Student Handbook

Post Licensure

BSN Completion Program

2014-2015

Student Handbook Website Location:
http://www.capital.edu/nursing-accepted/
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Welcome to Capital University and to the Department of Nursing! We’re pleased you have decided to obtain your Baccalaureate Degree in Nursing and that you have selected Capital University.

Returning to college to complete your undergraduate education is a rewarding challenge. Access to specific guidelines, policies and procedures will facilitate your adjustment to the student role.

We have created this handbook as a resource. It is a supplement to the Capital University Undergraduate Bulletin and the Capital University Undergraduate Student Handbook, which may be found on Capital’s website. These documents contain educational policies and general information which will address most of your needs and questions.

Please call on us or on your academic Advisor with your questions and any concerns as they might arise. Your active participation in your education is the key to your success.

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326 Battelle Hall
(614) 236-6703

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About Capital University
With a foundation based in a history of academic excellence in the tradition of Lutheran higher education, Capital University’s undergraduate and graduate programs are preparing students for lifelong learning and professional goals in the global environment of the 21st century. Founded in 1830 as a Lutheran seminary, and chartered as a university in 1850, Capital has been at the forefront of preparing students personally and professionally to achieve their vocational calling. Undergraduate students of all backgrounds and religious perspectives study a curriculum that focuses on a liberal arts foundation, strong major and professional programs, and the development of both a personal and societal ethos.

Capital University includes The College and the Law School. The university offers four undergraduate degrees with more than 70 majors, as well as 10 graduate degrees to its approximately 3,700 students. Graduate offerings provide opportunities for degrees in law and graduate tax programs, the Master of Business Administration, the Master of Science in nursing, and the Master of Music in Music Education.

Academic opportunities are enhanced at Capital with the many opportunities for student involvement in co-curricular activities including student government, athletics, music, theatre, and cultural, political and social organizations.

Since Capital is in a metropolitan setting in the Columbus suburb of Bexley, students enjoy academic, cultural, recreational and social activities. Theatres, galleries, museums, shops, restaurants and sporting events are just minutes away from campus.

As the state capital and the largest city in Ohio, Columbus is the home to an increasing number of national corporations. The academic experience at Capital includes a rich variety of internships and educational opportunities for students in cooperation with these businesses, health and other non-profit agencies and governmental offices. In addition, the business community of Columbus is an important employer of Capital University graduates.

Identity
Knowing ourselves
Capital University is a comprehensive, independent university, grounded in the Lutheran tradition. It offers diverse undergraduate and graduate programs in the arts, sciences, and professions. It emphasizes excellence in teaching in a personalized, student-centered environment of robust academic challenge. It is committed to using multiple approaches to intellectual development in order to serve the lifelong learning of a heterogeneous population. It seeks to prepare individuals to live holistic lives of leadership and service.
Mission

*Transforming lives through higher education*

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Provides for personal growth by encouraging, enabling, and celebrating learning;
- Prepares individuals to be knowledgeable, independent, critical thinkers—educated for lives of leadership and service in an increasingly diverse society;
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- thinking critically,
- reasoning logically and
- communicating clearly.

Students also will be encouraged to:

- develop their leadership and service potentials,
- become independent, lifelong learners,
- develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Affiliation

Capital University is one of the oldest institutions of higher education of the Evangelical Lutheran Church in America.

Capital University is organized into five operating divisions: Academic Affairs, Planning and Strategy, Resource Management, Student Affairs, and University Advancement.

The University

The University's Academic Affairs division has two primary divisions, the College, under which all academic programs on the Bexley campus are organized, and the Law School, which provides legal and related studies on a separate campus located in downtown Columbus. Five schools comprise the College.
The College
Dean- Cedric Adderley, D.M.A.

1. **The School of Management and Leadership** offers Bachelor of Arts degrees in accounting, financial economics, leadership and management, and marketing. The Master in Business Administration (MBA) is offered through a flexible part-time evening program for working students. The MBA also can be earned as part of a joint program with the Capital University Law School (JD/MBA) or with the School of Natural Sciences, Nursing, and Health (MSN/MBA). Selected undergraduate degree programs for working students also are available through the Office of Adult and Graduate Education.

2. **The School of Social Sciences and Education** is composed of six academic departments, offering both Bachelor of Arts and Bachelor of Social Work degrees.

3. **The Conservatory of Music and School of Communication** is composed of two departments. It offers undergraduate degrees, the Bachelor of Music and the Bachelor of Arts, and a Master of Music degree in Music Education.

4. **The School of Humanities** is comprised of five academic departments and offers a Bachelor of Arts degree.

5. **The School of Natural Sciences, Nursing, and Health** is composed of five academic departments. Through the School of Natural Sciences, Nursing and Health, the university offers the Bachelor of Arts; Bachelor of Science in Nursing; and the Master of Science in Nursing degree. The Department of Nursing was established in 1950 and the graduate program was initiated in 1994.

The Bachelor of Science in Nursing is available through both the traditional four-year program of study and a degree-completion program for registered nurses in collaboration with the Office of Adult and Graduate Education. The MSN Program offers concentrations in Nursing Education, Nursing Administration, Theological Studies, Legal Studies and Adult-Gerontology Clinical Nurse Specialist. The following dual degrees are also available: MSN/MBA and MSN/JD. Nursing education post-master's certificate program and BSN to MSN fast-track options are available.

The Department of Nursing offers the Baccalaureate of Science in Nursing (BSN) degree to traditional students and to registered nurse (RN) students in cooperation with the Office of Adult & Graduate Education. Through the Graduate Program in Nursing, launched in 1994, students may earn a Master of Science in Nursing (MSN) degree or one of two dual degrees: an MSN/MBA (Master in Business Administration) and MSN/JD (Juris Doctorate). The programs of the Department of Nursing are approved by the Ohio Board of Nursing and accredited by the Commission for Collegiate Nursing Education (CCNE).
The Department is a charter member of the American Association of Colleges of Nursing and the North American Consortium of Nursing and Allied Health for International Cooperation. Capital also holds membership in the American Council for Higher Education, and is a sustaining member of the National Student Nurses Association. Faculty’s commitment and diversity leads the Department to affiliate with all major central Ohio and multiple community agencies in order to enhance clinical education and professional perspectives of students.

**Ohio Nursing Articulation Model**

The BSN Completion Program is a participant in the Ohio Nursing Articulation Model (ONAM) which exists to facilitate educational mobility for RNs. Please visit the following website to view the Ohio Nursing Articulation Model:


**The BSN Program**

Over the years, innovation, creativity and service have characterized the Department of Nursing. The Department pioneered the incorporation of nursing research at the undergraduate level, was in the forefront of the wellness movement in nursing education and in precepted learning experiences for senior students. At the height of the national interest in the space program, the Department, with the help of the United States Air Force, was the first in the free world to offer a number of its students short-term study in aerospace nursing. The Department has long demonstrated a strong commitment to the transcultural aspects of nursing with increasing emphasis within the curriculum. Faculty and students, with intentionality, regularly respond to requests for participation in studies from master and doctoral students as well as from faculty and researchers from other institutions. Faculty and students conduct institutional and professional research consistent with the mission of the University.

Since its inception, the Department of Nursing has been committed to the practice of holistic nursing. Recognition of this commitment and excellence in the provision of holistic education is demonstrated through earning endorsement of all four nursing programs from the American Holistic Nurses Certification Corporation (AHNCC). As of this writing, Capital University is the only nursing program with all programs holding this endorsement.

A federal grant between 1978 and 1981 allowed the Department to take the BSN program to rural areas of southeastern Ohio for RN students. This activity enhanced faculty skills in adult education and laid the groundwork for today’s successful adult degree approach for RN students on the Columbus and Dayton campuses. RN students have enrolled at Capital to complete their degrees from various Ohio counties, neighboring states, and other countries.
Honorary Degrees
A desire to recognize and celebrate nursing’s contributions to society has been operational through the nominations of outstanding nurses for honorary degrees from Capital University. To date, seven nurses have been so honored. They are:

- Pearl Tucker, Col., USAF, Retired
- Geraldine Price, Director of the Division of Nursing at the Ohio Department of Health
- Dorothy Cornelius, Executive Director of the Ohio Nurses Association, past ANA and ICN President
- Juanita Thiele, founder of the Department, a leader in nursing education & global service
- Mary Jane Sievwright, nursing leader in Jamaica and ICN
- Sister Roni Daniels, advocate for the homeless and health care provider in Washington, D.C., Haiti and the Dominican Republic
- Kevin Sowers, President, Duke University Hospital

Nursing Honorary
A chapter of Sigma Theta Tau International Honor Society of Nursing, Theta Theta, was chartered at Capital University in 1986. Capital’s Theta Theta Chapter was subsequently recognized with a major award, the chapter Key Award, from the International Honor Society in 1991. This honor is impressive for so young a chapter since only 26 chapters in undergraduate nursing programs were selected from among the over 300 chapters worldwide.

Junior and senior traditional students, BSN Completion students, graduate students and community nurse leaders are eligible by invitation for election to Theta Theta Chapter of Sigma Theta Tau International Honor Society of Nursing based on scholarship and leadership. The Chapter offers programs for the nursing community each year.

Campus Resources
Faculty welcomed computer technology early in the 1980s and developed a computer lab and elective course for students. The Department’s Helene Fuld Health Trust Learning Resources Laboratory (Fuld Lab) was selected in 1991 as a national beta test site for the International Nursing Library at the Center for Nursing Scholarship by Sigma Theta Tau International.

International Study
International study began in 1991 when the first group of six nursing students traveled to Kingston, Jamaica to study pediatric nursing and community health nursing in cooperation with Capital’s International Education Program and the University of the West Indies. The Department next offered options for clinical study with the homeless in Washington, D.C. This site is illustrative of other avenues for enhancing students’ appreciation for cultural diversity in addition to local service options that have been in the curriculum such as Faith Mission and the Soup Kitchen. Study abroad opportunities include England and Sweden. This option is rarely possible for BSN-C students due to job commitments. The study abroad option does allow RN students to participate in shorter service trips to Mexico, Costa Rica, and South Dakota. These trips are usually 3-5 days in length and over a university break.
The Department and its faculty are poised for the health care reform challenges of the new century and have made a significant contribution to the community through the establishment of a competency-based, interdisciplinary, graduate program in nursing.
Section 2  Communication

The schedules of BSN Completion students are extremely varied. Therefore, it is imperative that optimum channels of communication be maintained so that you will know what is going on in the Department of Nursing (DON) and the University. Students are responsible for notifying the Adult & Graduate Education Registrar of any changes in name, address, and telephone number.

Capital University
Adult & Graduate Education
1 College & Main
Columbus, Ohio 43209-2394
(614) 236-6996

Student Mail Folders
Every BSN Completion student has a mail folder. These mail folders are located in the file cabinet in the third floor lobby of Battelle Hall near the elevator. Nursing mail folders are arranged alphabetically. Please check your mail folders frequently. They are used to distribute program information to currently enrolled students. Faculty may opt to use student mail folders to return papers. Students may also use them to communicate with other students.

E-Mail
All faculty and students have active e-mail accounts. In order to use Webadvisor or iLearn, students must have a Capital e-mail address. E-mail is a quick and convenient way to communicate with faculty and peers. Students are strongly encouraged to check their Capital e-mail accounts on a regular and frequent schedule. All e-mails related to course work and university business will be sent only to university e-mail addresses. If you have questions, contact Information Technology at 614-236-6508.

Faculty Mailboxes
Each faculty member on campus has a mailbox. Faculty mailboxes for the Department of Nursing are found in the copier room (BHSN330) inside the Nursing Suite. The mailboxes for other faculty on campus are located in the buildings where their offices are located.

Voice Mail
All full-time faculty have office voice-mail, which they can access, on site or remotely. If you leave a message, please speak slowly and leave a number where you can be reached (including area code).
Bulletin Boards
Bulletin boards are nearly as important as mailboxes. Announcements of campus events will be found on bulletin boards in the Campus Center and throughout campus. A BSN Completion nursing student bulletin board is located in the hallway between the Nursing Skills Laboratory and BHSN 369. Faculty, staff and peers can leave pertinent messages for students. Announcements about courses, scholarships, job opportunities, social events, and opportunities to serve on Department of Nursing committees within the Department of Nursing will be posted on this bulletin board.

Your Faculty Advisor
Each student is assigned a Nursing faculty member as an advisor. Advisors have a variety of teaching and committee responsibilities. Due to clinical commitments in health care agencies, faculty may not return to campus on some days. It is strongly suggested that you make arrangements ahead of time if you need to see your advisor. Once you are progressing in the program, you may feel comfortable meeting with your advisor less often. The use of voicemail and e-mail facilitates this communication.

How to Contact Your Advisor
You may contact your advisor by telephone, by leaving a message in their mailbox (in BHSN 330), or you may send an e-mail.

What Your Advisor Does
Your advisor will: a) provide you with guidance in planning your academic schedule, b) monitor your progress through the programs, c) facilitate solutions to academic problems, and d) be available for general advice.

The BSN Completion Program has a philosophy of self-directedness and this is part of the advising process. Your advisor will assist you in completing your curriculum in a timely manner. However, the ultimate responsibility for fulfilling all the curriculum requirements for your BSN degree is yours. Be sure to review your program evaluation form each semester. This form is updated by the Registrar’s office each semester you are enrolled and accessible on WebAdvisor in Capital’s internal portal: webadvisor.capital.edu
Course Registration
Registration is done online by the student following consultation with their advisor. Your advisor must release you electronically for you to be able to register. About six to eight weeks before the end of the semester, a list of courses for the next semester will be e-mailed to all students. Course listings are also found on WebAdvisor. At that time you should contact your advisor. Don’t wait for your advisor to contact you about scheduling. If you are on financial hold, registration cannot be completed until you have settled your account.

You must do all dropping and adding of courses through your advisor and it must be completed by the dates determined and published by the Registrar. If you do not go through your advisor, processing will be delayed, which might cause you to be closed out of a course you want to take or to be billed for a course you want to drop.

Scheduling Considerations
Although the University Core courses do not have to be taken in order, it is wise to take UC-110: Reading and Writing and UC-120: Oral Communication early in the program if you do not have transfer credit for them. Many times nurses have not been asked to write formal, referenced papers for years before returning to complete their BSN degree. A writing course greatly eases this transition. The skills learned in the above courses will help you be successful in other courses. NURS-315: Foundations and Contemporary Issues is a course that introduces APA format, and library and internet skills.

NURS-425 is a capstone course and is taken the final semester of your program. Your advisor will help you develop a plan for completing your BSN.

In regards to signing up for classes, please do not sign up for a class when you know in advance you will need to miss one or more class sessions. With very few formal meeting times in the adult format of class offerings, it is imperative that students plan to attend every session. Faculty understand that situations do arise beyond a student’s control but if scheduled travel plans, family activities, etc. are known in advance, the student should wait until another semester to schedule that course.
Section 3  Activities

BSN Completion students are encouraged to participate in University and Department of Nursing activities as much as time and interest permit. Numerous activities including lectures, musical events, sporting events, and plays take place on campus. Attendance at these events will help you feel part of the University. Check Capital’s website, bulletin boards and the campus newspaper for details.

Opportunity for Committee Representation
The BSN Completion Program Committee is composed of faculty who teach and/or advise in the BSN Completion program. The function of this committee is to oversee all matters related to the BSN Completion program. Students are invited to sit on this committee each year. Our goal is to have one student on the committee.

If you are interested in serving on a committee, let your advisor or the BSN Completion Program Director know. A BSN Completion representative to committees is sought in the fall or whenever there is a vacancy. The Committee representative name is posted on the BSN Completion bulletin board.
Section 4  The Nursing Program

The philosophy, goals and curriculum concepts of the Department of Nursing provide both the foundation and the framework for the nursing program.

Mission
Educatiing professional nurse leaders for lives of service promoting health and healing within our diverse community.

Philosophy and Foundations
Capital University is a comprehensive, private, church-related university philosophically committed to providing a liberal arts education within a caring environment. Based on the University’s fundamental commitment to its Lutheran heritage, the Department of Nursing encourages the development of the total person: intellectual, physical, psychosocial, moral, ethical, and spiritual. Recognizing the unique worth of each student, the faculty support individualized attention to assist students as they develop and work toward the attainment of their individual goals. Through collaborative experiences, students participate actively in the learning process in a caring culture that values self-care and learning.

The faculty of the Department of Nursing embraces the core values of holistic nursing as the fundamental tenets within the discipline of nursing. The goal of holistic nursing is whole person healing. Holistic nurses recognize the totality of the human being- the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and environment. The holistic nurse is an instrument of healing and a facilitator in the healing process. Holistic nurses assist individuals and groups to obtain or maintain optimum levels of health using the clinical reasoning process. Professional nurses enter into therapeutic partnerships with individuals and groups and incorporate nursing roles such as clinician, educator, advocate, leader, consultant, role model. Holistic nurses support people in finding balance, harmony, and peace throughout their experience.

Professional education is geared toward the attainment of a specialized body of knowledge pertaining to a discipline through commitment to the social, ethical, and scholarly standards of the profession. It fosters the acceptance of responsibility for critical thinking, clinical judgment, and decision making congruent with the level of practice. Nursing education develops students who provide culturally sensitive, evidence-based, ethical, and spiritually appropriate health care services. The practice of holistic nursing requires nurses to integrate self-care, self-responsibility, spirituality, and reflection in their own lives. The pre-licensure programs provide opportunities for the development of creativity, maturity, and the growth of intellectual and cultural perspectives. The post-licensure graduate programs extend the development of these qualities in both depth and scope.
Nursing knowledge is acquired through empirical, personal, ethical, aesthetic, and social knowing. Education occurs in an environment of scholarly inquiry and is dedicated to preparing students to care about and for individuals through the lifespan. They also develop respect for the inherent worth of every human being, reflect upon personal values and attitudes, and demonstrate commitment to lifelong learning and to the profession. Preparation for baccalaureate professional nursing practice is based on a program of studies that includes nursing science, physical and behavioral sciences, and the humanities. Synthesis of theories, principles, and research from nursing and related disciplines enhances nursing’s specialized body of knowledge. Preparation for graduate professional nursing practice is based on a program of studies that includes the application of theories, research, and advanced clinical skills within a multidisciplinary context and develops awareness and the ability to provide leadership for the profession of nursing. Within nursing coursework, students become competent with a variety of skills, learn to make clinical judgments based on analysis of empiric data and the individual context for each patient. They also develop respect for the inherent worth of every human being, reflect upon personal values and attitudes, and demonstrate commitment to lifelong learning and to the profession. In addition to creatively using knowledge from the sciences and liberal arts, nurses produce knowledge that contributes to a distinctive science of nursing.

Goals of the Traditional Undergraduate, Nursing Accelerated Program (CNAP), and BSN Completion Curricula

In addition to the competencies of the General Education Goals of the University, these goals are based on the philosophical concepts of the undergraduate curriculum of the Department of Nursing. The concepts are designed to prepare entry level generalist and professional practitioners in nursing, who practice from evidence base and provide safe, quality care to individuals, families, groups, communities, and populations. An emphasis in the accelerated program is preparation in the utilization of theory, research and informatics in beginning practice and study at the graduate level.

Graduates will incorporate standards of professional nursing practice while:

- Using critical thinking and clinical judgment in the process of clinical reasoning to answer, impact, or resolve clinical problems, questions, or issues.

Competencies demonstrating critical thinking/clinical judgment include the ability to:

- Apply relevant knowledge, theory, experience, standards, principles, or models from the liberal arts, biological, behavioral, and nursing sciences as a framework for interpretation.
- Utilize cognitive, empirical, intuitive, and reflective processes for clinical reasoning.
- Holistically collect and purposefully analyze data to identify clinical problems, questions, or issues among individuals, families, groups, and communities.
Appraise and acknowledge salient factors to determine the level of health and well-being present.

Develop a prioritized plan of care based on effective decision making and grounded in theory, experience, standards of care, and/or care bundles.

Deliver safe, competent, and effective, holistic nursing care based on cognitive, psychomotor, and affective knowledge and skills with individuals, families, groups, communities, and populations.

Analyze and apply levels of evidence to develop a professional practice that reflects best evidence based practices in patient care management.

Evaluate the efficiency, effectiveness, and quality of the care provided in relation to expected patient outcomes or benchmarks.

Explain how the interrelationships among individuals, families, groups, environment, and factors among professional nursing practice, and the healthcare context influence health and well-being as well as healthcare.

- Demonstrating the holistic caring practice of professional nursing.

Competencies demonstrating caring include the ability to:

- Use cognitive, psychomotor and/or affective therapeutic interpersonal processes to comfort, value, nurture, and facilitate health and well-being of individuals, families, groups, communities, and populations.

- Convey unconditional, positive regard, honor, intention, respect, and hope to clients, intraprofessional and interprofessional team members.

- Practice holistic carative behaviors that enhance both patient care and self-care.

- Provide safe, skilled, nursing care interventions in accordance with standards of practice.

- Incorporate complementary and alternative health modalities and holistic healing interventions in nursing practice.

- Provide patient-centered care in the context of holistic health promotion, disease prevention, risk reduction, holistic illness care, rehabilitation and palliation.

- Communicating effectively to collaborate with clients, and inter/intraprofessional teams.

Competencies demonstrating effective communication include the ability to:

- Use appropriate written, verbal, and nonverbal communication skills.

- Develop and demonstrate the effective communication abilities of presence, intention, centering, professionalism, active listening, and interpersonal/transpersonal connection when working with clients, faculty, peers, and members of the healthcare team.

- Use principles of therapeutic communication in the delivery of nursing care.

- Acknowledge and use the contributions of clients and members of the health care delivery systems.
- Demonstrate communication behaviors that facilitate and maintain patient safety and quality care.
- Document nursing care according to current professional, ethical, and legal guidelines.
- Recognize and utilize standard nursing language systems.
- Delegate tasks to others in accordance with professional, ethical, and legal standards.
- Represent the Department of Nursing and affiliating agencies with respect and dignity.
- Advocate for safe, quality, nursing care.
- Demonstrate effective teaching/learning principles & strategies in the classroom and in the healthcare setting taking into consideration level of knowledge, literacy, culture, readiness, and ability.

- Facilitating transitions for self and clients.

Competencies demonstrating transitions include the ability to:
- Facilitate and advocate for clients through the life span and health continuum recognizing patterns and salience of transition indicators, facilitators and inhibitors,
- Incorporate the Patient Bill of Rights and Professional Organization Standards in client care situations.
- Demonstrate personal responsibility and accountability for professional behaviors.
- Transition to the professional role from classroom, lab, and theory to professional clinical practice.
- Transition from knowledge and practices of self-care to the care of individuals, to clients, clients and their families, to multiple individuals, and to the community and population arenas.
- Develop principles of leadership and professionalism during the transition to the role of the beginning professional nurse.
- Integrate principles of change theory while navigating transitional conditions in the education process and within healthcare environments.

- Demonstrating cultural competence.

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

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

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

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

Curriculum Concepts
The vision of nursing held by the faculty serves as the organizing framework for the curriculum and this vision is expressed in the conceptual framework. Health is the overarching concept with a focus on health promotion, disease prevention and risk management. Faculty believes that six concepts are essential to nursing. The first three: caring, critical thinking, and communication are process concepts. The three remaining concepts offer a frame of reference for nursing practice and these concepts are culture, systems, and transition.

Curriculum Requirements
The BSN Completion Program requires 124 semester hours of study.

After your transcript is received by the Adult and Graduate Registrar's office, an evaluation of your transfer credits will be completed and sent to you and your advisor. Your advisor will indicate which courses you need to complete to fulfill curriculum requirements. You may access your program evaluation via WebAdvisor at any time.

Admission Criteria
1. Be a graduate of an accredited School of Nursing
2. Hold a current license to practice professional nursing in Ohio
3. A minimum GPA of 2.5
Graduation Requirement

Academic graduation requirements include the following:

1. Completion of 124 semester hours and all the required courses (the last 30 out of 36 semester hours must be taken at Capital). RNs must successfully complete both the general education and required nursing courses. Elective hours make up the remaining hours needed to graduate.

2. Grade of C or better in all nursing courses, and

3. A cumulative grade point average of 2.25 or higher for all courses taken at Capital.

Fast Track Options: BSN to MSN and RN to MSN

The Fast Track, designed for students with demonstrated academic excellence who plan to pursue graduate study, provides the opportunity to take graduate nursing courses while still completing the BSN. This option requires both a cumulative GPA of 3.5 or higher and an advisor recommendation. After reaching a specified point in the undergraduate nursing program, the qualified student can take up to three graduate nursing courses (9 semester hours) that can be used to fulfill selected undergraduate nursing course requirements.

Subsequent admission to the graduate program requires meeting current MSN admission standards plus a cumulative GPA of 3.0 or higher in the graduate nursing courses taken. After the student is granted full admission to the MSN program, the graduate courses taken in the Fast Track can be used to fulfill graduate requirements for the BSN.
Section 5  Academic Progress

Progression in the BSN Completion Program requires demonstration of capable and acceptable performance in nursing throughout the curriculum. Knowledge building is progressive and cumulative from initial through final course work, requiring the retention and application of knowledge and skills from the sciences, general education and prior nursing courses. Thus, BSN Completion students remain accountable for knowledge that has been demonstrated earlier, both in coursework prior to coming to Capital and in classes at Capital. If academic assistance is needed, the student should contact her/his advisor for information about campus and other resources.

Grade Point Average (GPA)
Grade point average (GPA) is the measure of your academic performance and is based on courses taken at Capital. Transfer courses are not calculated in your GPA. University courses are graded on a 4 point scale; $A = 4.00$ points; $A- = 3.67$ points; $B+ = 3.33$ points; $B = 3.00$ points; $B- = 2.67$ points; $C+ = 2.33$ points; $C = 2.00$ points; $C- = 1.67$ points; $D+ = 1.33$ points; $D = 1.00$ points; $F = 0.00$ points. The GPA is determined by dividing the total quality points earned by the total hours attempted. The GPA is cumulative and reflects overall performance.

Example:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-380</td>
<td>3 Hours</td>
<td>B (3 pts)</td>
<td>9</td>
</tr>
<tr>
<td>UC-150</td>
<td>3 Hours</td>
<td>A (4 pts)</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>6 hours</td>
<td></td>
<td>21 Points</td>
</tr>
</tbody>
</table>

$= 3.50$ GPA

Academic Probation
Please see the Undergraduate Academic Policies, Regulations and General Information page of the Undergraduate Bulletin found online at bulletin.capital.edu for additional information about University Academic Probation.
Grading Scale
Academic progress is monitored by the student with the assistance of the faculty Advisor.

In the Department of Nursing, the following scale is used to determine course grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
</tr>
<tr>
<td>B+</td>
<td>90-91</td>
</tr>
<tr>
<td>B</td>
<td>86-89</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
</tr>
<tr>
<td>C</td>
<td>76-81</td>
</tr>
<tr>
<td>D</td>
<td>70-75</td>
</tr>
<tr>
<td>F</td>
<td>69 or below</td>
</tr>
</tbody>
</table>

Acceptable performance in nursing courses means a grade of C or better. A student who receives a D or lower in a nursing course must repeat the course and earn a grade of C or better before progressing to the next level of nursing courses. Grades of C- and D+ are not given in nursing courses. A nursing course may be repeated only one time; no more than one (1) nursing course can be repeated.

Honors Eligibility
Honors are entered on the student’s academic record at the time of graduation in accordance with the following guidelines which are based on the grade point average earned at Capital.

<table>
<thead>
<tr>
<th>Honor</th>
<th>GPA Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.50 – 3.69</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.70 – 3.849</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>3.85 – 4.00</td>
</tr>
</tbody>
</table>

To be eligible for honors, the candidate MUST complete a minimum of 45 semester hours of letter-graded courses at Capital University.

Prerequisites for Nursing Courses
1. To register for NURS-415: Nursing of Families and Communities for RNs, a student must have completed NURS-315 and NURS-316, NURS-402 and NURS-411.
2. To register for NURS-425: Nursing Management and Practice for RNs, a student must have completed NURS-315, NURS-316, NURS-402, and NURS-415.
3. To register for NURS-411: Nursing Research for RN’s, a student must have completed NURS-315. Statistics is recommended prior to, or concurrent with, NURS-411.
Petitions
Should a student not meet progression criteria, the student may prepare a written petition to request exception to academic policy for review and a decision by the BSN Completion Program Committee. The student first seeks guidance from the academic advisor. The BSN Completion Program Committee may consult with the advisor, course faculty or college administrators. Course availability and staffing, as well as student performance, are aspects of the decision. The decision of the committee is final unless new information is presented.

Academic Integrity
All members of the Capital community, students, faculty, and staff, have a role in upholding academic integrity. The Academic Integrity Board and its Director, under the auspices of the Provost’s office, oversees the academic integrity policy.

Falling into the category of breach of integrity would be such infractions as cheating, plagiarism, collusion, misrepresentation, and fabrication/falsification of records. Sanctions for an infraction of academic integrity may be noted on the student’s academic record. Faculty members are responsible for awarding grades based on academic performance (up to an F in the course). The Academic Integrity Board is responsible for imposing sanctions for integrity violations. Sanctions can result in temporary or permanent “FI” (F given for a violation of academic integrity), disciplinary probation, suspension or dismissal. (See student handbook for further details.)

Academic Probation
A minimum grade point average of 2.00 is required for graduation from all degree programs.

A student is placed on academic probation whenever his/her cumulative grade point average falls below the 2.00 GPA required for normal progress or when deemed appropriate by the student’s specific department. (See specific department for details.) This action will be recorded on the student’s academic record.

A student on academic probation, as a condition of continued enrollment, may be required by the Academic Standing/Student Affairs Committee to schedule a consultation in Academic Success so that he or she can be referred for the appropriate tutoring, study strategies consulting or other academic support services.

A student on academic probation may be limited to a 12-hour course enrollment by the Committee and is encouraged to seek assistance from his/her adviser and additional services through the Center for Health and Wellness and Director of Retention.

A student on academic probation who has not made progress toward the removal of probationary status will, at the discretion of the Committee, be subject to suspension from the college and may be subject to dismissal from the university.
This status may or may not affect financial aid eligibility. If you are receiving financial aid, you must contact the Financial Aid Office regarding what programs you may or may not be eligible to receive. Students must be meeting appropriate Capital renewal guidelines for Capital assistance as well as Standards of Academic Progress for federal assistance.

**Academic Suspension**
A student who has been suspended by the Academic Standing Student Affairs Committee has the right to appeal to the Committee. If the appeal is denied, the action of suspension is noted on the student’s academic record.

A student may apply for re-admittance to the college through the Registrar’s Office after a minimum of one semester’s absence unless otherwise stipulated by the Committee or the dean of the college. Summer sessions are not considered a semester. If a student is suspended at the end of Fall semester, the student may re-apply for the following Fall. If a student is suspended at the end of Spring semester, a student may re-apply for the following Spring, unless stipulated otherwise by the dean or assistant dean of that school or college. Approval of the assistant dean is required for re-admittance.

A suspended student cannot continue in courses as a non-degree-seeking student.

**Academic Dismissal**
A student ordinarily will be academically dismissed when any of the following conditions exist:

1. if, following suspension from and reinstatement to the university, the student continues to work below levels established by the college;
2. if, the student displays a fundamental lack of ability or motivation to achieve a baccalaureate degree.

A student who receives a notice of academic dismissal from the Academic Standing Student Affairs Committee or the dean of the college has the right to appeal to the Provost and Vice President of Academic and Student Affairs before dismissal becomes official. A student who has been dismissed will have this action noted on their academic record.

The university reserves the right to dismiss at any time a student whose academic or professional behavior is unsatisfactory. A period of probation is not necessary for dismissal.

**Accountability**
One of the foundations of professional nursing is accountability. The educational setting, like the work setting, has the expectation that students will assume responsibility for their own behavior and accept the consequences when their behavior fails to meet the expected norm. Additional guidelines may be contained in the course syllabi.
Problenatic Performance
The Department of Nursing faculty expect specific behavioral characteristics of the student that include but are not limited to accountability, safety in clinical practice, ethical behaviors, responsibility for learning, professional appearance, attitude, communication, and adherence to academic or disciplinary policies. If a student has been identified by faculty as exhibiting behaviors not congruent or minimally congruent with the Department of Nursing expectations or with specific course objectives, academic or disciplinary policies, the faculty will complete a Problematic Behavior Form. The faculty member initiates a Problematic Performance Form to alert the student that improvement is necessary in expected behaviors.

This procedure will be followed:
1. A description of the student behavior that is not acceptable.
2. A description of ways (goals/interventions) that must be achieved to modify the behavior and a date by which upgraded performance must be achieved.
3. A discussion of the problematic behaviors, the goals/interventions, and achievement date. This is a time for clarification and questions.
4. After the discussion, both student and faculty date and sign form and a copy is given to the student and the faculty keeps the original.
5. The student is then asked to respond to this problematic in writing by completing the student response part of the form in a timely manner. Student should describe the potential or actual consequence of the behaviors, factors that may have contributed to the behaviors and ways to assure that these behaviors do not reoccur.
6. A date for a discussion of the student response is set at which time the student and faculty signature is required on the response form.
7. The problematic form and student response is then copied and sent to the student’s adviser, the Academic Affairs Committee, the Program Director of the program and Chair and student. Original is kept by faculty.
8. After the date of achievement, faculty will document in writing the behavior of growth/progress or lack of and this is forwarded to all members of #7 above.
9. Copies of the problematic form will remain the Student's clinical folder and be noted in the professional behavior area of the clinical folder.
10. Problematic Performance Reports are reviewed by the Academic Affairs Committee.

The Academic Affairs Committee’s actions may include any of the Academic or Disciplinary Sanctions. The committee may meet with the student to discuss the situation and sanctions. Students have a right to meet with the committee prior to committee action and should consult their advisor for assistance.

Referral to Campus Student Services may be a sanction, which may include, but not be limited to, the Center for Health and Wellness (CHW) or counseling through the CHW. Documentation of participation in these services is required.
The committee's actions will be documented in writing and a copy will be given to the student and the faculty member who has written the Problematic Performance Form, the student's advisor, the Chair, the Program Director, and a copy will be placed in the student's file. Appeal of the Academic Affairs Committee decisions (related to sanctions/termination) can be made to the Executive Committee of Nursing on the basis of new information. Appeal of termination (dismissal) decisions can be made to the Provost only on the basis of new information.

The faculty member may consult with other course faculty and may consult with the student's advisor, the Chair, the Traditional Undergraduate Program Director, the Director of the Accelerated Program, or other appropriate personnel.
All of us at Capital want you to have a successful college experience. In addition to individual faculty there are a number of other resources to help you on your way to success. You will receive a course syllabus for each course in which you are enrolled. These syllabi will differ from course to course but will provide specific information about each course, its content, the required assignments and evaluation methods. Review the syllabus and course materials carefully. Be sure you understand how the class will be conducted, what faculty expect of you, and what you might expect of faculty. If you have questions, ask the faculty teaching the course. Do not depend on other students for course information.

Office of Academic Success
The Office of Academic Success (formerly the Center for Excellence in Learning and Teaching) provides valuable academic support resources for students as they study and work to complete assignments. Regularly scheduled Writing Center hours begin the third week of fall semester and the second week of spring semester. It is best to schedule an appointment ahead of time by calling Academic Success at 236-6327, e-mailing academicsuccess@capital.edu, or stopping by Academic Success’ location on the second floor of Blackmore Library. Students can contact Academic Services Coordinator Bruce Epps at 236-6461 or tutor@capital.edu to schedule an individualized study strategies consultation, or for additional information about Academic Success programs and services.

Students with Disabilities
Capital University welcomes students with disabilities to be an integral part of the educational community. Our mission is to coordinate support services and accommodations for students with disabilities to ensure equal educational opportunities and equal access to university life. The Office of Disability Services (ODS) seeks to make reasonable accommodations for students with disabilities through appropriate modification of educational procedures and methods used to assess student performance. Students with disabilities who wish to receive assistance from the ODS are responsible for disclosing their disability to the ODS. Students should use the following steps as a guideline for requesting services: (a) complete the Student Request for Accommodations form; (b) submit a Certificate of Professional Authority completed by a qualified evaluator, accompanied by supporting records; and (c) arrange an appointment with the Disability Services Coordinator.

The aforementioned forms can be located in the Office of Disability Services or online at www.capital.edu/disability-students/. The ODS is located in the Center for Health and Wellness. For additional information, please contact the ODS by telephone (614-236-6114) or by e-mail (disabilityservices@capital.edu).
Fuld Computer Lab in the Department of Nursing
The Helene Fuld Computer Laboratory on the third floor in Battelle Hall, Room 366, is available for graduate student use. The computers, which provide access to the Internet as well as OhioLink, have programs for word processing, spreadsheets, writing resumes, anatomy and physiology review, nursing research, and statistical packages. The lab also houses a single copy of each completed Thesis and Project. These may be reviewed onsite but are not available for checkout. A duplicate set of theses and projects are in Blackmore Library and may be checked out. The lab is open Monday through Friday typically from 10 a.m. – 6:00 p.m. Lab hours, which may vary from semester to semester, are posted on the door of the Fuld Lab. See Appendix: Fuld Lab Policy.

Library and Information Technology
The Blackmore Library, named for Capital’s 12th president, Josiah H. Blackmore, supports classroom activities and independent learning by Capital University students.

The staff of Blackmore Library is committed to the academic success of all Capital students. The library demonstrates this commitment with a wide range of services and resources. Library instruction is provided in various formats, including in-class sessions, personalized appointments and streaming video tutorials available on the library web page. The Reference Desk is staffed by professional librarians and questions may be submitted via email to refdesk@capital.edu, by telephone 614-236-6351 and in person. The library website is the gateway to a robust collection of online resources available 24/7. These include hundreds of research databases that are accessible on campus and off campus. Library resources include e-books, e-journals, DVDs, and CDs as well as traditional library materials.

Blackmore Library is an information commons style library. Students can locate books, articles, and then write their papers on the library computers. Food and Drink is permitted in all areas of the library, and there are vending machines in the 24 hour study area for snacks and beverages.

The Library is open Monday through Thursday, 7:30 a.m. to midnight; Friday, 7:30 a.m. to 6:00 p.m.; Saturday, 1:00 p.m. to 5:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. Please check the website for holiday, summer and special hours.

The Office of Information Technology is located on the first floor of Blackmore Library. I.T. provides services involving telecommunications, computer labs, service desk, instructional technology and academic support, ID services, website management/development, classroom/multimedia support, network/user account administration, and security and incident response. All computer, telephone questions or requests should be directed to the I.T. Service Desk by phone: 614-236-6508 or by e-mail at servicedesk@capital.edu.
Capital University has three I.T.-run computer labs on campus located in Blackmore Library, the Campus Center and Battelle Hall. In addition, there are satellite computer labs located in each of the four residence halls, which are open 24 hours a day. The computer equipment located in the computer labs is networked and uses integrated software. This allows students direct access to e-mail, the Internet, and various software applications, such as word processing, spreadsheets and presentation software.

E-mail accounts are available for all students. Students needing an e-mail account may request one from the I.T. Help Desk at 236-6508. Web accounts are automatically created when an e-mail account is assigned. Therefore, students have the opportunity to create their own webpage using the Capital University Web server.

Writing Assistance
Nursing students who require help with writing or assistance to successfully achieve the writing competency should contact Bruce Epps, Director of Academic Success, at 236-6461.
Clinical Requirements
To comply with the clinical agencies, students are required to document the following requirements prior to the beginning of clinical courses (NURS-415 and NURS-425). Students who do not follow this policy will not be allowed to attend clinical and this will be an unexcused absence. Students will need to update professional liability insurance annually, maintain current CPR, and have up-to-date immunizations (including yearly TB screening and flu vaccine).

Background Checks
Evidence of a satisfactory criminal record and background check is required.

CPR Documentation
Evidence of CPR certification must be maintained current throughout matriculation at Capital University. If you have already been certified for Health Care Provider CPR (American Heart Association), or CPR for the Professional Rescuer (Red Cross), the certification must be current. You can obtain certification on your own in the community by visiting www.americanheart.org. Select “Local Info”, “Your State”, “Closest Largest City to you”, “CPR Classes”, enter zip code, select BLS for Health Care Provider, and contact a listed training center for information.

Drug Screening
Routine, random, and for cause screenings were implemented in the fall of 2006. You must submit to a drug screening prior to attending clinical.

Immunizations- Health Assessment Form
Students are required to complete the immunizations on the Health Assessment form. See Appendix: Immunization and Health Assessment Policy.

Professional Liability Insurance
The student selects the liability insurance from any carrier. Professional liability insurance is required. Our preferred provider is Nurses Service Organization (NSO). The cost of liability insurance is the responsibility of the student.

To access NSO, please visit www.nso.com:
2. Your coverage is for “RN (Coverage/N/A for Midwives)”
3. Limit of liability is $1,000,000/$6,000,000
NOTE: Liability insurance is not to be confused with personal health insurance.

- If you decide to use a different provider, we recommend that you receive coverage in the amount of $1,000,000/$6,000,000.

- If your employment requires you to hold additional liability insurance (i.e. patient care technician), this insurance does not cover you.

Certified Background & Your Clinical Requirements
Students, whose first clinical course will be taken in the fall of 2014 and after, must use Certified Background for background checks, drug screenings, and immunization record keeping. Information will be sent to students the semester before their first clinical course regarding completing clinical requirements and setting up their Certified Background account.

Travel to Clinical Settings
You will have clinical experiences in agencies in the Columbus area. Students are responsible for providing their own transportation to clinical agencies. Neither the Department of Nursing nor the course faculty can assume responsibility for arranging transportation. It is essential that those who drive automobiles have appropriate insurance.

Clinical Awareness Issues
While you are in the clinical facility, you will represent Capital University and the nursing profession. You, the Department of Nursing and the University will be judged by your behavior. As a student in the BSN Completion program, you are expected to abide by policies related to the transmission of diseases and to adhere to ways you can protect yourself and others from exposure and safety hazards. These policies are included in the Appendices.
Section 8  Scholarships, Honors, & Awards

Scholarships
In addition to primary scholarships, awards and grants which are open to all students, there are scholarships specifically designated for nursing students. These include scholarships from the United States Military branches which require subsequent military service, and scholarships from various health care agencies which require employment with the agency following completion of the program. Information about military scholarships is available from the local military recruiter on campus, located in the basement of Saylor-Ackerman Residence Hall. Information about other scholarships may be obtained from the Department of Nursing office, the Financial Aid Office in Yochum Hall and the bulletin board on the 3rd floor of Battelle Hall.

The Roberta Hartman Adult Learning Scholarship is awarded to one adult learner each year. See Appendix: The Roberta Hartmann Adult Learner Scholarship for further details.

Academic Honors
If a student earns a GPA of 3.50 while carrying a full load of graded courses, the student will a special honor by being placed on the Dean’s List, Provost’s List, or President’s List. The grade point averages required for each level are as follows:
- 3.50–3.69: Dean’s List
- 3.70–3.849: Provost’s List
- 3.85–4.00: President’s List

Students carrying a full load of graded courses who earn a GPA of 3.4 or above are named to the Dean’s List in recognition of their academic achievement. A notation is entered on the student’s record.

Honors Convocation
The annual University Honors Convocation is held in April each year. On this day, special awards are given to students whose performance is noteworthy. Some special awards are made to nursing students: the Josephine T. Hickey Award and the Ruth S. Neikirk Award. These and other awards are described under Additional Awards/Prizes/Scholarships in the University Bulletin.

International Nursing Honor Society
Please see information on Sigma Theta Tau International Honor Society of Nursing on page 5 of this student handbook.
Section 9  Graduation Activities

Preparing for Graduation
When you register for the term prior to your last semester of classes, you need to complete an Application for Graduation and submit a signed program audit to the Adult and Graduate Education Registrar. The program audit is found on WebAdvisor. You, your advisor and the Program Director must sign this program evaluation (audit). Most of the arrangements for Commencement week are made during the semester prior to your graduation. Your advisor will work with you on this process. In addition, you will receive a series of emails from the registrar’s office noting if anything is missing from your record and updating you on your progress toward graduation.

Pinning Ceremony
You will be participating in planning for the special activities of the Department of Nursing, including the Pinning Ceremony. BSN and BSN Completion graduates may receive the Capital University Department of Nursing pin at this significant ceremony. Pins are ordered the semester in which you graduate.

The Capital University Department of Nursing pin will be an important addition to your uniform once you have graduated. During the academic program you will wear a name pin which identifies you as a BSN Completion student at Capital. After graduation you can wear the Department of Nursing pin which identifies you as a graduate of Capital University Department of Nursing. The Pinning Ceremony is held on the morning of the May Commencement. At Commencement, you will receive your diploma for the Bachelor of Science in Nursing degree. Capital University holds one graduation ceremony in May. The Department of Nursing holds a pinning ceremony in December.
## Appendix

### Curriculum Plan & Course Descriptions

**BSN Completion Curriculum Plan***

<table>
<thead>
<tr>
<th><strong>Nursing Courses (27 Semester Hours)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-315: Foundations and Contemporary Issues for RNs (4)</td>
</tr>
<tr>
<td>NURS-316: Nursing in a Multicultural Society (4)</td>
</tr>
<tr>
<td>NURS-380: Nursing Informatics (3)</td>
</tr>
<tr>
<td>NURS-411: Nursing Research (4)</td>
</tr>
<tr>
<td>NURS-415: Nursing of Families and Communities for RNs** (6)</td>
</tr>
<tr>
<td>NURS-425: Leadership and Management for RNs** (6)</td>
</tr>
</tbody>
</table>

### General Education Requirements

- Reading & Writing (UC-110)
- Oral Communication (UC 120)
- Global Awareness (UC-150)
- Cultural Diversity (UC-200)
- The Arts (UC-210)
- Religious Foundations & the Bible (UC-220)
- Humanities (UC-310)
- Ethical Issues (UC-410)

### Additional General Education

- Statistics
- Psychology
- Sciences

Total Semester Hours: 27+
(27 Nursing Hours + any General Education hours needed)

*Must complete 30 semester hours at Capital University
**Clinical Application
Course Descriptions
The following BSN Completion nursing courses are required unless a comparable course has been satisfactorily completed in another NLN or CCNE accredited BSN program. These courses must be completed by BSN Completion students at Capital University unless equivalent course(s) have been successfully completed in another BSN program.

NURS-315: Foundations and Contemporary Issues for RNs (4)
This course provides students with an introduction to theory as well as the conceptual framework of the curriculum. Students critically examine the role of the professional nurse within the context of the current status of the health care delivery system in the United States. The course considers the historical antecedents of modern nursing and health care delivery and the manner in which such issues affect and are affected by professional nursing practice. This course has an online component. Students will read critically and express ideas clearly in three major papers. All three papers require use of standard written English, APA 6th edition format, and library and Internet research skills. Furthermore, the papers require writing as a process of critiquing, revising, editing, and critical evaluation of the topic. Students will complete a group presentation on a current nursing issue, and an individual presentation on their issues paper. For the presentations students will demonstrate the ability to formulate speech purpose, assemble and effectively present an oral message. They will describe, analyze and develop critical listening skills.

NURS-316: Nursing in a Multicultural Society (4)
This course focuses on the challenges of nurses to provide culturally competent care to members of a multicultural society. Students will examine the effects of cultural beliefs and practices that influence both family health care practices as well as health care delivery. A variety of theoretical models of cultural competency and cultural assessment tools are examined as well as selected complementary and alternative healing methods. Selected cultural practices will be examined with more depth in student-facilitated seminars. The course will have an on-line component in which students will investigate specified topics and participate in discussion groups. This course has an on-line component.

NURS-350: Complementary and Alternative Healing Methods (3)
Complementary therapies are those modalities that are used adjunctively with biomedicine to augment healing, facilitate comfort and promote health. This course is designed for students in the helping professions as an overview of complementary and alternative medicine (CAM). Course content includes trends in CAM use; theoretical foundations for practice; historical, cultural and religious contexts of healing; legal and ethical issues; and scientific research on selected methods. Students will specifically learn Therapeutic Touch (TT), an energy based CAM, as developed by Dr. Dolores Krieger and Dora Kunz. Students will examine the implications for the use of self as a healing instrument and explore dimensions of the healing relationship. Each class will include lecture, discussion, meditation and TT practice components. Elective open to non-nursing majors.
NURS-380: Nursing Informatics (3)
This course examines professional, social, legal and ethical issues related to technology and informatics in health care. Access, application, evaluation and impact of clinical information systems/applications and technology that support data management, patient care, evidence based practice, research, education and administration are considered. Current and emerging health care technologies and software applications are explored.

NURS-411: Nursing Research for RN’s (4)
This course involves the study of the historical development and current status of research in nursing. The course includes an in-depth examination of the research process. Students critique published research, the use of best evidence, the use of evidence based research in their practice, and implement nursing research utilization strategies.

NURS-415: Nursing of Families and Communities for RNs (6)
This course focuses on synthesizing nursing knowledge and public health principles as they relate to families, aggregates and communities. Within a framework of epidemiology, principles of health promotion and primary, secondary and tertiary prevention are emphasized. Clinical learning will include community experiences in a variety of community settings. The course includes a component focusing on global awareness; examining the effects of geographic, economic, political, social and cultural realities on global health. RN license is required.

NURS-425: Leadership and Management for RNs (6)
This evidence based clinical course for RN students is designed: (a) to provide the principles of nursing leadership and management (b) to apply and integrate previous learning, (c) to examine how holistic nursing practice impacts leadership in nursing, (d) to have enriching precepted experiences in a selected area of professional nursing practice, and (e) to demonstrate self-direction by developing and fulfilling a learning contract that reflects individual learning needs in the practice setting. Key concepts include self-directed learning, leadership and management skills, team work and collaboration, quality improvement, safety, time management, the image of professional nursing, holistic nursing leadership and dealing with diversity in the workplace. A project that requires scholarly inquiry and evidence-based practice is required.
General Education Courses
At Capital we have organized our General Education program around five central themes: Intellectual Skills, Living in the Contemporary World, Modes of Inquiry, Interpreting Texts and Images, and Ethical Thought. Our curriculum is developed and extends throughout the college experience.

**Intellectual and Academic Skills**

**Goal 1: Reading & Writing Skills**
UC-110: Reading and Writing in College (3)
Fosters critical reading of challenging material. Aims at teaching students to perform successfully the writing tasks that are an accepted part of college life.

**Goal 2: Speaking and Listening Skills**
UC-120: Oral Communication (3)
Fosters the competencies necessary for effective speaking and listening in both interpersonal and intra-personal forms. The student develops insight and skill sending and receiving factual, expressive, persuasive and problem-solving messages in small and large group settings with a focus on public speaking.

**Goal 3: Quantitative Reasoning**
Met through the Nursing Core requirements listed below.

**Living in the Contemporary World**

**Goal 4: Global Awareness**
UC-150: Global Awareness (3)
Focuses on the context of the economic interdependence of modern society, the geographic structure of the contemporary world, the cultural similarities and differences among people in different sectors of the world, and the political difference resulting from philosophy, ideology and resources. Course sections will focus on different regions (e.g., the Middle East) and different issues (e.g., war or hunger) to address the course goals.

**Goal 5: Cultural Diversity**
UC-200: Cultural Pluralism in American Society (3)
Analyzes the history, patterns, contemporary social costs of, and moral questions posed by, prejudice and discrimination in the United States against racial and ethnic minorities as well as women.
Modes of Inquiry
Goal 6: Fine Arts

ART-210: Visual Art (3)
Provides students with learning experiences focusing on art as a form of organization and communication. The course includes historical aspects of art forms along with a major emphasis on practice in art.

ENGL-204: Creative Writing (3)
A disciplined workshop in fiction, poetry and creative non-fiction.

FRNCH-410: French Theater (3)
An examination of the development of French theater from the classical theater of the 17th century and Corneille, Moliere and Racine through the Enlightenment, Romantic period and modern Theater of the Absurd. Scenes and acts from each play will be performed in class (no memorization); lectures, discussion, videos, group work and extensive reading in French; oral and written reports. Prerequisite(s): FRNCH 310 or FRNCH 311; and one other FRENCH class on the 300 or 400 level.

MUSIC-210: Introduction to Music (3)
This course provides a collegiate-level introduction to music within a particular musical style, such as Classical, World, Music, Jazz and Popular, Rock ‘N’ Roll, etc. The section number will be used to identify the styles being offered each semester. Students will be expected to experience music in a personal and practical manner in each section. Offered both semesters. Prerequisite(s): None.

TH-121: Introduction to Theatre (3)
A study of the various arts involved in a theatrical production. The phases of preparation, performance and evaluation are considered in terms of historical development and current practice. Special emphasis is given to theatre as a means of communication and as a collaborative art. Classroom performance.

Goal 7: Religion

UC-220: Religion Foundations and the Bible
Introduces the student to the general topic of religion in life and the biblical tradition in the Christian faith. The course will include treatment of parallels with other world religions. Religious Foundations and the Bible will also introduce students to historical and critical approaches to the Hebrew and Christian Bibles.

Goal 8 Social Science
Met through the Nursing Core requirements listed below.
Interpreting Texts & Images
Goal 9: Natural Science
Met through the Nursing Core requirements listed below.

Goal 10: Humanities
UC-310: Humanities: Classical, Medieval and Renaissance (3)
Requires students to examine in some depth selected works which illustrate the
philosophic, artistic and historical concerns of Western culture. Traces shifts in
cultural perspectives from the Classical world to the Renaissance.
Prerequisite(s): UC-110; UC-210, ART-210, ENGL-204, FRNCH-410, MUSIC-
223, MUSIC-225 or TH-121; UC-220 or RELIG-190.

UC-311: Humanities: Enlightenment to the Present
Requires students to examine in some depth selected works which illustrate the
philosophic, artistic and historic concerns of Western culture. Traces shifts in
cultural perspectives from the Enlightenment to the present.
Prerequisite(s): UC-110; UC-210, ART-210, ENGL-204, FRNCH-410, MUSIC-
223, MUSIC-225 or TH-121; UC-220 or RELIG-190.

Goal 11: Ethical Thought
UC-410: Ethical Issues and Contemporary Religious Conviction
Students will achieve an understanding of basic moral issues, practice critical
and constructive ethical reflection, and consider alternative patterns of moral
grounding, including Judeo-Christian tradition. Prerequisite(s): UC-220 or RELIG-
190 and 75 hours.

Nursing Core Requirements
PSYCH-110: Principles of Psychology (3)
An introduction to psychology: biopsychology, sensation/perception, learning, memory,
language, thought, motivation, personality, emotion, stress, development, social
psychology and psychological disorders and therapies. Attention is given to the
methodology of the social sciences.

SOCSCI-210: Social Sciences Statistics (4)
A study of descriptive and inferential statistics, including correlation, regression, and
hypothesis testing using the t, F, and chi square tests. Prerequisite: PSYCH 110 or
SOC 110, and a college algebra course or its equivalent (MATH 110, 120, 130, 220,
230 or 231). Not open to students who have credit for MATH 215.

MATH-215: Elementary Statistics (3)
This course studies the statistical techniques used in decision-making.
Topics covered include descriptive statistics, probability, confidence intervals, tests of
hypotheses, analysis of variance, regression and correlation.
Science Courses
We accept the sciences (biology, anatomy, physiology and chemistry) that are taken as part of an associate degree or diploma program in nursing. No additional sciences are required.
Appendix

Conceptual Framework/Conceptual Definitions

Conceptual Framework
Health is the central concern of nursing and therefore is the core concept of the conceptual framework for the curriculum of the Capital University Nursing Program. The conceptual framework is further organized around six additional concepts that guide professional nursing practice. Four concepts including critical thinking/clinical judgment, caring, communication, and transitions, are professional nursing practice concepts. The two remaining concepts, culture and systems, are referred to as healthcare context concepts because the professional nurse functions within a variety of healthcare systems and with diverse populations. These interrelated and interacting concepts are evident in the practice of professional nursing as it seeks to promote the optimal health of individuals, groups, families, communities, and populations. As students progress through the curriculum, they seek to master the abilities of critical thinking/clinical judgment, caring, communication and transitions by applying these abilities with self, individuals, groups, populations, interprofessional and/or intraprofessional teams to deliver patient centered nursing care to clients in the context of culture and healthcare systems.
The Capital University Conceptual Model provides a visualization of a conceptually based framework that is both dynamic and structured so as to adapt to varying and diverse situations in healthcare. The concepts in the model provide a structure to organize further sub-concepts for the content of the nursing curriculum. The ultimate purpose of the conceptual framework is to enable nurses to holistically facilitate health across the lifespan, through integrative nursing care practices in health promotion, disease prevention, risk reduction, care of illness, rehabilitation, and palliation. Ultimately, the essence of holistic nursing practice is seen in the unique blending of these concepts and patterns of nursing interactions with individuals, families, groups, communities and populations.

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

Core Concept

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

Sub-concepts related to health include:

Biophysical Domain – Development & Functional Ability across the Lifespan

Homeostasis & Regulation

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

Oxygenation & Hemostasis

- Gas Exchange
- Perfusion
- Clotting
Protection
- Immunity
- Inflammation
- Infection
- Tissue Integrity

Sensation/Perception/Movement
- Sensory Perception
- Pain / Comfort
- Mobility

Sexuality & Reproduction
- Reproduction
- Sexual health

Psychological Domain – Development & Functional Ability across the Lifespan
- Stress/Coping
- Grief and Loss
- Mood and Affect
- Cognition
- Maladaption

Social & Spiritual Domains – Development & Functional Ability across the Lifespan
- Family Dynamics
- Motivation
- Adherance
- Spirituality

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

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

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

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

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

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

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

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

Sub-concepts related to transitions include:
- Professionalism
- Leadership
- Accountability
- Advocacy
- Ethics
- Change Management
Healthcare Context Concepts

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

Nursing sub-concepts related to culture include:
- Cultural awareness
- Cultural knowledge
- Cultural skill
- Cultural encounter
- Cultural desire

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

Sub-concepts related to the professional nursing role in healthcare delivery systems include:
- Populations
- Health Care Organizations
- Health Policies
- Healthcare Economics
- Collaboration and Teamwork
- Informatics & Technology
- Safety
- Healthcare Quality
Faculty Expectations of Student Behavior

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

1. Attending and participating in all scheduled sessions.

2. Preparing for all sessions by completing all readings and other assignments prior to the session.

3. Reviewing and applying, when appropriate, knowledge and skill acquired in previous courses.

4. Being on time for all sessions and, if unavoidably late, notifying the faculty person.

5. Making prior arrangements for an anticipated absence.

6. Notifying faculty at the earliest opportunity of the reason for unanticipated absence.

7. Arranging with faculty to make up any material or experiences missed because of absence.

8. Meeting deadline dates for submission of papers and taking examinations on dates and times scheduled in course calendar.

9. Arranging ahead of time for an extension for paper submissions or rescheduling of examinations when there are extenuating circumstances. Note: Poor time management or more than one assignment due the same date is not considered extenuating circumstances.

10. Evaluating own learning progress throughout the module or semester.

11. Assuming responsibility for discussing with faculty concerns about learning experiences and own learning needs.

12. Completing and signing the evaluation forms for faculty and course evaluation at the end of module or semester.
For clinical learning experiences students are expected to demonstrate accountability by:

1. Attending and participating in all scheduled clinical experiences.

2. Preparing adequately for clinical experiences by:
   a. knowing the essential information about client’s health status;
   b. knowing the name, action, dosage, side effects and nursing action for client’s medications.
   c. knowing and being able to describe client’s treatments and procedures: reviewing and applying, when appropriate, previously acquired knowledge and skills.

3. Reporting to the clinical area prior to the time indicated and if unavoidably detained, notifying the instructor, appropriate staff person, and/or unit.

4. Making prior arrangements with faculty for an anticipated absence.

5. Following the outlined procedure for notifying faculty and clinical unit if unable to meet clinical assignment due to illness or emergency.

6. Reporting to the clinical area wearing appropriate attire with appropriate equipment and name badge.

7. Uniform/Name Tag: When appropriate to the setting, students wear a clean, long, white laboratory coat for the clinical/field experience. A Capital University Department of Nursing pin is worn in the clinical/filed experience setting. When a laboratory coat is not appropriate, a Capital University Department of Nursing name pin should be worn with appropriate attire. Name pins may be ordered from the Department of Nursing Administrative Assistant in BHSN 327.

8. Maintaining their own physical and mental health status at a level which ensures safe functioning in the clinical areas.

9. Making arrangements with faculty to make up experiences missed because of absence.

10. Reporting errors or omissions to faculty and appropriate clinical staff.

11. Maintaining confidentiality and privacy of clients and families.

12. Assuming responsibility for discussing clinical learning needs and opportunities.

13. Evaluating their own clinical learning experiences, progress and performance, the module, the semester, and the program.

14. Participating in clinical evaluation conferences with the instructor, reading, commenting, if appropriate, and signing clinical evaluation forms.
Appendix

Problematic Performance

Problematic Performance Process
The faculty member identifies a behavior that is not consistent with course and/or Department of Nursing expectations.

The faculty member consults with other course faculty and may consult with the student's Advisor, the Chair, the Director of the BSN Completion Program and the Chair of the BSN Completion Program, or other appropriate personnel.

The faculty member initiates a Problematic Performance Form to alert the student that improvement is necessary in expected behaviors. The faculty member meets with the student and discusses the Problematic Performance Form. Then the student completes the student portion and returns the form to the faculty member. A copy of the form is given to the student, the student's Advisor, the Chair, and the BSN Completion Program Director, and a copy is placed in the student's file.

In cases of academic misconduct, professional misconduct or a repeated problematic behavior, the BSN Completion Program Committee convenes, discusses the student's Problematic Performance, and may determine sanctions. The committee's actions may include, but not be limited to, warning, probation, suspension, or recommendation to total faculty for dismissal. The committee may meet with the student to discuss the situation and sanctions. The committee's actions will be documented in writing and a copy will be given to the student, the faculty member who has written the Problematic Performance Form, the student's Advisor, the Chair, the BSN Completion Program Director and a copy will be placed in the student's file. The student has the right to appeal the decision to the Executive Committee of the Department of Nursing. If the committee recommends dismissal of the student, the BSN Completion Program Director will present this recommendation to total faculty. The student has the right to appeal the decisions of the Executive Committee and the total faculty to the Provost.

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Appendix

Writing Policy for Students

The faculty of the Department of Nursing believe that the ability to write well is an integral component of undergraduate education. Congruent with this belief, the faculty expect students to continue to improve their ability to write, both formally and informally, throughout their undergraduate education.

The faculty believe it is students’ responsibility to learn to conform to the rules of spelling, grammar, syntax, neatness and legibility. Faculty will monitor student progress in these areas in each course. Students having difficulty in any of these areas are expected to take personal responsibility to correct their deficiencies. These expectations include: initiating contact with the Writing Center at the Center for Academic Success and/or initiate private tutoring.

The Department of Nursing requires that all papers written for nursing courses conform to the writing style shown in the Publication Manual of the American Psychological Association, 6th Ed. It is the responsibility of each student to have access to or own a personal copy of this book which is available in the Capital University Bookstore.

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

Updated JBH 9/2007
## Expectations for Writing in the BSN Completion Program

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Grammar</strong></td>
<td>1. Maintains subject-verb agreement 2. Uses tenses consistently within sentences, paragraphs, and paper; avoids confusing shifts in verb tense 3. Uses proper punctuation including commas, periods, quotation marks, semi-colons, colons, and apostrophes 4. Uses vocabulary appropriate for a college student; spells out abbreviations when first used 5. Capitalizes words appropriately 6. Uses correct pronoun forms (i.e. I and me, she and her) 7. Uses a variety of simple, complex, and compound sentences; avoids run-on sentences and fragments 8. Proofreads papers in order to avoid typographical or spelling errors</td>
<td>1. Subject and verb frequently do not agree 2. Tenses vary; confusing shifts in verb tenses are seen repeatedly 3. Frequent errors are seen in punctuation 4. Vocabulary choice is limited and simplistic; frequently uses unexplained abbreviations and terms 5. Frequently capitalizes words that should not be capitalized or does not capitalize words that should be 6. Frequently uses incorrect pronoun forms 7. Frequently uses run-on sentences or fragments 8. Frequent typographical or spelling errors are seen</td>
</tr>
</tbody>
</table>

| **B. Organization of Paper** | 1. Includes an introduction, body, and conclusion 2. Limits paragraphs to the discussion of a single topic 3. Uses transitional statements at the ends and beginnings of paragraphs 4. Paragraphs follow a logical sequence 5. Uses appropriate subheadings | 1. Introduction, body, or conclusion are missing or poorly developed 2. Paper shows lack of organization (i.e. topics wander or reappear throughout the paper) 3. Headings and/or subheadings are absent 4. Paragraphs address multiple topics 5. Lack of paragraph breaks 6. Lack of transitional statements |

| **C. Format of Paper** | 1. Appropriately uses APA guidelines for the following: a. Page layout (margins, page numbers, font size and type, and running head) b. Citations c. Reference list d. Quotations e. Use of numbers versus spelling out f. Abbreviations g. Seriation h. Title page | 1. Frequent errors in multiple categories related to format |

| **D. Resources and References** | 1. Uses appropriate data-based resources (i.e. CINAHL, Medline, Lexus-Nexus, EBSCO) 2. Uses resources as required by the assignment. 3. Uses current resources (i.e. within the last 5-10 years) and important historical references 4. Avoids the use of direct quotations when possible; paraphrases to increase clarity and aid in the synthesis of information | 1. Exclusive use of web-based resources 2. Uses references as required 3. Resources are outdated 4. Consistently uses direct quotations 5. Does not use Wikipedia |
Appendix

Fuld Lab Policy

Policy on the use of the Helene Fuld Lab

1. The use of the Fuld Lab, as specified by the terms of the grant, which established the lab, is directed toward the needs of nursing students.

2. Non-nursing majors may use the lab on a space available basis.

3. When using the lab for the first time, see the lab staff for assistance in signing the log, getting software and using the computer.

4. The lab may be used only during posted hours when a lab assistant is present.

5. Sign in and out each time you use the lab.

6. No food or drink is permitted in the computer area of the Fuld Lab.

7. Maintain a quiet environment in respect to other students.

8. The telephone is not to be used for personal calls.

9. Resource books, CD ROMs, software and tapes are to be used in the lab. Return all materials to the shelves after use. Turn off all equipment you have used; leave the air conditioner running if operating. Leave work area clean.

10. No resource materials are to leave the Fuld Lab. No exceptions.

DSE 8/93; 6/98; Rev. 9/99; 8/10
Appendix

Guidelines for use of the Nursing Skills Lab

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

1. Come to each lab session prepared for the work at hand, i.e., bring your stethoscope, sphygmomanometer, scissors, hemostat, or any other assigned equipment. Do not expect your lab partner to be responsible for supplying you with needed materials.

2. Return the lab to proper order after you have completed the required work. Beds are to be left flat, in low position, the sheets and pillows in neat order. Over bed tables in low position and chairs placed at the bedside in an orderly manner. Soiled linen is to be placed in linen hampers and all items to be thrown away placed in the trash containers. If you have used the examining tables in the assessment rooms change the paper on them before you leave. Other equipment is to be cleaned, if necessary, and returned to its designated place in the lab.

3. Borrowing of lab equipment for practice purposes is encouraged and expected. Some items may be borrowed for limited time only. All items must be returned by the last week of class each semester. Borrowed equipment is the responsibility of the borrower. Lost or otherwise unaccounted for items will be replaced at the borrower’s expense.

4. To borrow equipment, contact the lab manager or course faculty to obtain the needed item(s). Sign out for the material(s) in the lab record book. When the material(s) are due to be returned, do so promptly and indicate the return in the record book. Returns must be countersigned by either the lab manager or course faculty.

5. Failure to comply with the process outlined in #4 may result in you being held responsible for a replacement should the item(s) borrowed be missing at a later date. If a replacement is necessary you must make prompt arrangements to do so through the lab manager. Failure to meet this obligation may result in the withholding of your grade (for the course in which you used the lab) until replacement has been made.

6. Use of the lab for independent practice is welcome and encouraged. Arrange for such use by contacting the lab manager or course faculty. You are responsible for the safekeeping of any equipment used and for having the lab in proper order when you have completed your practice session.

Adopted by Faculty: 1/9/89
Appendix

Uniform Policy

BSN Completion students take two courses with clinical components- NURS-415: Nursing of Families and Communities for RNs and NURS-425: Leadership and Management for RNs.

RNs do not wear the traditional undergraduate student uniform. Instead RNs wear professional attire that conforms to the policy and practice of the agency where they are placed for their clinical experience.

Name Pin
The regulation white/purple Capital University Department of Nursing name pin will be worn when the student is in the clinical setting. The pin is ordered prior to your first clinical course. Information to order your name pin will be sent to you after you register for your first clinical course.
Appendix

Immunization and Health Assessment Policy

Prior to beginning of your first clinical or field work course (NURS-415 & NURS-425), students are responsible for documenting Immunization status, a completed DON Nursing health assessment form, Immunization form, Tuberculosis (PPD) screening, CPR Health Care Provider certification, Liability Insurance, and background/fingerprinting requirements. Ongoing enrollment in clinical courses requires annual renewal and verification of Liability Insurance, PPD screening, Flu vaccines, and CPR certification (biennially).

Details of required documentation are outlined below:

1. Students should review the immunization form and health requirements. Review requirements and have the health assessment form completed. Advisors can answer questions you may have. Submit proof of immunizations, health assessment form, and health requirements prior to the first clinical course. Students will need to begin Hepatitis B immunizations at least 6 months prior to the first clinical course to complete the three immunization series. Yearly PPD screenings are required; students must leave 2-3 days for results on these PPD screenings.

2. A letter will be distributed to students outlining health requirements, fingerprint and background checks, CPR certification, and Liability Insurance requirements.

3. Students are to submit documentation of all requirements prior to clinical course deadlines. Agencies will not allow students into their agencies without compliance. There may be a waiver for allergies; however, education on risks is generally required.

4. Course coordinators cannot allow students to go to clinical without required health clearance. Proof of clinical health requirements or waivers must be on file. Students will not be allowed in clinical agencies without proof of the health requirement on file. Absences due to non-compliance will be unexcused. Agencies can mandate proof of health requirements, liability insurance, or CPR certification at any time students are in the agency.
Specific Immunization Requirements

1. **TDap Immunization**: Generally a primary series of Diphtheria/Pertussis/Tetanus (TDap) is given during childhood provide months and years of primary immunizations. A tetanus booster with Pertussis (TDap) is required every 10 years.

2. **Measles, Mumps, Rubella (MMR)**:
   a. Rubella titer is required. If the titer is equivocal or negative a vaccine is required and a repeat titer must be done.
   b. Measles (Rubeola) and Mumps two (2) MMR immunizations must have been given.
   c. If the student was born before 1957, she/he must have a history of Rubeola and mumps. Immunizations are needed if the individual has no documentation of illness or titers are not positive.

3. **Hepatitis B**: This immunization is given in three doses. The second dose is given 4 weeks after the first dose and the third dose is given 5-6 months after the first dose. The series must be completed.

4. **Varicella (Chicken Pox)**
   a. A varicella immune titer is required.
   b. If the titer is negative or equivocal, she/he must be vaccinated with a series of two immunizations, 4-8 weeks apart.
   c. A Second varicella titer is required if the first was negative or equivocal 4-6 weeks after the second immunizations.

5. **Tuberculosis (TB)**: Students must have documentation of PPD every 12 months and record dates at the Nursing office (BHSN 329). Use ONLY the 5 tuberculin unit TU preparation applied by the PPD Mantoux (intradermal technique). This test must be read 48-72 hours after injection.
   a. A positive PPD will require a chest x-ray to rule out the disease and an annual Tuberculosis Questionnaire completed annually. A prior BCG Vaccination can be one cause of a false positive PPD.
   b. A prior disease will require treatment dates and clear chest x-rays. An annual Tuberculosis Questionnaire must be completed annually.

6. **Flu Vaccine**: Students must receive annual flu vaccines. All students must show proof of the seasonal flu vaccine by the third Monday in October if in clinical during the fall semester.

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

They are also based on agency requirements. Agencies can deny entry to any student who does not comply.

**CAUTION**: Students who are pregnant, have an impaired immune system or are caring for an immunosuppressed person, or have allergies should notify the clinic or physician prior to receiving immunizations. A waiver can be signed based on medical recommendations.
Occupational Health: Policy & Guidelines

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

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

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

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

DSE 9/26/90; Rev 3/98; 8/10
10/15/90
DON Faculty
Appendix

Exposure Control Plan

The Capital University Department of Nursing (CUSN) is committed to protecting its students from harmful exposure to blood borne pathogens. It has, for this purpose, adopted rules and procedures through the Exposure Control Plan (Plan) in accordance with the Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) Guidelines. CUSN is committed to educating its students on the basis of this plan.

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

Student and Faculty Roles in Exposure Control Plan
Students within CUSN are not considered employees of the Department, therefore not mandated by OSHA requirements regarding the Exposure Control Plan or Program. It is the intent of the faculty and administration of CUSN, however, to make every provision for student education within the plan. Initial Exposure Control Plan content is presented in NURS-221. Thereafter, clinical courses contract with clinical placement agencies (e.g., Riverside Hospital, Grant Hospital, Park Hospital, etc.) provide the content to students on an ongoing basis.

Plan Contents

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

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

- **Exposure Control Program:** The program describes the precautions, engineering controls and work practice controls for protection from risk of exposure to blood or other potentially infectious materials. The program has six parts:
  1. General exposure avoidance
  2. Hand washing
  3. Safe handling and disposal of sharps
  4. Safe handling of specimens and decontamination of health care equipment
  5. Use of personal protective equipment
  6. Safe housekeeping procedures (cleaning, proper disposal of regulated waste and proper cleaning and contaminated laundry).
- **Hepatitis B Vaccinations**: Hepatitis B Vaccinations are required for all students at CUSN. These vaccinations will be administered at student cost under the supervision of a licensed physician or other qualified health care professional.
- **Post-Exposure Evaluation and Follow-up**: After an exposure incident, the Faculty Affairs contact person will document the incident and CUSN and/or the clinical agency will provide a confidential medical evaluation to the exposed student. The source individual will be identified if possible, with testing of the blood of the source individual and the exposed student. Confidential post-exposure prophylaxis and detailed testing information will be made available to the exposed student in a timely manner.
- **Medical Record Keeping**: Accurate vaccination records/other health requirements on each student will be secured in the nursing office apart from the employee’s personnel file or student’s educational file. Records related to exposure incidents will be added to this file as needed.
- **Training Program for Students**: Please refer to Student and Faculty Roles in the Exposure Control Plan above. In addition, any student is welcome to sit in the formal annual training of CUSN employees and/or review videos, handouts and the Exposure Control Notebook found in the Dean’s Administrative Assistant’s office.
Appendix

Guidelines for Caring for Persons with Known Contagious Diseases

The faculty of the Department of Nursing endorses the professional Code of Ethics, which states that all persons in need of care will receive nursing care. Our objectives for students and faculty in the Department of Nursing are:

1. Protection of the rights and welfare of students, faculty and clients.
2. Continuation of the Department’s mission to educate students comprehensively in the practice of nursing.
3. Maintenance of the professional values and ethics of nursing to serve all persons needing care.

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

Implementation of the policy:

- CDC guidelines will be followed for lab and clinical components for all courses.
- NURS-221: Medical-surgical asepsis and standard precautions.
- Level III & IV: Theory on pathophysiology, transmission and treatment of contagious diseases is presented. CDC guidelines and agency policies are adhered to whenever there is contact with patients with known contagious diseases and in the routine care of all patients.
- MSN students: CDC guidelines and agency policies are adhered to whenever there is contact with patients with known contagious diseases and in the routine care of all patients.

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

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

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

Adopted 4/18/88; SON; Revised 8/99; 8/30/99; 8/10
Appendix

Policy & Procedures on Exposure to Contaminated Fluids in the Skills Lab

Students, who in the course of lab practice are exposed to someone else's body fluids, will seek follow-up care from Campus Health Services (Kline Clinic) or their own health care provider. In all instances, the individual will notify the lab manager and the appropriate faculty.

The current CDC (Center for Disease Control) guidelines will represent the standard of care.

The procedure follow-up in the Department of Nursing Handbook will then be implemented.

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

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

The "Hep-Aid" kit includes:
- 1 Clean-up Absorbent Pack
- 1 disposable apron
- 1 pr. disposable goggle
- 1 pr. disposable glove
- 1 scoop
- 1 scraper
- 2 red plastic bags with twist ties
- 1 8-oz. pour bottle Chlorine Concentrate
- 3 disposable towels
- 2 Chlorhexidine towelettes
- 1 pr. disposable shoe covers
- 1 facemask
Appendix

Policy on Excused Absences

Policy on Excused Absences from Quizzes and/or Exams in Nursing Courses

In order to support students and faculty in situations that occur during the conduct of course evaluation procedures the following should be considered policy in the Department of Nursing.

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

- Death of a significant individual in the life of the student.
  - Definition of significant individual is situation specific. If in doubt, consult the advisor and/or the Director of the program.

- Co-enrolled in ROTC and has a critical ROTC function that impacts their progression in that program.

- Elected leadership functions in professional organizations.
  - An officer in the Ohio NSA should be supported at times of statewide and national meetings.

Student responsibility
In the case of death of a significant individual in the life of the student, the student must immediately notify the faculty and academic advisor. A reasonable plan and time-line for completion of the work is expected. In the case of ROTC and student leadership activities, the student must notify and negotiate alternative testing a priority.

DON: 5/6/04
The Roberta Hartmann Adult Learner Scholarship

Purpose
To provide financial assistance to qualified adult learners at Capital University in obtaining an undergraduate education.

Criteria and Eligibility:
- Actively enrolled in a Capital University Adult & Graduate Education program
- Cumulative GPA of 3.00 or better for all courses taken at Capital
- Senior standing, including 12 hours taken at Capital, with less than 30 hours remaining to complete degree requirements
- Demonstrated service to community, as described in a personal statement by the applicant, to be included with the application
- Financial need
- Indication of what recipient plans to do with earned academic credential
- Supporting letter from applicant’s advisor or faculty member who knows the student well

The above criteria should be documented in a personal statement, written by the applicant, and included with the application

Scholarship Amount
Scholarship amount will cover a minimum of one 3 credit hour course at Capital.

In Memory of Roberta Hartmann
Roberta Hartmann was an ardent supporter of lifelong learning who gave tirelessly of her energy and ideas to enhance adult learning at Capital University. A 1987 graduate of Capital’s traditional program in Columbus, Roberta served as Assistant to the Associate Chair, advisor, and later as adjunct faculty in the behavioral sciences in the Dayton Center for Lifelong Learning. Roberta was a member of the University Competency Assessment Panel, and also coordinated many statewide initiatives. As a teacher, she was dedicated to her profession and to the success of each of her students. In her roles as Membership Director and Webmistress for the Adult Higher Education Alliance, Roberta was an effective and respected representative of Capital. She also was devoted to service in her church and community, and to her husband and children. Her leadership, service, and compassionate presence were an inspiration to all who knew her.

Contact your advisor for additional information.
# Appendix

## Post Licensure Faculty

### Faculty/Advisers

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