor any student, on the basis of disability, provided that the individual:

- meets the eligibility criteria necessary to complete the full curriculum at the level of competence required for safe professional practice.
- complies with the basic policies, practices and procedures essential to the education process,
- does not require the provision of auxiliary communication aids and/or services which would fundamentally alter the nature of the educational process or result in undue burden on the Nursing Department,
- does not pose a direct threat to his or her own health or safety, or the health and safety of others.

Based on the foregoing, the college will determine whether modification or auxiliary aids and service falling within the guidelines of this policy will permit the individual to undertake the required curriculum and achieve the level of competence required for safe professional practice with reasonable accommodation. The Nursing Department reserves the right to withdraw any student for failing to participate, provide proper documentation, and efforts to conceal any information.

It is the responsibility of the student to provide any updated information to the Nursing Department that comes due during the course of the year. Failure to maintain current health records will result in prohibition of clinical experiences which could lead to course failure/program dismissal from the Nursing Program.

2.5 REQUIRED HEALTH FORMS

Students are required to complete health forms and provide a record of immunizations at the time designated by the Program Coordinator. Documentation of the following childhood immunization records is required: chickenpox/Varicella, MMR (measles, mumps, rubella), diphtheria/tetanus/ pertussis (Tdap), and Hepatitis B vaccinations. Meningitis vaccination is recommended. These records are to be submitted to the Program Coordinator on the Mansfield campus through the electronic tracking system.

Students are fully responsible for tracking immunization due dates and obtaining and submitting immunization records when due. Acceptable health records for immunizations include copies of a medical record from a healthcare provider/agency with the student name, immunization given and the date administered. Contact information for the healthcare provider/agency should be evident. Immunizations are not provided by the Nursing Department. Students should contact the health care provider of their choice to meet this requirement. The student assumes full financial responsibility for the cost of required immunizations or testing.

Proof of health insurance is a requirement for all nursing students. Documentation must be submitted through the electronic tracking system.

Required Immunizations

- *Chickenpox (Varicella)* - Immunity either by a positive Varicella antibody titer or two doses of the vaccine.
- *MMR (Measles, Mumps and Rubella)* – Immunity either by having been vaccinated with two doses against the three diseases (either as the combined vaccine MMR or individual vaccination against the three diseases) or show laboratory evidence of immunity to all three diseases.
- *Tetanus / Diphtheria/Pertussis (Tdap)* - Current within the last ten years.
- *Hepatitis B Vaccine* - Proof of vaccination series and positive tier within ten (10) years.

- *Influenza Vaccine* – Required annually (October – April).
- *Meningitis* – Recommended, but not required.
- *TB* - Initially requires two-separate skin tests* administered a minimum of one week apart and no more than 4 weeks apart, or IGRA blood test. Subsequent years required annually: TB skin test or IGRA blood test
** Note: If the student is a healthcare worker with documentation of negative yearly TST for the last two consecutive years, then only a one step is required.*
- *COVID-19* – Recommended as healthcare partners may require this vaccine for clinical participation. An exemption process may be available but clinical placement is not guaranteed for unvaccinated students.
- *Other* –Any agency specific immunizations, as designated by the clinical agency(s).
- *All titers must be current within ten years.*

COVID Immunization/Exemption/Declination

Ashland University and the Dwight Schar College of Nursing and Health Sciences do not require students to be vaccinated against COVID-19; however, clinical partners may require students who participate in clinical experiences at their sites to provide documentation of COVID-19 vaccination.

As COVID-19 may be required by clinical partners for student participation in clinical experiences, unvaccinated students must understand there may be situations where the program cannot place an unvaccinated student in a required clinical experience, even if the student has requested an exemption.

Some clinical partners may permit the program to submit a COVID-19 vaccination exemption request on behalf of the student or may offer the student an option to decline the vaccine. If a clinical partner permits the program to submit an exemption request or decline the vaccine, the unvaccinated student must contact the Program Coordinator to receive directions for this process. The unvaccinated student must follow the guidelines to request a medical or religious exemption for the COVID-19 vaccine. An exemption request does not guarantee medical or religious exemption approval by the clinical partner. Therefore, continued progression of an unvaccinated student through the required clinical experiences of the program is not guaranteed. The unvaccinated student may be deferred or may have to temporarily withdraw from the program.

Additional Health/Clinical Requirements or Required Immunizations

RN to BSN students enrolled in a course requiring engagement in a health care setting are responsible for investigating and complying with any additional health/clinical requirements of the respective health care agency.

ACADEMIC, PROGRESSION, AND COMPLETION POLICIES

3.1 ABSENCE FROM CLASS, LABORATORY OR CLINICAL EXPERIENCE

Class participation is an expectation. This is a "virtual" classroom where participation on the Discussion Forum is considered class attendance and is a graded activity. Students should be entering this "virtual" classroom every 2-3 days to stay current with course activities and discussions. More than one (1) week of absences may, at the discretion of the instructor, result in failure of the course.

3.2 ACADEMIC ADVISING

Academic Advising is an essential component of academic success for students. The Nursing Department takes this responsibility seriously and asks that students take responsibility to assure their advising needs are met.

Post-licensure RN to BSN students receive advising via assigned advisors in the Graduate and Online Advising Office and are assigned a faculty mentor upon admission to the program. The faculty advisor is a professional mentor for the student, meets with the student prior to registration to facilitate registration for courses meeting degree requirements and at other times to assist with interpretation of policies. However, it is ultimately the student's responsibility for meeting all stated requirements for the degree and observing relevant policies.

Student responsibilities in regard to advising:

1. Read and understand the academic policies and procedures in the *Nursing Student Handbook*, the *Ashland University Student Handbook*, and the *Ashland University Catalog*.
2. Consult advisor as needed during registration periods for course scheduling and program or track modifications.
3. Inform advisor of any academic difficulties.
4. Maintain scheduled appointments with advisor and be prepared for advisement sessions with supporting documentation or materials.
5. Provide advisors with feedback and follow through on advisor recommendations as needed.
6. Contact academic advisor for mentoring if placed on academic probation.

3.3 ACTION PLAN

The Nursing Department uses an internal communication document referred to as an "Action Plan" to make a student aware of concern that program expectations are not being met. The goal of an action plan is to assist the student in successfully meeting program expectations. Faculty, staff and administrators may place a student on an action plan for concerns related to not meeting class, laboratory, clinical, handbook or catalog guidelines, policies or procedures. The action plan will provide direction for corrective action. The action plan will follow a student throughout the period of enrollment. Failure to resolve concerns may result in course failure/program dismissal.

3.4 ANNUAL EDUCATION DEVELOPMENT REQUIREMENTS

Students will be required to complete the Health Insurance Portability and Accountability Act (HIPAA) course or student software management platforms on an annual basis: Failure to complete these requirements may result in course failure/program dismissal from the program.

3.5 CHEMICAL IMPAIRMENT

The University and the Nursing Department is committed to providing compassionate and proactive assistance for chemically impaired or co-dependent students and their families and to afford students, who are not legally restricted and are no longer chemically impaired, the opportunity to continue their education without stigma or penalty, and to protecting society from harm that impaired students could cause. The Nursing Department defines chemical impairment as a chronic, progressive illness which involves the use of alcohol and/or other drugs/chemicals to a degree where it interferes in the normal functional life of an individual as manifested by health, family, job, legal, financial and/or emotional problems. Students may be suspected of improperly using or abusing drugs or alcohol on the basis of one or more of the following:

- Possession of an illegal substance
- Conviction of a drug-related crime
- Theft of a drug product of abuse potential
- Chemical impairment at school or a school-sponsored function
- Unexplained decrease in class attendance or academic performance that may be related to chemical substance abuse.
- Concern expressed by a faculty member, staff member, fellow student, preceptor, other health professional, police authority, or others regarding possible chemical substance abuse.
- Positive urine drug screen on a routine drug test or required urine screen for a specific clinical placement site.

If a nursing student is aware that he or she is impaired by substance abuse, he or she has the responsibility to seek assistance for diagnosis and treatment. Assistance can be obtained through the University Health Service. A student suspected of chemical impairment may be confronted by a faculty or staff member or administrator and referred to the Dean of the College. If the student is unwilling to seek assistance or go for drug screening upon request at the expense of the Nursing Department, the student will be dismissed from the Nursing Program. Student confidentiality will be maintained at all times.

3.6 CLASS CANCELLATION DUE TO INCLEMENT WEATHER CONDITIONS

Because the program is offered online, there are typically no class cancellations due to inclement weather conditions. However, the following College of Nursing and Health Sciences policy will apply to any optional class meetings and/or clinical requirements.

The Dean of the Dwight Schar College of Nursing and Health Sciences shall determine the conditions for class, laboratory, and clinical cancellations based on inclement weather on the Ashland University Mansfield Campus. Announcements of adverse weather emergency will be made in accordance with University Policy.

All students and Ashland University employees registered with the Campus Shield notification program will be texted and/or emailed with the cancellation information. Students taking coursework on other Ashland University campuses will follow announced cancellation for that campus.

Clinical Cancellations

- If the Mansfield academic building or the agency in which the student has clinical closes due to inclement weather, the clinical is also cancelled for that day.
- Clinical faculty have the discretion to cancel or continue clinical based on the timing of the closure announcement from AU.
- Students may make a decision to miss a clinical day based on a personal travel safety choice. The determination regarding make up of this time will be made by the course faculty member. Students must follow the same process for informing clinical instructors and course faculty regarding their absence as has been announced in their course syllabus.
- If students have an observational day or precepted clinical experience, they may call the faculty of record to determine if it is acceptable to complete the day. The faculty will be responsible for being available to the student via appropriate means.
- Clinical assignments will be rescheduled if feasible, as determined by the faculty member. Students must consult with the appropriate faculty member(s) for rescheduled clinical dates and times.

3.7 CLINICAL EVALUATION DOCUMENT GUIDELINES

Clinical documents shall be used for Community and Public Health (NUR 414) and Health Systems (NUR 405) to document achievement of goals, learning outcomes, and self-evaluation and will include the following:

- Learning Agreement, including individual clinical outcomes and date of completion
- Reflective Summary
- Time Logs
- Course-specific instructor-created materials.

Clinical documents may receive a point value grade or be graded either "Satisfactory" or "Unsatisfactory", with "S" being mandatory to pass the course. To earn a grade of "satisfactory" the following must be included:

- Clinical Learning Agreement with complete, accurate learning outcomes for clinical experience and date of completion that have been reviewed by faculty (NUR 405, NUR 414).
- Running total and summary of clinical hours (NUR 405, NUR 414).
- 1 - 2 page reflective summary regarding the clinical experience (NUR 405, NUR 414).
- All required simulated clinical experience documents, discussions, and/or team-created assignments (NUR 414).
- Neat, grammatically correct documents (NUR 405, NUR 414).

3.8 CLINICAL SEMINARS

Clinical seminars will be conducted through online discussion. Clinical course seminars are to be used for group problem solving and vicarious learning. The structure of the clinical seminars shall be at the discretion of the course faculty and be guided by student learning outcomes.

3.9 COMMUNICABLE AND NON-COMMUNICABLE ILLNESSES

The Nursing Department will maintain an environment that ensures the provision of safe, quality patient care and is also supportive of the well-being of students. Accordingly, students are required to report to class, lab, and clinical settings unimpaired by noncommunicable personal illness or at risk of transmitting a communicable disease, and will be removed immediately from any situation to ensure patient and/or student safety. Faculty and students will adhere to the Center for Disease Control (CDC) and Prevention Guidelines for work restrictions when exhibiting signs and/or symptoms or for post exposure follow-up of certain communicable diseases

http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6153a1.htm?s_cid=mm6153a1_w

An ill or injured student may be sent to an appropriate Emergency Department, to the Student Health Center, to their residence, to their private healthcare provider, given a referral, or hospitalized as appropriate. When a student is admitted to the hospital, the Nursing Department Chair will notify the spouse/parents or guardian if the student requests. Student permission for non-emergency hospitalization is required.

The Nursing Department will maintain the confidentiality of all information related to student health. No specific information concerning diagnosis shall be provided to any persons including college administrators, faculty, and professional staff other than the Dean of the College of Nursing and Health Sciences without the expressed written consent of the student. No information can be released to another person, agency, insurer or institution without the prior written consent of the student involved.

Contact with other students should be limited if the illness is communicable. Students whose illness causes absence from class, lab, or clinical must report the illness to the Clinical Coordinator and the lead faculty member. Upon the student returning to class, lab or clinical, the student must present a health care provider release form to the Clinical Coordinator and the lead faculty member.

Any student who does not follow policy requirements or mandates may be placed on an action plan, may receive a course failure, and/or be dismissed from the nursing program.

3.10 COMPUTER SKILLS

Recommended skills for online and/or hybrid classes are listed below.

Skills:

The beginning level computer skills listed below are very helpful for student success. If the student is deficient in these areas, it is recommended that remediation be sought prior to

enrolling (e.g., community education course).

1. Create and save documents using a word processor (e.g., Microsoft Word) to type assignments.
2. Send and receive email communications.
3. Attach a document (e.g., to an email or course drop box).
4. Exhibit appropriate professionalism toward faculty and students in online communications (sometimes called netiquette).
5. Maintain confidentiality (e.g., may use “hospital X” to discuss a facility).

Additional skills that students will be expected to develop as they progress may include:

1. Use of recording device to record and post presentations.
2. Ability to post and discuss course topics using an online class discussion forum,

3.11 DEFERMENT OF SELECTED PRE-REQUISITES

Schedule conflicts may make it necessary for a student to request an adjustment in the expected sequence in which pre-requisite courses and courses in the nursing major are taken.

Students requesting such exceptions should petition the Program Director and/or Dean, or designee, in writing for consideration of the request.

3.12 FORMAL COMPLAINTS

Definitions: “Appropriate” complaint: defined as a noted dissatisfaction with any application or interpretation of a work process, policy or procedure at the College of Nursing and Health Sciences other than academic integrity issues (undergraduate - Ashland University Student Code of Conduct (*See Ashland University Student Handbook*)).

Internal Constituents: defined as the College of Nursing and Health Sciences students, faculty, administration and staff; Ashland University community.

External Constituents: external agencies (including clinical agencies and other providers of goods and services), prospective students to Ashland University and/or the College of Nursing and Health Sciences, the general public (including patients served as part of a clinical experience).

Process:

- Submission of a written complaint, concern, or improvement suggestion may be made using the following reporting link
<https://www.ashland.edu/student-complaint-procedure>

3.13 GRADE SCALE

The Nursing Department adheres to the following system of letter grades and quality points.

Grade	Percentage Points	Quality Points
A	100 - 94	4.00
A-	93 - 90	3.67
B+	89 - 87	3.33
B	86 - 84	3.00
B-	83 - 80	2.67
C+	79 - 77	2.33
C	76 - 74	2.00
C-	73 - 70	1.67
D+	69 - 67	1.33
D	66 - 64	1.00
D-	63 - 60	0.67
F	59 - 0	0.00

3.14 GRADUATE RECOGNITION CEREMONY

The Graduate Recognition Ceremony held by the Nursing Department is designed to celebrate the accomplishments of each student upon completion of degree requirements, as confirmed by the AU Registrar's Office and College of Nursing and Health Sciences dean. Students who attend the ceremony will receive a nursing pin. Graduates are strongly encouraged to participate.

3.15 NOTIFICATION OF CHANGE REGARDING PROGRAM POLICIES

Students will be informed regarding program policy changes in a timely manner. According to the Ohio Administrative (OAC) Code 4723-5-12 (B) a nursing “program shall not implement changes to policies for student progression, or requirements for completion of the program, regarding students enrolled in the program at the time the changes are adopted.”

1. Policies that impact progression or program completion will be approved by the Nursing Department Admission and Progression Committee and will become part of the *Catalog*.
2. Policies regarding progression or program completion are part of the student's incoming year of admission/readmission catalog and do not change while the student is enrolled in the program.

The policy for notifying students regarding program policy changes that do not effect progression or program completion are part of the *Student Handbook* and include:

1. Students will be sent email notification by the Department Chair, Program Director, Program Coordinator, and/or Dean regarding program policy changes.
2. Students will have access to the *Nursing Program Student Handbook* that is updated/revised annually on the AU website Registrar's page.
3. Students will be required to sign annually that they have read, understand, agree to abide by the handbook and are aware of the location of the *Handbook*. This document will be stored in the student clinical file and/or the electronic tracking system.

3.16 NURSING COURSE FEES

Note: Course fees are billed the term in which the course is taken.

ADDITIONAL APPROXIMATE EXPENSE:

Textbooks and Clinical Travel as required by College

3.17 ONE ON ONE COMPUTING POLICY

The Nursing Department prepares nursing students using the most modern simulation equipment and by engagement in nursing clinical experiences. Increasingly, the clinical experiences are facilitated through the use of technology and access to clinical information is done through mobile computing devices. *As such, nursing students enrolled in clinical coursework who are attending the CONHS are required to have and use a mobile computing device that has been recently purchased** (The same device may be used for the duration of the program).

RN to BSN students are required to have either a mobile computing device or a desktop computer. This requirement does not currently apply to students enrolled in programs of study in the Health Science Department. Nursing students are expected to bring a mobile computing device to class and to their clinical assignment (if designated by a clinical instructor). This device will be a Windows 10+ notebook or laptop, or Mac OS device with sufficient battery life.

It is recommended that computers be purchased with a 2-3 year warranty that covers parts and labor. An insurance policy that covers accidental loss or destruction should be considered as well. The Ashland University Technical Support Center (TSC) can provide limited services such as virus scans and other basic troubleshooting, but hardware repairs and operating system restores are beyond the scope of services provided by the TSC.

Ashland University has partnered with leading manufacturers to offer discounts on high-quality desktops and laptops for personal use. Students may go to the Information Technology site within the My AU Portal to obtain information on discounts and to select a system that meets the requirements and recommendations listed on link shown below. .

They may also shop their preferred computer reseller for systems that meet these requirements and recommendations. **Tablet computers, including iPads, do not meet the requirements of this program.**

Recommended computer configurations may be found on the following link:

<https://ashlanduniversity.sharepoint.com/sites/TechSupportCenter62/SitePages/ComputerConfigurations.aspx>

3.18 ONLINE DISCUSSION BOARD CONFIDENTIALITY

All online discussion boards must adhere to current HIPAA regulations as well the Code of Ethics for Nurses related to confidentiality. Pseudonyms must be used for all persons and/or institutions/agencies in your postings. Breach of patient or institution/agency confidentiality will constitute grounds for dismissal from the nursing program. Access is limited to course faculty and students enrolled in the course. However, occasionally guest speakers or other Nursing Department faculty members may access discussion boards for specific purposes. Students will be notified in advance if this is planned.

3.19 PROFICIENCY CREDIT FOR NURSING COURSES

The purpose of the proficiency credit by examination policy is to provide the opportunity for a student who has knowledge and expertise in the subject matter of a course to earn credit for the course through demonstration of knowledge and skills inherent in the course.

Proficiency credit by examination cannot be earned in a course in which a student is currently enrolled. A student may earn proficiency credit for a maximum of two nursing courses. Nursing courses for which credit may be earned by a proficiency credit by exam process:

- NUR 303
- NUR 362
- NUR 414: applicant must document sufficient work experience in community/public health

Nursing courses for which credit cannot be earned by proficiency:

- NUR 309 NUR 405 NUR 408

The process is outlined below:

Petition

- a. The petition must be submitted to the RN to BSN Program Director by the end of the first week of the semester preceding the semester in which the student potentially would enroll in the course.
- b. The petition must include a plan by which the student wishes to demonstrate achievement of each course objective.

Credit by Exam Proficiency Process

- a. The RN to BSN Program Director will provide the following information to the student regarding the course for which proficiency credit by examination is sought:
 - Course description
 - Student learning outcomes
 - Titles of required texts and supplemental readings
- b. All testing and skills demonstration will take place on the CONHS Mansfield campus.
- c. The proficiency credit by examination process may include any combination of teacher made tests, standardized tests, case studies, formal written papers, skills demonstrations, portfolio of projects completed by the student and oral reports.

- d. A nursing faculty member who customarily teaches the course in question will coordinate decisions regarding the measures of achievement for each objective and evaluate the level of achievement, as approved by the program director.
- e. The proficiency credit by examination process must be completed by the 10th week of the semester in which the petition was submitted. In the case of summer term, testing must be completed by the first of August.
- f. Consistent with Ashland University policy, an overall grade of "B" (84%) or better must be earned on the proficiency examination for credit to be granted.
- g. In addition, university policies as described in the *Ashland University Catalog* for Credit by Examination will be observed.
- h. The credit by exam proficiency process for a specific course cannot be repeated.

3.20 PROGRAM COMPLETION

Students must complete their program of study within six years of the date of the first matriculation. An approved absence does not count toward the six year total. Students who withdraw and are later readmitted will be granted one readmission to the program. After this readmission, the student will be required to complete the program in consecutive terms that, including the amount of time previously enrolled in the program, may not exceed a total of six years.

Students who are unable to progress with their admission cohort for any reason will progress in coursework based on course availability. The Academic Advisor will establish where the student will begin their revised plan based on course availability.

3.21 PROGRESSION REQUIREMENTS

Students Without A Current, Valid RN License

Students may complete non-nursing program course requirements (e.g., Math 208, AU Core courses) and may complete the following required program courses: NUR 302, NUR 309, NUR 325, NUR 336, and NUR 362. Students must hold a current, valid license (a license that is not inactive, suspended, revoked, or subject to restrictions, and for which the individual continues to meet all requirements for issuance) to practice as a registered nurse in one U.S. state or territory, prior to taking the remaining required nursing program coursework for the BSN degree.

Grade Policy

Each student must attain a minimum grade of "C" (74%) as a final grade in each nursing course to progress in the program. Any nursing course in which a grade of "C-" or lower is earned may be repeated. If a final nursing course grade of "C-" or lower is earned twice in the same course, the student will be dismissed from the Nursing Program. Application for readmission may be made.

Academic Dismissals

A grade of "C-" or below in a nursing course is considered an unacceptable academic standard in the Nursing Program. Students who receive a "C-" or below in a nursing course may remain in the program but will be required to retake that course again as soon as possible.

A student who is academically dismissed from the Nursing Program may continue to take courses that satisfy their AU institutional degree requirements while awaiting readmission to the Nursing Program. They may also choose to pursue another course of study.

Withdrawals

Students who voluntarily withdraw from the Nursing Program may reapply for admission without waiting one full calendar year and will be considered on a case by case basis. RN to BSN students who have been inactive for three or more years must appeal to the Nursing Department Admission and Progression Committee.

3.22 READMISSION TO THE NURSING PROGRAM

Students who have withdrawn from the RN to BSN Program for personal reasons are to notify the Online/Adult college admissions counselor and the RN to BSN Program Director of intent to return.

Students who are readmitted to the Nursing Program are subject to the degree and graduation requirements in the *AU Catalog and Nursing Student Handbook* at the time of readmission.

If a student is dismissed from the RN to BSN Program for academic performance or conduct reasons, the Nursing Department Admission and Progression Committee will determine if a student will be readmitted to the Nursing Program. Students may be readmitted to the Nursing Program no more than one time.

Readmission Criteria:

1. Applicant continues to meet RN to BSN Program admission criteria.
2. Applicant's stated reason for requesting readmission.
3. Past academic performance and any work completed while absent is evaluated to determine potential for success.
4. Applicant's ability to complete the program within the 6-year requirement.

3.23 SENIOR PROJECTS/PROGRAM ASSESSMENT

Each student will complete comprehensive assignments/projects in the three 400 level courses in the nursing sequence: NUR 405 Health Systems, NUR 408 Legal, Ethical and Political Perspectives, and NUR 414 Community and Public Health. These projects (clinical projects in 405, ethical dilemma paper and career plan in 408, and community assessment in 414) provide the opportunity to demonstrate competency in each of the College of Nursing Student Learning Outcomes (SLOs). The clinical projects in NUR 405 will include student

self-assessment of any 8 or the 12 SLOs. The career plan in NUR 408 will assess SLO 12. The ethical dilemmas scholarly paper in NUR 408 will assess SLOs 2, 3, 7, 9, and 11. The community assessment activities in NUR 414 will engage students in the community to address portions of all program SLO's. A minimum grade of "C" or "Satisfactory" must be achieved on each of these assignments/projects to receive a passing grade in the corresponding course.

3.24 TRANSFER CREDIT

A student may transfer up to a maximum of two required Ashland University (AU) nursing courses from a nationally accredited program. Placement of courses toward program requirements will be evaluated on an individual basis.

3.25 WRITTEN PAPER GUIDELINES

Papers and manuscripts submitted for nursing program courses must be prepared according to the Publication Manual of the American Psychological Association (APA), most current edition. The Publication Manual of the APA provides a uniform and reasonably simple method of format and style to be used when writing scholarly papers. Originally designed by APA for papers submitted for publication in its journal, the APA style has become the accepted method for writing papers.

4. CLINICAL POLICIES

4.1 ATTIRE IN CLINICAL SETTINGS

Students are encouraged to acquire a university identification card if a visit to campus is possible; this card, a valid driver license, and/or an approval letter from the course instructor will serve as University identification in clinical areas. Students shall abide by any additional agency policies. Students shall dress appropriately to the settings in which clinical activities are planned, and shall confer with preceptor or others as necessary to determine the applicable dress codes.

4.2 CLINICAL ASSIGNMENTS

Students will determine with faculty, areas of interest and objective for clinical service learning and/or simulation. Examples of how clinical hours may be met include:

- Simulation
- Service learning activities
- Pre-approved individual student activities

4.3 CLINICAL LOCATIONS

RN to BSN student clinical experiences are designed to be meaningful and supportive, contributing to the student learning and work setting. All clinical experiences for NUR 405 clinical projects will utilize a clinical affiliation agreement. **Students will complete projects at the designated clinical agency. Students without an active Ohio license (e.g., out-of-state)** will be placed in an appropriate local clinical agency to complete clinical projects, with a clinical affiliation agreement. **If a local clinical agreement is unable to be arranged with an out-of-state student employer, students will be required to seek an Ohio license to participate in an Ohio based clinical experience.** Clinical projects will be approved through a course contract with faculty approval. The student must provide evidence that all clinical requirements listed in the Nursing Student Handbook are completed 30 days before the first day of NUR 405. Failure to upload completed clinical requirements into the electronic tracking system (Typhon) by this deadline can result in loss of clinical placement and withdrawal from the course.

4.4 CPR CERTIFICATION

All students enrolled in clinical coursework must be certified in American Heart Association (AHA) cardiopulmonary resuscitation (CPR). The required course is the AHA Basic Life Support for Healthcare Providers and is renewed every two years according to the expiration date found on the card issued to students. It is the student's responsibility to provide a current certification copy to the Program Coordinator's office by the date due. Failure to maintain current certification will result in prohibition of clinical experiences which could lead to course failure/program dismissal from the Nursing Program.

4.5 ELECTRONIC MEDICAL RECORDS

The student will follow clinical agency policy and procedures regarding electronic medical records, and may be required to complete an orientation session. This includes, but is not limited to, electronic signature, information system release form, confidentiality form, and

access codes. A student is to adhere to HIPAA regulations when utilizing electronic medical records. Failure to follow clinical agency policy and procedures regarding the EMR may result in failure/dismissal.

4.6 HIPAA COMPLIANCE

In compliance with Federal law on the Health Insurance Portability and Accountability Act of 1996 (HIPAA), all students enrolled in a course requiring engagement in a health care setting are required to complete HIPAA training prior to the start of the course and *every year* following initial training. This Act was instituted to provide health insurance portability for individuals, to protect the privacy and security of patient health information, and to eradicate fraud and abuse and applies to all healthcare providers.

Breach of patient confidentiality will constitute grounds for dismissal from the Nursing Program and re-admittance will not be considered. Students are required to adhere to the Health Insurance Portability and Accountability Act (HIPAA) in all situations including, but not limited to: case discussion, consultation, examination and treatment. Confidentiality may be overridden when the life or safety of the patient, an innocent third party, or the public as a whole is endangered.

A HIPAA training module is available online *in the online learning platform*.

Students who have completed HIPAA training elsewhere within the past year may submit evidence of this training in lieu of completing the Nursing Department HIPAA program. Students must submit evidence of HIPAA training to the Clinical Coordinator prior to enrollment of a course requiring engagement in a health care setting and upon retraining.

4.7 OHIO BOARD OF NURSING POLICY RELATED TO STUDENT CONDUCT (Ohio Board of Nursing Nurse Practice Act, n.d.)

This policy is related to registered nurse conduct while providing nursing care. Post licensure RN to BSN students are expected to incorporate the standards for safe nursing care set forth in the nurse practice act as follows:

- *Rule 4723-4-03*, OAC (Ohio Administrative Code) , Standards relating to competent practice as a registered nurse.
- *Rule 4723-4-06*, OAC, Standards of nursing practice promoting patient safety.
- *Rule 4723-4-07*, OAC, Standards for applying the nursing process as a registered nurse.

4.8 PROFESSIONAL LIABILITY INSURANCE

All nursing students while acting as a student nurse as part of their educational requirements with Ashland University Dwight Schar College of Nursing and Health Sciences are provided professional liability insurance in the amount of \$1,000,000/\$5,000,000.

4.9 STUDENT CLINICAL FILES

Student clinical files are considered confidential and are maintained as such. Students may request to view their files. This request will be forwarded to the department chair who will arrange for the file to be reviewed when a faculty member is able to be present. Student files will remain at all times within the College of Nursing and Health Sciences.

4.10 STUDENT INCIDENTS RELATIVE TO PATIENTS

In the event that a Dwight Schar College of Nursing and Health Sciences post-licensure student is involved in a nursing irregularity, the agency policy in reporting the incident shall be followed. The faculty member working with the student at the time of the irregularity shall be responsible for carrying out a review of the incident and documenting findings. The College of Nursing and Health Sciences "Incident Report" should be completed and forwarded to the Department Chair and the Clinical Coordinator's office. A copy shall be placed in the student file.

4.11 UTILIZATION OF NURSING UNIT SUPERVISOR/MENTOR

Student Responsibilities/Instructions:

- a. Maintain registered nurse licensure in state of practice and clinical project site.
- b. Initiate contact with Nursing Unit Supervisor/Mentor as if directed by course faculty.
- c. Provide the Nursing Unit Supervisor/Mentor the clinical course agreement.
- d. The clinical course agreement includes: the course clinical component learning outcomes, responsibilities of all parties, evaluation of student, verification of Nursing Unit Supervisor/Mentor qualifications, examples of direct and indirect care experiences-clinical projects, student learning outcomes, and other pertinent information as deemed necessary.
- e. The clinical course agreement will be signed/dated by the Nursing Unit Supervisor/Mentor, the student, and the course faculty.

Faculty Responsibilities:

- a. Approve the Nursing Unit Supervisor/Mentor and clinical projects based on the course student learning outcomes.
- b. Provide student approval to begin the clinical experience based on completion of the clinical course agreement and Nursing Unit Supervisor/Mentor qualifications/license verification.
- c. Nursing Unit Supervisor/Mentor will have a current, valid license and preferably, at least one year of experience in current or previous administrative position.
- d. Clarify student, Nursing Unit Supervisor/Mentor, faculty, and agency roles in the student learning process.
- e. Be available to both the Nursing Unit Supervisor/Mentor and student should clinical project questions or challenges arise.
- f. Evaluate the student performance on clinical projects with input from Nursing Unit Supervisor/Mentor as needed.

Nursing Unit Supervisor/Mentor Responsibilities/Information:

- a. Collaborate with student and approve projects completed on your unit.
- b. Ensure that projects are NOT research.
- c. Projects are beneficial to the agency unit and meet the course student learning outcomes.
- d. Verify student successfully completes projects at the clinical site.
- e. Verify student completes agreed upon clinical hours at the clinical site.
- f. Contact course faculty if any questions or concerns regarding the student and clinical projects.

4.12 STUDENTS AND SOCIAL NETWORKING

Social networks are defined as “web-based services that allow individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their lists of connections and those made by others within the system” (Boyd and Ellison, 2007).

These online networks offer opportunities for rapid knowledge exchange and dissemination among many people, although this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to either enhance or undermine not only the individual nurse’s career, but also the nursing profession.

Refer to the following links for more information from the American Nurses Association (ANA):

https://www.nursingworld.org/~4af5ec/globalassets/docs/ana/ethics/fact_sheet_-_navigating_the_world_of_social_media_web.pdf

<https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>

5. SCHOLARSHIPS

5.1 Scholarship Opportunities

Scholarship monies specific to the nursing major are available to qualified students. Interested applicants should review the requirements for each available scholarship on the Ashland University Financial Aid webpage located at the Ashland University website www.ashland.edu/financial-aid.

6. STUDENT ORGANIZATIONS AND REPRESENTATION

6.1 Dean's Student Advisory Council

The Council will be a representative group of students from all program tracks and levels of students. The purpose of the group is to promote the I CARE values among students, to discuss academic improvement strategies for the college, and to develop professional leadership skills.

6.2 Sigma Theta Tau International, Honors Society of Nursing (STTI)

Rho Nu-at-Large is the Ashland University chapter of STTI. STTI was founded in 1922 at Indiana University and today is a global organization with almost 500 chapters on college campuses in 13 countries. Global members are linked by a common vision that participation in a community of nurses committed to the application of knowledge, leadership, and service will improve the health of people worldwide. The Ashland University chapter honors students majoring in nursing who have demonstrated superior achievement and leadership qualities. Membership is by invitation, based on criteria set in the STTI bylaws. Students who have completed half of the major requirements are eligible for membership by ranking in the top 35% of those in the class who have earned a minimum 3.0 GPA in Ashland University courses. Community nurse leaders whose nursing practice reflects the values of the honor society are also inducted. Rho Nu-at-Large was chartered in 2001, and re-chartered to establish partnerships with other colleges of nursing in 2009 (Med Central) and 2013 (Mount Vernon Nazarene University).

6.3 Student Nurses Association (SNA)

The Student Nurses Association (SNA) is the local branch of the National Student Nurses Association (NSNA). NSNA's mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession. Advantages of belonging to NSNA include educational programs, community projects, attending conventions, scholarship opportunities, and networking with future leaders in nursing. The skills students gain by working in a student professional organization are invaluable. All students are encouraged to attend an informational session about opportunities of AU-SNA, ONSA, and NSNA. For further information contact the faculty advisor(s) for AU-SNA.

7. NURSING PROGRAM FACILITY

7.1 COPYING/PRINTING

The student copy/print machines are located on the first and second floors and may be accessed at all times when the Mansfield campus facility is open. Students are required to scan their ID card or input their user name and password. Students are provided a print quota at the beginning of each term. To check account or increase quote, contact the AU Campus Store.

7.2 FACILITY

The academic building for the nursing program is located at 1020 S. Trimble Road, Mansfield, Ohio. The building accommodates administrative and faculty offices, a variety of classrooms, and nursing simulation laboratories.

7.3 FOOD SERVICE

Beverage and food items are available in the Conard Student Café and Bookstore.

7.4 PARKING

All student vehicles must display an Ashland University parking card. Students are required to park only in designated areas. The College shall have no responsibility for the loss or damage to any vehicle, or the loss of contents while parked or operated at the Mansfield campus.

7.5 SAFETY

Students are encouraged to take responsibility for their own safety and report any suspicious activity, safety concern, or emergency situation to any College of Nursing and Health Sciences staff member, Safety Services office, and 911. Students may download the “Campus Shield App” from

<https://www.ashland.edu/campus-emergency-notification-system>

7.6 STUDENT COMMONS AND QUIET STUDY AREAS

The student commons area and study areas are available to students during normal business hours.

7.7 STUDENT LOCKERS

Lockers are provided for students on a first come, first serve basis. Lockers are to be used to store books and other personal items while in class or during clinical rather than leaving them in public areas (i.e. student lounge, lobby). Lockers are to be emptied at the end of each academic year. The College is not responsible for items lost or stolen. The College reserves the right to inspect, vacate and reassign lockers. Students storing any illegal substances or materials in lockers are subject to dismissal from the Nursing Program. Contact the administrative offices at the Mansfield campus to register for locker use.

8. DEFINITIONS

Accountability: Obligation or willingness to accept responsibility or to account for one's actions. [AACN 2021].

Advocacy: The act or process of supporting a cause or proposal: the act or process of advocating [AACN 2021].

Caring relationship: Caring constitutes the essence of what it is to be human, having a profound effect on well-being and recovery, being at ease, and being healed. When hospitality is received, patients feel a connection, they begin to trust, and their healing begins [AACN 2021].

Clinical judgment: The skill of recognizing cues regarding a clinical situation, generating and weighing hypotheses, taking action, and evaluating outcomes for the purpose of arriving at a satisfactory clinical outcome [AACN 2021]. Clinical judgement is the observed outcome of two unobserved underlying mental processes, critical thinking and decision making [NCSBN 2018].

Clinical reasoning – Thought processes that allow healthcare providers to arrive at a conclusion [AACN 2021]. The mental process used when analyzing all the data of a clinical situation to make a decision based on that analysis. [ATI].

Collaboration: Working with others, as equals, toward a common goal.

Communication: To generate, exchange, and process thoughts and messages into meaningful information; may include verbal, non-verbal, and virtual modes.

Critical thinking: The skill of using logic and reasoning to identify the strengths and weaknesses of alternative healthcare solutions, conclusions, or approaches to clinical or practice problems [AACN 2021]. Thought process that is systematic and logical in reviewing information data, that is open to reflection, inquiry and exploration in order to make informed decisions. An active, organized, cognitive process used to carefully examine one's thinking and the thinking of others [ATI].

Culturally sensitive care: Care that employs specific knowledge and appreciation for the needs, characteristics, and differences in ideas, customs, and experiences of people from diverse groups.

Decision-making: To make a choice from two or more possibilities utilizing critical thinking and reflective practice.

Disease - a pathological condition of an organism from various causes (infection, genetic, environment stress) and characterized by identifiable signs and/or symptoms.

Disease prevention: To teach or promote methods and/or measures that have been effective in avoiding illness.

Diversity: A broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation, gender identity; family structures; geographic locations; national origin, immigrants and refugees; language, any impairment that substantially limits a major life activity; religious beliefs; and socioeconomic status. Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them. Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments [AACN 2021]. Affirming the uniqueness of and differences among persons, ideas, values, and ethnicities [NLN 2006].

Evidence based practice: A decision making approach based on integrating clinical expertise, patient needs and preferences, and the best available evidence from research.

Excellence:- Of the highest or finest quality.

Global: Focus upon the world.

Health promotion: Activities that have as a goal the development of human attitudes and behaviors that maintain or enhance well-being.

Healthcare policy: Statements regarding priorities, values and health resource allocations.

Illness: A deficit in one's state of physical, psychological or social well-being.

Illness prevention: Actions taken by individuals to prevent illness.

Informatics and technology: Automated devices used for the purpose of improving the quality and safety of patient care.

Information systems: Technology tools that allow management of information, including input, retrieval, and storage.

Integrity: Acting in accordance with an appropriate code of ethics and accepted standards of practice [AACN 2008]

Justice:

Ethical - what is morally right.

Legal - the responsibility to obey and respect the rights of all and the laws to protect society.

Political - related to government or the conduct of government.

Social - fairness or equality in the distribution of the benefits and burdens of society which includes, but is not limited to: education, citizenship, economic status, race, ethnicity, age, disability, religion, or sexual orientation.

Knowledge synthesis: A process that combines information for the development of higher level concepts.

Leadership: The ability to influence others.

Liberal education: Studies that encompass inquiry and critical analysis, literacy, understanding numerical data, historical consciousness, values, art, and multicultural experiences.

Lifelong learning: Knowledge acquisition over the course of one's life.

Negotiation: A process by which involved parties or groups resolve matters of dispute.

Nursing process: A comprehensive, process used by nurses to identify and treat actual or potential health problems.

Patient care technologies: Automated devices used for the purpose of improving the quality and safety of patient care.

Patient-centered care: The provision of caring, compassionate, and culturally sensitive care that is developed in partnership with the recipient, incorporating the patient's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values and nurses' healthcare knowledge to promote achievement of optimal patient outcomes.

Policy and finance: Statements regarding priorities, values and health resource allocations, stemming from regulatory environments, which include laws, rules, and regulations put into place by government entities and other organizations to control behavior and actions. The financing and costs of health care to both patients and health care organizations as well as professions are intertwined within these policies.

Population health: Health of a collection of individuals having personal or environmental characteristics in common.

Practice: The use of one's knowledge in a particular profession.

Prevention and population health: Prevention is actions taken to prevent illness, and population health involves health of a collection of individuals having personal or environmental characteristics in common.

Professional standards: Behaviors expected from students and graduates that evidence legal/ethical and regulatory standards.

Professionalism: The conduct, aims or qualities that characterize or mark a discipline.

Quality Improvement (QI): A use of data to monitor outcomes of care processes. QI uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems (Cronenwett et al., 2007) [AACN 2021].

Reflective practice: To make sense or meaning out of experience.

Regulatory environment : Laws, rules, and regulations put into place by government entities and other organizations to control behavior and actions.

Research: Scientific investigation or inquiry.

Respect: Willingness to show consideration or appreciation.

Safety: Protection from harm or injury.

Service: Is the action of helping or doing work for someone [AACN 2021].

Systems level: Beyond the interpersonal level.

Teaching-learning principles: Concepts that provide insight into what makes persons learn most effectively.

Teamwork and collaboration: Working as partners with interprofessional members of the health care team to provide optimal patient outcomes.

Theory: A structured set of concepts that project a systematic view of facts or phenomena.

Values: Concepts that an individual or group believe to be important.

INDEX

A

Absence from Nursing Class or Clinical Experience.....	10
Academic Advising.....	10
Academic Dismissals.....	19
Action Plan.....	10
Advisory Council (Dean's).....	26
Annual Education Training.....	11
Assessment and Evaluation.....	4
Attire in Clinical Settings.....	21

B

Background Check.....	5
Breach of Patient Confidentiality (HIPAA Compliance).....	22

C

Chemical Impairment.....	11
Class Cancellation due to Adverse Weather Conditions.....	11
Clinical Course Work (Essential Functions of).....	5
Clinical Assignments.....	21
Clinical Evaluation Documentation Guidelines.....	12
Clinical File (Student).....	23
Clinical Locations.....	21
Clinical Seminars.....	13
Clinical Settings Attire.....	21
Communicable and Non-Communicable Illnesses.....	13
Complaints (Formal).....	14
Completion of Program.....	18
Computer Skills.....	13
Computer Specifications/Equipment.....	16
Conceptual Framework.....	1
Copy Machines.....	27
Course Fees.....	16
CPR Certification.....	21
Criminal Background Check.....	5

D

Dean's Student Advisory Council	26
Deferment of Selected Pre-Requisites	14
Definitions.....	28
Dress Code (Lab and Clinical).....	21
Drug Screening (Admission Requirement).....	5

E

Electronic Medical Records	21
Essential Functions for Clinical Course Work.....	5
Evaluation and Assessment.....	4

F

Facility	27
Fees	16
Food Service	27
Formal Complaints.....	14

G

Grade Appel – the Ashland University Grade Appeal Policy is found in the AU Catalog; appeal process and electronic form is found on the AU website within the Registrar’s tab	
Grade Policies (Progression Requirement)	18
Grade Scale / Quality Points	15
Graduate Recognition Ceremony.....	15

H

Health Requirements (Students)	7
HIPAA Compliance	22

I

Immunizations.....	8
Incidents Relative to Patient Care.....	23

L

Lab Coat / Uniform (Attire in Clinical Settings)	21
Liability Insurance (Professional).....	22
Lockers.....	27

M

Medical Records (Electronic)	21
------------------------------------	----

N

Notification of Change Regarding Program Policies	15
---	----

O

OBN Policy Related to Student Conduct	22
One on One Computing (System Requirements)	16
Online Discussion Board Confidentiality	17

P

Parking	27
Patient Confidentiality (HIPAA Compliance)	22
Professional Liability Insurance	22
Proficiency Credit for Nursing Courses	17
Program Completion	18
Progression Requirements	18

R

Readmission to the College of Nursing	19
Recognition Ceremony	15

S

Safety on Campus	27
Scholarships	25
Senior Projects/Program Assessment	19
Sigma Theta Tau Honor Society of Nursing (STTI)	26
Social Networking	24
Student Clinical Files	23
Student Conduct (Ohio Board of Nursing Policies Related to)	22
Student Food Service	27
Student Health Requirements	7
Student Honor Society (STTI)	26
Student Incidents Relative to Patient Care	23
Student Learning Outcomes (Nursing SLOs)	4
Student Lounges and Study Rooms	27
Student Nurses Association	26

Student Organizations	26
Student Parking	27
Student Photocopying/Printing	27
Student Safety	27
Study Rooms / Lounges	27

T

Training and Education of Students (Annual Requirements)	11
Transfer Credit	20

U

Unusual Occurrence Report (Incidents Relative to Patients)	23
Utilization of Nursing Unit Supervisor/Mentor	23

W

Weather Related Closings (Class Cancellation)	11
Withdrawals	19
Written Paper Guidelines	20