



# Dwight Schar College of Nursing and Health Sciences



## 2021-2022 Nursing Student Handbook RN to BSN Program

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

## **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 College of Nursing and Health Sciences (CONHS) reserves the right to change, remove, or supplement as necessary, any material contained in this student handbook. The electronic version of the handbook is located on the MyAU Portal under the College of Nursing and Health Sciences academic page for the BSN program.**

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

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

# BSN Generalist Practice



**Liberal Arts**

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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

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

### 2.2 DRUG SCREEN

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

### 2.3 ESSENTIAL FUNCTIONS FOR CLINICAL COURSE WORK

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

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

- **Fine Motor Skills:** Students must be able to pick up objects with hands, grasp small objects with hands, write with pen or pencil, key/type (use computer), pinch/pick or otherwise work with fingers (syringe), twist (turn knobs with hands), and squeeze with finger (eyedropper).
- **Physical Endurance:** Students must be able to stand (e.g., at patient side during procedure), sustain repetitive movements (e.g., CPR) and maintain physical tolerance (work entire shift).
- **Physical Strength:** Students must be able to push and pull 25 pounds (position patient), support 25 pounds of weight (ambulate patient), lift 25 pounds transfer patient), move light objects up to 10 pounds, move heavy objects weighing from 10 to 50 pounds, defend self against combative patient, carry equipment/supplies, use upper body strength (e.g., CPR and restrain a patient), 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 write 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 co-workers.
- **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).

## 2.4 HEALTH STATUS CRITERIA FOR STUDENTS

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

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

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

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

**It is the responsibility of the student to provide any updated information to the Nursing Department that comes due during the course of the year, such as updated TB/TST or Interferon Gamma Release Assay (IGRA) to the Program Coordinator's office by the date due.** Failure to maintain current health records will result in prohibition of clinical

experiences which could lead to failure/dismissal from the Nursing Program.

## **2.5 REQUIRED IMMUNIZATIONS**

Prior to the RN to BSN clinical course, students are required to complete clinical requirements. These are individual to each student experience and will be communicated to the student via email by the course lead faculty at least 3 months prior to expected enrollment in the course.

Requirements may include a record of the following immunizations: chickenpox/Varicella, MMR (measles, mumps, rubella), TST (tuberculosis skin test, diphtheria/tetanus/ pertussis (Tdap), and Hepatitis B vaccinations. Meningitis vaccination is recommended. If required by the clinical agency, these records are to be submitted to the Program Coordinator on the Mansfield campus through the electronic tracking system. 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 may be a requirement for all nursing students. Documentation must be submitted through the electronic tracking system.

Students are fully responsible for tracking clinical requirements as detailed in an email from the lead faculty for the course.

*Chicken Pox (Varicella)* - Immunity either by a positive Varicella antibody titer or two doses of the vaccine to demonstrate immunity.

*MMR (Measles, Mumps and Rubella)* - If born before 1957, provide documentation of a history of measles, mumps, rubella or rubeola, a titer or vaccination. Those born during or after 1957 must also meet this requirement, 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)* - Completion of the primary childhood series of doses as well as a booster within the last ten years. A booster received more than ten years ago is considered expired and will need to be repeated.

*Hepatitis B Vaccine* - Completion of the series of three vaccinations for Hepatitis B by the beginning of clinical coursework or at the time designated by the Nursing Program. Students without verification of vaccine status are required to have an antibody titer to demonstrate immunity; or receive the vaccination series.

*Influenza Vaccine* - Annual vaccination, at time designated.

*Meningitis* is recommended, not required.

*Other* – Any agency specific immunizations, as designated by clinical agency(s)

### **TUBERCULIN SKIN TEST or Interferon Gamma Release Assay (IGRA)**

Initially a Two-step tuberculin skin test (TST) using purified protein derivative (PPD) or Interferon Gamma Release Assay (IGRA) is required at the designated time. *Note: If the student is a healthcare worker with documentation of negative yearly TST for the last two consecutive years, then only a one step is required.*

Types of Tuberculosis (TB) Testing:

1. Tuberculin Skin Testing (TST)- Mantoux method
  - a. Initial testing is to be two-step TST

Two-step TB-how it works:

General process Source:<http://www.pacificu.edu/sites/default/files/documents/2-step%20TB%20Testing%20Info2.pdf>

**Visit 1, Day 1:** PPD antigen is applied under the skin

**Visit 2, Day 3:** PPD test is read (within 48-72 hrs of placement) or the process will be restarted.

If positive, it indicates past or present exposure to tuberculosis. A chest x-ray (CXR) and/or IGRA testing will be needed through their provider.

**Visit 3, Day 7-21:** a second PPD skin test is applied (if the first result was negative)

**Visit 4,** 48-72 hours after placement: the second test is read or the process will be restarted.

A positive 2nd test indicates TB infection in the distant past.

Further evaluation by CXR and/or IGRA testing will be needed through their provider.

- b. If results are negative, a one-step TB to be done annually thereafter. See Visit 1 and Visit 2 under 1.a. for process.

- c. Pregnancy is not a reason to defer TST.

Verification of TST result is to include date placed, date read, and result indicated in actual millimeter of induration with positive/negative notation

All documentation for TST or from the healthcare provider's evaluation must be turned in to the Program Coordinator's Office by uploading to the electronic tracking system. This must include release or clearance to participate in clinicals if further evaluation was required.

Interferon Gamma Release Assays will be required annually thereafter for those individuals with a positive test skin test result.

2. Interferon Gamma Release Assay (IGRA, blood test) is recommended for: bacille Calmette-Guerin (BCG) Vaccine recipients or persons with a history of positive TST that should not have further TSTs placed.
- a. Students with an equivocal or indeterminate result for IGRA testing will have repeat testing done.
    - i. The time between the first test and repeat testing will be determined by the healthcare provider.
    - ii. If the repeat test result is equivocal or indeterminate, the individual will be required to seek treatment from their provider and submit all documentation from the healthcare provider’s recommendations/treatment decision to the Program Coordinator’s Office by uploading to the electronic tracking system.
    - iii. This must include release or clearance to participate in clinicals
  - b. IGRA testing should not be ordered for 4 to 6 weeks after administration of live-virus vaccines if it is not drawn the same day as the live vaccine.
  - c. IGRA testing will be required annually.
  - d. All results and recommendations of the healthcare provider must be submitted to the Program Coordinator’s office by uploading to the electronic tracking system.

	RN to BSN
<b>Hepatitis B</b>	<b>All records are due as designated by the course lead faculty prior to the enrollment in clinical coursework..</b>
<b>Meningitis</b> (Recommended, not required)	
<b>MMR</b>	
<b>Tdap</b>	
<b>Two-Step TST or IGRA</b> (Annual requirement)	
<b>Varicella</b>	
<b>Influenza *</b> (Annual requirement)	

\*Some clinical partners will require the influenza vaccine into May if the Center for Disease Control and Prevention extend the flu season. During peak flu season, some clinical partners require the influenza vaccine two weeks prior to the clinical experience.

**Additional Health/Clinical Requirements or Required Immunizations**

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

## **ACADEMIC, PROGRESSION, AND COMPLETION POLICIES**

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

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

### **3.2 ACADEMIC ADVISING**

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

Post-licensure RN to BSN students receive advising via assigned advisors in the Graduate and Online Advising Office and are assigned a faculty mentor upon admission to the program.

The faculty advisor is a professional mentor for the student, meets with the student prior to registration to facilitate registration for courses meeting degree requirements and at other times to assist with interpretation of policies. However, it is ultimately the student's responsibility for meeting all stated requirements for the degree and observing relevant policies.

*Student responsibilities in regard to advising:*

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

### **3.3 ANNUAL EDUCATION DEVELOPMENT REQUIREMENTS**

Students will be required to complete the Health Insurance Portability and Accountability Act (HIPAA) course or student software management platforms on an annual basis:

### **3.4 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.

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

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

The Dean of the Dwight Schar College of Nursing and Health Sciences shall determine the conditions for class, laboratory, and clinical cancellations based on inclement weather on the Ashland University Mansfield Campus. Radio 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.

### **3.6 CLINICAL EVALUATION DOCUMENT GUIDELINES**

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

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

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

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

### **3.7 CLINICAL SEMINARS**

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

### **3.8 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 Clinical Coordinator and the lead faculty member. Upon the student returning to class, lab or clinical, the student must present a health care provider release form to the Clinical Coordinator and the lead faculty member.

### **3.9 COMPUTER SKILLS**

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

#### *Skills:*

The beginning level computer skills listed below are very helpful for student success. If the student is deficient in these areas, it is recommended that remediation be sought prior to enrolling (e.g., community education course).

1. Create and save documents using a word processor (e.g., Microsoft Word) to type assignments.

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

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

1. Recording and posting of student presentation using digital files available on standalone cameras or cell phones.
2. Ability to post and discuss course topics using an online class discussion forum, wiki, and/or blog

### **3.10 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 the necessary permission.

### **3.11 FORMAL COMPLAINTS**

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

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

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

*Process:*

- Ashland University Dwight Schar College of Nursing and Health Sciences students will submit a written complaint, concern or improvement suggestion using the student complaint form found at <https://ashland.edu/student-affairs/content/student-complaint-form>
- All external constituents will submit a written complaint, concern or improvement suggestion using the online reporting link: <https://www.ashland.edu/conhs/content/college-nursing-health-sciences-contact-form>
- A College of Nursing and Health Sciences designee shall respond to the complaint (internal or external) in writing within seven (7) working days of its receipt. If additional time is needed to respond to the complaint, the person filing the complaint will be notified.

- If resolution of the complaint cannot be achieved at the college-level, the situation will be taken to the university administration to receive input for resolution.

### 3.12 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

### 3.13 GRADUATE RECOGNITION CEREMONY

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

### 3.14 NOTIFICATION OF CHANGE REGARDING PROGRAM POLICIES

Students will be informed regarding program policy changes in a timely manner.

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

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

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

1. Students will be sent email notification by the Department Chair, Program Director, Program Coordinator, and/or Dean regarding program policy changes.
2. Students will have access to the *Nursing Program Student Handbook* that is updated/revised annually on the AU website and/or Blackboard.

3. Students will be required to sign annually that they have read the handbook and are aware of the location of the *Handbook* on the portal and/or Blackboard.
4. This document will be stored in the student clinical file and/or the electronic tracking system.

### 3.15 NURSING COURSE FEES

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

#### ADDITIONAL APPROXIMATE EXPENSE:

Textbooks and Clinical Travel as required by College

### 3.16 ONE ON ONE COMPUTING POLICY

The Nursing Department prepares nursing students using the most modern simulation equipment and by engagement in nursing clinical experiences. Increasingly, the clinical experiences are facilitated through the use of technology and access to clinical information is done through mobile computing devices. *As such, nursing students enrolled in clinical coursework who are attending the CONHS are required to have and use a mobile computing device that has been recently purchased\** (The same device may be used for the duration of the program. RN to BSN students are required to have either a mobile computing device or a desktop computer. This requirement does not currently apply to students enrolled in programs of study in the Health Science Department. Nursing students are expected to bring a mobile computing device to class and to their clinical assignment (if designated by a clinical instructor). This device will be a Windows 7 notebook or laptop with sufficient battery life. Please note that Mac OS devices, netbooks, and some popular tablet devices including iPads are not suitable or are not capable of running Microsoft Office applications; therefore, such systems or devices are not an option for CONHS students because of the incompatibility with software the CONHS students will be using.

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 Dell, and the Apple Store for Education to offer discounts on computer systems and peripherals. Students may shop for a system by going to: <https://www.ashland.edu/administration/information-technology/purchase-plans> to select a system that meets the requirements and recommendations listed on the table on the next page. 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.**

<p>Ashland University Undergraduate Computer Requirements and Recommendations</p>
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<b>Computer Requirement (Laptop Device)</b>	Nursing students enrolled in clinical coursework must have a mobile computing device. RN to BSN and DNP students may have either a mobile computing device or a desktop computer.
<b>Computer Recommended (Laptop Device)</b>	Recommended for all other students including Health Sciences.
<b>Minimum Computer Specifications / Requirements</b>	
<b>Operating System</b>	Microsoft Windows 10 (Chrome Books, Netbooks, Mac OS devices and tablets including iPads are NOT suitable)
<b>Processor</b>	2.4 GHz or higher for laptops
<b>Memory</b>	Laptops - 8GB or more (16 is better)
<b>Storage</b>	250GB or more (traditional or solid state)
<b>Networking</b>	802.11n Wireless and Ethernet LAN
<b>Webcam, Microphone and Speakers</b>	Integrated or discrete
<b>Screen Size</b>	10" to 15" recommended
<b>Video HD graphics card with HDMI, VGA port and Dual Monitor capability</b>	Integrated or discrete
<b>Battery Life</b>	Capable of running 6 or more hours between charges
<b>Weight</b>	Under 6 pounds recommended
<b>Carrying Case/Bag</b>	Designed for laptop
<b>Software - General</b>	Microsoft Office free for student to download at office.com
<b>Software - College Specific</b>	To be determined by the College at start of each semester
<b>Optical Drive (DVD)</b>	Optional
<b>External Monitor</b>	Optional
<b>External Keyboard &amp; Mouse</b>	Optional
<b>External Speakers/Headphones</b>	Optional

Options and Accessories – Laptops and MacBooks are great devices for mobility, but the small size and light weight mean that the display, keyboard and mouse are smaller than would be available with a traditional desktop system. Students may opt to have a larger display and standard keyboard/mouse for use outside of the classroom.

### 3.17 ONLINE DISCUSSION BOARD CONFIDENTIALITY

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

### 3.18 PROFICIENCY CREDIT FOR NURSING COURSES

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

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

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

Nursing courses for which credit cannot be earned by proficiency:

- NUR 309                      NUR 405                      NUR 408

The process is outlined below:

#### Petition

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

#### Credit by Exam Proficiency Process

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

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

### **3.19 PROGRAM COMPLETION**

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

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

### **3.20 PROGRESSION REQUIREMENTS**

#### **Students Without A Current, Valid RN License**

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

#### **Grade Policy**

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



### **Academic Dismissals**

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

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

### **Withdrawals**

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

## **3.21 READMISSION TO THE NURSING PROGRAM**

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

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

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

#### Readmission Criteria:

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

## **3.22 SENIOR PROJECTS/PROGRAM ASSESSMENT**

Each student will complete comprehensive assignments/projects in the three 400 level courses in the nursing sequence: NUR 405 Health Systems, NUR 408 Legal, Ethical and Political Perspectives, and NUR 414 Community and Public Health. These projects (clinical projects in 405, ethical dilemma paper and career plan in 408, and community assessment in 414) provide the opportunity to demonstrate competency in each of the College of Nursing Student Learning Outcomes (SLOs). The clinical projects in NUR 405 will include student self-assessment of any 8 or the 12 SLOs. The career plan in NUR 408 will assess SLO 12.

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

### **3.23 TRANSFER CREDIT**

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

### **3.24 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.

### **3.25 WRITTEN PAPER / USE OF GRAMMARLY®**

Grammarly® is an automated grammar tutor and revision tool for academic writing. A web-based application, Grammarly@EDU works one-on-one with a student to develop sentence-level writing skills, prevent plagiarism, and reinforce proper revision habits. Students are required to upload writing assignments to Grammarly@EDU for each required nursing course. Students will receive immediate instructional feedback on over 150 points of grammar and double-check if all sources are properly cited. Prior to submitting final papers, students must achieve an average score of 85% before the assignment can be submitted for a grade. This report must be provided to the faculty member.

Students can obtain their Grammarly® Report by downloading a pdf version, located on their Grammarly® dashboard, to save. This report must be submitted as an attachment with final paper. Students must upload their report as instructed by faculty.

Student's access to Grammarly®:

- Go to <https://www.grammarly.com/edu/signup>. Enter their name, Ashland e-mail account, and their preferred password to sign up for a Grammarly account.
- Check incoming email (Inbox and spam folder) for a confirmation email and click the link inside to verify e-mail. It will redirect student to the right page for the next step;
- On the new page, please apply the access code mvNZPY6ozRkZea9h

## **4. CLINICAL POLICIES**

### **4.1 ATTIRE IN CLINICAL SETTINGS**

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

### **4.2 CLINICAL ASSIGNMENTS**

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

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

### **4.3 CLINICAL LOCATIONS**

RN to BSN student clinical experiences are designed to be meaningful and supportive, contributing to the student learning and work setting. All clinical experiences for NUR 405 clinical projects will utilize a clinical affiliation agreement. Students are permitted to complete projects at their place of employment with a clinical affiliation agreement in place. Students will work with their supervisors to determine a clinical project that can be completed at the student's place of employment to meet course learning outcomes. Unemployed students will be placed in an appropriate clinical agency to complete clinical projects, also with a clinical affiliation agreement. Clinical projects will be approved through a course contract with faculty approval. The student must provide evidence that all clinical requirements listed in the Nursing Student Handbook are completed 30 days before the first day of NUR 405. Failure to upload completed clinical requirements into the electronic tracking system (Typhon) by this deadline can result in loss of clinical placement and withdrawal from the course.

### **4.4 CPR CERTIFICATION**

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

#### **4.6 HIPAA COMPLIANCE**

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

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

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

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

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

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

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

#### **4.8 PROFESSIONAL LIABILITY INSURANCE**

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

#### **4.9 STUDENT CLINICAL FILES**

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

#### **4.10 STUDENT INCIDENTS RELATIVE TO PATIENTS**

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

#### **4.11 UTILIZATION OF NURSING UNIT SUPERVISOR/MENTOR**

##### **Student Responsibilities/Instructions:**

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

##### **Faculty Responsibilities:**

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

**Nursing Unit Supervisor/Mentor Responsibilities/Information:**

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

## 5. SCHOLARSHIPS

### 5.1 Scholarship Opportunities

Scholarship monies specific to the nursing major are available to qualified students. Interested applicants should review the requirements for each available scholarship on the Ashland University Financial Aid webpage located at the Ashland University website ([www.ashland.edu](http://www.ashland.edu)). Choose *Financial Aid, Current or Future Student, Grants and Scholarship*.

## **6. STUDENT ORGANIZATIONS AND REPRESENTATION**

### **6.1 Dean's Student Advisory Council**

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

### **6.2 Nurses Christian Fellowship**

Nurse's Christian Fellowship is a branch of the national association. It is a professional organization and a ministry for nurses and nursing students. Its mission is to encourage students and nurses to bring God's love and healing to nursing and healthcare both locally and internationally. It is a ministry of InterVarsity Christian Fellowship.

### **6.3 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).

### **6.4 Student Nurses Association (SNA)**

The Student Nurses Association (SNA) is the local branch of the National Student Nurses Association (NSNA). The mission of the NSNA is to organize, represent, and mentor students preparing for initial licensure as registered nurses; to promote development of skills that students will need as responsible and accountable members of the nursing profession and to advocate for high quality health care. 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**

Students in online programs are welcome on campus to use college and/or university facilities. 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 and simulation laboratories.

### **7.1 FOOD SERVICE**

A variety of food and beverage items are available in the Conard Student Café and Bookstore

### **7.2 PARKING**

Students in online programs are advised to contact Ashland University Security Services in advance to arrange parking for time on campus as online program students will not have a student parking pass. Failure to do so may result in a parking citation.

### **7.3 PRINTING/COPYING**

The student print/copy machines are located on the first and second floors and may be accessed at all times when the Mansfield campus is open. Students are required to input their AU identification number to access the printers/copiers. Students are provided a quota at the beginning of each term. For further information, refer to:

<https://myau.ashland.edu/TechSupportCenter/Pages/Printing.aspx>

### **7.4 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.

### **7.5 STUDENT COMMONS AND QUIET STUDY AREAS**

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

### **7.6 STUDENT LOCKERS**

Lockers are provided on the Mansfield campus 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 and the lock removed 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 College. Contact the administrative offices at the Mansfield campus to register for locker use.

## 8. DEFINITIONS

**Accountability** - an obligation or willingness to accept responsibility for one's actions.

**Advocacy** - acting or speaking on behalf of self and/or others.

**Caring** - caring is empathy for, connection to, and being with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, and patient-centered care. Caring is central to nursing practice [AACN 2008, p. 26].

**Clinical Judgment** - The outcomes of critical thinking in nursing practice. Clinical judgments begin with an end in mind. Judgments are about evidence, meaning, and outcomes achieved [AACN 2008, p. 36].

**Clinical Reasoning** - the process used to assimilate information, analyze data, and make decisions regarding patient care. [AACN 2008, p. 36]

**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** - all or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application and creativity [AACN 1998, p. 36]

**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** - the range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background. [AACN 2008, p. 37]

**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.

**Global Responsibility** - awareness of interdependency of cultures/countries, understand how own cultural views affect perceptions of others.

**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, p. 27]

**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** – the use of data to monitor outcomes of care processes with the goal of developing and implementing a plan to improve health care services and better meet the needs of patients.

**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** - actions that benefit or contribute to the welfare of others.

**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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