Welcome to Capital University and to the Department of Nursing. We are pleased you have decided to prepare for a career in professional nursing and that you have selected Capital University.

There are busy and exciting years ahead! You are entering a program that is based on the philosophy of nursing as a caring science. As a healing profession, Nursing addresses the holistic health needs of individuals, families and communities. This program is designed to develop critical thinking skills, self-awareness and leadership ability, professional judgment and accountability in both clinical and management practice. Your studies will be based on thorough grounding in the biological, social and nursing sciences within a liberal arts framework. You will learn to solve increasingly complex problems as you master professional nursing clinical skills with clients at multiple clinical practice sites.

We will be assisting you in your growth and have created this handbook as a resource. This is a supplement to the Capital University Undergraduate Bulletin and the Capital University Undergraduate Student Handbook. These three documents contain educational policies and general information which will address most of your needs and questions.

Please see your academic adviser with your questions and any concerns as they might arise. Your active participation in your education is the key to your success.

Judi K Macke, PhD, RNC
Professor and Director
Traditional Undergraduate Program

Barbara Duane, JD, MSN, RN
Assistant Professor and Director
Nursing Accelerated Program
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History of the Department

Capital University was founded as a Lutheran Seminary in 1830, chartered as a university in 1850 and is the oldest comprehensive university in central Ohio. Trinity Lutheran Seminary, adjacent to Capital’s Columbus campus, selected a separate Board of Trustees in 1959. Capital University’s current five colleges in order of entering the university are: The College of Arts and Sciences (1850), the Conservatory of Music (established 1918; became Conservatory 1928), the School of Nursing (founded 1950; college status 1965), and the Law School (1966). The Graduate School of Administration (1973) was integrated into the School of Management (2001.) At this time, the University offers six undergraduate degrees, six graduate degrees and more than 30 undergraduate majors to its 4000 students. Capital University’s Center for Lifelong Learning offers access to undergraduate degrees in the arts and sciences.

The Department of Nursing offers a pre-licensure Baccalaureate of Science in Nursing (BSN) degree to traditional students, transfer students and adults seeking a career change. The BSN-Completion program is for registered nurses seeking a bachelor’s degree. Through the Graduate Program in Nursing, launched in 1994, students may earn a Master of Science in Nursing (MSN) degree or one of three dual degrees: an MSN/MBA (Master in Business Administration), MSN/JD (Juris Doctorate), or MSN/MALM (Master of Arts in Lay Ministry).

The Capital Nursing Accelerated Program (C-NAP) began its inaugural academic year in 2006-2007, and its first graduates completed the program in Spring of 2008. The initiation of C-NAP was made possible through grants from the Osteopathic Heritage Foundation and the Department of Education/Columbus Chamber of Commerce.

Accreditation: The pre-licensure program of the Department of Nursing is approved by the Ohio Board of Nursing. All programs of the Department of Nursing are accredited by the Commission for Collegiate Nursing Education (CCNE).

The School 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 National School Nurses’ Association, Ohio School Nurses Association, the American Council for Higher Education, and is a sustaining member of the National Student Nurses Association. Faculty’s commitment and diversity lead the Department to affiliate with all major
central Ohio hospitals and multiple community agencies in order to enhance clinical
education and professional perspective of students.

A federal grant between 1978 and 1981 allowed the School 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 in Columbus. RN students have enrolled at Capital to
complete their degrees from 30 Ohio counties, neighboring states, and five countries
abroad.

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, six 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 and past
  ANA and ICN President
- Juanita Thiele, founder of the school and leader in nursing education and 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

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
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. The chapter has mentored new honor
societies in England and Sweden.

Eligible junior and senior traditional and C-NAP students, BSN Completion students,
and graduate students are invited 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 to the School of
nursing in the early 1980’s and developed the Helene Fuld Health Trust Learning
Resources Laboratory (Fuld Lab). Capital 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. Nursing majors are also invited to use the services of
the Career Services Office in the lower level of the Campus Center to obtain
information about part-time employment before graduation and positions as new graduates after commencement. The Director of Career Services can be reached at (614) 236-6606.

**International and Off Campus 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 School next offered options for clinical student with the homeless in Washington, DC. This site is illustrative of other avenues for enhancing students’ appreciation for cultural diversity in addition to local service options already being used in the curriculum such as Faith Mission and the Soup Kitchen. Now students in their senior year can travel abroad to Sweden and complete their community clinical in this health system. Nursing students have also traveled with nursing faculty on Spring break to Mexico to serve in a local health clinic and to New York. In addition to these off campus activities, nursing students have participated in service learning in Costa Rica and Nicaragua.
Communication

Students are responsible for providing notification of any changes in name, address, telephone number, and e-mail to the Chair’s Secretary in BHSN 327. There are a number of ways to communicate with other students and with faculty.

STUDENT MAILBOXES AND MAIL FOLDER FILE
Every TUP student is assigned a mailbox at the Campus Post Office located in the lobby of the Campus Center. Check with the Post Office for your box number and combination. Regular mail and all communications from the University are placed in the student’s Campus Center mailbox. Every nursing major student also has a mail folder in the mail file in the third floor lobby of Battelle Hall. Nursing mail folders are arranged alphabetically by class and program. It is the student’s responsibility to check mail folders frequently.

FACULTY MAILBOXES
Faculty mailboxes for the Department of Nursing are found inside the nursing suite – BHSN 330 (copy room). The mailboxes for other faculty on campus are in the buildings where their offices are located.

FACULTY VOICE MAIL AND E-MAIL
In addition to the faculty mailboxes, full-time faculty can also receive voice mail messages on their office telephones. All faculty, staff, and students have e-mail to facilitate communication.

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. Job openings are posted on the bulletin board outside the Financial Aid Office in Yochum Hall and on the third floor of Battelle Hall. Bulletin boards in the dormitories are used extensively for communication.

Information, specifically for nursing students, is posted on the bulletin boards located on the third floor of Battelle Hall. Course notices, job opportunities, scholarships, and general information are posted on several bulletin boards in the elevator lobby area and hallway. The Nursing Honor Society, Sigma Theta Tau, maintains a bulletin board in the elevator lobby area. Again, it is the student’s responsibility to check bulletin boards frequently.
Faculty Adviser

Each student is assigned a Nursing faculty member as an adviser when they begin the nursing program.

HOW TO CONTACT YOUR ADVISER
During the academic year, you may contact your Adviser by telephone, e-mail, leaving a message in her/his mailbox (in BHSN 330), coming directly to her/his office, or leaving a note on the office door. There should also be a typical schedule on your Adviser’s door. Advisers have a variety of teaching and committee responsibilities. Due to clinical commitments in hospitals, faculty may not return to campus on some days. Therefore, it is strongly suggested that you make arrangements ahead of time if you need to see your Adviser. If an emergency does arise or if you are not able to contact your Adviser, please call the general nursing number of 236-6703 and someone will be able to help you.

WHAT YOUR ADVISER DOES
Your Adviser will 1) provide you with guidance in planning your academic schedule; 2) monitor your progress through the program; 3) facilitate solutions to academic problems; and 4) be available for general advice. You must do all your scheduling, dropping and adding of classes with your Adviser. Although you will register online, your Adviser has to unlock you to register. Your Adviser will assist you in completing your curriculum in a timely manner. The ultimate responsibility, however, is yours. You need to make sure you are fulfilling all the curriculum requirements for your BSN degree. Be sure to review the curriculum plans in Appendix A and keep a record of courses completed.

COURSE REGISTRATION
About the ninth week of the semester if you are a TUP student, you will receive in your campus mailbox a note from the Registrar telling you to begin to make arrangements for scheduling classes for the next for the next semester. At that time, you should check with your Adviser for an appointment. Many faculty will post a sign-up list on their door for scheduling appointments. Don’t wait for your Adviser to contact you about scheduling. Accelerated students are notified of registration procedure in class.

Before meeting with your Adviser, check course availability on Capital’s website. Review the time schedule, typical curriculum plan, and list of required courses (Appendix A) and then develop a tentative plan. If you come to the scheduling session with a tentative plan, it will facilitate your advising session. You must make an appointment with your Adviser before scheduling.
Activities

Participation in campus activities is an important part of your college experience. Students are encouraged to serve on University and Department of Nursing committees as well as participate in athletics, music, drama, and other extracurricular activities. Serving in Student Government, Faculty Governance, and Department of Nursing Committees is one-way students may influence policy and decision-making. The School of Nursing Table of Organization in Appendix B shows program and committee structure and the relationships between the Department and other academic units of the University.

COMMITTEES
Traditional Undergraduate Program student committee members shall be selected by their representative class groups (one from each class: freshman, sophomore, junior, senior). If you are interested in serving on a committee, let your classmates and faculty know. The sophomore, junior and senior classes elect their representatives to committees in the Spring; the freshman class elections are held in the Fall.

C-NAP Program student committee members shall be selected by their representative class groups (one from each class: first year and second year). If you are interested in serving on a committee, let your classmates and faculty know. Elections for the first year class are held in the Fall. Representatives for the second year are elected in the spring (second semester) of the first year. Alternates may be selected so that one representative from each class can be in attendance at C-NAP Program Committee meetings.

CAPITAL UNIVERSITY STUDENT NURSES ASSOCIATION (CUSNA)
The Capital University Student Nurses Association is a constituent member of the National Student Nurses Association, which allows nursing students to actively participate in a pre-professional organization prior to graduation. Membership in CUSNA along with the Ohio Student Nurses Association and the National Student Nurses Association allows students to take part in job fairs, conventions, discounts on nursing supplies, and networking among other student nurses. The Faculty encourages student participation in this dynamic Association.
MUSICAL AND ATHLETIC GROUPS
Do you sing or play a musical instrument? Auditions for vocal and instrumental groups are held during orientation week and the first week of classes. Are you an athlete? Nursing students play basketball, softball, tennis and volleyball. We also have nursing students serving as cheerleaders and members of other campus athletic organizations.

ARRANGING YOUR SCHEDULE TO PARTICIPATE
You are encouraged to participate in those activities of interest to you. REMEMBER: It is your responsibility to keep your Adviser informed of practice and travel requirements so your class schedule can be arranged to accommodate these events. When a conflict between class responsibilities and extracurricular activities arise, it is your responsibility to plan with the faculty person involved. Generally, arrangements can be made to allow extracurricular participation without jeopardizing your progress in class.
The Nursing Programs

The traditional nursing program requires 134 semester hours of study. It will take you four years plus one summer of full time study to complete the requirements. When you have done so, you will have earned the Bachelor of Science in Nursing Degree, be eligible to take the examination for licensure as a professional nurse and be prepared to accept a beginning staff position in a wide variety of health care facilities.

The accelerated nursing program requires 64 semester hours of study. Requirements for graduation should be achieved in two academic years plus one summer of full time study, approximately twenty months. Graduates of the accelerated nursing program will have earned the Bachelor of Science in Nursing Degree, and will have completed the four core courses toward the Master of Science in Nursing. Graduates will be eligible to take the examination for licensure as a professional nurse and be prepared to accept a beginning staff position in a wide variety of health care facilities.

The Philosophy and Goals of the Department of Nursing provide both the foundation and the framework for the nursing program. They complement the mission and goals of Capital University.

CAPITAL UNIVERSITY 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.

CAPITAL 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:
Students also will be encouraged to:
- develop their leadership and service potentials,
- become independent, lifelong learners and
- develop a sense of values that guides personal decision-making.

NURSING PROGRAM MISSION

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

PHILOSOPHY

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 pursuit of moral, ethical, and social growth as well as attainment of intellectual goals. Faculty expects all undergraduate and graduate students to participate actively in the learning process.

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. Faculty expects students to commit to lifelong learning and contribute to society.

Professional education fosters the acceptance of responsibility for critical thinking/judgment and decision making congruent with level of practice. Baccalaureate education provides opportunities for the development of personal qualities such as creativity, maturity, and the expansion of intellectual and cultural perspectives. Graduate education extends the development of these qualities both in depth and scope.

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 theories, research, and advanced clinical skills within a multidisciplinary context.

The central concern of nursing is the health of people within the contexts of their culture and social systems. Health is a state of well being that is culturally defined, valued, and practiced. Health reflects the ability of individuals, families and groups to perform daily activities to their optimum potential. Transition describes the process by which individuals progress along a continuum of
professional growth. Nurses assist individuals to obtain or maintain optimum levels of health using problem solving that involves assessment, diagnosis, planning, implementation, and evaluation as well as collaboration with individuals, families, groups, and health team members.

Capital University Department of Nursing faculty believes that individuals learn through their experiences in a culture that values learning. Creation of this culture is the mutual responsibility of learners and teachers. Faculty fosters a personal commitment to critical thinking, caring, and communication among each other, students, and clients of nursing

CURRICULUM CONCEPTS

The vision of nursing held by the faculty serves as the organizing framework for the curriculum and is expressed in the conceptual framework. Health, the overarching concept, focuses on health promotion, disease prevention and risk reduction. Faculty believe that six other concepts are also essential to nursing: Caring, Critical Thinking, Communication Culture, Systems, and Transition. These additional concepts offer a frame of reference for nursing practice. The conceptual framework is outlined in more detail in Appendix C.

GOALS OF THE UNDERGRADUATE CURRICULUM

In addition to the competencies of the General Education Goals of the University, these goals, based on the philosophical concepts of the undergraduate curriculum of the Capital University Department of Nursing, are designed to prepare entry level generalists and professional practitioners in nursing. An emphasis in the accelerated program is preparations in the utilization of theory, research and informatics in beginning practice and preparation for study at the graduate level. Graduates will incorporate standards of professional nursing practice while:

Using critical thinking to apply knowledge from nursing science, the liberal arts, and behavioral sciences.

Competencies demonstrating critical thinking include the ability to:

- Collect and analyze data necessary to plan and deliver nursing care.
- Acknowledge and holistically assess individuals, families, and communities.
- Analyze the assessment data to determine the level of health present.
- Explain how the interrelationships among the environment, individuals, families, groups, and communities influence health and health care.
- Develop and prioritize a plan of care.
- Deliver safe, competent and effective nursing care based on cognitive, psychomotor and affective knowledge and skills with individuals, families, aggregates and communities.
- Apply information gained from nursing and related research to improve health.
- Teach clients principles of health promotion, risk reduction and disease prevention at their level of knowledge and skill.
- Evaluate the efficiency and effectiveness of the care provided.

**Communicating effectively to collaborate with clients, nurses and other disciplines.**

Competencies demonstrating achievement of effective communication include the ability to:

- Use appropriate oral, written and nonverbal communication skills.
- Acknowledge and use the contributions of clients and members of health care delivery systems.
- Demonstrate behaviors that facilitate a collegial approach to care.
- Delegate tasks to others in accordance with professional standards.
- Document nursing care according to current professional and legal guidelines.
- Represent the Department of Nursing and affiliating agencies with respect and dignity.

**Demonstrating caring in the practice of professional nursing.**

Competencies demonstrating caring include the ability to:

- Incorporate the Patient Bill of Rights and Codes of Ethics in client care situations, maintaining client confidentiality.
- Use cognitive, psychomotor and/or affective therapeutic interpersonal process to comfort, nurture and motivate individuals, families and groups.
- Convey unconditional positive regard for individuals, families, and peers, and health professional through authentic relationships.
- Demonstrate personal responsibility and accountability for professional behaviors.
- Practice caring behaviors that enhance personal health and convey valuing of self.

**Functioning within a variety of systems.**

Competencies demonstrating systems knowledge include the ability to:

- Provide continuity of care across health care settings
- Involve clients, their support systems and other health care professional when providing and managing nursing care in a variety of settings.

**Facilitating transitions for self and clients.**

Competencies demonstrating transition include the ability to:

- Move from entry level education to professional nursing students to
professional nurses.

- Move from classroom/lab theory to clinical practice
- Move from knowledge of self-care to the care of individual clients to client and their families to multiple individuals and population arenas.
- Assist clients through the life span and health continuum.
- Demonstrate flexibility while maintaining professional standards in response to change.

**Demonstrating cultural competence.**

Competencies demonstrating cultural competence include the ability to:

- Be sensitive to and respect the beliefs, values and health care practices of clients from diverse backgrounds.
- Acquire knowledge about a client and/or another culture group and practice skills of cross-cultural communication, cultural assessment, cultural interpretation and intervention when providing care.

Revised 5/99, 6/03, 4/08

**ADMISSION PROCEDURE**

**Traditional Undergraduate Program**

Admission to Nursing is selective and based on the admission policies of the University and the Department of Nursing. Measures of academic performance (reflected in grade point average, class rank, and standardized tests) as well as university criteria are used to determine admission. International and ESL applicants, effective for Fall 2007 admission, are required to achieve a TOEFL (paper) score of 600, a TOEFL (computer) score of 250, a TOEFL (internet based) score of 100 and an IELTS score of 7.0.

**Transferring Into the Traditional Undergraduate Program (TUP)**

Transfer admission is selective and based on prior academic performance and seats available. Students should:

1. Apply for admission to the TUP and meet University and Department standards, including but not limited to completion of prerequisite courses prior to the intended start date, grade point average and ACT/SAT scores. All other requirements for TUP admission must also be met, including TOEFL scores.

2. Have a weighted grade point average of 3.0 or higher for all college or university work completed. Sciences that apply to the major should have been taken with in the last five years with a minimum cumulative average of 2.75 for those sciences.

3. An official transcript, from an accredited college or university, demonstrating prior admission is required by Capital University.
4. Syllabi for course that the applicant is requesting a waiver may be necessary.

5. Equivalency course credit for transfer to the nursing major will be determined jointly by the Department of Nursing and the University Registrar.

6. Have a personal interview with the Chair or designated faculty member when possible.

See Undergraduate Bulletin 2008-2009 for further information

Re-admission to the Traditional Undergraduate Program

The University “Re-admit” form will be used and is based on seats available. In addition the following requirements will apply:

1. Requests for re-admission into TUP will be directed to the Director of the Traditional Undergraduate program as long as the student left in good standing and no progression issues are noted.

2. Students wanting to be readmitted who left without being in good standing, i.e. disciplinary probation/dismissal/suspended, must petition the TUP Academic Affairs Committee. This committee will bring their recommendation to the TUP faculty. The petition is to be addressed to the committee and should explain the reason for leaving, new evidence of work done to support a readmit decision, and a discussion of actions to be taken to assure a successful return to the program.

3. If the curriculum has been changed since the last date of attendance, the student shall meet the program’s curriculum requirements for the currently enrolled students.

4. No more than three years have lapsed since last attendance.

See Undergraduate Bulletin 2008-2009 for further information

2/08 TUP Committee

Nursing Accelerated Program

Admission to the Department of Nursing is selective and based on the admission policies of the university and the Department of Nursing. Measures of academic performance (reflected in the cumulative grade point average), completion of required prerequisite courses, recommendations, and a personal essay are considered. An interview may be required as part of the admission procedure. International and ESL applicants, effective for fall admission 2007, are required to
achieve a TOEFL (paper) score of 600, a TOEFL (computer) score of 250, a TOEFL (internet-based) score of 100, and an IELTS score of 7.0.

Transfer Admission to Capital Nursing Accelerated Program (C-NAP)

Transfer admission is selective and based on prior academic performance and seats available.

1. Apply for admission to the C-NAP and meet University and C-NAP standards. Including but not limited to completion of prerequisite course prior to the intended start date, grade point average, and completed baccalaureate degree in another field. All other requirements for C-NAP admission must be met including TOEFL scores.

2. An official transcript, from an accredited college or University, demonstrating prior admission to an accelerated(second degree) registered nursing program must be provided.

3. For advanced standing in C-NAP, syllabi for each course for which the applicant request waiver must be submitted to the Director of C-NAP. Courses for which the applicant is seeking waiver must have been successfully completed by CNAP standards. Equivalency of course credit for transfer to the accelerated nursing major will be determined jointly by the Director and the University Registrar.

4. The applicant will have a personal interview with the Director or designated faculty person.

5. The applicant will submit a letter of recommendation from the previous Dean/Chair or academic nursing adviser from the nursing program in which the applicant was previously enrolled.

6. The applicant with advanced standing must be able to meet all criteria for graduation from Capital University.

1/14/07 C-NAP Program Committee

Re-admission to the Nursing Accelerated Program (C-NAP)

The University “Re-admit” form will be used. In addition the following requirements will apply:

1. No more than one year has lapsed since the last attendance.

2. If the curriculum has been changed since the last date of attendance, the student shall meet the program’s curriculum requirements for the currently enrolled students.

3. As long as the student wishing to be readmitted was in good standing (i.e. has a GPA of 3.0 or better, has not had to repeat more than one course, has a 3.0 or better average in graduate courses, at the time he/she left and seats are available, the Director of the program may authorize reinstatement into the appropriate semester course work.

6. Students wanting to be readmitted who left without being in good standing, i.e. on disciplinary probation, have been suspended or dismissed, must petition
the C-NAP Committee for approval to be readmitted. The petition is to be addressed to the committee explaining the reason for leaving and new evidence of work done to support a readmit decision and a discussion of actions to be taken to assure a successful return to the program.

3/08 C-NAP program Committee

CURRICULUM REQUIREMENTS

Traditional Undergraduate Program and the Accelerated Nursing Program

For students enrolled in the Traditional Undergraduate Program, the nursing curriculum requires 134 semester hours of credit, which may be completed in four academic years and one summer. Two years are required for lower division study followed by a summer and two years of upper division study. For students enrolled in the Nursing Accelerated Program, the nursing curriculum requires 64 semester hours of credit, which are completed in two academic years and one summer, which is 5 continuous semesters. Requirements for progression through the program are described under Section VI, “Progression Through the Nursing Curriculum”.

Academic and Continuation Policies.

Traditional Undergraduate Program

Students are admitted as freshmen into Nursing. Each student is assigned a faculty advisor who assists the student to plan and schedule courses to meet the requirements of the program. During the first year, students complete foundation studies including biophysical sciences, courses to meet General Education Goals and Nursing 110. If students meet the progression criteria, they may continue taking nursing courses concurrently with additional school and university requirements. Students who successfully complete the requirements for the nursing curriculum earn the Bachelor of Science in nursing degree and are eligible to write the licensure examination for practice as professional nurses. Requirements for progression through the program are described under Section VI, “Progression Through the Nursing Curriculum.”

A list of course offerings, course descriptions, sequencing of courses, graduation requirements, and other information about the program are contained in the University Bulletin.

Nursing Accelerated Program

Nursing Accelerated (C-NAP) students are admitted as undergraduates into Nursing at an upper division level. Each student is assigned a faculty advisor who assists the student to plan and schedule courses to meet the requirements of the program. Students follow a prescribed program of courses, and begin integrating four graduate level nursing core courses during the second term. Requirements
for progression through the program are described under Section VI, “Progression Through the Nursing Curriculum.”

Students who successfully complete the requirements for the nursing curriculum earn the bachelor of science in nursing (BSN) degree and are eligible to write the licensure examination for practice as professional nurses.
# Academic Progress

Progression in the Department of Nursing 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. *Students thus remain accountable for knowledge that has been demonstrated earlier.* If review is needed, the student uses campus resources.

## GRADING SCALE

The student’s academic progress will be monitored by the student with the assistance of their faculty Adviser. In the Department of Nursing, the following scale is used to determine course grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</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>

## ACADEMIC PROGRESSION POLICIES RELATED TO THE TRADITIONAL UNDERGRADUATE PROGRAM

Upon action by the faculty of the School of Nursing, effective January 1, 1996 and edited in August 1999, and February 2007, this is a summary of academic policies related to the sciences:

1. An overall 2.5 GPA is required at the end of the freshman year in order to progress. Students who do not have a 2.5 GPA will be placed on academic probation for the first semester of the sophomore year. A 2.5 GPA is required to enroll in Nursing 221.

2. Level I nursing courses must be satisfactorily completed before enrollment in Level II nursing courses; Level II before Level III; and Level III before Level IV. A student, with advisor support, may petition the Academic Affairs for exception to policy based on rationale of significant merit.
3. Transfer students who are admitted during the sophomore year, take Nursing 110 concurrently with Level II nursing courses. A petition to Academic Affairs Committee is not required since faculty have approved these two exceptions as appropriate to adjust course hours, plan a part-time schedule, or for other valid rationale for an individual student.

4. Students who complete all level I and II courses and have completed at least 2 junior-level clinical nursing courses may enter N 409 without a petition.

5. To progress to N 310, the student must have the requisite courses, have a C (2.0) or higher in all Biology and Chemistry courses taken at Capital University and a Cumulative Capital GPA of \( \geq 2.7 \). If they do not have this GPA or a C in science courses, they can not progress further into the nursing program.

6. If a student receives a C- or D in a science course, they must follow the prerequisites listed for each course. The University recognizes a C- or D as a passing grade and therefore students may progress to the next course, however, the Department of Nursing requires at least a C (2.0) in science courses, therefore, students will need to retake the science course even if they have progressed into the next course. Students should discuss their Academic Plan with their advisor.

7. If a Capital University student wishes to repeat a science at another institution, the student must ascertain the transferability of the proposed course and complete a Transient Student Request form. The student must earn a C or higher in the transient course for the course to meet the nursing science requirement at Capital. Approved (via the Transient Student Request form) courses successfully completed at another university will be transferred into meet the course requirement; however, the grade received at the other university will not be calculated into the Capital GPA.

8. If a student’s grade in a science course is an F, the student must successfully repeat the course before progressing into the next course. Extending the program or summer study is then recommended.

9. If a Capital University student repeats a science course at Capital, the second grade will replace the first grade in the GPA. For C- or D grades, the Registrar will require a change of grade (D to F) from the science faculty in order to allow the student to repeat the course (C- & D grades are considered passing at the University level; students may not repeat passed courses.)

10. Prospective transfer students who request admission must have earned an overall B- average in biology or chemistry courses.
11. While a C is required to meet biology and chemistry requirements and for progression in nursing courses, it is to be noted that D is a passing grade for core, stats, psychology and elective courses. The cumulative GPA must be at least 2.5 to progress to Nursing 221 and a 2.7 to enter N 310.

12. If the Academic Affairs of the TUP Committee recommends dismissal from the Department of Nursing, the full TUP faculty will review and act on the recommendation. The TUP's recommendation will then be forwarded to the Chair and Assistant Dean. A dismissal by the faculty of Department of Nursing is final. A student may appeal the decision only on the basis of new compelling information provided to the Academic Affairs Committee in the department of Nursing. Each Independent appeal will stand on its own merit. See the University Undergraduate Bulletin for further policies.

PROGRESSION THROUGH REQUIRED TUP NURSING COURSES

1. Students must achieve an average grade of 76% or higher on the exam component in required nursing courses in order to pass the course (paper and clinical components of the course must also be at a satisfactory level.)

2. Clinical practice in a required clinical course must be satisfactory or the grade for the course will be no higher than a D. The grade will be an F if both exam and paper grades fall below 70.

3. Course faculty has the prerogative to raise a borderline clinical grade at the end of a course to the next higher grade, if significant aspects of clinical performance have been outstanding.

4. No more than two required nursing courses may be repeated; a required nursing course may be repeated only once.

GRADE POINT AVERAGE (GPA)
Grade point average (GPA) is the measure of your academic performance. University courses are graded on a 4 point scale; A = 4.00 points; A- = 3.75 points; B+ = 3.50 points; B = 3.00 points; B- = 2.75 points; C+ = 2.50 points; C = 2.00 points; C- = 1.75 points; D+ = 1.50 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. An example follows:
The GPA is cumulative and reflects overall performance. If the GPA falls below 2.00 (C average) the Registrar will place the student on academic probation and a notation is entered in the student’s record. If a student earns a GPA of 3.40 while carrying a full load of 12 hours or more of graded courses, the student will be named to the Dean’s List and a notation is entered on the student’s record.

TRANSFER CREDIT

Students who receive transfer credit for Nursing 201 need to ascertain that their prior course contained content covering the life span including the prenatal period. This knowledge will be expected in Nursing 321.

Students with transfer credit for Nursing 202 should have nutrition knowledge that supports nursing across the life span, including principles of diet therapy. This information is used in all following nursing courses.

A copy of the course syllabi for Nursing 201 and Nursing 202 are on reserve in the library. Students should consult with faculty or their Advisor if they have any questions. Texts for Nursing 201 and 202 can be found in the FULD Lab.

POLICY ON TRANSIENT STUDENT CREDIT

Students in the Department of Nursing may elect to take supplemental course work from time to time from other Colleges or Universities. This must be negotiated with the academic advisor and approved by the Registrar. The most common courses considered are general elective or core requirements. On occasion, students are out of sequence with required sciences and wish to take the course elsewhere. If this is approved by the advisor or the Academic Affairs Subcommittee of the Traditional Undergraduate Committee, the grade in the science course taken at another university must be at or above “C” to replace the science taken at Capital University.

The “Transient Student Form” (available in the Registrar’s office) must be completed with your advisor and signed by the Registrar before any work is done.
A transcript from the transient school must be requested by the student to be sent to the Capital University Registrar once the work is completed.

**LEAVE OF ABSENCE**

A Leave of Absence may be granted to a student who wishes to interrupt, but not permanently discontinue, enrollment at Capital University. Leaves of up to one academic year may be granted including transient work. Requests must be approved by the Assistant Dean of the School and submitted to the Office of the Registrar. A Leave of Absence allows a student to return without the necessity of reapplying.

See University Bulletin 2008-99 for complete Leave of Absence policy including, LOA once semester begins, registration upon return, eligibility requirements, & withdrawal from University

**GRADUATION REQUIREMENTS: Traditional Undergraduate Program**

Academic graduation requirements include the following:

1. completion of 134 semester hours and all the required courses (the last 30 out of 36 semester hours must be taken at Capital).
2. grade of C or better in all nursing courses and science courses (C- is not acceptable), and a cumulative grade point average of 2.25 or higher for all courses taken at Capital.

**ACADEMIC POLICIES RELATED TO THE NURSING ACCELERATED PROGRAM**

**GRADUATION REQUIREMENTS**

Academic graduation requirements include the following:

1. completion of 64 semester hours and all the required C-NAP courses, including the four graduate level courses, N500, N510, N520, and N530.
2. a grade of C or better in all nursing courses (C- is not acceptable), and a cumulative grade point average of 2.25 or higher for all courses taken at Capital.
3. The Graduate Writing Competency must be achieved (see Graduate Handbook for details).
4. **Note:** While a 2.25 cumulative grade point average is sufficient for graduation from the program, students wishing to apply to the Master of Science in Nursing program should note that the admission requirement for that program is set at a 3.0 or higher cumulative grade point average.

**REQUIRED ACCELERATED NURSING COURSES**

1. Students must achieve an average grade of C or higher in all nursing courses in order to pass each course.
2. Clinical experience may be granted either a pass/fail grade, or a letter grade, at the prerogative of the course faculty and in accordance with the syllabus for the course.
3. Clinical practice in a required clinical course must be satisfactory or the grade for the course will be no higher than a D.
4. Course faculty have the prerogative to raise a borderline clinical grade at the end of a course to the next higher grade, if significant aspects of clinical performance have been outstanding.
5. No more than one required 300 or 400 level nursing course may be repeated; a 300 or 400 level course may be repeated only once.
6. No more than one required 500 level nursing course may be repeated; a required nursing course may be repeated only once.

PROGRESSION THROUGH THE ACCELERATED NURSING CURRICULUM

1. 300 and 400 level nursing courses in each semester must be completed satisfactorily prior to enrollment in the subsequent semester courses. A student, with advisor support, may petition the Academic Affairs Committee for exception to the policy based on rationale and significant merit.
2. Nursing courses designated as prerequisite courses must be satisfactorily completed prior to registration in subsequent courses.
3. A cumulative grade point average of 2.25 or higher must be achieved to continue to progress to subsequent semesters.
4. Graduate level (500 level) courses, which include N500, N510, N520, and N530, may be taken in any order in the curriculum. Registration for 500 level courses will be facilitated by the student’s advisor and the Director of the Graduate Nursing Program due to space considerations.
5. All 500 level core courses must be completed with a C or better. If a student receives less than a C in a 500 level course, the student may progress in the 300 and 400 level C-NAP courses and repeat the 500 level course in which he/she earned a failing grade prior to graduation.

ACADEMIC MISCONDUCT

Traditional Undergraduate and Accelerated Nursing Programs

1. If course faculty find a student in a nursing course responsible for academic misconduct, the faculty will assign an F for the course. A Problematic Behavior form is completed and copied to the Academic affairs sub-committee for the Traditional Undergraduate Program student or the Nursing Accelerated Program Committee for the Accelerated students, the advisor, and the Program Director. The course faculty may recommend additional sanctions (e.g. dismissal) to the committee or sub-committee.
2. The Academic Affairs sub-committee of the TUP Committee or the Nursing Accelerated Program Committee will review the Problematic Behavior reports in relation to the total academic record of the student. The committee may ask the student and faculty member to discuss the matter,
and the student may request to speak to the committee. The committee may decide to impose additional sanctions apart from course faculty recommendation(s). If the committee recommends dismissal from the Department of Nursing, the full undergraduate faculty or faculty in the accelerated program will review and act on the recommendation and forward the recommendation to the Chair and Assistant Dean. Generally, dismissal by the faculty is final. If there is new information, an appeal of the faculty decision can be made.

Appeal of any action of the Academic Affairs sub-committee is made to the Department of Nursing Executive Committee when sanctions involve warning, probation or suspension. The appeal must be made in writing and the student should ask the academic advisor for assistance in drafting the appeal.

**ELECTIVE NURSING COURSES**

A grade of D or higher is passing in an elective nursing course. In an elective clinical nursing course, the clinical component must be satisfactory to receive a passing grade; failed elective courses do not need to be repeated.

**PASS/FAIL OPTION**

University policy allows students to take general elective courses on a pass/fail option. Math 110 and Math 120 meet the university requirement as an elective for students in the nursing major. University Core, Science Core and Nursing classes cannot be taken pass/fail.

**PETITIONS**

Should a student not meet progression criteria, the student, with assistance from the Academic advisor, may prepare a written petition to request exception to academic policy for review and a decision by the Traditional Undergraduate Program Committee or the Nursing Accelerated Program Committee. The petition should be signed and dated by the student and the academic advisor and submitted to the Chair of the Academic Affairs sub-committee of the Traditional Undergraduate Program Committee or the Program Director of the Accelerated Program. The committee may consult with the Adviser, course faculty or college administrators. Course availability and staffing, as well as student performance, are aspects of the decision. The sub-committee will take action on the petition and, if necessary, submit the petition to the full Traditional Program Committee or Accelerated Program Committee for decision. The student will be notified in writing about the disposition of the petition.

**GRIEVANCE**

Students in the Department of Nursing are students of Capital University. As such, any student may choose to use the grievance procedure outlined in the *Capital University Student Handbook* located online through the University’s web site.
The initial step in resolving any conflict is to have formal discussion between student and faculty. The student should ask their academic adviser for assistance to prepare for this discussion. Most issues can be resolved at this level.

ACADEMIC AND PROFESSIONAL INTEGRITY; SANCTIONS

Both academic and professional integrity are expected of all students. *Any and all forms of cheating are considered academic misconduct*, i.e., copying, using the work of other students, plagiarism (using another’s ideas or words without proper documentation). Professional misconduct includes giving false clinical information either verbally or in writing, committing acts which jeopardize the welfare of clients, or behaving in ways not consistent with professional standards. The penalty in a nursing course, for an individual responsible for academic and/or professional misconduct, is failure of the course. (See the *University Undergraduate Student Bulletin and Handbook 2008-2009*)

Situations involving academic or professional misconduct in a nursing or non-nursing course, as well as compromised quality of academic performance, are reviewed each term by the Traditional Undergraduate Committee and the Accelerated Nursing Program Committee in regular or specially called meetings/votes. These committees determine whether to place a student on:

**Academic Warning**: The student is notified that a pattern of low performance has been demonstrated and must be resolved in order to maintain good academic standing in the Department of Nursing.

**Academic Probation**: A student will be placed on academic probation whenever his/her cumulative grade point average falls below the required GPA for progression. A student will also be placed on academic probation by reason of unsatisfactory clinical performance. Such action will be noted on the student’s academic record. A student on academic probation may be limited to a 12-hour course enrollment by the chair and is encouraged to seek assistance from his/her Adviser, CELT (Center for Excellence in Learning and Teaching), CAPS (Counseling and Assistance Program for Students provided by Mount Carmel Behavioral Healthcare), and/or the Campus Health Service.

**Academic Suspension**: A student on academic probation who has not made progress toward the removal of probationary status will, at the discretion of the department, be subject to suspension from the department and/or school in which the student is enrolled and may be subject to dismissal from the University.

**Disciplinary Probation**: The student will be placed on disciplinary probation for a breach of academic or professional integrity, including, but not limited to, cheating, plagiarism, falsification of clinical data, commission of acts which jeopardize the welfare of clients, and behavior inconsistent with professional standards.
Disciplinary Suspension: For repeated or severe violations of academic or professional integrity, the student may be suspended from the Department of Nursing for one academic semester/trimester or for an entire academic year.

Disciplinary Dismissal: A student may be dismissed when any of the following conditions exist:

1. If a student is convicted of (or enters a plea of guilty or no contest to) a felony or serious misdemeanor
2. If, following suspension from and reinstatement to the University, the student continues to work at levels below those established by the Department of Nursing.
3. If, following disciplinary suspension and reinstatement to the Department of Nursing, the student continues to demonstrate academic or professional misconduct;
4. If the student displays a fundamental lack of ability or motivation to achieve a baccalaureate degree;
5. If the Traditional Undergraduate Program Committee has recommended dismissal to the full faculty, and the faculty affirms this recommendation.

It is not necessary for the student to be placed on probation or suspension prior to dismissal from the Department of Nursing. Decisions by the Traditional Undergraduate Program Committee are binding. Recommendations for student dismissal made by the Traditional Undergraduate Program Committee will be acted on by the faculty of the Department of Nursing. Appeal of decisions (related to warning, probation, and suspension) can be made to the Executive Committee of the Department of Nursing on the basis of new information. Appeal of dismissal decisions can be made to the Provost only on the basis of new information.

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. Appendix D includes faculty expectations for student behaviors. During class and clinicals, it is expected that cell phones and paging devices be turned off to assure that the learning environment is not interrupted. Additional guidelines may be contained in the syllabi for specific courses and lectures on professional accountability. Under exceptional circumstances, such as death in the family or ROTC schedule conflicts, a student will need to negotiate learning activities with course faculty. See Appendix E.

PROBLEMATIC 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, responsibility for learning and professional appearance, attitude and communication. A student who has been identified by faculty as exhibiting
behaviors not congruent with the Department of Nursing expectations or with specific course objectives will have certain interventions implemented to:

1. Document the behavior that has been identified.
2. Inform the student, the Adviser, the Traditional Undergraduate Academic Affairs Sub-Committee, and the Program Director of concerns related to student performance.
3. Require student to examine behavior and offer strategies for change.
4. Prescribe strategies for student change that may lead to the student’s growth and successful completion of the course.

Procedure: A Problematic Performance Form will be completed if a faculty member has identified that a student is performing below the minimal expectations in areas of learning, accountability, professional attitude, communication or clinical safety. The Problematic Performance record will include a complete description of the student behavior and goals/strategies that must be achieved to modify the behavior. Both student and faculty will discuss the performance record; agree upon a date for re-evaluation of performance, sign and date the form. After the student and faculty have discussed the behavior and goals for performance improvement, the student is expected to complete a response, and review with the faculty. Both are to sign and date the student response. After both documents are complete, copies need to be sent as instructed on the form. Copies of the Problematic Performance Form will remain in the Student’s clinical folder and be noted in the professional behavior area of the clinical folder. (Appendix F)
Standardized Testing

Comprehensive Achievement Testing

Comprehensive achievement testing is integral to monitoring progression through the curriculum. This testing represents one measure of the students’ overall achievement of program goals. These exams may be integrated in nursing course structures and impact specific course grades.

- **HESI Assessment Exam**

  Traditional Undergraduate students are required to take three standardized HESI (Health Education System) exams in the N221 course. These standardized diagnostic exams are the HESI math exam, the HESI Chemistry Exam and the HESI General Science Exam. While all are required, only the math will count in calculation of each student’s course grade. This exam measures basic math skill competency and is taken the second semester of the sophomore year. The score on this exam counts 5% of the course grade.

- **MEDS Publishing**

  This computer-based system for assessment and learning will be incorporated in the nursing courses. All specialty areas of nursing practice are represented. Student participation will comprise 5% of the final course grade in the related specialty course. Course syllabi will provide additional information. As an added benefit, you will have a free on-line review which consists of access to the same Meds Publishing products following graduation.

- **HESI Exit Exam***

  This test represents one measure of the students’ achievement of the overall program goals. The exam is computer-based, comprehensive, and contains test items similar to those comprising the nursing licensing exam known as the NCLEX-RN (National Council Licensure Examination - RN). A passing score is 850 or higher. Students who do not achieve an 850 are required to take the exam a second time prior to graduation and will be charged for the cost of the exam. They are also required to show proof of enrollment in a review course prior to taking the NCLEX.
Table of Diagnostic, Review, Comprehensive Testing Through the Curriculum*

<table>
<thead>
<tr>
<th>Year</th>
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*All exams are required. Diagnostic exams are NOT used to compute course grade. Comprehensive Achievement exams ARE calculated into the COURSE GRADE.

Nursing courses for Accelerated Nursing Program students will also include MEDS Publishing assessment and learning; student participation will comprise 5% of the final course grade in those courses. Course syllabi will provide additional information. HESI Assessment Exams may be administered as appropriate: Course syllabi will provide additional information. The HESI Exit Exam will be required as described in this section.

- **NCLEX-RN REVIEW**

NCLEX-RN is the licensing exam administered to all applicants seeking registered nurse (RN) status in the US and its territories. NCLEX-RN is an interactive, comprehensive, computer-based test administered by a national testing center. A passing score, set by the National Council of State Boards of Nursing, is required to obtain licensure as an RN.

Faculty believe that, much like law students before the bar exam, nursing students benefit from participation in a formal review course which features interactive testing practice. A formal review is required if students do not achieve a 850 on the final HESI. Students will be required to show proof of enrollment in this review course prior to the Nursing Department’s NCLEX validation of the student.
Campus Resources

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.

There is 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, and the required assignments. 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.

THE CENTER FOR EXCELLENCE IN LEARNING AND TEACHING (CELT)

The Center for Academic Achievement, located in The Learning Center, coordinates services which support academic achievement and administers disability services. Tutoring services may also be arranged through the Center.

CELT offers tutoring for students who need assistance with writing skills. If a faculty member refers you to CELT, you are expected to participate in whatever activity the workshop staff recommends. Your participation may be considered a requirement for that course. Although this activity is not part of the course grade, it must be verified before the grade for the course is submitted to the Registrar.

You will be expected to write term papers for many of your courses. Faculty members will inform you of the guidelines they expect you to follow and expect you to use the APA format. The policy and general guidelines for term papers in nursing courses are contained in Appendix G.

The Math and Science Departments offer regular help sessions to assist students enrolled in science and math courses. The schedule is available through the Center for Academic Achievement, from the department chairs, or the course faculty.
ACADEMIC SUPPORT SERVICES

Support services are available in the Center for Excellence in Learning and Teaching (CELT). Peer tutors are available for individual courses as well as drop-in math and writing tutors. Call 236-6327, email CELT at celt@capital.edu or stop by the Learning Center in room 100. The Tutor Yellow Pages, a complete listing of all the CELT Peer Tutors, their contact information, and courses is also available during the third week Fall semester and the second week of Spring semester in the Learning Center (LC100). Please don’t delay in seeking academic assistance should you need it; it is more difficult and it may not be possible to rectify learning problems at the end of the term.

DISABILITY SERVICES

If you have a documented learning disability, or believe you may have one, contact the office of Disability Services (ODS) at the beginning of the semester if accommodations are necessary. Contact the Disability Coordinator at 236-6327. or disabilityservices@capital.edu. This service can advise you regarding testing and the types of accommodations that can be arranged. Additional time or variations in testing environments will be accommodated only with a documented learning disability as approved through disability Services (ODS). (Revised August, 2008).

THE LIBRARY AND INFORMATION TECHNOLOGY (IT)

You will have the opportunity to become acquainted with the library during orientation as a freshman, as well as during various nursing courses. PLEASE TAKE ADVANTAGE OF THIS OPPORTUNITY!!! The librarian will assist you in using the computer databases or any of the library services or collection.

Information Technology (IT) is located on the ground floor of the library. The hours are the same as those of the Library. IT provides IBM compatible and Macintosh computers. These are available for individual student use except when they are scheduled for a class.

HELENE FULD COMPUTER LABORATORY

The Helene Fuld Computer Laboratory, with Internet access, located on the third floor of Battelle Hall, Room 366 is directed toward the needs of nursing students. There are IBM compatible computers with CD-ROM, zip drives, and scanners. Each computer is loaded with MS Office. Numerous software packages are in the Fuld Lab for use by students. The lab is open Monday through Friday during the day, and on selected evenings. The specific hours, which vary somewhat from semester to semester, are posted on the door of the Fuld Lab. Refer to Appendix H for the policy related to the use of the Fuld Lab.
Clinical Course Requirement

**EQUIPMENT**

During the sophomore year, Traditional Undergraduate Students will enroll in Nursing 221: Nursing Therapeutics: Self-care and Health Promotion. This course has a laboratory component, in which you will be required to purchase a Nursing Kit containing equipment such as a stethoscope, sphygmomanometer, hemostat, bandage scissors, penlight, etc. Accelerated students will receive a list of required equipment. Students are required to buy this equipment for laboratory and clinical. The equipment is brought to each clinical experience.

**C-NAP:** Nursing 361, Health Assessment, and Nursing 362, Nursing Therapeutics, are taken during the first semester. These courses have laboratory components, which will begin to prepare you for clinical experiences that will begin at the mid-point of the first semester (Module II). Students will be required to purchase a stethoscope, sphygmomanometer, hemostat, bandage scissors, penlight, etc. for these courses. The student will use this equipment frequently in the laboratory and in the various clinical settings. The student will be expected to bring this equipment to each clinical experience.

**UNIFORMS**

Early in the spring semester of the sophomore year, students will receive information about ordering uniforms by mail. The student’s payment is due with the order. The uniform policy of the Department of Nursing is contained in Appendix J.

**PREREQUISITES FOR CLINICAL EXPERIENCES**

Students are required to document the following requirements prior to beginning the first clinical course. Students who do not follow this policy will not be allowed to enroll in clinical courses. See Appendix K for complete policy and procedure: Department of Nursing Health Assessment and Documentation of required immunizations. (Refer to Appendix K.)

**Professional Liability Insurance**

Students are required to maintain this insurance coverage throughout the nursing program. Students must submit documentation of renewal of this coverage on an annual basis.
Criminal Records and Background Check
Most hospitals and health care agencies require evidence of satisfactory criminal record and background checks as a condition for clinical practice by students in clinical courses or practicums. Therefore, all nursing students will need to be fingerprinted for a criminal background check prior to beginning clinical experiences and a second background check is required in order to sit for NCLEX RN licensure exam. Students will receive information about the procedures for completion of background checks during spring semester of the sophomore year and again prior to graduation.

C-NAP students will receive information about the procedure for background checks during their initial enrollment process. Background checks must be completed prior to October 1 of the first semester in the program. In addition, background checks will need to be completed prior to graduation in preparation for applying for licensure. If background checks have expired prior to certain clinical experiences, a new background check may be required.

Conviction of (or plea of guilty or no contest to) a felony or misdemeanor may result in dismissal from the Department of nursing.

CPR Certification
Students are required to obtain CPR certification prior to enrolling in Nursing 310. C-NAP students are required to obtain CPR certification prior to enrolling in Nursing 363. Courses are available through the American Heart Association (Health Care Provider) and through community heart associations throughout all communities. This certification must include infant, child, and adult CPR and use of automated defibrillators. Students will need to bring validation (certificate/card) of successful completion to the Program Assistant. CPR classes will also be available on Capital’s campus. Dates are published on the Bulletin Board.

Drug Testing
Routine random and for cause screenings was implemented Fall 2006. The full policy is in Appendix K.

Note
Students will not be allowed to participate in clinical learning experiences if they have not met the above requirements for submitting a completed Department of Nursing Health Assessment and Immunization Record, updating PPD on an annual basis, maintaining professional liability insurance coverage; providing documentation of a
satisfactory criminal background check; successfully completing an approved CPR course and providing documentation of retaking CPR courses as required. Clinical faculty will consult with the Program Assistant to determine that each student has documented evidence of having met the above requirements prior to the start of each clinical course.

CAMPUS CLINIC

Traditional undergraduate students may obtain the required Health Assessment from a private provider or from the Campus Health Clinic for a nominal fee paid by the student. The Campus Clinic is able to:

1. Perform the Physical Exam – The student needs to make an appointment by calling 236-6114. The cost is approximately $20. This includes an updated PPD (TB test) if needed and verifying that immunizations are current.
2. Provide PPD testing – The student needs to make an appointment. The cost is $2.00.
3. Transfer immunization dates from the Clinic records to the student’s Department of Nursing form. (No charge.)
4. Write an order for a Varicella titer and direct the student to a laboratory. (No charge)

The Campus Health Clinic services are limited to traditional undergraduate students.

TRAVEL TO CLINICAL SETTINGS

The opportunity to practice in clinical facilities is an essential part of nursing courses. Students will have clinical experiences in a variety of different agencies in the Columbus area at different times in the program. Students are responsible for providing their own transportation to clinical agencies. Students may use public transportation, drive their own vehicle or arrange a car pool. Car-pooling seems to be the most popular; however, students in Nursing 410 (Community Nursing) and Nursing 424 (Senior Colloquium and Practice) need to have a car available for their use since the nature of clinical assignments in these courses is not conducive to car-pooling. Students who participate in car pools make their own arrangements. Neither the Department of Nursing nor the course faculty can
assume responsibility for arranging car pools. It is essential that those who drive automobiles have their appropriate insurance.

RELATED CLINICAL OBLIGATIONS

While students are in the clinical facility students represent Capital University and the nursing profession. The student, the Department of Nursing and the University will be judged by your behavior. Faculty expect all students to function as a mature and responsible individual. If you have questions about what you should or should not be doing, check with your instructor. Faculty expectations of student behavior is detailed in Appendix D. The uniform policy is located in Appendix J.

In some situations, such as community clinicals or attendance of professional meetings, uniforms may not be required. Student dress should be conservative and professional. Business casual may be appropriate in some settings. Remember, you are an ambassador for Capital University, Department of Nursing.

As a professional nursing student you will learn about the transmission of diseases and ways you can protect yourself and others from exposure and safety hazards. Policies related to these issues are included in Appendices L, M, N, and O.

ASSURING YOUR PRIVACY

The University complies with the Family Education Rights and Privacy Act (See Appendix P). Thus, we have a policy not to discuss information about a student’s academic record with their friends and/or family members. A student must give their consent for any release of information beforehand if we are to discuss their progress with others, such as parents or spouse.
Scholarships, Honors, Awards and Study Off-Campus

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 two- and three-year 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 on the first floor of Battelle Hall. Information about other scholarships may be obtained in the Scholarship and Award Information booklet in the Department of Nursing office, the Financial Aid Office and the scholarship bulletin board on the 3rd floor of Battelle Hall.

THE DEAN’S LIST

Students carrying 12 or more hours 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.

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. Other awards for nursing students include the Neil Costello Award, and the Mrs. Albert Thomas Endowment Scholarship. These and other awards are described in the CUSON Scholarship and Award Information booklet and/or the under Additional Awards/Prizes/Scholarships section in the University Bulletin.

INTERNATIONAL NURSING HONOR SOCIETY

Academic achievement, leadership and creativity of nursing students are recognized by invitation to membership in Theta Theta Chapter of Sigma Theta Tau International Honor Society of Nursing. Sigma Theta Tau is the international nursing honor society which recognizes leadership and superior achievement, fosters high professional standards, encourages creative work and strengthens commitment to the ideals and purposes of the nursing profession. Each year the Eligibility Committee reviews the records of junior and senior traditional and ADP students whose GPA is 3.0 or higher. Those who meet the criteria of leadership and scholarship are elected. Individuals not elected to membership as
undergraduates may be invited during graduate school or as a community leader in subsequent years. Programs of the honor society are open to all nurses and students as a professional service. The goal of the honor society is to improve the knowledge base of nurses and thus improve the health of all people worldwide.

**STUDY OFF-CAMPUS**

Study off-campus is available the fall of the senior year for half a semester in Sweden. Study off-campus for C-NAP students is available during the fourth semester of the C-NAP program. Affiliations off-campus may be at Mälardalens University in Våsteras, west of Stockholm.

Study off-campus augments the curriculum and does not lengthen the program. Students at off-campus sites engage in the study and practice of community health nursing. Application for study-off campus is made during the fall of the junior year; references are required and must include one from the academic adviser. Selection of students is made by the Off-Campus Study Committee. Alternates may be designated in the event a student selected decides not to participate. Students who travel are invited to make a presentation at the Department of Nursing Spring Colloquium. Arrangements are coordinated through the Off-campus Study Committee in the Department of Nursing and the International Education Department of the University.

**FAST TRACK INTO MSN PROGRAM**

Students who have completed the first semester of their junior year with a GPA >3.5 may enroll in select graduate courses provided there is space available. An advisor recommendation and signature are required to enroll.
Graduation Activities

PREPARING FOR GRADUATION

During the second semester of the junior year when you receive your pre-registration materials for the next fall, you will also receive an application for Graduation and a letter of instruction from the Registrar's Office. This is the beginning of commencement activities. Although most of the arrangements for Commencement week are made during the spring semester of the senior year, the initial planning begins during the fall semester. The senior committee begins its work with the administration planning for University-wide activities.

REQUEST FOR LETTER OF REFERENCE

Students often request letters of reference from faculty for jobs as well as internships and scholarships. Request a letter from nursing faculty who are familiar with your academic / clinical work, such as an advisor or clinical faculty. The faculty can best serve you if you:

1. Make your request ten – fourteen days in advance of the deadline. When a request is made, give the faculty person a copy of your resume.
2. Supply all identifying information: name of contact person and their title, along with a complete address.
3. Alert the faculty to any special information you may want in a reference letter. This may include special skill, professional experiences, or personal attributes that are a good fit with position requirements.

Once you secure the position, as a professional courtesy, contact the faculty person to share the good news!

THE PINNING AND HOODING CEREMONY

Prior to Spring Commencement, a Pinning ceremony will be held. BSN graduates receive the Capital University Department of Nursing pin at the Pinning Ceremony. The Department of Nursing pin becomes an important part of your uniform once you have graduated. During the academic program, you will wear a name pin, which identifies you as a nursing student at Capital. After graduation, you will wear the Department of Nursing pin, which identifies you as a graduate of Capital University Department of Nursing. After the ceremony, class photos will be taken. Individual class pictures are the responsibility of the student.

At the December Commencement, a Pinning and Hooding ceremony will be held. BSN graduates receive the Capital University Department of Nursing pin and MSN Graduates will receive their hood.
On the day of Commencement, you will receive the Bachelor of Science in Nursing degree. You will then be eligible to take the NCLEX-RN examination for licensure to practice as a professional nurse.

APPLYING FOR LICENSURE AS AN RN (NCLEX)
In addition to meeting the final requirements for the BSN degree, you will need to apply for and write the licensing examination. The NCLEX-RN licensure is controlled by the State Board of Nursing in the state you plan to work. You will receive, from the Chair, the NCLEX-RN application packet with very specific instructions for completing the application forms, making the appropriate payments and meeting the submission deadline dates. May graduates should apply August/September prior to graduation; December graduates should apply May/June prior to graduation. It is the student’s responsibility to assure that all forms are completed according to the instructions, that the appropriate fees accompany the forms and that all deadlines are met. Application requires disclosure of misdemeanor, felony and mental health information. Any student who is concerned with this portion of the application should make an appointment with the Chair prior to application.

Fingerprinting is also part of the formal application process. Effective June 1, 2003 all students entering a pre-licensure program are required to submit fingerprints to the Bureau of Criminal Identification and Investigation (BCI) and the FBI prior to sitting for the NCLEX-RN exam. BCI results will be mailed to the Ohio Board of Nursing within 30 days, however FBI results may not be received by the Board of Nursing for 4-6 months. Therefore, it is critical that students submit prints at least 6-9 months prior to completing BSN requirements.

Additionally, you will need at least two wallet-size photographs to accompany your application for licensure. (See Appendix P)

• ELIGIBILITY FOR LICENSURE AND EMPLOYMENT
Sections 173.41, 3701.881, 3712.09, 3721.121 and 3722.151 of the Ohio Revised Code prohibit the employment of individuals with select criminal records in certain settings: direct care to older adults through passport agencies; care to children and older adults through home health agencies; direct care to older adults in hospice programs; direct care to older adults in adult daycare programs; and direct care to older adults in adult care facilities (nursing homes). Fingerprinting is a required component of a background check.

An applicant for licensure as a registered nurse in the State of Ohio must divulge any record of misdemeanor or felony convictions related to the abuse of drugs or alcohol. The Ohio Board of Nursing may deny permission to sit for the licensing exam to individuals who have misdemeanor or felony convictions.

• MENTAL HEALTH DISCLOSURE
Students will need to disclose diagnosis and treatment for bipolar, schizophrenia, paranoia, or any other psychotic disorder, within the last five
years. You will also have to disclose if you were ever admitted to a hospital or other facility for the treatment of bipolar disorder, schizophrenia paranoia, or any other psychotic disorder, since attaining the age of eighteen or within the last five years, whichever period is shorter.

- **CONVICTION DISCLOSURE**
The Ohio Board of Nursing requires disclosure if you have ever been convicted of, found guilty of, pled guilty to, pled no contest to, entered an Alford plea, received treatment or intervention in lieu of conviction, or received diversion for any misdemeanor or felony crimes. This includes crimes that have been expunged if the crime has a direct and substantial relationship to nursing practice.

- **TESTING ACCOMMODATIONS**
For candidates with disabilities as defined by the “American Disabilities Act” (ADA) accommodations are made only by the Ohio Board of Nursing (OBN) and the National Council of State Boards of Nursing authorization. The OBN recommends that the applicant notify the OBN, in writing, six months prior to program completion. The applicant is required to submit the following documentation: (1) Letter from the applicant specifying requested accommodations (2) Letter from the Director/Designee of the nursing education program specifying accommodations granted by the nursing program (3) Diagnostic report from appropriate professional practitioner.

Individuals seeking a degree in nursing need to be aware of laws governing employment and standards of professional nursing practice. See Appendix L for the Ohio Board of Nursing compliance issues. The Dean of the Department of Nursing can discuss, in confidence, any individual situation and can make referrals for more information.

We hope the information in this handbook has been helpful to you. If you have questions of any kind, do not hesitate to ask. Best wishes meeting your goals!
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APPENDIX A

CURRICULUM PLAN
AND
COURSE DESCRIPTIONS
CAPITAL UNIVERSITY DEPARTMENT OF NURSING  
CURRICULUM DATA SHEET  
(Traditional Undergraduate Program)

Name: ___________________________  
Capital ID#: ___________________________  
Capital start date: ___________________________  
Review Date: ___________________________  

I. GENERAL EDUCATION GOALS (24 hours)

- Reading & Writing (UC 110) (3)
- Speaking & Listening (UC 120) (3)
- Arts (select one of the following) (3)
  - UC 210, Eng 204, Music 223 & 225, TH 121, Frnch 410q
- Religion (UC 220) (3)
- Humans (select one of the following) (3)
  - UC 310, 311, Rel 231, French 330
- Global Issues (select one of the following) (3)
  - UC 150, Rel 252 or 254, French 371
- Cultural Diversity (UC 200) (3)
- Ethical Thought (select one of the following) (3)
  - UC 410, Rel 430

II. NURSING CORE (30 hours)

- Biol 100 (General) (4)
- Biol 280 (Micro) (4)
- Biol 231 (Anat/Physio I) (4)
- Biol 232 (Anat/Physio II) (4)
- Chem 130 (Inorganic) (4)
- Chem 131 (Organic) (4)
- Psych 110 (General) (3)
- Statistics (Math 211/215 or BESCI 210) (3)

III. GENERAL ELECTIVES (9 hours)

- ___________________________ (3)
- ___________________________ (3)
- ___________________________ (3)

IV. NURSING MAJOR (71 hours)

LEVEL I (3 hours)
- 110 Introduction to Nursing (3)

LEVEL II (10 hours)
- 201 Human Life Cycle (3)
- 202 Nutrition (3)
- 221 Therapeutics, Self Care, & Health Promotion (4)

LEVEL III (34 hours)
- 310 Nursing Therapeutics & Implementation for Adults I (8)
- 306 Pathophysiology/Pharmacology I (3)
- 307 Pathophysiology/Pharmacology II (3)
- 321 Nursing of Parents & Newborns (5)
- 322 Nursing of Children & Families (5)
- 323 Nursing Therapeutics for Adults II (5)
- 324 Psych/Mental Health (5)

LEVEL IV (24 hours)
- 401 Health Assessment (3)
- 409 Nursing Research (3)
- 410 Community Health (8)
- 412 Professional Role (2)
- 424 Senior Colloquium & Practice (8)

134 semester hours minimum required for the BSN degree.

* Most psychology courses are 4-credit hour courses. When you take one of these courses, the additional credit hour will be counted for general elective.

* Courses for minors or dual majors will count toward the general elective requirement for the BSN degree.

* Transfer or transient credit is not official until an official transcript is received by the Registrar and credit is awarded.

Revised: March 2007  
(Effective beginning Fall 2008) eh/dg/jkm
Capital University Department of Nursing  
CURRICULUM PLAN – TRADITIONAL

Name: ______________________   Academic Adviser: ___________________

Freshman year:
<  Psych 110* to be taken either fall or spring semester freshman year.
<  General Education Goals to be taken during the first two semesters include:
   Reading & Writing   Religion   Global Awareness
   Speaking & Listening   Cultural Diversity   Fine Arts

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<td>Nsg 424         (8)</td>
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</table>

General Education Goals are located in the bulletin or time schedule for specific course listings.  
Placement into Reading & Writing and Quantitative Reasoning is based on ACT scores. If you are placed in English 100 or Math 110 as prerequisite for the specific general education course, the prerequisite will be counted as general elective credit.

Effective for Fall, 2008
CAPITAL UNIVERSITY DEPARTMENT OF NURSING
CURRICULUM DATA SHEET FOR ROTC CADETS
(Traditional Undergraduate Program)

Name: _____________________________________________   Adviser: ____________________________________

Capital ID# _________________________________________   Review Date: ________________________________

Capital start date: ____________________________________   ROTC AWARD _______________________________

I. GENERAL EDUCATION GOALS (24 hours)

Reading & Writing (UC 110) (3)
Speaking & Listening (UC 120) (3)
Arts (Select one of the following) (3)
  UC 210, Eng 235, Music 223
Religion (UC 220) (3)
Humanities (Select one of the following) (3)
  UC 310, Rel 231, French 330
Global Issues (Select one of the following) (3)
  UC 150, Rel, 352, French 371
Cultural Diversity (UC 200) (3)
Ethical Thought (Select one of the following) (3)
  UC 410, Rel 430

Lifetime Health (UC 160) credit awarded with Completion of Military Science 111/112

II. NURSING CORE (30 hours)

Biol 100 (General) (4)
Biol 280 (Micro) (4)
Biol 231 (Anat/Physio I) (4)
Biol 232 (Anat/Physio II) (4)
Chem 130 (Inorganic) (4)
Chem 131 (Organic) (4)
Psych 110 (General) (3)
Statistics
  (Math 211/215 or Psych 210) (3)

III. GENERAL ELECTIVES

Mitt. Sci. 111 (2)
Mitt. Sci. 112 (2)
Mitt. Sci. 211 (3)
Mitt. Sci. 212 (3)
Mitt. Sci. 311 (3)
Mitt. Sci. 312 (3)
Mitt. Sci. 313 (3)
Mitt. Sci. 411 (3)
Mitt. Sci. 412 (3)
N 313 (optional) (3)

Nurse Training Program

IV. NURSING MAJOR (71 hours)

LEVEL I
110 Introduction to Nursing (3)

LEVEL II
201 Human Life Cycle (3)
202 Nutrition (3)
221 Therapeutics, Self Care & Health Promotion (4)

LEVEL III
310 Nursing Therapeutics & Implementation For Adults (8)
306 Pathophysiology/Pharmacology I (3)
307 Pathophysiology/Pharmacology II (3)
321 Nursing of Parents & Newborns (5)
322 Nursing of Children & Families (5)
323 Nursing Therapeutics for Adults II (5)
324 Psych/Mental Health (5)

LEVEL IV
401 Health Assessment (3)
409 Nursing Research (3)
410 Community Health (8)
412 Professional Role (2)
424 Senior Colloquium & Practice (8)

134 semester hours minimum required for the BSN degree

25 semester hours minimum (MS 111-412) required for the Military Science Minor.
Application for Military Science Minor should be made the semester preceding graduation.

Revised June, 2007
Effective beginning Fall, 2007 eh/dg
**Capital University Department of Nursing**

**CURRICULUM PLAN FOR ROTC CADETS**

Name: ________________________________ Academic Adviser: __________________________

Freshman year:
< PSYCH 110 to be taken either fall or spring semester.
< General Education Goals to be taken during the first two semesters include:
  Reading & Writing  Global Issues
  Speaking & Listening  Cultural Diversity

<table>
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<tr>
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<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>SUMMER</th>
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<td>Army ROTC Advanced Camp</td>
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<td>Optional: Nursing Summer</td>
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<td>Nsg 424         (8)</td>
<td>Training Program (NSTP)</td>
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<td>Nsg 409       (3)</td>
<td>Ethics          (3)</td>
<td>N 313 (3)</td>
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</table>

**General Education Goals** are located in the bulletin or time schedule for specific course listings.

**Placement** into Reading & Writing and Quantitative Reasoning is based on ACT scores. If you are placed in English 100 or Math 110 as prerequisite for the specific general education course, the prerequisite will be counted as general elective credit. ROTC students will be enrolled in Military Science course work each term. This work will be identified as general elective course work to the Nursing major.

Effective for Fall, 2007
**CAPITAL UNIVERSITY DEPARTMENT OF NURSING**

**CURRICULUM DATA SHEET**

(Traditional Undergraduate Program)

**OFF-CAMPUS STUDY**

---

**Name:**  
__________________________

**Capital ID#:**  
__________________________

**Capital start date:**  
__________________________

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### I. GENERAL EDUCATION GOALS (27 hours)

- **Reading & Writing (UC 110)** (3)
- **Speaking & Listening (UC 120)** (3)
- **Arts (select one of the following)** (3)
  - UC 210, Eng 204, Music 223
- **Religion (UC 220)** (3)
- **Humanities (select one of the following)** (3)
  - UC 310, 311, Rel 231, French 330
- **Global Issues (select one of the following)** (3)
  - UC 150, Rel 352, French 371
- **Lifetime Health (UC 160)** (3)
- **Cultural Diversity (UC 200)** (3)
- **Ethical Thought (select one of the following)** (3)
  - UC 410, Rel 430

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### II. NURSING CORE (31 hours)

- **Biol 100 (General)** (4)
- **Biol 280 (Micro)** (4)
- **Biol 231 (Anat/Physio I)** (4)
- **Biol 232 (Anat/Physio II)** (4)
- **Chem 130 (Inorganic)** (4)
- **Chem 131 (Organic)** (4)
- **BESCI 110 (General)** (3)
- **Quantitative Methodologies** (3)
  - (Math 211/215 or Psych 210)
- **Nursing 105 (Med. Term.)** (1)

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### III. GENERAL ELECTIVES (6 hours)

- ________________________ (3)
- ________________________ (3)

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### IV. NURSING MAJOR (70 hours)

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**LEVEL I**

- **110 Introduction to Nursing** (2)

---

**LEVEL II**

- **201 Human Life Cycle** (3)
- **202 Nutrition** (3)
- **221 Therapeutics, Self Care, & Health Promotion** (4)

---

**LEVEL III**

- **310 Nursing Therapeutics for Adults I** (8)

---

306 Pathophysiology/Pharmacology I (3)
307 Pathophysiology/Pharmacology II (3)
321 Nursing of Parents & Newborns (5)
322 Nursing of Children & Families (5)
323 Nursing Therapeutics for Adults II (5)
324 Psych/Mental Health (5)

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**LEVEL IV**

- **401 Health Assessment** (3)
- **409 Nursing Research** (3)
- **410 Community Health** (8)
- **412 Professional Role** (2)
- **424 Senior Colloquium & Practice** (8)

**134 semester hours minimum required for the BSN degree.**

---

* Most psychology courses are 4-credit hour courses. When you take one of these courses, the additional credit hour will be counted for general elective.

* Courses for minors or dual majors will count toward the general elective requirement for the BSN degree.

* Transfer or transient credit is not official until an official transcript is received by the Registrar and credit is awarded.

Revised: March 2006  
(Effective beginning Fall 2006) eh/dg
Capital University Department of Nursing
CURRICULUM PLAN
(Traditional Undergraduate Program)
(Off-Campus Study)

Name: ______________________   Academic Adviser: ___________________

Freshman year:
< Psych 110* to be taken either fall or spring semester freshman year.
< General Education Goals to be taken during the first two semesters include:
  Reading & Writing   Lifetime Health   Global Issues
  Speaking & Listening              Cultural Diversity Fine Arts         Religion

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
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<th>SPRING SEMESTER</th>
<th>SUMMER</th>
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<td>Psych 110 (3)</td>
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</table>

The following requirements must be met prior to the beginning of this term in order to progress in the major:
- Prerequisite course work to this term
- Minimum GPA Accum ≥2.25
- No grade below “C” in any science or nursing course work.

| 2007-08       | Nsg 306 (3)   | Nsg 307 (3)     | (Comments) |
|               | Nsg 321 (5)   | Nsg 323 (5)     | (16)       |
|               | Nsg 322 (5)   | Nsg 324 (5)     |            |
|               | Statistics (3)| Elective (3)    | (16)       |
|               | (16)          | (16)            | (16)       |

| 2008-09       | Off-campus Study | Nsg 401 (3)  | (Comments) |
|               | Nsg 410 (8)     | Ethics (3)    | * N403 – See curriculum |
|               | Nsg 409 (3)     | Nsg 412 (2)   | data sheet    |
|               | Humanities (3)  | Nsg 424 (8)   |            |
|               | (14)            | (16)          | (16)        |

General Education Goals are located in the bulletin or time schedule for specific course listings.
Placement into Reading & Writing and Quantitative Reasoning is based on ACT scores. If you are placed in English 100 or Math 110 as prerequisite for the specific general education course, the prerequisite will be counted as general elective credit.

Revised: March 2006
(Effective beginning Fall 2006) eh/dg
N110  INTRODUCTION TO PROFESSIONAL NURSING (3)
An entry-level course which introduces students to the discipline of nursing. Examines the dynamics of the evolving role of nursing, professional ethics and selected historical events and figures. Introduces conceptual framework of the nursing curriculum. Placement: Freshman year or first semester after transferring into the program. Prerequisites: None. Transfer students may take this concurrently with Nursing 221. Open to nursing and non-nursing majors.

N201  HUMAN DEVELOPMENT ACROSS THE LIFE SPAN (3)
Significant concepts of human growth and development throughout the life span are considered from the perspective of the individual, family and nursing. The five domains that affect the human organism from conception through elder years are examined: biophysical, cognitive, social, affective and spiritual. Maximizing the human potential is discussed across the life span utilizing concepts such as: communication, play, sexuality, moral development, adaptation to uniqueness, and death. Placement: Sophomore year. Prerequisite: Psychology 110, Nursing 110 pre-or co-requisite.

N202  HUMAN NUTRITION (3)
An introductory study of nutrition as an applied science for nurses. The course will examine the use of nutrients to support health, the nutritional needs throughout the life cycle, and diet therapy in the health care setting. Placement: Sophomore year. Prerequisites: Chemistry 131.

N221  NURSING THERAPEUTICS, SELF CARE, AND HEALTH PROMOTION (4)
Introduces students to the role of the nurse in providing basic nursing care to well individuals across the life span. Explores concepts of nursing process, health promotion, therapeutic communication, teaching-learning, and systems. Skills essential to nursing practice and self-care are emphasized. Placement: Second semester sophomore year. Prerequisites: Biology 231, 280, Reading & Writing Skills and Speaking and Listening Skills are taken prior to or concurrent with N221. May be scheduled concurrently with Nursing 110, Biology 232, Nursing 201, 202.

N306  PATHOPHYSIOLOGY WITH RELATED PHARMACOLOGIC THERAPIES I (3)
An integrated biobehavioral approach to pathophysiology and pharmacology will be used in this course. Emphasis will be on the relationship between biologic, behavioral, and pharmacologic responses in adult populations. This is an upper division course in nursing which incorporates prerequisite course work and facilitates critical thinking. Topics included are: herbs/over-the-counter, analgesia/anesthetics/drug abuse, neoplasia, hematology, immunity, renal and gastroenterology. Placement: Junior year. May be taken concurrently with N321, 322, 323, 324. Prerequisite: Junior-level standing in Nursing or permission of instructor for non-nursing majors.

N307  PATHOPHYSIOLOGY WITH RELATED PHARMACOLOGIC THERAPIES II (3)
A continuation of Nursing 306. Topics included are: respiratory, cardiovascular, endocrine, reproduction, Musculoskeletal, neurology, and special senses. Placement: Junior year. May be taken concurrently with N321, 322, 323, or 324. Prerequisite: Junior-level standing in the Nursing or permission of instructor for non-nursing majors.
N310  NURSING THERAPEUTICS and Implementation for Adults I (8)
A course that emphasizes implementation of the nursing process within the framework of the
Department of Nursing curricular concepts; critical thinking, communication, caring, culture,
systems and transitions. The focus of Nursing 310 will be to care for adult clients who are
experiencing health alterations. The course will include theory, laboratory practice, and clinical
practicum. Prerequisites: Successful completion of lower division courses and a minimum GPA of
2.7.

N313  ARMY ROTC NURSING (3)
An elective course for nurse cadets in the ROTC program for the purposes of training nurse
cadets to Army standards, developing leadership and evaluating officer potential. As part of the
Nurse Summer Training Program (NSTP), Nursing 313 provides a supplement to on-campus
instruction with a focus on leadership. Prerequisite: ROTC MSIII standing.

N321  PARENT/NEWBORN NURSING (5)
This course focuses on the transitions related to the childbearing family, the maternity cycle, and
women’s health issues. Students will have the opportunity in a health care setting to critically
think through managing the care of parents and their newborns. The course includes theory,
laboratory practice, and clinical practicum. Placement Junior level. Prerequisites: Nursing 110,
201, 202, 221, 310.

N322  NURSING OF CHILDREN AND THEIR FAMILIES (5)
This course applies a holistic approach providing health and illness nursing care to children and
their families. Health promotion, disease prevention, health attainment, and health maintenance
are discussed. Emphasis is placed on child and family adaptation to various health alterations.
Placement Junior level. Prerequisites: Nursing 110, 201, 202, 221, 310.

N323  NURSING OF ADULTS WITH ACUTE HEALTH ALTERATIONS (5)
The focus of this course is nursing management of adults of all ages who are experiencing acute
health alterations affecting multiple body systems. Emphasis is on expanding and applying
knowledge of health alterations for the purpose of helping adults achieve their optimum level of
health. The course includes theory, laboratory practice, and clinical practicum. Placement: Junior
year. Prerequisites: Nursing 110, 201, 202, 310.

N324  PSYCHOSOCIAL ADAPTATIONS FOR INDIVIDUALS (5)
A clinical course which provides opportunities to apply theoretical concepts in psychiatric/mental
health nursing to clients experiencing psychosocial adaptations to stress. Placement: Junior
year. Prerequisites: Nursing 110, 201, 202, 221, 310.

N350  NURSING OF CHILDREN WITH CHRONIC HEALTH ALTERATIONS (1)
Complimentary 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, discussions, meditation and TT practice components. Elective. Open to non-nursing
majors.

N401  HEALTH ASSESSMENT (3)
Students synthesize and increase their knowledge, skills and expertise in all aspects of health
assessment. By completion of the semester, students can perform complete health assessments
and determine appropriate nursing interventions to assist clients in assuming self-responsibility
for their own health and attain/maintain health. The course includes theory and laboratory
practice. Prerequisites: Nursing 300 courses or permission.
N409  NURSING RESEARCH (3)
This course involves the study of the historical development and current status of research in
nursing. The course will include an in-depth examination of the research process, particularly as it
relates to nursing. Students will critique published research and implement nursing research
utilization strategies. Placement: Senior year or BSN Completion student. May be taken second
semester of junior year with recommendation of faculty adviser. Prerequisites for traditional
students: Psych 210 or Math 215 (Statistics), Nursing 110, 201, 202, 310 and two junior-level clinical
nursing courses. TUP students will take this in the Fall of their senior year.

N410  NURSING OF FAMILIES AND COMMUNITIES (8)
This capstone course focuses on synthesizing nursing knowledge and public health principles as
they relate to families and communities. Within a framework of epidemiology, principles of health
promotion and primary, secondary and tertiary prevention are emphasized. Placement: Senior
year. Prerequisites: All 100-, 200- and 300-level nursing courses. Part of this course can be
taken in Sweden during Fall Semester of the senior year.

N412  PROFESSIONAL ROLE IN THE HEALTH CARE SYSTEM (2)
Offers students transition strategies as they move into professional nursing practice. The course
examines the role of the professional nurse with consideration given to political, social, economic,
legal, and ethical dimensions of that role and the structure and process of the health care system.
Issues of nursing management and leadership are integrated into the course. Prerequisites:
Satisfactory completion of all 300-level nursing courses. This course is taken concurrently with N
424.

N424  SENIOR COLLOQUIUM AND PRACTICE (8)
This capstone senior year experience is designed to examine complex clinical problems and to
synthesize nursing knowledge necessary to manage them. This course will utilize two formats:
seminar and precepted clinical practice. Through these experiences, the student will: integrate
knowledge from the liberal arts and nursing science to study complex health problems; utilize
critical thinking in the provision of competent client care; and, demonstrate self-direction by
developing and fulfilling a learning agreement in both the seminar and clinical experience.
Placement: Senior year. Prerequisites: All 100-, 200-, and 300-level nursing courses. This course
is taken concurrently with N 412.

Rev. 5/02; 7/03, 9/08
CAPITAL UNIVERSITY DEPARTMENT OF NURSING
CURRICULUM DATA SHEET
(Nursing Accelerated Program)

Name: ________________________________
Capital ID#: __________________________
Capital start date: _______________________ 

NURSING MAJOR (64 hours)

LEVEL I Term I
N 360 Theoretical Foundations of Nursing (3)
N 361 Health Assessment (3)
N 362 Nursing Therapeutics (3)
N 363 Clinical Applications (3)

LEVEL I Term II
N 306 Pathophysiology & Pharmacology (I) (3)
N 364 Adult Health Alterations (7)
N 5_____________________ (3)

LEVEL I Term III
N 307 Pathophysiology & Pharmacology (II) (3)
N 365 Families in Transition (7)
N 5_____________________ (3)

LEVEL II Term I
N 460 Professional Role in Health Care Systems (2)
N 461 Community Based Care (8)
N 5_____________________ (3)

LEVEL II Term II
N 462 Nursing Capstone Project (2)
N 463 Leadership in Practice Practicum (8)
N 5_____________________ (3)

64 semester hours minimum required for the Accelerated BSN degree.

Please note: The following requirements must be met prior to the beginning of this term in order to progress in the major:
- Prerequisite course work to this term
- Minimum GPA  Accum ≥2.25
- No grade below “C” in any science or nursing course work.
- Graduates making application for entry into the Masters in Nursing program must meet that program’s admission requirements.

Adviser: ________________________________

Review Date: ___________________________

Graduate level (500) NURS required courses are taken any order, beginning spring semester of the first year, space available, and with permission of the Academic Advisor and Professor for the course.

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</table>

64 semester hours minimum required for the Accelerated BSN degree.

Please note: The following requirements must be met prior to the beginning of this term in order to progress in the major:
- Prerequisite course work to this term
- Minimum GPA Accum \( \geq 2.25 \)
- No grade below “C” in any nursing course work.
- Graduates making application for entry into the Masters in Nursing program must meet that program’s admission requirements.
NURS 306, C-NAP. Pathophysiology and Pharmacology I (3). This course uses an integrated approach to the study of pathophysiology and pharmacology including herbs and over the counter drug therapies. Emphasis will be on the relationship between biologic, behavioral and pharmacologic responses in adult populations. Topics include: cardiovascular, respiratory, musculoskeletal, renal, gastrointestinal, and endocrine systems. Pre-requisites include: successful completion of Term I of the program.
(3 hours lecture/week/16 weeks)

NURS 307, C-NAP. Pathophysiology and Pharmacology II (3). A continuation of Nursing 306. Topics include alterations in stress and immunity; immune system diseases, neoplasia; and diseases of the hematological/reproductive and neurological systems. Pharmacological management of psychiatric disorders and the pathophysiology and pharmacologic management of pain and special sensory systems are included. Pre-requisites include: successful completion of Term II of the program.
(3 hours lecture/week/16 weeks)

NURS 360, C-NAP. Theoretical Foundations of Nursing (3) NURS 360 C-NAP: Theoretical Foundations of Nursing (3). This course provides students with the foundation for professional nursing practice. The seven cornerstone concepts of the Capital University School of Nursing curriculum (Health, Communication, Caring, Critical Thinking/Clinical Reasoning, Transitions, Culture, and Systems) are introduced. Selected nursing and related theories and frameworks are introduced and provide students with the foundation to develop a personal understanding of nursing as a healing profession. An introduction to nursing’s historical origins and emerging issues, including the evolution of nursing education, credentialing, and current roles in the health care system are discussed. An introduction to the both allopathic and complementary/alternative client care is explored. Development of self-care strategies for the caregiver is addressed. Pre-requisites include: Acceptance to C-NAP.
(3 hours lecture/week/16 weeks)

(3 hours lecture/week/16 week)

NURS 361, C-NAP. Health Assessment (3). This theory/laboratory course provides students with the knowledge and skills required to conduct a comprehensive health assessment using Gordon’s Functional Health Assessment Model. Patient health care needs will be determined by analyzing assessment data. Students will learn specific documentation standards and techniques. Principles of patient education will be introduced as a key health promotion strategy. Variations in assessment and health needs of patients in different age groups and cultures will be emphasized. Pre-requisites include: Acceptance to C-NAP.
(2 hours lecture/week and 2 hours laboratory/week for 16 weeks)

NURS 362, C-NAP. Nursing Therapeutics (3). This theory/laboratory course prepares students to provide skilled nursing care including basic comfort, hygienic and self-care interventions for patients. Communication skills and sensitivity to developmental and cultural needs will be emphasized. Additionally, students will develop competencies in therapeutic interventions skills for patients with altered health states including sterile procedures, medication administration, and biomedical instrumentation. Pre-requisites include: Acceptance to C-NAP.
(3 hours lecture/week and 6 hours laboratory/week for 8 weeks)
NURS 363, C-NAP. Clinical Application (3). This clinical course is the student’s introduction to the health care setting. Students will develop an understanding of professional conduct and responsibility in the patient care setting. Opportunity to apply previously learned content including health assessment, teaching, comfort, hygienic care and various nursing therapeutic skills are provided to adults in long-term care facilities. Pre-requisite includes: Successful completion of NURS 362.
(16 hours clinical/week and 2 hours clinical discussion/week/8 weeks)

NURS 364, C-NAP. Adult Health Alterations (7). The focus of this theory/clinical course is the nursing management of adults who are experiencing acute health alterations. Emphasis is on application of pathophysiology and related pharmacologic, medical-surgical and nursing therapeutic interventions to assist individuals to achieve their optimal level of health or peaceful death. Pre-requisites include: Successful completion of Term 1 of the program.
(3 lecture, 112 total laboratory hours, and 12 hours clinical/week/14 weeks)

NURS 365, C-NAP. Families in Transition (7). This theory/clinical course focuses on the transitions related to the child-bearing and child-rearing family. Health promotion, disease prevention and health maintenance in families along with family theory and assessment are emphasized. This course provides students the opportunity to apply pathophysiological and related pharmacologic, medical-surgical and nursing therapeutic skills in the clinical setting for obstetric and pediatric patients. Pre-requisites include: successful completion of Term II in the program.
(2.5 hours lecture, 1 hour laboratory and 12 hours clinical/week/16 weeks)

NURS 460, C-NAP. Professional Role in the Health Care System (2). NURS 460 Professional Role in the Health Care System (2). This course explores the role of the professional nurse with specific consideration given to the knowledge and skills required for management, leadership, and fellowship in health care agency systems. Core concepts related to intra and interprofessional communication, collaboration and team building, delegation, decision making and problem solving, organizational structures, professionalism and mentoring are discussed. Political, social, economic, legal, and ethical dimensions of the nursing role and the structure and processes common to health care agency systems are explored.
Prerequisites: Successful completion of Term III in the program. Pre-requisites include: successful completion of Term II in the program.
(2 hours lecture/week/16 weeks)

NURS 461, C-NAP. Community Based Care (8). Students synthesize knowledge of public health principles as they relate to aggregate health care issues in the community in this theory/clinical course. Based on epidemiological data, principles of health promotion and primary, secondary and tertiary care are examined. Health needs of different cultural groups in the community and key environmental health issues are discussed. Additionally, special consideration is given to the nursing care of individuals with mental health and psychiatric conditions in community health settings. Pre-requisites include: successful completion of Term III of the program.
(4 hours lecture and 12 hours clinical/week/16 weeks)

NURS 462, C-NAP. Nursing Capstone Project (2). NURS 462, C-NAP. Nursing Capstone (2). This course critically examines the knowledge, skills and attitudes necessary for transition into practice in the U.S. health care system. Strategies for preparation for licensure and employment are discussed. A critical examination of challenges facing health care professionals is explored, with emphasis on the growing body of evidence related to evidence-based practice, error prevention/risk reduction, and client outcomes. Issues and strategies will be examined from individual, intraprofessional, interprofessional, and systems levels, including an examination of health policy related to improvement of client care.
Pre-requisites include: successful completion of Term IV of the program.
(2 hours seminar/week/16 weeks)
NURS 463, C-NAP. Leadership and Practice Practicum (8). This capstone course provides extensive practice experience designed to assist transition from student to beginning nurse clinician. Students will examine complex clinical problems and refine previously learned health assessment, therapeutic intervention and management skills in an acute care setting. Interdisciplinary collaboration, communication and accountability are examined. Students will learn to independently manage their own learning needs under the guidance of qualified clinical leadership personnel. Prerequisites include: Successful completion of Term IV of the program (20 hours clinical and 3 hours lecture/week/16 weeks)

No Changes to 500 level courses:

C-NAP PROGRAM GRADUATE LEVEL COURSES

NURS 500. Advanced Statistics (3). Emphasizes the use of statistics and data analysis; critical understanding of the meaning of statistical findings for utilization as a nurse in advanced practice; and the use of computer and data processing. Topics include: descriptive statistics, probability, hypothesis testing, parametric and non-parametric statistics, reliability and validity. Pre-requisites include: successful completion of an undergraduate statistics course.
(3 hours lecture/week/16 weeks)

NURS 510. Nursing Science and Theory (3). Emphasizes the nature of scientific theories; the reciprocal relationships among nursing theories, nursing research and nursing practice; models for theory analysis and critique; and the need for future theory development in nursing. Pre-requisites include: successful completion of an undergraduate research course.
3 hours lecture/week/16 weeks

NURS 520. Advanced Nursing Research (3). Examines the physiological underpinnings of quantitative and qualitative research. Focuses on research designs, sampling, and measurement, techniques for data analysis, and establishment of reliability and validity for both quantitative and qualitative research.
(3 hours lecture/week/16 weeks)

NURS 530. Nursing Informatics (3). Explores the application of systems theories and nursing informatics within the context of information science, computer science, nursing science and the delivery of health care through nursing practice, administration, research and education. In addition, legal, ethical and social implications of changes information systems are addressed. Prerequisite: basic computer literacy.
(3 hours lecture/week/16 weeks)
APPENDIX B

TABLE OF ORGANIZATIONS FOR THE DEPARTMENT OF NURSING
APPENDIX C

CONCEPTUAL FRAMEWORK
CONCEPTUAL FRAMEWORK

Health is the central concern of nursing and therefore is the overriding concept for this conceptual framework. To this end, the conceptual framework for the curriculum of the Capital University Department of Nursing is organized around six concepts, which guide professional nursing practice. Three of these concepts: caring, critical thinking, and communication, are referred to as a “process” concepts because of their dynamic nature. The three remaining concepts: culture, systems, and transition, are referred to as “frame of reference” concepts because of their ability to provide a context for nursing practice. These six interrelated concepts are evident in the practice of professional nursing as it seeks to promote the optimal health of individuals, families and communities. As students progress through the curriculum, they seek to master the abilities of caring, critical thinking and communication, applying these skills to client situations that are impacted by transitions, cultural influences and systems.

The conceptual framework is visualized as dynamic and structured so as to adapt to varying situations. Professional nurses use the processes of communication, caring and critical thinking when working with clients. By applying one or more of these frames of reference, nurses are able to identify patterns of health and nursing care as influenced by culture, systems and transition. For example, communication and critical thinking skills are used to assess cultural practices that impact health and modes of nursing care. Critical thinking and communication skills are used throughout the nursing process, and by nurses when functioning as part of a team within a health care system. Communication, caring and critical thinking are used when helping a family access community resources and cope with chronic illness. Critical thinking and communication skills are used in developing health promotion strategies aimed at the community.

The kaleidoscope provides a useful metaphor for visualizing the conceptual framework. The structure of the kaleidoscope consists of three mirrors and movable colored objects. The mirrors work in much the same way as the three process concepts, providing a way to see the various frames of reference. The colored objects that move within the kaleidoscope are like frames of reference. Thus, communication, caring and critical thinking enable nurses to see the multiple ways in which culture, systems and transition can influence health and nursing practice. Ultimately, the essence of health is seen in the unique blending of these patterns of nursing interactions with individuals, families and communities.
CONCEPTUAL DEFINITIONS

Core Concept

Health, a state of well-being that is culturally defined, valued and practiced, encompasses multiple dimensions (i.e. physical, cognitive, social, emotional, spiritual). Health reflects the ability of individuals, families and communities to perform daily role activities to their optimal potential in culturally expressed, beneficial and patterned life ways. Health involves the closely related processes of health promotion, risk reduction and disease prevention.

Health Promotion seeks to increase the level of well being and actualizing the health potential of individuals, families, communities and society.

Disease Prevention seeks to thwart the occurrence of insults to health and well being.

Risk Reduction aims to promote health protective behaviors, which enable persons to reduce health threats. Reducing risk of disease/injury begins with identification of risk factors followed by risk reduction behaviors and programs.

Process Concepts

Caring is an essential dimension of nursing that embraces the art and science of transpersonal interactions with individuals, families, communities, and the world (Watson, 2007). Caring behaviors are demonstrated in actions that comfort, nurture, and value self and others, including: openness to people’s experiences; unconditional, positive regard; respect for human dignity and wholeness; and sensitivity to diverse cultural and spiritual dimensions (Watson, 2007).


Critical thinking is a process of reflective, empirical and intuitive reasonable thinking and judgment, grounded in theory/experience and can be demonstrated through skill performance.

Communication is a verbal and physical interactive process. Through this process information is exchanged and meaning is shared among individuals and groups via the use of a common system of symbols, signs or behaviors.

Frame of Reference 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).

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.

Transition is a passage or movement from one state, condition, or place to another that occurs at the individual, family and organizational level. Universal properties of transitions are process, direction, and change in fundamental life patterns (Schumacher & Meleis, 1994).
APPENDIX D

FACULTY EXPECTATIONS OF STUDENT BEHAVIOR
FACULTY EXPECTATIONS OF STUDENT BEHAVIOR

A. 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 are 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 the module or semester.

B. For clinical learning experiences students are expected to demonstrate accountability by:

1. Attending and participating in all scheduled labs and 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(s) for client’s medications.
   c. Knowing and being able to describe client’s treatments and procedures.
   d. 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. Making arrangements with faculty to make up experiences missed because of absence.

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

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

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

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

12. Student conduct in the clinical setting shall be in accordance with rules set forth by the Ohio Board of Nursing, Rule 4723-5-12(B), Ohio Administrative Code, effective February 1, 2007, as follows:

   (B) In addition to the policies required in paragraph (A) of this rule, the program Administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723, of the revised Code and the rules adopted thereunder, including, but not limited to the following:

   (1) A student shall, in a complete, accurate, and timely manner, report document nursing assessments or observations, the care provided by the student for the client, and the client’s response to that care.

   (2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.

   (3) A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports or time records, reports and other documents related to billing for nursing services.

   (4) A student shall implement measures to promote a safe environment for each Client.

   (5) A student shall delineate, establish, and maintain professional boundaries with each client.

   (6) At all times when a student is providing direct nursing care to a client the student shall:

      (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
(b) Treat each client with courtesy, respect, and full recognition of dignity and individuality.

(7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse:

(8) A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code:

(9) A student shall not:

(a) Engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a client;

(b) Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

(10) A student shall not misappropriate a client's property or:

(a) Engage in behavior to seek or obtain personal gain at the client's expense;

(b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense;

(c) Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or

(d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships.

For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

(11) A student shall not:

(a) Engage in sexual conduct with a client;

(b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;

(c) Engage in any verbal behavior that is seductive or sexually demeaning to a client;

(d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a client.

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

(12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:

(a) Sexual contact, as defined in section 2907.01 of the Revised Code:
(b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

(13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.

(14) A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.

(16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability:

(17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance:

(18) A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice:

(19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

(20) A student shall not aid and abet a person in that person’s practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion:

(22) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

(23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its faculty or preceptors, or to the board.

POLICY ON CELL PHONE AND PAGER USE

Cell phone and/or pagers (beepers) are to be turned off or silenced when in class or lab. It is not appropriate to interrupt class to take a call. Cell phones are not to be turned on when in a clinical setting. Most facilities have specific policies governing their use. Please be aware of these when in clinical settings.
APPENDIX E

POLICY ON EXCUSED ABSENCES FROM QUIZZES AND/OR EXAMS IN NURSING COURSES
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 SNA 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 their 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 apriority.

SON 5/08
APPENDIX F

PROBLEMATIC PERFORMANCE
PROBLEMATIC PERFORMANCE PROCESS

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

The faculty member consults with other course faculty and may consult with the student's Adviser, the Chair, the Traditional Undergraduate Program Director, the Director of the Accelerated 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 to discuss the behavior expectations and goals/strategies that must be completed to demonstrate performance improvement. Then the student completes the student portion and returns the form to the faculty member. Both problematic performance and student response must be signed and dated. A copy of the form is given to the student, the student's Adviser, the Academic Affairs sub-committee of the Traditional Undergraduate Program, the Directors, Traditional Undergraduate Program, and the Chair. The completed form goes into the student's academic file. The clinical folder for the TUP student tracks professional behaviors and the problem would also be recorded in this area of the clinical folder.

PROCESS I In cases of academic misconduct, professional misconduct or a repeated problematic behavior, the Academic Affairs sub-committee of the Traditional Undergraduate 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 Adviser, the Chair, the Traditional Undergraduate Program Director, and a copy will be placed in the student's file. Recommendations for student dismissal made by the Academic Affairs sub-committee will be acted on by the faculty of the Department of Nursing. Appeal of decisions (related to warning, probation, and suspension) can be made to the Executive Committee of Nursing on the basis of new information. Appeal of dismissal decisions can be made to the Provost only on the basis of new information.

PROCESS II Referral to Campus Student Services which may include, but not be limited to, the Campus Health Services or counseling at CAPS (Counseling and Assistance Program for Students). Documentation of participation in these services may be required.
PROBLEMATIC PERFORMANCE FORM

Student: ____________________________
(Print)

Faculty’s description of performance that is not at an acceptable level:

__________________________

Description of ways in which the student must upgrade performance:

__________________________

Date by which upgraded performance must be achieved:

__________________________

Student signature
(This signature means that I have read this document and
I understand the implication of this document)

__________________________

Faculty signature

__________________________

Date

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Department of Nursing
10/18/93; Rev. 5/00
May not use without permission

Original: Student Clinical Folder
cc: Chair
Program Director
Adviser
Student
Academic Affairs sub-committee
1. Describe the potential or actual consequences of the unacceptable performance identified by faculty.

2. What factors contributed to these behaviors?

3. Describe several ways to assure that these behaviors do not reoccur.

___________________________
Student signature
(This signature means that I have read this document and I understand the implication of this document)

___________________________
Faculty signature

___________________________
Date

___________________________
Date

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Original: Student Clinical Folder
cc: Chair
Program Director
Adviser
Student
Academic Affairs Sub-committee
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. Capital University provides opportunities to improve writing skills through English courses, and the Center for Excellence in Learning and Teaching. Students may also elect to 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, 5th 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 and documented in the skills folder. The faculty expect writing skills to be mastered by graduation.

SON: 1993
Rev. 2001
APPENDIX H

POLICY ON THE USE OF THE HELENE FULD COMPUTER LABORATORY
POLICY ON THE USE OF THE HELENE FULD LABORATORY

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 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.

11. Resource books, CD ROMs, software and videotapes 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.

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

DSE 8/93; 6/98; Rev. 9/99
APPENDIX I

GUIDELINES FOR USE OF THE NURSING SKILLS LABORATORY
GUIDELINES FOR USE OF THE NURSING SKILLS LABORATORY

The nursing lab is a vital part of many 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 and 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 your being held responsible for replacement should the item(s) borrowed be missing at a later date. If 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 J

UNIFORM POLICY
UNIFORM POLICY

The uniform, because it is a symbol of a profession, should be worn proudly with decorum and respect. The regulations which follow have been adapted by the Faculty. These regulations will be enforced.

GENERAL REGULATIONS
The uniform and cover jacket must be clean and neat at all times.

UNIFORM

Scrub top – the regulation purple colored scrub top with the embroidered Capital University Department of Nursing patch, available from the approved uniform company, must be worn.

Scrub pants – white, opaque (no show-through), full-length scrub pants are to be worn. The waist band may be either elastic or drawstring. Pockets should be high on the hip and conservative; no “painters pants” or “cargo pants” with extra pockets down the length of the pant may be worn.

Collarless jacket – If additional warmth is needed, the regulation white, collarless jacket, with push-up knit cuff-sleeves and with the embroidered Capital University Department of Nursing seal available from the approved uniform company must be purchased to wear over the uniform top.

Shoes - Substantially white leather shoes are to be worn with the uniforms. They are to be clean and polished at all times. No open heel, open toe shoes or “clog/croc-type” shoes are acceptable. Any logos should be minimally noticeable. These shoes should be considered part of the uniform and should not be used for other purposes (e.g., walking shoes).

Socks - Plain, white socks must be worn.

Undergarments - All undergarments must be all white and full-cut. White, crew neck T-shirts can be worn under the uniform top.

Name pin - The regulation white/purple Capital University Department of Nursing name pin will be worn with the uniform, laboratory jacket or coat, or street clothes when on duty in the clinical setting. This pin should be placed on the left side of the scrub top above the embroidered patch, or, if the jacket is worn, on the left side of the jacket above the embroidered patch.

JEWELRY - Jewelry worn with the uniform will be very minimal and conservative.

Acceptable jewelry includes the following:

1. Watch - Plain band and face is required with a mechanism for counting seconds.

2. Earrings - Only small, plain silver, gold or pearl, post-style that fit closely against the ear lobe. No hoops, loops, dangles, etc. Only one earring per ear lobe.

3. Other Body Adornments - Adornments such as those associated with piercing of body parts (other than the ear lobes) or tattoos are not to be worn in the clinical setting. If a tattoo is present it must be covered up with make-up, clothing or an adhesive bandage.

4. Rings - Limited to wedding bands only. All rings must be removed in clinical areas that require frequent vigorous hand washing techniques. No large raised mounts are
HAIR - The hair is to be clean and neatly confined off the shoulders at all times. If the hair is long, it must be pulled back away from the face and confined. No scarves, ribbons, bows or other decorative ornaments are to be worn in the hair. Hair color should be a naturally occurring shade of color.

MAKEUP - If worn, makeup must be moderate in amount and tastefully applied. Cologne or heavy body scented lotions/deodorants may not be worn.

NAILS - Nails must be clean, short, and neatly trimmed. Only clear polish may be worn and any form of artificial nails cannot be worn during clinical practice.

UNIFORM CODE MODIFICATIONS
Particular modifications will be made when the student has clinical practice in certain settings, i.e., psychiatric area, community health agencies. The specifics of these modifications will be announced to the students by individual faculty supervising such settings. Enforcement of the uniform policy will be the responsibility of the faculty.

Draft 12/04/06 Student Affairs Committee
APPENDIX K

POLICY ON IMMUNIZATION

HEALTH ASSESSMENT

DOCUMENTATION POLICY

DRUG TESTING
Prior to beginning the first clinical course, Nursing 310, students are responsible for documenting Immunization status, a complete the Department of Nursing health assessment, Tuberculosis (PPD) screening, CPR Health Care Provider certification, Liability Insurance, fingerprinting requirements, including social security numbers if required by clinical settings. Ongoing enrollment in clinical courses during the Junior and Senior years requires annual renewal and verification of Liability Insurance, PPD screening and CPR certification (bi-annual.) The student is expected to contact the Program Assistant to complete initial documentation and annual update of records for CPR, Liability Insurance and PPD.

Details of immunization, health assessment requirements, PPD, CPR certification, fingerprinting and liability insurance are outlined below:

1. Advisors assigned to all freshman students should review immunization and health requirements with students and verify that a health assessment and immunization record has been completed and submitted to the Student Health Center. Encourage students to begin Hepatitis B immunizations at the beginning of the freshman year because these can take up to one year to complete.

2. The Chair sends a letter to all sophomore students during fall semester. The letter outlines requirements and timeframe for documentation of all requirements in order to begin Nursing 310. Requirements include: CPR certification, Liability Insurance, Department of Nursing Health Assessment form with up-to-date immunization record (including Hepatitis B, and PPD. The Dean’s office sends fingerprinting information under separate cover to students during spring semester of the sophomore year.

3. Students are to submit documentation of all above requirements to the Program Assistant prior to beginning coursework in Nursing 310.

4. Program Assistant compiles information and assists in scheduling CPR classes if needed.

5. Course coordinator, Nursing 310, reviews all records and informs students of any documentation that is not complete. Course coordinator is responsible to inform student they cannot begin clinical experience if they do not have required information documented in the Nursing Office.

6. At the beginning of each semester all course coordinators for clinical courses review the records of students enrolled in the course. Students who do not have current CPR, PPD and Liability insurance are to be withheld from clinical experience. The course coordinator should communicate with the Program Assistant as needed.

7. The Program Assistant reviews all student records monthly and sends a reminder memo to students whose CPR certification, Liability or PPD immunization will expire. The memo will clarify for the student that they will not be eligible for clinical experience after the date of expiration. A copy of the memo is sent to the course coordinator of the course in which the student is enrolled and a second copy is sent to the student advisor.

8. The student is responsible to arrange for appropriate compliance and documentation with the Program Assistant.

9. Course study is responsible for removing students from clinical experience if documentation is not completed by the required date.
10. The program director is to be notified of any student who needs to be withheld from clinical experience.

11. Faculty advisors should review their advisee status for CPR, insurance and PPD when scheduling.

**SPECIFIC IMMUNIZATION REQUIREMENTS:**

1. **Tetanus Immunization:**
   Generally a basic series of Diphtheria/Pertussis/Tetanus (DPT) is given during childhood with tetanus boosters. Beyond age 7, Pertussis is not considered essential. A tetanus booster is required every 10 years.

2. **Measles, Mumps, Rubella (MMR)**
   a. Measles (Rubeola): The initial series is given during childhood. However, if student was born after 1957 and immunized prior to 1980, the student must be revaccinated or show a positive titre (if the titre is negative, must be revaccinate). If the student was born before 1957, she/he must have a history of rubella or show a positive titre.
   b. Mumps: Immunization is needed if the individual has no documentation of illness.
   c. Rubella (German measles): The initial series is given during childhood. However, if student was born after 1957 and immunized prior to 1980, the student must be revaccinated or show a positive titre (if the titre is negative, must be revaccinated). If the student was born before 1957, she/he must have a history of rubella or show a positive titre. If the titre is negative, she/he must be vaccinated. Students immunized after 1980 must have verification of immunization. NOTE: In most cases, for a typical adult, 2 injections of MMR are required.

3. **Polio:** A completed primary series of polio immunization (3 doses) is required.
   a. Oral Polio Vaccinate (OPV) usually will not be given on or before age 18.
   b. Inactivated Polio Vaccine (IPV) can be given on or after age 18 if no immunization received as a child.
   c. If less than a full primary series was given, the series must be completed as medically directed.

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

5. **Varicella (Chicken Pox):** Student must obtain serologic screening documented on the student health record. If the titre is negative, she/he must be vaccinated. The series is two immunizations, 4-8 weeks apart.

6. **Tuberculosis (TB):** Students must have documentation of PPD every 12 months and record same at the Nursing office. Use ONLY the 5 tuberculin unit TU preparation applied by the Mantoux (intradermal technique). This test must be read 48-72 hours after injection.
   - Current Cutoffs:
     - >= 5 mm: Household contact of TB case, persons with clinical suspicion of TB, or persons with HIV infection.
     - >= 10 mm: Persons with risk factors for TB but not in above group - foreign born persons from high prevalence countries, medically underserved low income, high risk
ethnic minorities, IV drug users, residents of long-term care facilities, health care workers, and persons with medical conditions associated with higher risk of TB.

>= 15mm: Remainder of population. This cutoff was chosen because positive reactions have near 100% specificity, thus minimizing false positives in low-risk populations.

Prior BCG Vaccination can be one cause of a false positive PPD. However, since BCG does not guarantee protection from tuberculosis and TB is very prevalent in many countries where BCG is given, one should IGNORE BCG STATUS when interpreting the PPD.

**Screening and Prevention of TB:**

REACTOR™ Person who meets criteria for positive test given cutoffs above.

CONVERTER = Person younger than 35 years of age whose PPD has changed from negative to positive during sequential testing, with an increase of at least 10 mm within 2 years. For those over 35 years age, an increase of 15 mm or more within a 2-year period is considered a conversion.

Students with positive tests need to obtain a chest x-ray and medical follow-up. If abnormalities are seen, active disease must be ruled out with sputum cultures. Active disease can be ruled out by a Negative chest x-ray and/or sputum culture; a complete a symptomatic review is required every 12 months with signature from your medical practitioner. (See attached Tuberculosis Questionnaire for students.)

**Therapy:** INH for 6-9 months (negative CXR) for:

- Converters regardless of age
- Reactors under age 35
- Household contacts regardless of age or tuberculin status
- Reactors with special medical conditions.

**Note**

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

**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.

**Campus Clinic:** Traditional Undergraduate students may obtain the required Health Assessment from a private provider or from the Campus Health Clinic for a nominal fee paid by the student. The Campus Clinic is able to:

1. Perform the Physical Exam – The student needs to make an appointment by calling 236-6114. The cost is $15. This includes an updated PPD (TB test) if needed and verifying that immunizations are current
2. Provide PPD testing – The student needs to make an appointment. The cost is $2.00.
3. Transfer immunization dates from the Clinic records to the student’s Department of Nursing form. (No charge.)
4. Write an order for a Varicella titer and direct the student to a laboratory. (No charge)
TUBERCULOSIS QUESTIONNAIRE FOR STUDENTS

Name ______________________________  SS # ______________________________
Date _____________________________

In the past twelve months have you experienced any of the following symptoms?

- persistent cough (more than 3 weeks in duration)   Yes  No
- cough producing bloody or brown sputum   Yes  No
- fever or chills   Yes  No
- night sweats   Yes  No
- prolonged or excessive fatigue   Yes  No
- loss of appetite   Yes  No
- unintentional weight loss (greater than ten pounds)   Yes  No

Explanation of “yes” responses: ____________________________________________________________
______________________________________________________________________________________

I understand that the above symptoms are associated with active tuberculosis and hereby agree to notify ___________________________________ __ if I begin to experience any of these symptoms.

Signature  ________________________________________ _______

Signature of witness (physician) ____________________________ Date

INITIAL SCREEN ONLY (please check the appropriate response)

{ I have a past history of testing positive to the Mantoux tuberculin skin test.
  Date

{ I have completed a course of prophylactic tuberculosis medication.
  Dates __________ Number of months taken

{ I am in the process of completing a course of prophylactic tuberculosis medication.
  Date Started

{ I have never taken prophylactic tuberculosis medication.

Signature ____________________________
HEALTH ASSESSMENT

Name: _________________________________ Social Security #: ______________________
Age: ______________________ DOB: ________ Sex: ____________________________
Current Health Conditions: ________________________ _______________________________
Chronic Health Problems: ______________________________ ___________________________
Current Medications: ______________________________ _____________________________
Hospitalizations: ________________________________ ______________________________
Surgeries: _____________________________________ ____________________________
Childhood Diseases: _______________________________ ____________________________
Last Dental Exam: _______________________________ Last Eye Exam: __________________
FEMALES – Last Pelvic and Pap Smear: ______________________________ __________________

TO BE COMPLETED BY HEALTH CARE PROVIDER
(M.D., D.O. OR QUALIFIED R.N.)

Height: _______  Weight: _______  T _______  P _______  R _______  BP __________
Vision: OD _______  OS _______  OU _______  With Correction : _______  WO : _______
Urine WNL?  Yes _______  No _______  (Specify) _________________________________
Skin: _________________________  Hair: ____________  Nails: _________________________
Eyes: ____________  Ears: ______________  Nose:  ____________  Throat: ______________
Lungs: _____________________________________  Heart: _____________________________
Abdomen: ________________________________  Spine: ______________  Joints: ___________
Neck: ____________________________________  Muscles: __________________________
Neuro: ___________________________________
Mental Status/Emotional Health: _____________________________________
Any restrictions, learning disabilities, use of mobility aids?: ___________________________

_______________________________________________       _________________________
Name of Examiner, Credentials (Please Print)       Date

_______________________________________________
Signature of Examiner, Credentials
IMMUNIZATION RECORD  Proof of immunity is required prior to the start of clinical nursing courses. Please have this form completed and return it to Capital University, Department of Nursing, Columbus, OH 43209

### Part I – TO BE COMPLETED BY STUDENT

| Name: _____________________________________________ |
| (Last)    (First)   (Middle Initial)                |
| Date of Birth: _____________  Social Security #: __ ____-______-____  __ Phone: (        ) ____________ ____________ |
| MTH.  Day   Yr.      Area Code |
| Address:  ___________________________________ City:  __________________ State: _______ Zip Code: ______ ___ |

Check Department Entering:   Graduate   Undergraduate   Date of Enrollment:   

### Part II – TO BE COMPLETED AND SIGNED BY A HEALTH CARE PROVIDER

(Dates Must Include Month and Year)

A. TETANUS – DIPHTHERIA
   1. ☐ Completed primary series of four (4) tetanus-diphtheria immunizations
   2. ☐ Received tetanus-diphtheria booster within the last 10 years

B. M.M.R. (Measles, Mumps, Rubella)
   1. ☐ Dose 1 – Immunized at or after 12 months and before 5 years
   2. ☐ Dose 2 – Immunized at 5 years or later

C. MEASLES (Rubella) If you did not receive MMR, check appropriate box.
   1. ☐ Had disease; confirmed by office record
   2. ☐ Born before 1957 and therefore considered immune
   3. ☐ Has report of immune titer. Specify date of titer
   4. ☐ Immunized with live measles vaccine at or after 12 months

D. RUBELLA – check appropriate boxes.
   1. ☐ Report of Rubella immune titer REQUIRED. Specify date of titer
   2. ☐ Immunized with vaccine at or after 12 months or if immune titer is low

E. MUMPS – If you did not receive MMR, check appropriate box.
   1. ☐ Had disease; confirmed by office record
   2. ☐ Immunized with vaccine at or after 12 months

F. VARICELLA (Chicken Pox) Check appropriate box.
   1. ☐ Had disease; MUST BE CONFIRMED by titer. Specify Date of Titer:  _______ Specify Results of Titer _______ Laboratory Results _______
   2. ☐ Immunized with vaccine at or after 12 months

G. TUBERCULOSIS - Check appropriate box.
   1. ☐ PPD (Mantoux) test within the past year (Time or monovac NOT acceptable) Give date and test results. POSITIVE
   2. ☐ Positive PPD – Chest x-ray REQUIRED. Give date and results of chest x-ray. Treatment: _______ Date started: _______ COMPLETED: _______ Month/Year
   3. ☐ Had BCG vaccine - YES ☐ NO

H. POLIO
   1. ☐ Completed primary series of three (3) polio immunizations
   2. ☐ Last Booster

I. HEPATITIS
   1. ☐ Completed Series YES ☐ Dose 1: _______ Dose 1: _______ Dose 1: _______
      Date  Date  Date
   2. ☐ Last Booster

Health Care Provider (M.D., D.O., R.N., etc.)
Name: _______________________________________  Address: ____________________________________
Drug Testing Policy

Background

The Capital University Department of Nursing (SON) drug testing policy is established to meet contractual requirements established by clinical facilities used by the SON for clinical placements for both undergraduate and graduate students. Clinical facility policies universally require that schools of nursing using their clinical facilities develop and implement a drug testing policy to meet the requirements of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), which has mandated the need for such policy. (See (M) C 6, Management of Human Resources Standards 1.20 and EP 6 - Elements of Performance). As such, the policy applies to all students and personnel who have any current or potential future role in those clinical facilities.

The need for drug testing policies in health care facilities and health profession education programs is grounded in the evidence on the prevalence of chemical substance abuse and chemical dependency in health care providers. The facilities with which the Nursing program holds clinical contracts, and the Nursing Program, are both committed to protecting the public. In addition, the faculty believe we have a commitment to students who are using chemical substances and who may be chemically dependent. Integral to that sense of commitment is the establishment of procedures that include identifying a student who may be chemically-dependent, suspending his/her ability to participate in patient care as a representative of the Nursing Program, and providing a route by which he/she may be reinstated. The intent of this policy is to achieve that end.

Testing protocol and rationale: Beginning in the fall of 2006 and with the adoption of this policy, students will submit to drug testing as a baseline measure. Testing will occur:

1. Prior to beginning clinical experiences
2. Random; and
3. For cause.

Random testing is done as a deterrent to misuse of drugs after students begin their clinical courses. This testing is in addition to the initial testing that is conducted by appointment. Approximately one tenth of the students who have begun clinical rotations per year will be asked to submit to random testing. “For cause” testing may be required if the Chair of the Nursing Program or designee, in consultation with faculty, determines that the behavior of a student is reasonably suggestive of inappropriate use of chemical substances, including alcohol. Suspicious behavior includes, but is not limited to: the smell of alcohol on the breath, slurred speech, decreased coordination, pinpoint or dilated pupils, reddened eyes, forgetfulness, impaired judgment, difficulty concentrating, arriving late for clinical laboratory experience, memory problems, unprofessional appearance, inaccurate and/or sloppy charting, inability to focus on appropriate patient needs, and/or change in usual demeanor.
Capital University is an academic institution and as such, the provision of assessment and treatment is beyond the scope of the mission of the University.

Definitions

*Chain of Custody* refers to the ability to guarantee the identity and integrity of the specimen from collection through analysis and reporting of the test results.

*Chemical Dependency* refers to an illness that is treatable, chronic, and may be terminal if not treated. Chemical dependency has recognizable signs and symptoms characterized by physical and/or psychological dependence on mood-altering drugs including alcohol.

*Chemical Substance Abuse* is the personal use of any chemical substance—alcohol, non-prescribed drugs, over-the-counter drugs, illegal drugs and/or prescribed medications used in a manner for which they are not intended—that produces impairment in judgment.

*Drug testing* is analysis of urine, blood, hair or breath that allows a determination to be made that non-prescribed drugs are being used by the person being tested. Students on prescription medications can identify the drug to the laboratory before the urine analysis is done. A form providing information about prescription medications is included at the end of this document (Appendix B).

*For Cause* indicates that the person being evaluated has demonstrated behavior consistent with chemical substance abuse. Behaviors that would be regarded as suspicious include, but are not limited to, the following: slurred speech, decreased coordination, drowsiness, pinpoint or dilated pupils, reddened eyes, forgetfulness, difficulty concentrating, impaired judgment, sedation, decreased inhibitions, euphoria, incomplete, sloppy or inaccurate charting, or repeatedly being late to clinical area.

*Impaired Nursing Practice* is practice in which the nurse’s ability to care for patients is diminished because of the misuse of chemicals which leads to impaired decision making, critical thinking and clinical judgments.

*Random testing* refers to drug testing that is done at an unscheduled time. The person being asked to have testing done is called and asked to provide a urine sample within a specified amount of time.

*Self-reporting* is acknowledgement by a person that they have been taking non-prescribed drugs prior to discovery by a formal drug test.

*Treatment* is a term to cover the steps that are necessary to provide a student with feedback about the impaired behavior, including referring the student for assessment and treatment and providing for follow-up monitoring.
The Policy on Drug Testing

1. All students will be tested at the following times:
   a. Prior to the first clinical rotation in the undergraduate programs
   b. Prior to taking their first concentrate course in the MSN program
   c. Randomly during enrollment in the SON as a student who has begun taking clinical courses
   d. “For cause” if the Dean of the Department of Nursing or designee, in consultation with faculty, determines that behavior reasonably suggests the use of an illegal substance or abuse of alcohol.

2. Refusal to be tested “for cause”
   a. A student who reports to the laboratory or the clinical area and refuses to submit to drug testing within four hours of the request may be dismissed from the SON.

3. Refusal of Random Testing
   a. A student who is called randomly has twelve hours to report for testing. Failure to do so may result in the dismissal from the SON.
   b. A student who is randomly called may appeal this sanction if data is supplied that made getting to a lab prohibitive, e.g., being out of town, illness. Being at work or at school and refusing testing within twelve hours are not valid excuses.

4. Self-Reporting of Chemical Dependency
   a. Undergraduate students (TUP, C-NAP, and BSN-C). A student who voluntarily self-reports a chemical dependency problem will be counseled by the appropriate resource person as facilitated by the Student Affairs Committee members in consultation with the Dean of the Department of Nursing or designee.
   b. Pre-licensure students (TUP, C-NAP). In addition to D1, the student will be advised with regards to the Ohio Board of Nursing application to apply for licensure to practice as a registered nurse in Ohio.
   c. Post-licensure students (BSN-C, MSN). In addition to D1, the student will be advised with regards to available peer assistance programs and referred to applicable Ohio Board of Nursing statute and administrative rules.
   d. Graduate Students (MSN). The graduate student will be required to consult with the Dean of the Department of Nursing or her designee and the Director of the Graduate Program.
   e. In all cases, the student will be expected to seek assessment, follow through with treatment recommendations, and sign and comply with the “Contract to Return to Clinical Nursing” (see appendices C & D).
Procedure for Drug Testing

1. Scope of Drug Testing. The test is an observed urine test and consists of a 10-panel analysis which detects:
   a. Alcohol
   b. Amphetamines
   c. Barbiturates
   d. Benzodiazapines
   e. Cocainearijuana
   f. Methadone
   g. Opiates
   h. Phenecyclidine
   i. Propoxyphene

2. Initial testing (on-site)
   a. Students in the Department of Nursing will be asked to sign an authorization form before submitting to drug testing, and a declaration of legal use of prescribed medication if applicable. (Appendix A)
   b. Initial testing will be conducted onsite at the Department of Nursing by a certified testing service that will collect all urine specimens.
   c. The collection will be done according to standards set by the contracted laboratory.
   d. The laboratory will follow a chain of custody procedure assuring the accuracy of the specimen's identity.
   e. Results of the test will be sent to the Department of Nursing, usually within three working days from the time of testing.

3. Random and “for cause” testing (off site).
   a. Random and “for cause” testing will be done off-site at the testing center specified by the SON.
   b. Individuals selected for testing will be responsible for getting to the laboratory.
   c. Results will be sent to the Department of Nursing.

Cost of Testing

1. The cost for regularly scheduled and random student drug testing will be included in course fees.
2. The cost of “for cause” drug testing will be borne by the student.

Action in the Event of a Positive Urine Drug Test

1. The student who tests positive for a non-prescribed drug in the urine will be prohibited from engaging in clinical and/or laboratory practice.
2. Following an initial positive urine test, a second random urine test will be required within seven days.
3. If both the initial and follow-up drug screens are found to be positive, the student will be withdrawn from clinical and laboratory nursing courses for one year from the start of the semester in which the drug test was positive (i.e. offense occurs in October, student may petition to return at the beginning of the next fall semester).
a. A contract with the student will be offered (see Appendices C & D). The student must sign and comply with the stipulations in the contract if they want to apply for readmission to the nursing program.

b. All costs associated with laboratory fees, transportation to counseling or Alcoholics Anonymous (AA) meetings will be borne by the student.

4. The student will be referred to faculty of the SON for possible dismissal, which requires a majority faculty vote.

5. In addition, the urine drug testing data will be forwarded to the office of the Associate Dean/Director of Judicial Affairs. The process followed by this office is found in Appendices E & F of this policy. Any disciplinary action imposed by the Office of Judicial Affairs is separate from and in addition to the action of the SON.

Petition for Readmission to the SON

1. One year following the positive drug screen, the student may make a written request to be readmitted to the SON. The letter of request shall at least include:

   a. Documentation of contract compliance
   b. A recovery plan that the student will continue to follow until graduation
   c. Evidence of a drug test completed within seven days prior to the written request. The test must be done by a laboratory approved by the SON and must have been an observed urine and followed the customary chain of custody procedures.

Confidentiality

1. A separate file for drug testing procedures and results will be maintained in a secure area in the Dean’s office.

2. If action is required subsequent to positive drug testing, the information regarding drug testing results or treatment information will be treated as confidential and disclosed only to faculty or the student’s advisor and other specifically designated university personnel who have a legitimate educational need to know in order to perform the responsibilities of their positions.

3. However, if a student tests positive for any non-prescribed substance in the future, and is dismissed from the Department of Nursing, the drug test results and subsequent actions will be reported to the Capital University Office of Student Judicial Affairs. Post-licensure students will additionally be reported to the Ohio Board of Nursing.

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Approved SON Faculty, 10/16/06, May not use without permission
STUDENT CERTIFICATION, RELEASE AND AUTHORIZATION

I, ________________________________, hereby affirm that I have read and understand this Drug Testing policy for Students in the Department of Nursing, and that I have had an opportunity to ask responsible Department officials any questions I may have about the policy.

I hereby give my consent to any person, agency or organization conducting any test or providing any treatment or other service pursuant to this policy to provide information on the results of such test, treatment or other service directly to the Dean of the Department of Nursing or the Dean’s designated representative.

__________________________________________        ____________________
Student Signature      Date

__________________________________________ ________ ______________
Witness Signature      Date

Approved: SON Faculty Organization, 10/16/06
Date________________________________________

I, ___________________________________ , am currently taking __________________________ (Student Name) ____________________________ (Name of Medication) prescribed for me by the Health Care Provider noted below.

________________________________________ __________ _________________ (Physician or Qualified Advanced Practice Nurse) __________________________ (Phone number)

The medication is prescribed for __________________________ (Health Alteration) and treatment will be completed on __________________________ .

________________________________________________

(Student Signature)

Approved: SON Faculty Organization, 10/16/06
CAPITAL UNIVERSITY DEPARTMENT OF NURSING

CONTRACT TO RETURN TO CLINICAL NURSING PRACTICE/LABORATORY/CLASSROOM
FOR PRE-LICENSURE STUDENTS

I, ___________________________, as a student in the Department of Nursing, hereby agree to:

1. Follow the Aftercare Contract that was developed by the treatment facility as a result of an assessment for substance abuse. The contract was dated _______________ and a copy is attached to this contract.

2. Follow any additional requirements or conditions set forth in writing by the Dean of the Department of Nursing that are related to problematic behavior.

3. Have a urine test for drugs done every semester, one week prior to beginning a clinical module or semester. The test will be done at the laboratory that the Department of Nursing has identified.

4. Have a drug test completed within four hours if “for cause” and 12 hours if random after being contacted. This may be a random screening or for cause. If I refuse to have testing done, I understand that I will be required to absent myself from the clinical area or classroom.

This contract will be in effect from the initial signing until such time as I successfully complete the program in which I am enrolled in the Department of Nursing and graduate from Capital University. I understand that I will be responsible for all costs associated with laboratory fees, transportation to counseling or Alcoholics Anonymous (AA) meetings.

This contract does not replace the usual expectations of students in the nursing program nor does it replace student personnel policies and disciplinary policies of Capital University.

I understand that Capital University Department of Nursing will maintain the confidentiality of my information and documentation of my progress as outlined in the Drug Testing Policy for Students in the Department of Nursing so long as remain in compliance with this contract. However, if I test positive for any non-prescribed substance in the future, I will be dismissed from the Department of Nursing and reported to the Capital University Office of Student Judicial Affairs.

I have read the contract, it has been explained to me and I understand it. I voluntarily and knowingly enter into this contract. My signature is validation of this agreement.

_________________________________  ________________ ____________
Student        Date

_________________________________   _______________ _____________
Advisor        Date

_________________________________   _______________ _____________
Dean, Department of Nursing     Date

Approved: SON Faculty Organization, 10/16/06
CONTRACT TO RETURN TO CLINICAL NURSING PRACTICE/LABORATORY/CLASSROOM POST-LICENSURE PROGRAMS

I, ______________________________, as a student in the Department of Nursing, hereby agree to:

1. Follow the Aftercare Contract that was developed as a result of an assessment for substance abuse. The contract was dated ______________ and a copy is attached to this contract.

2. Follow any additional requirements or conditions set forth by the Chair of the Department of Nursing that are related to problematic behavior.

3. Have a urine test for drugs done one week prior to beginning a clinical module or semester. The test will be done at the laboratory that the Department of Nursing has identified.

4. Have a drug test done within four hours “for cause” and 12 hours if random after being contacted. This can be a random screening or for cause. If I refuse to have testing done, I understand that I will be unable to attend class or clinical experiences.

This contract will be in effect from the initial signing until such time as I successfully complete the program in which I am enrolled in the Department of Nursing and graduate from Capital University. I understand that I will be responsible for all costs associated with laboratory fees, transportation to counseling or Alcoholics Anonymous (AA) meetings.

This contract does not replace the usual expectations of students in the nursing program nor does it replace student personnel policies and disciplinary policies of Capital University.

I understand that Capital University Department of Nursing will maintain the confidentiality of my information and documentation of my progress as outlined in the Drug Testing Policy for Students in the Department of Nursing so long as I remain in compliance with this contract. However, if I test positive for any non-prescribed substance in the future, I will be dismissed from the Department of Nursing and reported to the Capital University Office of Student Judicial Affairs and the Ohio Board of Nursing.

I have read the contract, it has been explained to me and I understand it. I voluntarily and knowingly enter into this contract. My signature is validation of this agreement.

_________________________________  ________________ ____________
Student       Date

_________________________________  ________________ ____________
Advisor       Date

_________________________________  ________________ ____________
Dean, Department of Nursing    Date

Approved: SON Faculty Organization, 10/16/06
MINIMUM SANCTION GUIDELINES FOR SPECIFIC VIOLATIONS OF THE STUDENT CODE OF CONDUCT

The following are minimum guidelines that will be used when determining sanctions for various violations of the Student Code of Conduct. Capital University reserves the right to impose disciplinary and other educational sanctions (essays, flyers, programs) as appropriate to the specific violation of the Student Code of Conduct.

ALCOHOLIC BEVERAGE/DRUGS

Capital University’s alcoholic beverage/drug policies are intended to foster the development of self directed, responsible citizens, and to promote the university community’s health, safety and respect for the law (see alcoholic beverages and other drug policy).

VIOLATION: Students under legal drinking age (under age 21)/in the presence of alcoholic beverages

Minimum Recommended Sanction for the First Alcohol Violation
1. Required online alcohol education workshop
2. A written warning.

Minimum Recommended Sanction for the Second Alcohol Violation
1. A written warning with parental notification for financially dependent students
2. Referral to Counseling and Assistance Program for Students (CAPS)
3. Up to a $100 fine
4. Ten community service hours
5. $50 fine

VIOLATION: Possession/consumption of alcoholic beverages

Minimum Recommended Sanction for the First Alcohol Violation
1. Seizure and disposal of the beverage
2. Required online alcohol education workshop
3. Referral to Counseling and Assistance Program for Students (CAPS)
4. A written warning with parental notification for financially dependent students
5. Ten community service hours
6. $50 fine

Minimum Recommended Sanction for the Second Alcohol Violation
1. Seizure and disposal of the beverage
2. Referral to Counseling and Assistance Program for Students (CAPS) for a screening interview. Failure to comply with the screening and recommendations may result in removal from student housing program.
3. Disciplinary probation status
4. Capital aid review and parental notification for financially dependent students
5. 20 community service hours
6. $100 fine
Minimum Recommended Sanction for the Third Alcohol Violation
1. Seizure and disposal of the beverage
2. Continued participation in the minimum required alcohol counseling sessions, with documentation of completed intervention by a licensed clinician. **Failure to document completion of an alcohol counseling program may result in suspension from the university for at least one semester.**
3. Capital aid review and parental notification for financially dependent students
4. 40 community service hours
5. $250 fine
6. Removal from residence halls/on-campus housing
7. Suspension or dismissal

**VIOLATION:** Illegal manufacture, possession or sale of illegal drugs or controlled substances and/or possession of drug paraphernalia

Minimum Recommended Sanction for the First Violation
*quantity of illegal substance/nature of offense corresponds with a misdemeanor in the legal system*

1. Seizure of contraband with transfer to legal authorities and filing of charges
2. Professional assessment with a licensed clinician, with documented follow-through and recommendation(s) Notification to the Financial Aid Office to ensure compliance with applicable federal/state laws if convicted of a drug crime
3. Parental notification for financially dependent students
4. Disciplinary probation or suspension
5. $150 fine

Minimum Recommended Sanction for the Second Violation
*quantity of illegal substance/nature of offense corresponds with a misdemeanor in the legal system*

1. Seizure of contraband with transfer to legal authorities and filing of charges
2. $300 fine
3. Parental notification for financially dependent students
4. Suspension or Dismissal from the university
5. Notification to the Financial Aid Office to ensure compliance with applicable federal/state laws if convicted of a drug crime

To be eligible for readmission, an individual found responsible for violating the Student Code of Conduct must obtain a professional assessment from a licensed clinician and document follow through of the counselor’s recommendation.

Minimum Recommended Sanction for the First Violation
*quantity of illegal substance/nature of offense corresponds with a felony in the legal system*

1. Seizure of contraband with transfer to legal authorities and filing of charges
2. Parental notification for financially dependent students
3. Suspension from the university
4. Notification to the Financial Aid Office to ensure compliance with applicable federal/state laws if convicted of a drug crime

To be eligible for readmission, an individual found responsible for violating the Student Code of Conduct must obtain a professional assessment from a licensed clinician and document follow through of the counselor’s recommendation.

**BELLIGERENT BEHAVIORS**

Violation: Belligerent behaviors include aggressive, argumentative, quarrelsome, loud-mouthed, confrontational, cantankerous, foul and/or abusive language directed at University officials acting in the performance of their duties.

<table>
<thead>
<tr>
<th>Offense</th>
<th>First offense</th>
<th>Second offense</th>
<th>Third offense</th>
<th>Fourth offense</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$25 fine</td>
<td>$50 fine</td>
<td>$100 fine</td>
<td>Removal from university housing</td>
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<tr>
<td></td>
<td>Disciplinary probation</td>
<td>Disciplinary probation</td>
<td>Disciplinary probation</td>
<td>Capital aid review</td>
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<td>Parental notification for financially dependent students</td>
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**BIOHAZARD CLEAN-UP/BODILY FLUIDS**

Violation: Improper disposal of hypodermic needles, syringes, and/or bodily fluids inappropriately appearing in public areas of residence halls.

**Minimum Recommended Sanctions**

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<tr>
<th>Offense</th>
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<th>Second offense</th>
<th>Third offense</th>
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<tbody>
<tr>
<td></td>
<td>Educational Sanction</td>
<td>$25 fine</td>
<td>$50 fine</td>
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<tr>
<td></td>
<td>Written warning</td>
<td>Disciplinary probation</td>
<td>Disciplinary probation</td>
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**RECORDS OF DISCIPLINARY ACTION**
A file containing records and information regarding a student’s conduct and campus life, including disciplinary actions, is maintained by the Dean of Student Affairs Office in accordance with the university’s records policy and applicable federal and state law.

Information other than “directory information” is not released to parties outside the university without the written permission of the student. Information from a student’s file is shared with faculty and staff of the university only on an authorized, “need-to-know” basis. Students may review the contents of their files in the Dean of Student Affairs Office. Parents of financially-dependent students will be notified of repeated or serious violations of the code of conduct, and are authorized to review those files in the Dean of Student Affairs Office. The university reserves the right to appropriately inform the campus community about disciplinary decisions.

Please refer to the Drug Testing for Students for a definition of terms. Because it is a requirement of employment, the cost of the drug testing will be covered by the Department of Nursing. If a test must be done a second time because the first one was found to be positive, the potential faculty member will pay for the second test.

**Suggested Undergraduate Bulletin Copy**

The Capital University Department of Nursing has in place a Drug Testing Policy that affects all nursing students. Clinical facility policies universally require that Departments of nursing using their clinical facilities develop and implement a drug testing policy, to meet the requirements of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). The policy can be found on the Capital University Department of Nursing website.
APPENDIX L

POLICY AND GUIDELINES ON OCCUPATIONAL HEALTH
POLICY AND GUIDELINES FOR OCCUPATIONAL HEALTH

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. CUSN takes responsibility for protection of its students and employees through education to assess and minimize exposure to health risks.

POLICY

Content in 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 (Kline Clinic).

GUIDELINES

Faculty are responsible for notifying the Chair, CUSN, 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.

9/26/90 DSE, 10/15/90 SON Faculty
Revisions Adopted 3/16/98, Reviewed 6/08
APPENDIX M

EXPOSURE CONTROL PLAN
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 Nursing 221. Thereafter, clinical courses contract with clinical placement agencies (e.g., Riverside Hospital, Grant Hospital, Park Hospital, etc.) who 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; and 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 N

GUIDELINES FOR CARING FOR PERSONS WITH KNOWN CONTAGIOUS DISEASES
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.
  
  Nursing 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
APPENDIX O

POLICY AND PROCEDURES
ON EXPOSURE TO
CONTAMINATED FLUIDS
IN THE SKILLS LAB
POLICY AND 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 goggles
1 pr. disposable gloves
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

Capital University Department of Nursing Faculty
Adopted: Department of Nursing Faculty
1/18/93
May not use without permission
APPENDIX P

FAMILY EDUCATION RIGHTS AND PRIVACY ACT
What does FERPA mean anyway?

FERPA is the Family Educational Rights and Privacy Act which is also known as the *Buckley Amendment* which can be defined as:

> A federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.

Consistent with the federal Family Education Rights and Privacy Act (FERPA), as amended, Capital University recognizes certain rights of the following regarding students’ educational records:

1. Eligible students
2. Parents of dependent students as defined in the Internal Revenue Code
3. Parents of students under 18 years of age

What rights does FERPA provide students and eligible parents:

1. The right to inspect their own educational records. An educational record is any record maintained by the University that is directly related to the enrolled student.
2. To request in writing that the University correct educational records believed to be inaccurate or misleading.
3. Institutions may not disclose information about students nor permit inspection of their records without written permission, unless such action is covered by certain exceptions permitted in the Act.

What is Directory Information?

Information designated by the University which reasonably would not be considered harmful or an invasion of privacy if disclosed is included in the University directory.

- Name, Address, email address, telephone listing
- Field of Study
- Weight and height of athletes
- Most recent previous school attended
- Photographs
- Date and place of birth
- Participation in officially recognized activities and sports
- Dates of attendance, degrees and awards

The following information is excluded from the University Directory information:

- Student identification numbers
- Social security numbers
- Ethnicity/race/nationality
- Gender
What is the rule of thumb when addressing student records, questions, and concerns?

Capital University believes in working closely with young adults to help them successfully transition from dependent to independent living. Therefore, all educational issues, including grades and billing, will be addressed with the enrolled student. In cases where students are nonresponsive, the Office of the Dean of Students will work with parents of dependent students as defined in the internal Revenue Code.

For a comprehensive view of the Capital University adaptation of FERPA policies and procedures, please visit [www.inside.capital.edu](http://www.inside.capital.edu), select Registrar and click on [Student Notification of Rights (PDF version)](http://www.inside.capital.edu) located in the Resources Menu of the web page.
APPENDIX Q

CANDIDATES FOR EXAMINATION AND ENDORSEMENT

OHIO BOARD OF NURSING CRIMINAL RECORDS CHECKS
Candidates for Examination and Endorsement

OHIO BOARD OF NURSING CRIMINAL RECORDS CHECKS

Effective June 1, 2003 for all students entering a pre-licensure nursing program after June 1, 2003, candidates who wish to sit for the NCLEX RN or PN examination will be required to submit their fingerprints to the Bureau of Criminal Identification and Investigation (BCII). Students enrolled in a pre-licensure program prior to June 1, 2003 are NOT REQUIRED TO SUBMIT FINGERPRINTS.

Fingerprinting may be arranged through local law enforcement agencies such as the local police department, the sheriff, or the highway patrol. The website www.usacops.com provides a list of sheriffs and policy departments by state/county. It is the applicant’s responsibility to make these arrangements. Fingerprint cards may be obtained along with an examination application by contacting the OBN.

BCI&I results are mailed to the OBN within approximately 30 days, and FBI results within no less than 2 months. Therefore, it is recommended that students submit their prints at least six (6) to nine (9) months prior to completing their nursing education. This will insure that the application to test can be processed timely, and that delays in making a candidate eligible to test will be minimized. No applicant will be made eligible to test without the required criminal records check being completed in his or her file.

REQUIREMENTS FOR APPLICATION FOR LICENSURE BY EXAMINATION

Students may view the Ohio Board of Nursing (OBN) Application for Licensure by Examination by going to the OBN website, www.nursing.ohio.gov, using the link to “Forms” and downloading the PDF file “Examination Application”. Graduates applying for licensure in Ohio will be required to follow all OBN instructions. A section of the application requires responses related to compliance issues, for example whether the applicant has been convicted of felony, or misdemeanor in the course of practice, in Ohio or elsewhere. In addition, responses are required related to certain mental health diagnoses, and related to use of chemical or controlled substances.

SON, 6/01/03