



# Dwight Schar College of Nursing and Health Sciences



## Academic Year 2023 - 2024 Nursing Student Handbook

Traditional, Accelerated, and Advanced Entry Programs

[www.ashland.edu/conhs](http://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.

Adopted by the Board of Trustees on January 29, 2016

## **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 Nursing Department 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



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## 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 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 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 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. Faculty reaffirmed model 4/4/18.



# BSN Generalist Practice



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## **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 inquiries will take place at the time designated by the Program Coordinator before clinical participation. The Nursing Department reserves the right to dismiss 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 college based on the results of a criminal background check may discuss the decision with the Nursing Program Director, Nursing Department Chair, and/or Dean of the College of Nursing and Health Sciences.

If an affiliate agency in which a student is seeking assignment requires a more extensive check than completed, the student must meet that agency's requirement for placement in that agency at the student's expense. Clinical agencies reserve the right to review any background check and deny student placement.

### **2.2 DRUG SCREEN**

Drug screens will take place at the time designated by the Program Coordinator before clinical participation. Refusal to meet the drug screen requirement may cause the student to be dismissed from the Nursing Program. The college reserves the right to dismiss 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 Director, and their lead faculty, if needed. The University may seek accommodations with clinical sites on behalf of the student, depending on the disability. The Nursing Department is committed to providing reasonable accommodations to students with disabilities upon written notice and through established Nursing Department 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, 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 numbers 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. Every student (or parent if minor) will sign a release form giving permission for health records to be shared with the Student Health Center, if providing services to the student. The release includes permission to share health records and/or background check results with clinical agencies to determine clinical eligibility.

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 Nursing Department 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* – Annual vaccination.
- *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

- *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-19 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.

## ACADEMIC, PROGRESSION, AND COMPLETION POLICIES

### 3.1 ABSENCE FROM CLASS, LABORATORY OR CLINICAL EXPERIENCE

Optimal achievement of course outcomes requires student attendance at all assigned learning experiences, including classes, laboratory and clinical experiences, and observations. Students are expected to attend all scheduled classes, laboratory and clinical experiences.

It is recognized that an occasional absence due to illness or unusual circumstances is unavoidable. Excused absences are granted at the discretion of the faculty member involved.

An excused absence is defined as a student not being present for clinical/laboratory or class experience with prior approval from the appropriate faculty member. Students are required to make up clinical/laboratory absence(s). More than one unexcused clinical/laboratory absence may lead to a grade of “unsatisfactory”. When a class is missed, the factual information may be recovered, but the benefits derived from class participation are lost. Students absent from class are responsible for content missed.

Faculty members may require makeup work when in-class assignments are not completed because of absence. Upon returning to class, the student must contact the involved faculty member(s) regarding makeup of assignments or other class activities. Assignments and activities must be made up by the designated time set by that faculty member. A student who does not complete make-up work within the time designated by the course coordinator or faculty member will be given a grade of “zero” for that work. Any variance from this policy is at the discretion of the involved faculty member(s).

The student will assume responsibility for reporting each clinical/laboratory day of absence before the scheduled time of the assigned clinical experience. Notification must be given to the appropriate faculty member as directed by the lead faculty member for the course. Appropriate individuals and clinical site(s) will be notified regarding the student’s absence. Absence from laboratory and clinical experiences requires a make-up assignment. Clinical makeup will depend on the availability of the faculty member(s) and clinical facilities.

The student who does not meet the course outcomes due to excused absence may receive a grade of “Incomplete”. It is the Nursing Department’s prerogative to determine if the student can realistically complete course requirements. A plan for make-up of course content and/or clinical/laboratory experience will be developed by the course faculty member in consultation with the Nursing Department Chair for successful completion of the course.

#### *Reporting an Illness*

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 Dean will notify the spouse/parents or guardian if the student requests. Student permission for non-emergency hospitalization is required.



Students are to report health problems and illness because treatment or advice may prevent more serious illness. Contact with other students should be limited if the illness is communicable. Students absent from class, lab or clinical must report the illness to the Program Coordinator and/or the lead faculty member. Upon the student returning to class, lab or clinical, the student must present a healthcare provider release form to the Program Coordinator and lead faculty member.

### **3.2 ACADEMIC ADVISING**

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

The Nursing Department has an Academic Advisor whose responsibility is to assist students with aspects of the academic experience including registration, program and degree requirements and access to university resources during the first two years of enrollment in the Nursing Program. Additionally, a faculty advisor is assigned for each nursing student at the beginning of the third year of enrollment in the Nursing 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 *Traditional, Accelerated, and Advanced Entry 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 following continuing education courses or student software management platforms on an annual basis:

Bloodborne Pathogens Exposure Control

Health Insurance Portability and Accountability Act (HIPAA)

Occupational Safety and Health Administration (OSHA)

Failure to complete these requirements may result in course failure/program dismissal.

### **3.5 ASSESSMENT TECHNOLOGY INSTITUTE (ATI) POLICIES**

The Ashland University Nursing Program utilizes the Assessment Technology Institute, LLC Comprehensive Assessment and Review Program (ATI) for ongoing assessment of Traditional, Accelerated, and Advanced Entry nursing student knowledge.

#### **ATI Distribution:**

ATI materials will be distributed at designated times throughout the curriculum.

#### **Online ATI Registration:**

Students must register with ATI online to access the ATI virtual learning resources, web testing, and remediation. The student registers only one time, therefore they should keep their username and password in a safe secure place throughout the rest of the nursing program. (Note: Students who share their user information with others are in violation of the University integrity policy. Should students forget their username or password, they may gain access by checking with a faculty member or administrative assistant at the Mansfield campus).

#### **ATI Success Plan:**

Students should refer to course syllabi regarding requirements of the ATI Success Plan policy for each relevant course.

### **3.6 CELL PHONES**

Cell phone use is discouraged in classrooms. Students should turn off cell phones before the start of class (if a student has a family emergency or is concerned about a family issue, notify the professor and turn phone on silent). Cell phones and smart watches or other communication devices are prohibited (in other words, not allowed) during laboratories and examinations. Some nursing clinical courses may allow cell phones to assist with clinical work. Cell phone use in clinical is course specific. Consult the nursing course syllabi to determine whether cell phone use is allowed in clinical and laboratory experiences.

### **3.7 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.

### **3.8 CLASS CANCELLATION DUE TO INCLEMENT WEATHER CONDITIONS**

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.

### **3.9 CLINICAL EVALUATION DOCUMENT GUIDELINES**

Students enrolled in a clinical nursing course are required to write evaluation comments weekly. Faculty will provide evaluative feedback on a regular basis. Mid-term and end-term summaries will be completed by the student and clinical faculty. Written evaluation of the student's clinical performance (according to predetermined outcomes) will be completed by the appropriate faculty member with input from the preceptor, if applicable. Student evaluations and self-evaluations are official records and will be secured and retained according to policy. Evaluations are confidential. Clinical documents will be graded either "Satisfactory" or "Unsatisfactory". Mid-term grades may reflect need for improvement.

### **3.10 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](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 Program 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 Program 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

### **3.11 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).
6. Ability to attend virtual meetings.

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.

### **3.12 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.

### 3.13 FORMAL COMPLAINTS

“Appropriate” complaint definition: 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” definition: College of Nursing and Health Sciences students, faculty, administration and staff; Ashland University community.

“External Constituents” definition: 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>

### 3.14 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

### 3.15 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 are strongly encouraged to participate, and those who attend the ceremony will receive a nursing pin presented by the nursing faculty and clinical education staff.

### **3.16 MEDICATION CALCULATION PRACTICUM**

Accurate medication administration and related treatments is an essential part of nursing. Students are expected to understand and to accurately determine dosages and administration rates. To demonstrate this, students are required to pass the medication calculation practicum in select courses. Students not receiving a satisfactory score will fail the course they are enrolled in when the practicum is administered.

1. All students will be given the medication calculation practicum during Health Foundations II (NUR 306) Psych/Mental Health (NUR 310), and Complex Care (NUR 410). The practicum results will be recorded as a Satisfactory or Unsatisfactory.
2. Students must achieve a 90% to be Satisfactory.
3. Students who fail to achieve a satisfactory score of 90% (less than 90% will be unsatisfactory) on the practicum will be given an opportunity to retake a different version of the practicum at a time designated by lead faculty.
4. Students who fail to achieve a Satisfactory score of 90% on the second practicum will receive a failing grade in the course.
5. The first practicum will be scheduled outside of class during weeks 2-4 of an 8-week term, or weeks 10-12 of a 16-week semester. The second attempt practicum will be scheduled during weeks 7-8 of an 8-week term, or weeks 14-15 of a 16-week semester. Practicum results will be posted on the Learning Management System after the lead faculty has reviewed all practicums.
6. Sixty minutes will be allowed for the practicum each time it is given.
7. Students who are unsuccessful will meet with the lead faculty or their designee within one week after taking the practicum and will review the practicum to begin remediation. The student will remediate and prepare for the second attempt practicum. Remediation resources available to students include: Open lab, ATI, Tutoring, Safe Medicate, and (Blackboard Community may be available).
8. Students who fail to attend the practicum or the repeat practicum at the designated time will be considered to have failed the practicum and will receive a failing grade in the course.
9. The academic dismissal policy for pre-licensure track students will be followed.

### **3.17 NCLEX-RN® REVIEW COURSE**

In the final semester prior to graduation, all pre-licensure students will participate in an on-line and in-person NCLEX-RN® review. These NCLEX-RN® review courses will provide students the opportunity to review core nursing content prior to graduation.

### 3.18 NOTIFICATION OF CHANGE REGARDING PROGRAM POLICIES

Students will be informed regarding program policy changes in a timely manner. According to the Ohio Administrative Code (OAC) 4723-5-12 (B) a nursing “program shall not implement changes to policies or requirements 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 Nursing 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 Ashland University 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.
4. This document will be stored in the student clinical file and/or the electronic tracking system.

### 3.19 NURSING COURSE FEES

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

Course Number/Title	Course Fee
NUR 105 Nursing Concepts and Values	\$200
NUR 225 Pathophysiology/Pharmacology I	\$300
NUR 301 Health Assessment	\$300
NUR 304 Health Foundations I	\$350
NUR 306 Health Foundations II	\$350
NUR 310 Psychiatric Mental Health	\$300
NUR 311 Adult Health Concepts: Regulation and Transport	\$350
NUR 312 Adult Health Concepts: Protection, Sensation and Mobility	\$350
NUR 410 Complex Health Alterations	\$300
NUR 420 Community and Global Health	\$350
NUR 430 Advanced Simulation	\$300
NUR 435 Capstone Preceptorship	\$300
NUR 438 Maternal Newborn Health	\$350
NUR 440 Pediatric Health	\$250

#### REQUIRED ITEMS APPROXIMATE EXPENSES:

Uniforms /Lab Coats	\$250	CPR	\$40
Stethoscope	\$50-\$100	Blood Pressure Cuff	\$80
Laptop	\$1200	Safe Medicate	\$100 (2yr license)
Textbooks, Clinical Travel, Clinical Badge as required			
NCLEX® Exam application and related costs (state dependent)			



### 3.20 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 and lab experiences are facilitated through the use of technology, and access to clinical and lab information is done through mobile computing devices. *As such, nursing students enrolled in clinical and lab 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)

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+ or Mac OS laptop 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>

### 3.21 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 College of Nursing and Health Sciences faculty members may access discussion boards for specific purposes. Students will be notified in advance if this is planned.

### 3.22 PROFESSIONAL LICENSURE NCLEX-RN®

#### *Application*

Pre-licensure students successfully completing degree requirements are eligible to take the National Council of State Board Licensure Examination (NCLEX-RN®) to obtain licensure as a registered nurse (RN). Students are responsible for filing their own applications to take the NCLEX-RN® examination. The Nursing Department Chair (or Designee) will inform senior students of the website for application download. There are two separate applications to be filed, one with the National Council of State Board of Licensure Examination for Nursing and the other with the State Board of Nursing in the state where the student plans to practice. Refer to the NCLEX-RN® exam website on requesting modifications for the NCLEX-RN® exam.

#### *Criminal Background Check*

As of April 2002, The Ohio Board of Nursing has the authority to refuse to grant licensure to applicants with any of the felony convictions specified in the law. The law requires a criminal background check for new applicants for licensure in Ohio who entered a pre-licensure nursing education program on or after June 1, 2003.

Candidates who wish to sit for the NCLEX-RN® examination will be required to submit their fingerprints to the Bureau of Criminal Identification and Investigation (BCI&I) for processing. Results are to be sent directly to the Ohio Board of Nursing (OBN) or other designated agency.

#### *Licensure and Felony/Misdemeanor Infractions*

If any student has pled guilty to, been convicted of, or been found judicially guilty of any felony or misdemeanor, he/she may experience some difficulty in obtaining permission to take the licensure examination. These infractions are described in the State of Ohio Board of Nursing Code of Regulations. Questions should be directed to the Ohio Board of Nursing. Additional details can be found at: <https://www.nursing.ohio.gov/>

#### *Requests for Modifications for the NCLEX-RN® Examination*

For candidates with disabilities as defined by the “American Disabilities Act” (ADA), accommodations are made only by authorization of the Ohio Board of Nursing (OBN) and the National Council of State Boards of Nursing (NCSBN). The OBN recommends that the applicant notify the OBN, in writing, six months prior to program completion.

The applicant is required to submit the following documentation:

1. Letter from the applicant specifying requested accommodations.
2. Letter from the Director/Designee of the nursing education program specifying accommodations granted by the Nursing Program.
3. Diagnostic report from appropriate professional practitioner.

Questions should be directed to the Ohio Board of Nursing and to the Student Accessibility Center at Ashland University.

### 3.23 PROGRAM COMPLETION

Students in the Traditional, Accelerated, and Advanced Entry Nursing Programs, 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.

### 3.24 PROGRESSION REQUIREMENTS: GRADE POLICY

Grading Standard – Required Nursing Courses - Course grades will not be rounded for clinical and non-clinical courses. All clinical and non-clinical courses must have quality points of a 2.0 or higher to meet graduation requirements. If the course grade is below a “C” (74%), the grade assigned to the course will not be higher than a “D+”. To meet graduation requirements, for any repeated nursing course, the repeated course must be above a 2.0 on the second attempt (refer to Dismissal Policy).

To be successful in the class, students must achieve an overall averaged minimum of “C” (74%) on objective examinations in all nursing courses **except** the following:

- NUR 105 - Nursing Concepts and Values
- NUR 225 – Pathophysiology/Pharmacology I
- NUR 226 – Pathophysiology/Pharmacology II
- NUR 336 – Genetics in Nursing and Health Care
- NUR 425 - Trends and Issues in Global Health
- NUR 430 - Advanced Simulation
- NUR 435 - Capstone Preceptorship
- NUR 460 - Theoretical Foundations in Health Research

Other assignments will be averaged into the course grade for final grade determination if the grade on objective examinations meets the minimum of “C” (74%).

Grading Standard - Clinical Nursing Courses - Clinical/laboratory grades are stated as “Satisfactory” or “Unsatisfactory”. Satisfactory means that the student has achieved a level of performance demonstrating that he/she has met the objectives. Unsatisfactory means that the student has failed to demonstrate minimally acceptable behaviors and/or did not meet required clinical/laboratory outcomes. If at any time the student is deemed by faculty to be unsatisfactory, the student will not be permitted to drop the course and the grade assigned may not be higher than a "D+". If the student has a lower grade in the didactic portion of the course at the time of clinical/laboratory failure, the grade earned will be assigned.

Grading Standard - Required Non-Nursing Courses - Quality points less than a 2.0 in Anatomy & Physiology I (BIO 222), Anatomy & Physiology II (BIO 223), Microbiology (BIO 240), Molecular Architecture (CHEM 251), or Chemical Perspectives on Life (CHEM 253) do not meet graduation requirements and the course must be repeated. The repeated course must be above a 2.0 on the second attempt or the student will be dismissed from the nursing program. Quality points of less than 2.0 (C-) in two required sciences courses will result in dismissal from the nursing program (refer to Dismissal policy).

Quality points less than a 2.0 in Elementary Statistics (MATH 208), Developmental Psychology (PSYC 209), Human Nutrition (DIET 320), or Ethics (PHIL 215) do not meet graduation requirements and the course must be repeated.

**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.

Pre-licensure students who receive a grade of "C-" or below in two nursing courses will be automatically dismissed from the Nursing Program, but not from Ashland University. Pre-licensure students who receive a grade of "C-" or below in two required science courses will be automatically dismissed from the Nursing Program, but not from Ashland University. They must wait one calendar year before reapplying to the Nursing Program and must follow the general readmission procedures in the *Student Handbook*. These students will be considered for readmission on a case by case basis by the Nursing Department Admission and Progression Committee.

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 determination to the nursing program. They may also choose to pursue another course of study.

**Withdrawals** - Pre-licensure students who do not register for nursing coursework within two academic terms (fall/spring) will be administratively withdrawn from the Nursing Program so that another student may be placed in that spot. They must wait one calendar year before reapplying to the Nursing Program and must follow the readmission procedures listed below. This student may also be tested for safety in a clinical setting before being readmitted. These students are free to continue taking courses to satisfy their AU degree requirements while awaiting readmission to the Nursing Program.

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. Readmission to the nursing program is possible with the following guidelines:

- Students may continue to take AU core requirements while they await readmission.

- A withdrawal of up to two semesters is available for students who need to leave the Nursing Program for personal reasons but intend to return to the Nursing Program (i.e. medical or family problem); however, permission for this must be granted by the Nursing Department Admission and Progression Committee.

### **3.25 READMISSION TO THE NURSING PROGRAM**

#### *General Readmission Requirements*

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. Students with two nursing (NUR) course failures prior to the 400 level courses will not be readmitted to the Nursing Program. Students with two non-nursing required science course failures (BIO 222, BIO 223, BIO 240, CHEM 251, and CHEM 253) will not be considered for readmission to the Nursing Program. If a student continues to take classes at AU while not enrolled in the Nursing Program, they will be subject to the core course requirements of their original *AU Catalog*. However, they will be subject to the nursing program requirements and policies in the *AU Catalog and Nursing Student Handbook* at the time of readmission to the Nursing Program.

#### *Readmission Process:*

1. Contact the Office of Records and Registration to notify the college of potential readmission at least 3 months prior to the semester the student is applying.
2. Submit a letter of intent to the Office of Records and Registration and to the Nursing Department Chair stating the desire for readmission, including additional education that has occurred since applicant's last classes at AU.
3. The Nursing Department Admission and Progression Committee will review the student's letter of intent, transcripts and any other written material or letters submitted by the student in the readmission decision.
4. The readmission decision will include requirements to determine appropriate course placement including but not limited to skills testing, ATI testing, and/or medication calculation practicums. Course placement will be determined by the committee in conjunction with the program director.
5. Final course recommendations will be sent to the registrar's office. The registrar will enroll the student in the required courses the student's first readmitted semester in the Nursing Program.

#### *Readmission Criteria:*

The following will be used in making a readmission decision:

1. Applicant's stated reason for requesting readmission.
2. Past academic performance and any work completed while absent is evaluated to determine potential for success and/or placement.
3. Applicant's ability to complete the program within the 6-year requirement.
4. Space availability in the appropriate courses.

5. The following items will be considered prior to readmission, for students who have a second course failure during the 400 level coursework:
  - a. Successful completion of Head to Toe assessment practicum;
  - b. Successful completion of at least one Medication Calculation Practicum dependent upon the student's placement in the program;
  - c. Successful completion of the IV piggy back and/or IV push practicum;
  - d. Successful completion of the indwelling urinary catheter sterile skill practicum; and
  - e. Completion of the following:
    - i. ATI practice tests and achieve at least a 90%
    - ii. ATI Targeted Medical-Surgical Body System quizzes and achieve at least a 90%; and
    - iii. ATI proctored examinations achieving minimally a Level 1 (Level II is preferred).
    - iv. ATI practice and proctored tests may include RN Pharmacology, RN Fundamentals, RN Mental Health, RN Adult Medical-Surgical, RN Nursing Care of Children, RN Maternal Newborn, RN Community Health, and RN Leadership.

Based on the outcomes of these assessments, the student may be readmitted, may be denied readmission, or may be required to audit or retake for credit select courses dependent on the student's placement in the program.

*Readmission Progression Requirements:*

1. The admission decision applies to the upcoming semester and cannot be deferred.
2. Applicants must repeat or audit course (even if passed) when the Nursing Department Admission and Progression Committee deems necessary.
3. Readmitted students must follow the progression/grade requirements.
4. Readmitted students will enter on probation and be assessed at the end of the first term.

### **3.26 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 CLASSROOM, LAB, AND CLINICAL SETTINGS

Students are expected to dress in a manner that reflects Ashland University CONHS mission and values while in the classroom, lab, and clinical settings. Faculty will determine appropriateness of attire in accordance with the following policy to assure nursing students convey a positive and professional image through dress and actions:

All pre-licensure students are responsible for purchase of uniforms and lab coats prior to the start of lab/clinical coursework. Students may contact the Bookstore with questions in regard to uniforms and lab coats. An AU College of Nursing and Health Sciences patch is to be sewn on the uniform and lab coat.

Students who report to lab or clinical areas in unacceptable attire according to policy will be required to make corrections and/or be dismissed for the day and may result in additional consequences.

#### General:

- ID Badge to be worn at chest level with name and photo easily visible at all times during clinical/lab experiences. While on the Ashland University College of Nursing and Health Sciences campus, badges must be easily visible at chest level or on a lanyard. Badge holders permitted. No stickers, pins, etc. are to be placed on the ID badge unless instructed to do so by lead faculty or clinical instructor.
- Piercings may not be visible except in the ear (2 maximum small post earrings) per ear and 1 nose stud 2-3mm in size (no rings, industrial bars or gauges). Septum, tongue, eyebrow, lip, dermal are not permitted. Nipple piercings must not be visible through clothing.
- Visible tattoos are permitted as long as they are not deemed inappropriate. Tattoos considered inappropriate include those located on face or neck, offensive to patients, visitors, or others based on racial, sexual, religious, ethnic, or violent content; not congruent with hospital or societal norms or AU CONHS values.
- Makeup is to be applied conservatively. Perfume, cologne, after-shave, etc., may be irritating to patients, especially those with respiratory conditions. They must not be used while in the clinical setting.
- Undergarments such as underwear/bra must be worn but not visible.

#### Classroom:

- Clothing must be clean, neatly pressed and appropriate for the setting as to not interfere with the educational process. The style of clothing must not be revealing.
- Shirts that expose midriffs, have spaghetti straps, or are sheer are not permitted (undergarments must not be visible).
- Jeans, denim garments and sweat pants are permitted as appropriate for the educational setting.
- Clothing with minimal fray or distress markings mid-thigh and below are permitted.
- Clothing bearing offensive or derogatory language or artwork is not acceptable.

- Skirts, dresses and shorts must be no more than 3 inches above the knee.
- Tight fitting leggings/shorts are permitted with mid-thigh length tops.
- Hats with brims are not to be worn during tests

\*\*This policy may not align with standard Ashland University policies but is specific to the AU CONHS, nursing students. The nursing program is a professional program designed to prepare the student for a career in healthcare. Professionalism is the ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement. Professionalism encompasses all academic settings including lab and clinical settings. All nursing students are expected to conduct themselves and dress in a respectful and professional manner that reflect the standards of the nursing profession.

#### Laboratory and Clinical Settings:

- Clothing must be clean and neatly pressed and appropriate for the setting as to not interfere with the educational process. The style of clothing must not be revealing (i.e. undergarments must not be visible). Garments should be of a length/coverage where typical activity allows areas to be modestly covered.
- Required attire for clinical experiences is the complete uniform unless otherwise indicated. The uniform is not to be worn on the street, or in public places, unless fulfilling professional student responsibilities. For other sites/ experiences guidelines from the faculty member should be followed.
- Students should not remove parts of their uniform while leaving the clinical site, walking or shuttling to their vehicle.
- Shoes must be non-absorbent material, closed toe, clean and with non-skid soles (no sandals, flip flops or holes). Solid colored shoes in white, black or gray are permitted. Accent details must be minimal with colors coordinating with the uniform. Shoes shall be designated for lab/clinical use only. Socks or stockings must be worn at all times and should be in colors that coordinate with the shoe.
- Chewing gum is not permitted while at clinical.
- For visiting clinical areas in preparation for clinical assignments: Nursing Department approved uniform or lab coats over dresses, pantsuits, dress pants or skirts, and blouses or shirts. No jeans, shorts, sweatpants, capri's, or revealing shirts/blouses are permitted.
- When not required to wear a uniform for a clinical experience, students are to maintain a professional appearance. No jeans, halter tops, short shorts, sweatpants, or revealing shirts/blouses are permitted. Clothing must be neat, clean, and without rips, holes, frays or cut/torn edges.
- Clothing shall be loose enough to allow freedom of activity in the performance of all laboratory and clinical activities. Pants must be hemmed as to not touch the floor/ground for safety and infection control. White laboratory coats may be worn with uniforms. A long-sleeve white shirt may be worn under the uniform top. Sleeves must be able to be pushed above the elbow. No writing or pictures should show through the uniform.



### Personal Hygiene:

- Hair must be clean, combed and neatly trimmed or arranged. Unkempt hair is not permissible regardless of length. A hairstyle must not create a safety or health hazard. Hair longer than shoulder length must be pulled back and secured unobtrusively above the collar. Hair should be of natural color. Extreme hairstyles, including extreme artificial colors, are not permitted.
- Beards, mustaches, and sideburns must be clean and neatly trimmed so as to not come into contact with the patient or interfere with patient care. Facial hair should not interfere with respiratory face mask seal (per OSHA regulation).
- Nails should be fingertip length and well groomed. Artificial nails are prohibited (i.e. acrylic, tips, overlays, bonding, extensions, inlays, wraps, appliques, gel or dipped). Nail polish on natural nails without chipping permitted.
- Bare below the elbow guidelines-no bracelets or watches. Long sleeves must be able to be pushed up to the elbow to be kept out of the patient care field.
- Rings are discouraged due to the potential for patient injury and for promoting infection. One plain band on the hand (metal or silicone) is allowed; however, no gemstones or diamonds or other adornments that allow for accumulation of pathogens.
- Necklaces and other jewelry are not permitted for safety purposes
- While working as an employee at any agency, neither the uniform nor the lab coat is to be worn.
- Visiting in hospitals: Students must wear street clothes when visiting friends and family in any healthcare setting.
- Agency policy related to dress code must be followed and will supersede AU College of Nursing and Health Sciences policy.

## **4.2 CLINICAL ASSIGNMENTS**

Faculty will determine clinical placements for students in the Traditional, Advanced Entry, and Accelerated programs. Appropriate assignments are made for the student's level. Pre and post clinical conferences are utilized to assist the student in providing individualized quality care. Clinical preparation must be completed according to the guidelines for the experience; failure to do so may result in dismissal from the clinical experience with required make-up. Written preparation, as assigned, must indicate adequate and appropriate study to be deemed satisfactory. The student may be required to correct and resubmit assignments. Students are permitted observational experiences as arranged by a faculty member.

### *Refusal of Clinical Assignments*

Nurses provide service with respect for human dignity and the uniqueness of the patient unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems. Refusing to care for any patient will result in appropriate disciplinary action which may include course failure/program dismissal.

#### 4.3 CLINICAL LOCATIONS

Clinical experiences prepare students for nursing practice in diverse settings. Such experiences occur in acute care facilities, community agencies, and long-term care throughout Ohio. Students participating in clinical experiences are responsible for providing their own transportation to and from the clinical site.

#### 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. Students in the Traditional 4-year program must obtain CPR certification in the 4<sup>th</sup> term of enrollment. Students in the Accelerated or Advanced Entry program must have CPR certification on admission to the Nursing Program. 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's HIPAA program. Students must

submit evidence of HIPAA training to the Program 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 student conduct while providing nursing care. It incorporates the standards for safe nursing care set forth in Chapter 4723 of the Ohio Revised Code and the rules adopted under that chapter. It includes, but is not limited to the following:

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 patient, and the patient'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 patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
4. A student shall implement measures to promote a safe environment for each patient.
5. A student shall delineate, establish, and maintain professional boundaries with each patient.
6. At all times when a student is providing direct nursing care to a patient the student shall: (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and (b) Treat each patient 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 and standard 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 patient; (b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
10. A student shall not misappropriate a patient's property or: (a) Engage in behavior to seek or obtain personal gain at the patient's expense; (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense; (c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

**For the purpose of this paragraph, the patient 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 patient; (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 patient; (d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

**For the purpose of this paragraph, the patient 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, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
14. A student shall not habitually or excessively use 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 the use of drugs, alcohol, or other chemical substances.
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 misappropriate or attempt to misappropriate 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 administrators, faculty, teaching assistants, preceptors, or to the board.

24. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
25. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
26. For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11), and (C)(12) a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

Violation of the OBN policy related to student conduct may result in course failure/program dismissal.

#### **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 SAFE NURSING PRACTICE**

Students are taught principles and techniques for providing safe patient care. Not being prepared and/or the inability to perform safe nursing care may necessitate dismissal from clinical and/or lab constituting a clinical and/or lab absence. Clinical and/or lab instructors are authorized to evaluate whether the nursing care given is safe and reserve the right to remove from clinical or lab experience any student who demonstrates unsafe nursing practice, including lack of professionalism or when clinical and/or lab expectations are not being met. Students may be asked to remediate specific skills when removed from clinical or lab experiences.

Other action may be taken, including an action plan, course clinical failure, lab failure or ultimate dismissal from the Nursing Program. Students have the right to follow the Ashland University grade appeal policy.

#### **4.10 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 Nursing Program office of the Nursing Department.

#### **4.11 STUDENT INCIDENTS RELATIVE TO PATIENTS**

When an incident takes place, the appropriate form(s) must be completed. This may include a form from the agency where the incident occurred. It will ALWAYS include the completion of the College of Nursing and Health Sciences Incident Report (available from the faculty member) and the Ashland University Occurrence Report if the individual is involved in a real or potential injury/illness while working on Ashland University's payroll at the time of injury/illness.

##### Agency Designated Report of an Incident:

In accordance with agency policy in which the student has a clinical experience, the student may be required to complete an agency designated report(s) of an incident. The agency designated report is used to record any incident involving a patient, visitor, personnel, student, faculty or property. (The designated agency report is often referred to as a quality assurance report by health care agencies). Whoever discovers the problem (including a student) is to document the problem. A student completing this form should do so only with the supervision of the faculty member.

In the event someone detects an incident involving a student and an agency designated report is filed, the agency is to notify the faculty member who will complete a College of Nursing and Health Sciences Incident Reporting form. A copy of the Agency Designated Report and a copy the College of Nursing and Health Sciences Incident Reporting form are to be sent to the Nursing Chair, Program Coordinator, and the Dean's Office by the faculty member within 24 hours of the incident.

##### College of Nursing and Health Sciences Incident Reporting

In accordance with College of Nursing and Health Sciences policy, an Incident Reporting form will be completed by the student with the assistance of the faculty member. A copy of the completed College of Nursing and Health Sciences Incident Reporting form is to be sent to the Nursing Chair, Program Coordinator, and the Dean's Office by the faculty member within 24 hours of the incident.

The completed form will be forwarded to other appropriate College of Nursing and Health Science parties as deemed appropriate by the Nursing Chair. This form is not part of the student's permanent record and remains on file in the designated Program Coordinator's office for a minimum of seven years after the student leaves the College of Nursing and Health Sciences.

#### **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/~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

<https://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 programs 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.

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### Traditional Track Curriculum Guide: B.S. in Nursing

Year 1	Fall Semester	Cr.
FSS 080	Freshman Success Seminar	0
BIO 222	Anatomy & Physiology I	4
ENG 101	Composition I (Core 1)	3
Core	Communication (Core 2)	3
Core	Aesthetics (Core 3)	3
Core/CCI	Critical Cultural Inquiry (Core 4)	3
<b>Total Credit Hours</b>		<b>16</b>

Year 2	Spring Semester	Cr.
CHEM 253	Chemical Perspectives on Life (Core 5)	4
BIO 223	Anatomy & Physiology II	4
ENG 102	Composition II (Core 6)	3
Core	Social Science (Core 7)	3
Core	Aesthetic (Core 8)	3
NUR 105	Nursing Concepts & Values	1
<b>Total Credit Hours</b>		<b>18</b>

Year 2	Fall Semester	Cr.
BIO 240	Microbiology	4
MATH 108	Elementary Statistics (Core 9)	3
PHIL 215	Ethics (Core 10)	3
Core	Humanities (Core 11)	3
Core	Religion (Core 12)	3
<b>Total Credit Hours</b>		<b>16</b>

Year 2	Spring Semester	Cr.
CHEM 251	Molecular Architecture (Core 13)	3
DIET 320	Nutrition	3
PSYC 209	Developmental Psychology	3
NUR 225	Patho/Pharm I	3
NUR 301	Health Assessment	3
<b>Total Credit Hours</b>		<b>15</b>

Year 3	Fall Semester	Cr.
Core	Social Science (Core 14)	3
Core	Historical Reasoning (Core 15)	3
NUR 226	Patho/Pharm II	3
NUR 304	Health Foundations I	3
NUR 306	Health Foundations II	5
<b>Total Credit Hours</b>		<b>17</b>

Year 3	Spring Semester	Cr.
NUR 310	Psychiatric Mental Health	4
NUR 311	Adult Health Concepts: Regulation & Transport	5
NUR 312	Adult Health Concepts: Protection, Sensation & Mobility	5
NUR 336	Genetics in Nursing & Health Care	3
<b>Total Credit Hours</b>		<b>17</b>

Year 4	Fall Semester	Cr.
NUR 410	Complex Health Alterations	5
NUR 438	Maternal/Newborn Health	4
NUR 440	Pediatric Health	4
NUR 460	Theoretical Foundations in Health Research	3
<b>Total Credit Hours</b>		<b>16</b>

Year 4	Spring Semester	Cr.
NUR 420	Community & Global Health	4
NUR 425	Trends & Issues in Global Health	3
NUR 428	Leadership & Management in Health Organizations	3
NUR 430	Advanced Simulation	1
NUR 435	Capstone Preceptorship	2
<b>Total Credit Hours</b>		<b>13</b>

### Total Hours: 128

*\*The Critical Cultural Inquiry (CCI) requirement can be completed by either one value-added foreign language course, an approved study-away or study abroad experience, or one CCI course. One slot should be allotted for CORE/CCI, but students completing the requirement with study abroad, can substitute an elective if necessary to reach 120 hours. If students are continuing a language study, it is preferable to take the course during the first semester of the first year*

Accelerated Track Curriculum Guide AY 23-24  
B.S. in Nursing (8 week courses unless noted otherwise)

<b>First SEMESTER</b>		
<b>Sem.</b>	<b>Course</b>	<b>Credits</b>
NUR 105	Nursing Concepts & Values	1
NUR 301	Health Assessment	3
NUR 304	Health Foundations I	3
NUR 306	Health Foundations II	5
NUR 225	Pathophysiology / Pharmacology I (	3
NUR 226	Pathophysiology / Pharmacology II	3
<b>Total Credits</b>		<b>18</b>

<b>Second SEMESTER</b>		
<b>Sem.</b>	<b>Course</b>	<b>Credits</b>
NUR 311	Adult Health Concepts: Regulation & Transport	5
NUR 312	Adult Health Concepts: Protection, Sensation & Mobility	5
NUR 310	Psychiatric/Mental Health (16 weeks)	4
NUR 336	Genetics in Nursing and Healthcare (16 weeks)	3
<b>Total Credits</b>		<b>17</b>

<b>Third SEMESTER</b>		
<b>Sem.</b>	<b>Course</b>	<b>Credits</b>
NUR 410	Complex Health Alterations (16 weeks)	5
NUR 460	Theoretical Foundations in Health Research (16 weeks)	3
NUR 438	Maternal/Newborn Health	4
NUR 440	Pediatric Health	4
<b>Total Credits</b>		<b>16</b>

<b>Fourth SEMESTER</b>		
<b>Sem.</b>	<b>Course</b>	<b>Credits</b>
NUR 420	Community & Global Health	4
NUR 428	Leadership & Management in Health Org.	3
NUR 435	Capstone Preceptorship	2
NUR 425	Trends & Issues in Global Health	3
NUR 430	Advanced Simulation	1
<b>Total Credits</b>		<b>13</b>

**Pre-Requisite Courses:**

	<b>Credits</b>
Anatomy & Physiology I and II w/labs	8
Microbiology w/lab	4
General Chemistry w/lab	4
Statistics	3
<b>Total Pre-Requisite Credits</b>	<b>19</b>

Advanced Entry Track Curriculum Guide  
B.S. in Nursing

<b>First SEMESTER</b>		
<b>Sem.</b>	<b>Course</b>	<b>Credits</b>
NUR 105	Nursing Concepts & Values	1
NUR 225	Pathophysiology / Pharmacology I	3
NUR 226	Pathophysiology / Pharmacology II	3
NUR 301	Health Assessment	3
NUR 304	Health Foundations I	3
NUR 306	Health Foundations II	5
<b>Total Credits</b>		<b>18</b>

<b>Second SEMESTER</b>		
<b>Sem.</b>	<b>Course</b>	<b>Credits</b>
NUR 310	Psychiatric/Mental Health	4
NUR 311	Adult Health Concepts: Regulation & Transport (8 weeks)	5
NUR 312	Adult Health Concepts: Protection, Sensation & Mobility (8 weeks)	5
NUR 336	Genetics in Nursing and Healthcare	3
<b>Total Credits</b>		<b>17</b>

<b>Third SEMESTER</b>		
<b>Sem.</b>	<b>Course</b>	<b>Credits</b>
NUR 410	Complex Health Alterations	5
NUR 438	Maternal/Newborn Health (8 weeks)	4
NUR 440	Pediatric Health (8 weeks)	4
NUR 460	Theoretical Foundations in Health Research	3
<b>Total Credits</b>		<b>16</b>

<b>Fourth SEMESTER</b>		
<b>Sem.</b>	<b>Course</b>	<b>Credits</b>
NUR 420	Community & Global Health (8 weeks)	4
NUR 425	Trends & Issues in Global Health (8 weeks)	3
NUR 428	Leadership & Management in Health Org.(8 weeks)	3
NUR 430	Advanced Simulation	1
NUR 435	Capstone Preceptorship (8 weeks)	2
<b>Total Credits</b>		<b>13</b>

**Pre-Requisite Courses:**

	<b>Credits</b>
Developmental Psychology	3
Composition I & II	6
Nutrition	3
Human Anatomy and Physiology I and II	8
Microbiology	4
Inorganic/Organic/Bio Chemistry	4 - 8
Ethics	3
Statistics	3
<b>Total Pre-Requisite Credits</b>	<b>34-38</b>



**Pre-Licensure Program Curriculum Plan  
AY 23-24**

Nursing Program Name:		Ashland University Dwight Schar College of Nursing and Health Sciences			
Course Name		Theory Clock Hours	Lab Clock Hours	Clinical Clock Hours	Total Course Clock Hours
Nursing Concepts & Values	NUR 105	12.5	0	0	12.5
Pathophysiology/Pharmacology I	NUR 225	37.5	0	0	37.5
Pathophysiology/Pharmacology II	NUR 226	37.5	0	0	37.5
Health Assessment	NUR 301	25	45	0	70
Health Foundations I	NUR 304	12.5	60	48	120.5
Health Foundations II	NUR 306	25	72	54	151
Psychiatric/Mental Health	NUR 310	37.5	12	48	97.5
Adult Health Concepts: Regulation & Transport	NUR 311	37.5	24	54	115.5
Adult Health Concepts: Perception, Sensation & Mobility	NUR 312	37.5	24	54	115.5
Genetics and Health Care*	NUR 336	37.5	0	0	37.5
Complex Health Alterations	NUR 410	37.5	12	108	157.5
Community & Global Health	NUR 420	37.5	12	48	97.5
Trends & Issues in Global Health	NUR 425	37.5	0	0	37.5
Leadership/Management of Health Organizations	NUR 428	37.5	0	0	37.5
Advanced Simulation	NUR 430	0	60	0	60
Capstone Preceptorship	NUR 435	0	0	120	120
Maternal/Newborn Health	NUR 438	37.5	12	40	89.5
Pediatric Health	NUR 440	37.5	12	48	97.5
Theoretical Foundations in Health Research	NUR 460	37.5	0	0	37.5
Total Clock Hours		562.5	345	622	
Total Program Clock Hours					1529.50