Capital University
Student Handbook

Pre-Licensure Programs

Traditional Undergraduate Program &

Accelerated BSN Programs

2025-2026

CapitalUniversity
Nursing

Pre-Licensure Nursing Student Handbook

The *Pre-Licensure Nursing Student Handbook* is published online at www.capital.edu/current- students. This handbook is updated on an annual basis. Students are responsible for the information published in the current year. Therefore, students should review the handbook each year. If a change to this document is required, students will be notified in writing.

NOTE: Under OAC Rule 4723-5-12(B) [Feb 2022], the policies pertaining to academics regarding students currently enrolled in the program will remain consistent with the *Capital University Undergraduate Bulletin* for the year that the student was admitted and throughout the student's program of study, including but not limited to requirements for student progression or program completion.

Pre-Licensure Nursing Student Handbook Website Location:
http://www.capital.edu/Current-Students/

Welcome and Preface

Welcome to Capital University and to the School of Nursing! The faculty and staff of the School of Nursing are thrilled that you have decided to prepare for a career in professional nursing and that you have selected Capital University to meet your goals.

There are busy and exciting years ahead! You are entering a program that is committed to providing a liberal arts education within a caring and supportive environment. Based on the University's fundamental commitment to its Lutheran heritage and our commitment to holistic nursing practice, the School of Nursing encourages the development of the total person, guiding knowledge building while supporting intellectual, physical, psychosocial, moral, ethical, and spiritual well-being.

As a holistically endorsed nursing program, the holistic health needs of individuals, families, communities, and populations are embraced. The goal of holistic nursing is whole person healing that honors the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and environment. This program is designed to develop crucial competencies for current nursing practice, including critical thinking & clinical judgment, professional & therapeutic communication skills, holistic caring, systems competency, leadership acumen, support of transitions for both nurse healer and patient, and considerations for the care of diverse individuals from broad cultural backgrounds. Your studies will be based on a thorough grounding in the biological, social, and nursing sciences. You will learn to solve increasingly complex problems as you develop mastery of clinical nursing skills in a variety of practice settings.

The Purpose of this Handbook: We will be assisting you on your journey and have created this handbook as a resource to provide needed information as you navigate various aspects of the nursing program. This includes classroom, clinical, and laboratory requirements, academic policies, and necessary forms. 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 that will address most of your needs and questions.

To guide you in your completion of the curriculum and in navigating your experience as a university student, you will be assigned a faculty mentor/adviser from the School of Nursing, and may also have an assigned Student Success Adviser from the University as our collaboration with these master advisors grows in this and coming years. Please see your adviser with your questions and any concerns as they might arise. Your active participation in your education is the key to your success.
Welcome! We are glad you are here! You belong.

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Nursing Accelerated Program (ABSN)

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Section 1: Overview of the School of Nursing

History of the School of Nursing

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 campus, selected a separate Board of Trustees in 1959. In 2016, the Board of Trustees for both Capital University and Trinity Lutheran Seminary voted to reunite once again. Capital University also includes the College and Law School. The nursing program was established in 1950 as a department in the College of Arts and Sciences and became a School of Nursing in 1965. Capital University underwent a reorganization of schools within the College (2008) to include: the School of Natural Sciences, Nursing, and Health; the School of Management and Leadership; the School of Social Sciences and Education; the Conservatory of Music and School of Communication; and the School of Humanities. The Department of Nursing was restored to a School of Nursing in the Fall of 2019. Currently, the University offers four undergraduate degrees, six graduate degrees and more than 70 undergraduate majors to its approximate 3700 students. Capital University's Adult and Graduate Education office offers access to undergraduate degrees in the arts and sciences.

The School of Nursing offers a pre-licensure Bachelor of Science in Nursing (BSN) degree. There are four distinct nursing programs, three of which offer an undergraduate degree in nursing and one that offers a graduate degree. The three pre-licensure programs that offer the BSN degree are the Traditional Undergraduate Program (TUP), the Nursing Accelerated Program – (ABSN) and Nursing Accelerated Program – Hybrid track (ABSN-H). Through the Graduate Program in Nursing, launched in 1994, students may earn a Master of Science in Nursing (MSN) degree in four tracks, including Nursing Administration, Nursing Education, Legal Studies, and Quality & Safety. Capital continues to explore the possibility of offering a Doctor of Nursing Practice (DNP) degree program.

The Capital Nursing Accelerated Bachelor of Science in Nursing Degree Programs (ABSN & ABSN-H) began their inaugural academic year in 2006-2007, and its first graduates completed the program in Spring, 2008. The initiation of the ABSN programs (previously known as C-NAP) were made possible through grants from the Osteopathic Heritage Foundation and the Department of Education/Columbus Chamber of Commerce.

Accreditation & Membership

The pre-licensure program of the School of Nursing is approved by the Ohio Board of Nursing (2023- 2028) and all programs of the School of Nursing are accredited by the Commission for Collegiate Nursing Education (CCNE) (2020-2030) and are endorsed by the American Nurses Holistic Certification Corporation (AHNCC) (2009-2030).

The nursing program is a charter member of the American Association of Colleges of Nursing (AACN), a member of the Commission of Collegiate Nursing Education (CCNE) and a member of the National Student Nurses Association.

Nursing Honorary

A chapter of Sigma, the International Honor Society of Nursing, Theta Theta, was chartered at Capital University in 1986. Capital's Theta Theta Chapter was subsequently recognized with a major award, the Chapter Key Award, from the International Honor Society in 1991 and again in 2017. This honor is impressive since only 26 chapters in undergraduate nursing programs were selected from among the over 300 chapters worldwide. The Chapter has mentored new honor societies founded in England and Sweden.

Eligible senior TUP, ABSN, and ABSN-H students, graduate students, and community nurse leaders are invited for induction into the Theta Theta Chapter of Sigma International Honor Society of Nursing based on scholarship and leadership annually in the spring. The Chapter offers programs for the nursing community each year and coordinates with other local chapters for special events.

School of Nursing Awards

Through the generous support of donors, alumni, faculty, and friends of the nursing program, the School of Nursing (SON) recognizes nursing students that have demonstrated outstanding achievement in the areas of scholarship, leadership, holism, and clinical excellence. The following awards are presented annually to students at the Capital University Honors Convocation.

The Distinguished Nurse Leader Award ($800)
For outstanding achievement in nursing and best exemplification of the role of a professional nurse leader. Open to undergraduate, graduate, traditional, or adult nursing students. Donor: Dr. Elaine F. Haines

The Josephine T. Hickey Award ($500)
For a junior-level nursing student who demonstrates Clinical Excellence in Nursing. Donor: Faculty of the School of Nursing.

The Ruth S. Neikirk Award ($1,500)
In recognition of a junior or senior nursing student who demonstrates self-development and promotes the health and well-being of the total person from a Holistic Perspective. Donors: Alumnae, friends, and colleagues of Ruth
S. Neikirk.

School of Nursing Facilities

Faculty offices, classrooms, assessment rooms, and nursing skills laboratory spaces are in the Battelle Memorial Hall of Science and Nursing. The assessment rooms and laboratories are equipped to allow students to develop their skills in simulated clinical settings in preparation for actual practice in healthcare agencies. The Helene Fuld Health Trust Learning Resources Laboratory provides state-of- the-art simulation and flexible learning space. A student lounge area is available, as well as a small kitchen area for food storage and preparation.

Section 2: The Nursing Program

The traditional nursing program requires 124 semester hours of study. Generally, students can expect that it will take four years of full-time study to complete the requirements of the program to earn the Bachelor of Science in Nursing (BSN) Degree. After earning the BSN degree, students will be eligible to take the examination for licensure as a professional nurse (NCLEX-RN) and will be prepared to accept a staff nurse position in a wide variety of healthcare settings.

The Accelerated BSN nursing programs – daytime track (ABSN) and hybrid track (ABSN-H), are designed for students who have previously earned a bachelor's degree in another discipline and wish to pursue a Bachelor of Science in Nursing (BSN) Degree. The two Accelerated BSN nursing program tracks require 65 semester hours of study. Generally, students in an ABSN track can expect that the program requirements may be completed in twenty months. Graduates of the Accelerated BSN nursing program will have earned a Bachelor of Science in Nursing Degree and completed three core courses toward the Master of Science in Nursing, which can be applied towards MSN degree completion within 5 years. Graduates will be eligible to take the examination for licensure as a professional nurse (NCLEX-RN) and will be prepared to accept a staff nurse position in a wide variety of health care settings.

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

Capital University is a comprehensive, private university, centered in contemporary Lutheran values, offering undergraduate, graduate, and continuing education programs in the liberal arts, sciences, and professions.

Mission - Capital University transforms lives by empowering an inclusive community of learners through engaging academic, co-curricular, and professional experiences.

Vision
Capital University is a vibrant and innovative leader in higher education. Our inclusive community supports access and ensures success for all.

Students engage in the relevant and collaborative experiences necessary to be knowledgeable, resilient, and ethical citizens. They leave Capital prepared to make meaningful contributions in their communities and advance the common good.

Values
Student Success – We proactively support the academic, social, physical, mental, and spiritual development of every student as they pursue their academic and personal goals.

Educational Excellence – Expert faculty and staff use evidence-based best practices to create intellectually challenging and personally supportive learning experiences in and out of the classroom.

Diversity, Equity, and Inclusion – We respect all identities, cultures, and perspectives, promote equity in access and opportunity, and foster a sense of belonging for all members

of our community.

Integrity – Through honesty, transparency, and hard work, we demonstrate our best selves and value the same in others.

Capital University Learning Goals: Signature Learning Outcomes

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. The Signature Learning Outcomes reflect the culmination of a Capital education and are achieved through coursework, scholarship and creative endeavors, community engagement, and other-co-curricular experiences.

1. Students apply the skills of a liberally educated person to investigate problems and questions.
2. Students explain how their choices affect goal achievement across a variety of domains (e.g., professional and personal relationships, finances, mental and physical health, etc.).
3. Students interact knowledgeably and ethically with people and ideas from many cultures, religions, and identities.
4. Students speak, write, read, and listen effectively.
5. Students analyze, contextualize, and engage with human cultures.
6. Students access, evaluate, interpret, and produce quantitative and qualitative information to solve problems.
7. Students articulate basic principles, methods, and societal effects of natural and social sciences.

Nursing Program Mission

Educating professional nurse leaders to promote and enhance holistic health, healing, and well-being with diverse people in the world.

Philosophy

Capital University is a comprehensive, private, church-related university philosophically committed to providing a liberal arts education within a caring and inclusive environment. The School of Nursing supports the University's mission, values, and goals and the fundamental commitment to its Lutheran heritage. The School of Nursing encourages the development of the total person: intellectual, physical, psychosocial, moral, ethical, and spiritual. Recognizing the unique worth of each student, the faculty support students as they develop and work toward the attainment of their individual learning goals. Through collaborative experiences, students actively participate in a competency- based learning process in a caring culture that values diversity and equity.

Nursing incorporates the art and science of caring and focuses on the protection, promotion, and optimization of health and abilities; prevention of illness and injury; facilitation of healing; and alleviation of suffering through compassionate presence. Nursing is the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations in recognition of the connection of all humanity (ANA, 2021). Nurses, as members of an interprofessional team, enter into therapeutic partnerships with care recipients in all spheres of care. Through their professional roles e.g. clinician, educator, advocate, researcher, leader, consultant, and role model, nurses provide safe, quality holistic healthcare.

The faculty of the School of Nursing embrace the core values of holistic nursing as the fundamental tenets within the discipline. The goal of holistic nursing is whole person healing. Holistic nurses recognize the totality of the human being - the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and the environment. The holistic nurse is an instrument of healing and facilitates individuals, families, groups, and populations to attain or maintain optimum levels of health and well-being throughout the lifespan and in all spheres of care. Professional education focuses on the attainment of a specialized body of knowledge, skills, and attitudes pertaining to a discipline through commitment to the social, ethical, and scholarly standards of the profession. It fosters the professionals' acceptance of responsibility for critical thinking and clinical judgment congruent with the level of practice. Nursing education develops students who provide culturally sensitive, ethically grounded, and spiritually appropriate, evidence-informed/based health care. Inherent in holistic nursing education is attention to self-development. This requires nurses to integrate self-care, self-responsibility, spirituality, and reflection in their own lives. The pre- licensure nursing programs provide a foundation for the development of self, creativity, maturity, and the growth of intellectual, cultural, and leadership skills and perspectives. The graduate program extends the development of these qualities in both depth and scope.

Nursing knowledge is acquired through empirical, personal, ethical, aesthetic, and social knowing. Education occurs in an environment of scholarly inquiry and is dedicated to preparing students to care about and for care recipients across the lifespan. Nursing students also develop respect for the inherent worth of every human being, reflect upon personal values and attitudes, and demonstrate commitment to lifelong learning and to the profession. Preparation for baccalaureate professional nursing practice is based on a program of study that includes the art and science of nursing: human, physical, and behavioral sciences; and the university's signature learning courses - e.g. ethics, global awareness; fine arts, and humanities. Preparation for graduate professional nursing practice builds on the undergraduate foundation and is based on a program of study that includes the application of nursing knowledge, theories, research, and advanced clinical and leadership skills within an interprofessional context. Graduate nurses serve as leaders in healthcare and the profession of nursing. Synthesis of theories, principles, and research from nursing and related disciplines produces knowledge that contributes to a distinctive science of nursing.

Nursing is a career of significance for its impact on and value to society. Nurses make a difference in peoples' lives as they care for the whole, enhancing human health and wellness and enabling hope. Their presence is a constant, and nursing practice occurs whenever, wherever, and however a need is identified. Graduates of the Capital University School of Nursing are prepared in the art and science of human caring, respectful of their role in this significant profession.

Curriculum Concepts

The curriculum concepts serve as the organizing framework for the curriculum and are expressed in the conceptual framework. Health, the overarching concept, focuses on holistic health promotion, disease prevention, risk reduction, illness care, rehabilitation, and palliation. Faculty believe that six other concepts are also essential to nursing: Caring, Critical Thinking/Clinical Reasoning, Communication, Transitions, Culture, and Systems. These core concepts offer a frame of reference for nursing practice. The conceptual framework is outlined in more detail in Appendix B.

Goals of the Pre-Licensure Program

In addition to the competencies of the Signature Learning Goals of the University, the goals/outcomes/competencies of the pre-licensure programs are based on the philosophy and the conceptual framework of the undergraduate curriculum of the Capital University School of Nursing. The Conceptual Framework for the nursing curriculum is located in Appendix B of this *Pre-Licensure Nursing Student Handbook*. The curriculum concepts are designed to prepare entry-level generalists and professional practitioners in nursing, who practice from an evidence base and provide holistic, safe, quality care to individuals, families, groups, communities, and populations.

Health is the central concern of nursing and is the core concept of the conceptual framework for the pre-licensure curriculum. The conceptual framework is organized around six additional concepts.
These concepts include four professional nursing practice concepts: Critical Thinking / Clinical Judgment, Caring, Communication, and Transitions. The framework also includes two concepts that comprise the context of nursing practice: Culture and Systems.

Graduates of the pre-licensure nursing programs will demonstrate standards of professional nursing practice while:

1. **Using critical thinking and clinical judgment in the process of clinical reasoning to answer, impact, or resolve clinical problems, questions, or issues.**
   Competencies demonstrating critical thinking/clinical judgment include the ability to:
   - 1.1 Apply relevant knowledge, theory, experience, standards, principles, or models from the liberal arts, biological, behavioral, and nursing sciences as a framework for interpretation.
   - 1.2 Utilize cognitive, empirical, intuitive, and reflective processes for clinical reasoning.
   - 1.3 Holistically collect and purposefully analyze data to identify clinical problems, questions, or issues among individuals, families, groups, and communities.
   - 1.4 Appraise and acknowledge salient factors to determine the level of health and well- being present.
   - 1.5 Develop a prioritized plan of care based on effective decision-making and grounded in theory, experience, standards of care, and/or care bundles.
   - 1.6 Deliver safe, competent, and effective, holistic nursing care based on cognitive, psychomotor, and affective knowledge and skills with individuals, families, groups, communities, and populations.
   - 1.7 Analyze and apply levels of evidence to develop a professional practice that reflects best evidence-based practices in patient care management.
   - 1.8 Evaluate the efficiency, effectiveness, and quality of the care provided in relation to expected patient outcomes or benchmarks.
   - 1.9 Explain how the interrelationships among individuals, families, groups, environment, and factors among professional nursing practice, and the healthcare context influence health and well-being as well as healthcare.

2. **Demonstrating the holistic caring practice of professional nursing.**
   Competencies demonstrating caring include the ability to:
   - 2.1 Use cognitive, psychomotor and/or affective therapeutic interpersonal

processes to comfort, value, nurture, and facilitate health and well-being of individuals, families, groups, communities, and populations.

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

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

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

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

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

3. Communicating effectively to collaborate with clients and inter/intra-professional teams.

Competencies demonstrating effective communication include the ability to:

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

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

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

3.4 Acknowledge and use the contributions of clients and members of the health care delivery systems.

3.5 Demonstrate communication behaviors that facilitate and maintain patient safety and quality care.

3.6 Document nursing care according to current professional, ethical, and legal guidelines.

3.7 Recognize and utilize standard nursing language systems.

3.8 Delegate tasks to others in accordance with professional, ethical, and legal standards.

3.9 Represent the School of Nursing and affiliating agencies with respect and dignity.

3.10 Advocate for safe, quality, nursing care.

3.11 Demonstrate effective teaching/learning principles & strategies in the classroom and in the healthcare setting taking into consideration level of knowledge, literacy, culture, readiness, and ability.

4. Facilitating transitions for self and clients.

Competencies demonstrating transitions include the ability to:

4.1 Facilitate and advocate for clients through the life span and health continuum recognizing patterns and salience of transition indicators, facilitators, and inhibitors,

4.2 Incorporate the Patient Bill of Rights and Professional Organization Standards in client care situations.

4.3 Demonstrate personal responsibility and accountability for professional behaviors.

4.4 Transition to the professional role from classroom, lab, and theory to professional clinical practice.

4.5 Transition from knowledge and practices of self-care to the care of individuals, to clients and their families, to multiple individuals, and to the community and population arenas.

4.6 Develop principles of leadership and professionalism during the transition to the role of the beginning professional nurse.

4.7 Integrate principles of change theory while navigating transitional conditions in the education process and within healthcare environments.

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

6. **Functioning within a variety of systems.**
   Competencies demonstrating ability to function within healthcare systems include the ability to:
   - 6.1 Provide for care coordination and continuity across health care settings.
   - 6.2 Involve clients, their support systems, and other health care professionals when providing and managing nursing care in a variety of settings.
   - 6.3 Function effectively in intra/interprofessional collaboration and teamwork.
   - 6.4 Analyze safety and quality concerns in health care systems.
   - 6.5 Demonstrate competent skills with clinical information systems and clinical technologies with regard for human-machine interactions and latent effects of technology.
   - 6.6 Adopt and comply with ethical and legal principles related to professional nursing practice.
   - 6.7 Recognize the influence of health policy and economics on the healthcare system and on health outcomes.

Revised: 5/99, 6/03, 4/08, 4/10, 1/14, 4/19

Admission Procedures

Admission to the Traditional Undergraduate Program (TUP)

Students apply through the Capital University Undergraduate Admission Office, admission criteria can be found in the *Capital University Undergraduate Bulletin*. Admission to Nursing is selective and based on the admission policies of the University and the School of Nursing. Various measures of academic performance may be used in the admission process. In addition, students must meet essential performance abilities as stated in the Essential Performance Requirements Policy (located later in this section). Students are admitted directly into the nursing major as a first-year student and are assigned a nursing faculty adviser. Students who do not meet the standards for direct admission into the SON may be admitted to the University as pre-nursing students, and may apply for admission into the SON based on the successful completion of criteria for Change of Major outlined in the *Capital University Undergraduate Bulletin* and this *Pre-Licensure Nursing Student Handbook* (below). Admissions through change of major are highly competitive and awarded on a space-available basis.

English Language Proficiency Requirement for Admission

Admission to the nursing programs is contingent upon meeting the university's established standards for English language proficiency. International and English as a Foreign Language (EFL) applicants must demonstrate sufficient proficiency in English through standardized testing or qualifying academic coursework, as outlined by the university's admissions policies. Waivers may be granted under specific conditions. For detailed criteria, applicants should refer to the university's official admissions guidelines.

Change of major Students must have:

- Achieved a C letter grade in all required science courses and C+ in all nursing courses to apply.
- Completed all level one courses in the curriculum plan.
- A cumulative grade point average (GPA) of 2.7.
- Completed an application and the required personal statement (See Appendix S).
- Contacted the Associate Dean of Pre-Licensure Programs regarding intent to change majors.
- Meet the Essential Performance Requirement Policy.

If space is available and the student meets the above criteria, the student may be granted admission to the nursing program. At that time, an official change of major form will be signed, and the student must submit the form to the Registrar.

Transferring into the Traditional Undergraduate Program (TUP)
Transfer admission from another University is selective and based on prior academic performance and seats available.

Students must:

- Apply for admission via the Capital University Undergraduate Admission Office. Students must meet University and School of Nursing admission standards.
- Have a weighted grade point average of 2.7 or higher for all college or university work. Science courses applied toward program requirements must have been completed within the last **five (5) years**. Additionally, a minimum grade of **C or higher** is required for a course to be accepted.
- Submit official transcripts from all accredited college or university attended. Equivalency course credit for transfer will be determined jointly by the School of Nursing and the university registrar.
- An interview with the school of nursing administration and or faculty may be requested.
- Meet the essential performance requirements as stated in the Essential Performance Requirement Policy.
- Students seeking to transfer from another nursing program must submit a letter of good standing from their previous institution. This letter must be sent directly from the Dean or program administrator of the prior nursing program and should confirm the student's academic and professional standing.

Admission to the Nursing Accelerated Programs (ABSN & ABSN-H)
Admission to the Accelerated Nursing Programs is selective and based on the following requirements:

- Evidence of a completed baccalaureate or higher degree from a regionally accredited college or university. Official transcripts are required from all colleges or universities attended.
- Cumulative grade point average (GPA) of 2.7. The GPA will be weighted if multiple transcripts are presented.
- Completed application with a written essay, a current resume, and three recommendation letters: two academic (previous professor or instructor who can attest to academic abilities) and one professional (e.g. from work or volunteer setting, organizational membership, church).

- An interview with the school of nursing administration and or faculty may be requested.
- All prerequisite courses must be successfully completed prior to full admission into the program. In certain cases, students may be granted provisional admission with the understanding that all outstanding prerequisites must be completed with the required grade before the first week of classes. It is the student's responsibility to ensure that official transcripts reflecting final grades are submitted to the university as soon as they become available. Prerequisite courses include life span development (from birth to death), biochemistry**, microbiology**, human anatomy** and human physiology** (all body systems).
    - **Science prerequisites must be taken within the last five years with a minimum grade of C or higher and have a lab component.
- Admission to the nursing programs is contingent upon meeting the university's established standards for English language proficiency. International and English as a Foreign Language (EFL) applicants must demonstrate sufficient proficiency in English through standardized testing or qualifying academic coursework, as outlined by the university's admissions policies. Waivers may be granted under specific conditions. For detailed criteria, applicants should refer to the university's official admissions guidelines.
- Students seeking admission to the ABSN program under specific partnership agreements or pathways with clinical agencies may have elements of the admissions criteria including resume, essay, and/or references waived as stipulated and listed in the partnership agreements when equivalent criteria have been included and documented in the selection process by the organizational partner.

Revised: 1/14/07 (C-NAP Program Committee), 8/25

Readmission to the Traditional Undergraduate Program (TUP) and the Accelerated Nursing Programs (ABSN & ABSN-H)

Students requiring readmission to Capital University will use the University "Application for Readmission as a Degree Candidate" form with readmission based on meeting applicable requirements and seats available. Students readmitted to the University are not readmitted automatically to the School of Nursing. Seats must be available.

There are additional requirements to apply for admission to the School of Nursing:

- Requests for re-admission will be directed to the Associate Dean of Pre-Licensure Nursing Programs if the student left in good standing and no progression issues are noted.
- Students wanting to be readmitted who left without being in good standing, i.e. on disciplinary probation, suspension or dismissal, low GPA, etc. must petition the Nursing Academic Affairs Committee for approval to be readmitted. The petition is to be addressed to the Chair of the Academic Affairs Committee. In the petition letter, a student will need to explain the reason for leaving and give new evidence of work done to support a readmission decision. Students need to support a change with evidence and discuss actions planned to support a successful return to the program. The evidence must be compelling. Students will be notified regarding decisions on re-admission by the Chair of the Nursing Academic Affairs Committee by email and standard mail.
- If the curriculum has been changed since the last date of attendance, the student shall meet the program's curriculum requirements for currently

enrolled students.
- Students must meet the Essential Performance
- Students who take a leave of absence lasting more than one year must meet with the Associate Dean and/or the Academic Affairs Committee prior to re-entry into the nursing program. Additional requirements may be imposed to ensure readiness for successful continuation in the program. These requirements will be determined on a case-by-case basis.

Essential Performance Requirement Policy for Admission to SON

All nursing students must possess the capability to complete, with or without reasonable accommodations, the entire curriculum established by the School of Nursing required to earn a nursing degree. The nursing curriculum requires all students to perform at a high level of competency in all phases of classroom, clinical, and laboratory activities. The knowledge and ability to perform as registered nurses will enable students to perform in a manner that will not jeopardize the safety and well-being of patients or themselves. Further validation may be necessary to ascertain a student's abilities. If a student's essential performance in any of the areas of ability changes after admission, it is the student's responsibility to inform the faculty. A change where a student no longer meets essential performance requirements may impact a student's ability to progress in the nursing program.

The essential performance qualifications of the student in the nursing curriculum include, but are not limited to, the following five areas of ability:

- **Sensory/Observation:** Students must be able to acquire the information presented through demonstrations and experiments in the basic sciences and nursing. Students must be able to observe a patient accurately, at a distance, and close at hand, and observe and appreciate non-verbal communication when performing nursing assessment and intervention or administering medications. Students must be capable of perceiving the signs of disease and infection, or when a patient is in imminent danger, as manifested through physical examination, such information is derived from physical assessments, images of the body surfaces, palpable changes in various organs and tissues, and information communicated by patients and body functions. Also, students must be able to perform equipment calibrations; read small print on medication containers; read physician's orders and equipment monitors; and perform physical assessments.

- **Communication:** Students must be able to speak in English, hear, and observe patients to elicit information, describe changes in the patient, and perceive nonverbal communications. Students must also have hearing and visual abilities, appropriately assisted, acute enough to hear monitor alarms, emergency signals, patients' calls for help, call bells from patients, and stethoscope sounds originating from patient's blood vessels, heart, lungs, abdomen, etc. Students must have verbal and language capabilities to communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals. Students must have reading and writing skills sufficient for patient communication, record keeping, and professional health team interactions. Students must be able to: convey or exchange information at a level that allows development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment.

- **Motor:** Students must be able to stand for prolonged periods of time, perform cardiopulmonary resuscitation, quickly move about, transport patients during emergencies, carry infants, and maneuver quickly in confined spaces. Students must also be able to lift, push, and pull (with mechanical or co-worker assistance) the weight of the average patient, specific to the assigned clinical area. Other required motor skills include carrying equipment, pushing, pulling, stooping, kneeling, bending, climbing stairs, hand-eye coordination, repetitive arm and hand movements, finger dexterity, using sterile technique, inserting catheters, preparing and administering medications, and numerous other invasive procedures.
- **Intellectual-Conceptual and Integrative Abilities:** Required problem-solving skills for nurses include abilities in measurement, calculation, reasoning, analysis, and synthesis in the context of nursing study and care. Students must be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting. Students must be able to collect data pertinent to a patient's health, analyze the assessment data, identify outcomes for the individual patient, develop a plan of care that prescribes strategies to attain the expected outcome and evaluate the achievement of the expected patient care outcomes. The ability to incorporate information from peers, teachers, and professional literature is essential in formulating nursing care plans. Students must be oriented and cognizant of their surroundings.

- **Behavioral, Social, and Ethical Attributes:** Emotional stability, mental stability, the ability to exercise good judgment, and to complete all responsibilities attendant to the diagnosis and care of patients and families are essential. Students must be capable of developing mature, sensitive, and effective relationships with patients from diverse social, cultural, and ethnic backgrounds, and be able to deliver care to all patient populations. Students must be aware of ethical actions related to the well-being of others and as part of the direct patient service role required of registered nurses as stated in the *American Nurses Association Code of Ethics* and the Ohio Nurse Practice Act (Ohio Administrative Code, Chapter 4723-5-12(C) [Student Conduct- Feb 2022]).

It is the student's responsibility to notify faculty of any change in their ability to meet these essential performance qualifications. If a student is unable to meet these essential qualifications, the School of Nursing may require that a student withdraw from the nursing program pursuant to the Change in Registration and/or Withdrawal policies stated in the *Capital University Undergraduate Bulletin* and subject to the Academic Progression Policy stated in this *Pre-Licensure Nursing Student Handbook.*

If a student has a varying ability that might limit their ability to meet these essential performance qualifications, the Office of Accessibilities Services should be contacted to explore whether reasonable accessibility accommodations may be available (Essentials Performance Policy; 2011- 2012)

Accessibilities Services

Capital University welcomes students with varying abilities to be an integral part of the educational community. The Office of Accessibilities Services (OAS) is charged with coordinating support services and accommodations for students with varying abilities to ensure equal educational opportunities and equal access to university life. The OAS seeks to make reasonable accommodations for students with varying abilities through

appropriate modification of educational procedures and methods used to assess student performance.

Reasonable accommodations in coursework or clinical experiences will be made for students with documented disabilities on an individual basis. Students who wish to receive accommodations are responsible for contacting the OAS and disclosing their ability to the OAS per the procedure detailed in the *Capital University Undergraduate Bulletin*. After reviewing the documentation of a student's varying ability, the OAS staff will determine appropriate academic services and accommodations depending on the ability. When students with varying abilities are enrolled in nursing courses, they have the responsibility to discuss their needs with course faculty so that reasonable accommodations can be made promptly. Nursing faculty and the OAS work together to determine appropriate accommodations that allow students to succeed in the program without jeopardizing the essential requirements of the program or the health and safety of patients or the student.

Procedures for Student Testing within the Testing Center

- It is highly recommended that students requiring accommodations of any kind notify the faculty of accommodations granted by Accessibility Services by the end of the first week of class or within a week of the initial establishment of accommodations.
- Students needing testing accommodations are required to schedule their tests based on the testing center policies.
- Students who do not schedule their tests in accordance with the testing center policies forfeit their right to testing accommodations and will be required to test in the classroom without accommodations. It is recommended that appointments be made for all tests at the beginning of the semester to ensure space in the testing center.
- If students experience any difficulty while taking an exam while in the testing center, contact the Testing Center staff immediately. Students who leave the testing area without faculty notification and approval will result in submission of a completed exam which will not be restarted.

Section 3: Communication

Students are responsible for providing notification of any changes in name, address, telephone number, and personal email to the Registrar's Office. There are several ways to communicate with other students and with faculty within the School of Nursing.

Student Email

Every nursing student has an official Capital University email address, which will serve as a primary mode of communication across the School of Nursing.

Faculty Mailboxes

Faculty mailboxes for the SON are found inside the nursing suite in BH 330; the copier room.

Faculty Email

Email is the primary mode of communication to students. Faculty may also communicate to students in a course via announcements functions through the online learning management system. Check course syllabi for faculty communication preferences.

Social Media

The School of Nursing maintains a social media presence on Facebook and X as @CapitalUNursing and on Instagram as @capitalnursing.

Section 4: Faculty Adviser

Adviser Assignment

Each student is assigned a Nursing faculty member as a mentor/adviser at the program's start.

How to Contact Your Adviser

Students' adviser assignments are noted in myCap. During the academic year, students may contact their adviser by telephone, email, leaving a message in their office mailbox (in BH 330), or coming directly to the adviser's office. A schedule for weekly office hours will be posted on the adviser's door. It is strongly suggested that students plan ahead if they need to see their adviser. If a student is unable to connect with their adviser, they may call the main nursing office number (614-236-6703) for assistance.

What Does an Adviser Do?

Advisers will: 1) provide guidance in planning students' academic schedule; 2) monitor students' progress through the program; 3) facilitate solutions to academic problems; and 4) be available for general professional advice.

The adviser will assist students in executing their curriculum according to the established collaborative plan. However, it is the ultimate responsibility of the student to complete all curriculum requirements for the BSN degree. Students may reference the curriculum plans in Appendix A and review their degree progress in myCap as a record of courses completed to fulfill BSN degree requirements.

Course Registration & Scheduling

Mid-semester, students will receive an email regarding scheduling and registering for classes. At these times, students should make an appointment with their adviser. Students must meet with their adviser every semester before registration for the advising hold to be lifted which allows for classes to be scheduled.

Before meeting with the adviser, students should develop a tentative course plan. Use the curriculum plan and list of required courses in Appendix A. Course offerings and schedules will be posted on myCap.

Please note: **Some clinical or lab sections may be offered on weekends or evenings**. Students with special scheduling needs should contact their faculty adviser and the clinical liaison.

Section 5: Activities & Student Engagement

Participation in campus activities is an important part of the college experience. The School of Nursing encourages student participation in athletics, music, drama, and other extracurricular activities. Students are encouraged to serve on University and School of Nursing committees. Serving in Student Government, Faculty Governance, and School of Nursing Committees is one-way students may influence policy and decision-making.

Student Input in Program Planning and Evaluation Committees

OAC Rule 4723-5-09(A)(2) [Feb 2022]

Student representation on SON Standing Committees is highly encouraged. The SON values student input in program policies, procedures, design, and evaluation through their representation on the Pre-Licensure Program Committee, the Curriculum Committee, the Program Effectiveness Committee, and the Faculty and Student Affairs Committee.

Traditional Undergraduate Program (TUP) student committee members shall be selected by their representative class groups (one from each class: first year, sophomore, junior, & senior). If students are interested in serving on a committee, communication to classmates and the Associate Dean of the Pre-Licensure Program should occur. The classes may elect their representatives to committees in their fall class meetings.

ABSN student committee members shall be selected by their class group (one from each class: first year and second year). If students are interested in serving on a committee, communication to classmates and the Associate Dean of the Pre-Licensure Program should occur. Elections for the first-year class are held in the fall. Representatives for the second year are elected in the summer of the first year. Alternates may also be selected to ensure attendance at committee meetings.

Class Meetings

The Associate Dean of Pre-Licensure Programs chairs annual class meetings. Newly admitted ABSN & ABSN-H, First Year, Sophomore, and Senior class meetings are held in the Fall. Junior class meetings are held in the Spring. Discussion at these meetings may include updates and/or reminders of SON progression policies and procedures, clinical prerequisites, clinical placement opportunities, NCLEX updates, committee membership elections or other related topics. Students are encouraged to attend their representative class meeting. Meetings are followed up with a summary communication to students containing the presentation and any relevant handouts.

Additional Student Contribution to Program Design & Evaluation

Students are encouraged to participate in program design and evaluation through their representation on SON Standing Committees (see Committees above) and class meetings. In addition, students provide input through formalized evaluation surveys throughout their program including semester course evaluations, the Mid-curriculum Survey, the End of Curriculum Survey, and the Job Readiness Survey. Other surveys used for evaluation of clinical agency sites, clinical faculty, and clinical preceptors are completed at the end of each applicable nursing clinical course.

Capital University Student Nurses Association

The Capital University Student Nurses Association (CUSNA) 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, and networking events among other student nurses. Additional benefits include discounts on nursing supplies. The School of Nursing 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 are involved in football, basketball, baseball, softball, soccer, lacrosse, tennis, golf, cheer, and volleyball. Nursing students also serve as members of other campus athletic organizations.

Arranging Course Schedules to Participate in Activities

Students are encouraged to participate in activities of interest. OF NOTE: It is the student's responsibility to keep their adviser informed of practice and travel requirements so the class schedule can be arranged to accommodate these events as much as possible. When a conflict between class responsibilities and extracurricular activities arises, it is the student's responsibility to plan with the faculty. Generally, arrangements can be made to allow extracurricular participation without jeopardizing students' progress in a class. Students with scheduling needs around extra-curricular activities should also see the Clinical Liaison for considerations around course and clinical scheduling. Every effort will be made to support student participation in official activities; however, it is not always possible to schedule nursing courses or clinical sections around all activities. Please note that it is the student's responsibility to make arrangements with either course faculty, the Clinical Liaison, and/or the Associate Dean of the Pre-Licensure Program well in advance if course scheduling is a consideration concerning students' participation in official extra-curricular activities or for participation in organizations or committees.

Section 6: Academic Progress

Progression in the School 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 should utilize campus resources. Students may also be required to participate in Supplemental Learning Plans.

Grading Scale for TUP, ABSN & ABSN-H

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

Passing Grades:	Non-Passing Grades:
A 93-100%	C 73-77%
A- 90-92%	C- 70-72%
B+ 87-89%	D+ 67-69%
B 83-86%	D 60-66%
B- 80-82%	F <59%
C+ 78-79%	

*NOTE: Students taking graduate courses need to refer to the *Graduate Nursing Student Handbook* for the grading scale used in graduate-level nursing courses.

Periodic Evaluation in Nursing Courses

Students will receive periodic evaluation of progress in each nursing course (OAC, 4723-5-12 (A-11) [Feb, 2022] following the Capital University procedures for grade reporting. . Four week and final grades are officially communicated to students on myCap. Faculty in the School of Nursing may also publish periodic evaluation throughout the course in the gradebook of the course management system. Information related to evaluation of student progress in each nursing course is contained in course syllabi. It is the responsibility of the student to seek verification of progress in nursing courses.

The 78% Rule & Clinical/Lab Unsatisfactory Evaluation in Nursing Courses

Students are required to demonstrate a C+ (78%) or higher in any required undergraduate nursing course. A student who receives a grade below C+ (78%) in a nursing course must repeat the course and earn a grade of C+ or better before progressing to the next level.

Students must achieve an average grade of C+ (78%) or higher on the exam component of each undergraduate nursing course. The student will receive a course grade of C or less if the exam average is below a C+ (78%). Other components of the course grade will not be averaged into the course grade if a student does not achieve a C+ (78%) on the exam component as identified in the syllabus.
Clinical practice and/or laboratory components in a nursing course must be passed at a satisfactory

level. Clinical and/or laboratory performance is/are graded according to the clinical and laboratory evaluation tool for each course. Clinical and laboratory evaluation tools for each course are in the course syllabus. An unsatisfactory in clinical practice or in laboratory performance will result in a failing course grade of a C or lower.

Academic Progression Policies

This is a summary of academic policies related to progression in TUP:

- No more than two total nursing courses may be repeated; no more than one 300 or 400- level course may be repeated; and an individual nursing course may be repeated only one time. (2010-2011)

- No more than one required 500-level nursing course may be repeated; a required nursing course may be repeated only once. The 500-level course grading scale is per the *Graduate Nursing Program Handbook.*

- 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 ABSN courses and repeat the 500-level courses in which the student earned a failing grade before graduation.

- If a course failure is due to a variance in expected behavior (e.g. professional or academic integrity violation) the course failure will be included in the total number of nursing courses that may be repeated, even if the student withdraws from the course before the grade being documented in the student's grade report. Documentation regarding the assigned course failure will be noted in the student's file regardless of whether the course failure is indicated on the student's grade report (FO mtg. 4/2020)

- First-year students must have a minimum cumulative GPA of ≥2.7 at the end of the first year to retain their seat in the nursing program. Those students whose GPAs fall below the 2.7 standard will be placed on academic probation and will be designated ineligible for lab & clinical nursing courses. Students who are placed on ineligible status will have 1 calendar year including the summer semester to petition for reinstatement of eligible status.

- Course prerequisites are listed in the bulletin and on MyCap. A student, in consultation with their adviser, may petition the Nursing Academic Affairs Committee for an exception to policy/prerequisite based on a rationale of significant merit.

- Transfer students who are admitted during the sophomore year may take NURS 110 concurrently with NURS 300.

- To enroll in **NURS 300**, students must meet the following academic requirements:
    - Earn a **minimum grade of C+** in **NURS 110**
    - Earn a **minimum grade of C** in each of the following courses:
        - **CHEM 150**
        - **BIOL 170**
        - **BIOL 280**
        - **BIOL 231**
    - Maintain a **minimum cumulative GPA of 2.70 or higher**

    - Students not meeting these criteria will be placed on academic probation and deemed ineligible for lab- & clinical courses. Students who are placed on ineligible status will have 1 calendar year including the summer semester to petition for reinstatement of eligible status.

- To advance to junior-level nursing courses, students must meet the following academic requirements:
    - Successfully complete the following **nursing courses** with a **minimum grade of C+**:
        - **NURS 110**
        - **NURS 201**
        - **NURS 300**
        - **NURS 301**
    - Successfully complete the following **courses** with a **minimum grade of C**:
        - **CHEM 150**
        - **BIOL 170**
        - **BIOL 231**
        - **BIOL 232**
        - **BIOL 280**
        - **HSPTS 230**
    - Maintain a **minimum cumulative GPA of 2.25 or higher.**

- Clinical practice or a laboratory component in a course must be passed satisfactorily. All clinical and laboratory hours must be completed. If a student must miss a clinical and the absence is beyond the student's control, an incomplete may be granted or an alternative clinical/lab assignment may be offered, if a student has satisfactory performance and no previously missed clinical. Students missing significant portions of clinical or lab experiences may be required to drop the course based on faculty determination. Special circumstances will be addressed on an individual basis. Unexcused absences will result in either mandatory course withdrawal or a failure. All unexcused absences are made up at the student's own expense and time.
- The University recognizes a C- or D as a passing grade in science courses and therefore students may progress to the next science course; however, the School of Nursing requires a minimum grade of a C in all science courses before entering any 300-level nursing course. This may extend your program of study; summer courses may be recommended in this situation.

- Taking Courses at Another Institution: Students who wish to take a course at another institution must follow these guidelines:
    - The student is responsible for verifying the transferability of the proposed course.
    - A Transient Student Request form must be completed and submitted for approval prior to enrollment at the other institution.
    - Only approved courses that are successfully completed will fulfill the corresponding course requirement at Capital University.
    - The grade earned at the other institution will not be calculated into the Capital University GPA on the official transcript.
    - No online courses will be accepted without prior approval of the specific online version.
    - All transfer science courses must include a laboratory component to be eligible for credit.

Course Repetition Policy

- Students are required to complete all nursing courses at Capital University. Once a nursing course has been attempted at Capital University, it may not be taken or repeated at another institution. This policy applies to all students enrolled in the nursing program and ensures consistency in academic standards and program integrity.

This table highlights the course specific minimum grade required to receive credit towards a Bachelor of Science in nursing at Capital University. The minimum requirement applies to courses taken at Capital University and or courses taken at another institution.

- If a student earns a non-passing grade they may repeat the course. The initial grade will be replaced with the new grade.

Courses Requiring a C+ or Better	Courses Requiring a C or Better . All science courses must have a lab component.	Courses Requiring a D or Better	Courses that can be taken using the Pass Fail option to receive credit in the nursing curriculum. Student must receive a grade of Pass
NURS 110 NURS 201 NURS 300 NURS 301 NURS 317 NURS 318 NURS 319 NURS 320 NURS 327 NURS 328 NURS 331 NURS 332 NURS 366 NURS 412 NURS 419 NURS 450 NURS 463	Chem 150 BIOL 170 BIOL 231 BIOL 232 BIOL 280 HSPTS 230	ART 210 TH 121 MUSIC 210 ENGL 204 FMP 210 ENGL 111 PSYCH 120/121 MATH 215 SOCI 210 UC 120 UC 170 UC 220 UC 270 UC 320 UC 370 NURS 255 NURS 304 NURS 464* must satisfactorily complete the clinical portion of the course	MATH 110 MATH 120

requirement at Capital. Approved courses successfully completed at another university will meet the course requirement. The grade received at the other university will not be calculated into the Capital GPA on the official transcript; however, the grade will be calculated into their overall science GPA for the purpose of progression within the School of Nursing. No online courses will be accepted without pre-approval of the online version. All transfer science courses need a laboratory component.

- To determine nursing program progression the finalized course grade from the most recent semester will be used.

- If a Capital University student repeats a course at Capital, the second grade will replace the first grade in the GPA.

- 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.

- 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

- If the Academic Affairs Committee of the SON determines that a student will be dismissed from the Nursing Program the decision will then be forwarded to the Dean of Nursing and the Associate Dean of the Pre-Licensure Nursing Program as well as to the University Associate Provost for Academic & Student Affairs.

See the current *Capital University Undergraduate Bulletin* *and* *Capital University Undergraduate Student Handbook* for further policies. (Rev 5/09,510 & 7/11, 2/12, 7/13: JKM. 7/15, 5/16: RMD; revised SP22dcp)

Transfer Course Nursing Credit

- Transfer courses will be evaluated by the School of Nursing and the Registrar's office to determine if transfer equivalency will be granted. Students are required to complete all nursing courses at Capital University once admitted to the nursing program. Once a nursing course has been attempted at Capital University, it may not be taken or repeated at another institution. This policy applies to all students enrolled in the nursing program and ensures consistency in academic standards and program integrity.

A copy of the descriptions of the nursing courses can be found online in the *Capital University Undergraduate Bulletin*.

Policy on Credit for Military Experience

Students with military experience who are applying to or transferring to the nursing program and believe that they have military experience that is equivalent to nursing courses, general education courses, or other courses in the major, are encouraged to submit a portfolio with the assistance of a nursing adviser to the Office of Academic Success for review. The Capital University "*Guide to Experiential Learning*" (2013) will

help the student prepare the portfolio for submission. The University Competency Assessment Panel (UCAP) will then review the portfolio for potential experiential learning credit. Contact celt@capital.edu to learn more and to request access to Anthology Portfolio. (OAC 4723-5-12 (A3 a-c) [Feb 2022]) (Updated 9/15; 8/24)

Policy on Transient Student Credit

Students in the School of Nursing may elect to take supplemental coursework from other Colleges or Universities. This must be discussed with the academic adviser and pre-approved by the Registrar.

Prior to taking courses as a transient student at another University, students must complete the "*Transient Student Application*" . Students must also obtain approval from their academic adviser for transient courses. Students should also meet with the finical aid office.

Capital University does have articulation agreements with many other universities in the region. Courses listed on the articulation agreements are already pre-approved for transfer to the University; however, these courses may still require approval by the School of Nursing for application of credit toward the nursing major.

The Transient Student Application is available online from the *Capital University Registrar* forms page. This form must be completed with the student's adviser and signed by the Registrar before taking a course at another university when the student is presently enrolled at Capital University.

An official transcript from the transient school must be requested by the student to be sent to the Capital University Registrar once the course is completed to receive credit at Capital University. Following transfer of a course taken as a transient student, students should review their program progress with their adviser to ensure that credit has been noted on the Capital University transcript in myCap.

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 Dean of the School of Nursing and submitted to the University Registrar. A Leave of Absence allows a student to return without the necessity of reapplying to the nursing program. A Leave of Absence greater than one year will require readmission into the School of Nursing (see admission criteria previously outlined in this document).

See the current *Capital University Undergraduate Bulletin* for the complete Leave of Absence policy including, taking a leave after a semester begins, registration upon return, eligibility requirements, and withdrawal from the University.

Academic and Professional Behaviors / Misconduct

Traditional Undergraduate and Accelerated BSN Nursing Programs

If a student has been identified by faculty as exhibiting behaviors at variance or minimally congruent with the School of Nursing (SON) expectations or with specific course objectives, academic or professional policies, or policies of clinical agencies, the faculty will complete the report entitled, Responsibilities of Students: Variance Report (Appendix

F). Faculty will follow the procedure outlined in the Variance Report form. (Revised: 2011-2012)

The SON expects behavioral characteristics of students that include, but are not limited to accountability, safety in clinical practice, ethical conduct, responsibility for learning, professional appearance, attitude, communication, and adherence to academic, professional, and disciplinary policies. These behaviors are stipulated in, but not limited to, the *School of Nursing Student Handbooks*, the *Capital University Undergraduate Bulletin*, the *Capital University Undergraduate Student Handbook*, Course Syllabi, Policies of Affiliated Clinical Agencies, and/or Ohio Administrative Code Rule 4723-5. Students are also expected to notify faculty if they cannot comply with the Essential Performance Policy (See Section 5) General faculty expectations of student behavior can be found in Appendix C.

If a student violates the expected academic or professional behaviors, a Variance Record Form is initiated by faculty to alert the student that an area of concern has been identified and that improvement is necessary in expected behaviors. The faculty may also initiate a contract with the student for remediation and/or refer the variance report to the SON Academic Affairs Committee for a determination of a course of action as stipulated by policy. The procedure outlined in the Variance Report located in this section of this handbook will be followed. The Variance Report can be found in Appendix F.

Variance Reports are copied and sent to the student's adviser, the SON Academic Affairs Committee, the Associate Dean of the Pre-Licensure Nursing Program, the Dean of Nursing, and the student. A copy is filed in the student's advising file. The SON Academic Affairs Committee reviews all Variance Reports and may impose additional sanctions. Situations of Academic Misconduct may also be referred to the University Academic Integrity Board. The Academic Integrity Board of the University may impose additional University-level sanctions. More information about this process can be found in the *Capital University Undergraduate Student Handbook*.

If course faculty finds a student in a nursing course responsible for academic misconduct, the faculty is responsible for determining course grades based on academic performance and behavior (grades may be lowered to an F in the course for situations of misconduct).

The SON Academic Affairs Committee will review Variance Reports, considering the total academic record of the student and the circumstances in the Variance Report. 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 sanctions in addition to the course faculty grade determination or recommendations(s).

The decision from the SON Academic Affairs Committee regarding termination/dismissal from the Nursing Program is sent to the Dean of Nursing for final approval. A student may appeal a decision on termination/dismissal from the Nursing Program to the SON Executive Committee only based on new and compelling information. Appeal of termination/dismissal decisions of the Executive Committee of the School of Nursing can be made to the Provost only based on new and compelling information (3/10).

Appeal of any action of the SON Academic Affairs Committee is directed to the Dean of Nursing and to the attention of the SON Nursing Executive Committee. The appeal must be made in writing and the student should ask the academic adviser for assistance in

drafting the appeal.

Petitions for Exceptions to Rules on Progression

If a student does not meet progression criteria, the student, with assistance from their faculty adviser, may prepare a written petition to request an exception to academic policy. The petition should be signed and dated by the student and the faculty adviser and submitted to the Chair of the Academic Affairs Committee of the SON. The committee may consult with the adviser, course faculty, or college administrators. Course availability, staffing, enrollment, as well as student performance, are aspects of the decision. The committee will decide on the petition. The committee may also submit the petition to the Pre-Licensure Program Committee, Associate Dean of the Pre-Licensure Nursing Programs, or the Dean of Nursing for their approval on petitions for exception to progression policies. The student will be notified in writing about the decision on the petition.

Grievance

Students in the School of Nursing are students of Capital University. As such, for grievances related to course grades, any student may choose to use the grievance procedure outlined in the *Capital University Undergraduate Student Handbook* located online through the University's website. Grade change requests related to error in calculation or recording error must be made no later than the last day of classes of the subsequent semester.

The initial step in resolving any conflict regarding course grading is to have a formal discussion between the student and faculty. The student should ask their faculty adviser for assistance to prepare for this discussion. Most issues can be resolved at this level.

Academic and Disciplinary Sanctions

Both academic and professional integrity are expected of all students. All forms of cheating are considered academic misconduct i.e. copying or use of the work of other students; copying, reproducing, memorizing, or photographing exams; plagiarism (using another's ideas or words without proper documentation); etc. Professional misconduct includes giving false information either verbally or in writing, committing acts that jeopardize the welfare of patients, 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, may include failure of the course and/or sanctions by the SON Academic Affairs Committee. (See the *Capital University Undergraduate Bulletin* and *Capital University Undergraduate Student Handbook*.) 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 Academic Affairs Committee in regular or specially called meetings/votes.

Academic Standing

Good Academic Standing = a student is meeting at least the minimum academic requirements of the School of Nursing, as determined by cumulative GPA and academic progress.

- The student retains their current seat in the program and retains their eligible status with no restrictions on course enrollment.

Academic Warning = A moderate probationary status within the School of Nursing to encourage students to use support resources for their academic success.

- Students who fail a science or nursing course will be placed on academic warning.

- First year students with a GPA below 2.7 will maintain their seat in the nursing program but be placed on academic warning. The student will be required to achieve a 2.7 to be eligible to progress into NURS 300.
- While on academic warning, the student retains their current seat in the program and retains their eligible status.
- The student is required to work with their academic advisor to seek support in improving their academic performance. Students placed on Academic Warning may be asked to provide documentation of use of support resources by the Nursing Academic Affairs Committee within the semester following the sanction.
- The student will be notified by AAC when they are removed from Academic Warning.
- Once placed on Academic Warning, if the student does not improve their GPA or has additional course failures the student may be moved to Academic Probation status and conversion to an **ineligible status** within the School of Nursing.

Academic Probation = A more severe probationary status within the School of Nursing to encourage students to demonstrate reflection and growth in support of their academic success.

- The student retains their current seat in the program for one academic year. The timing of placement back into the nursing program is based on course, lab and clinical space availability.
- The student is required to engage with Student Success and Career Services as part of being placed under this sanction. The student may be asked to provide documentation of use of support resources by the Nursing Academic Affairs Committee.
- On Academic Probation, the student is considered **ineligible**, meaning they cannot register for clinical or lab nursing courses (NURS 300, 301, 327, 328, 331, 332, 400, 420, 450, 463) **for one semester** following the receipt of this sanction.
    - After one semester, the student may petition the Nursing Academic Affairs Committee to be converted back to eligible status within the School of Nursing. If the petition is approved, the student may enroll in clinical/lab nursing courses as space allows.
    - If the student does not submit a petition to be converted to eligible status within the 1 calendar year of being placed on Academic Probation, their seat in the program is automatically forfeited.
    - If the student's petition is not granted initially, the student may petition for reinstatement of their nursing student status up to 2 more times within their year of ineligibility.
- If the student's petition is granted and the student is returned to eligible status, additional course failure(s) will result in dismissal from the School of Nursing without opportunity to reapply.

Dismissal = The most severe academic sanction is dismissal from the School of Nursing.

- A student may be terminated/dismissed from the Nursing Program for failure to meet academic progression criteria as stipulated in the *Capital University Undergraduate Bulletin*
- Students who are dismissed forfeit their current seat in the School of Nursing.
- Dismissed students are not eligible to enroll in any nursing courses.
- Students will be dismissed who have failed to progress academically due to a pattern of nursing course failures or combination of nursing course failure(s) and withdrawal(s) that exceeds or is in addition to the described parameters for the previous lesser sanctions.
- If students have not been reinstated to eligible status one year following being placed on academic probation and ineligible status, they do not have the option to apply for return to eligible status within the School of Nursing.

Eligibility Status

Eligible: a student may enroll in clinical- and lab- nursing courses and progress through the nursing program as long as they meet the required course prerequisites. Students on eligible status may be required to use academic and other university support resources to remain designated as eligible (i.e. in the case of Academic Probation I).

Ineligible: a student is unable to enroll in clinical- and lab- nursing courses. Ineligibility may last up to 1

year and students may petition for eligibility up to three (3) times during the year following Academic sanction / ineligible designation. Students dismissed from the School of Nursing are considered ineligible for nursing courses and are not able to petition for readmission through the Nursing Academic Affairs Committee.

Disciplinary Sanctions

Disciplinary Warning: The student is notified that a behavior that violates the academic or professional integrity policy must be resolved and not repeated to maintain good standing in the School of Nursing.

Conditional Disciplinary Status I: The student will be placed on Conditional Disciplinary Status I (a disciplinary probation in the nursing program) 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 patients, and/or behavior inconsistent with professional standards. Conditional Disciplinary Status I is a disciplinary probationary status in the nursing program and will be indicated on the student's record.

Conditional Disciplinary Status II: The student will be placed on Conditional Disciplinary Status II (a disciplinary suspension in the nursing program) for repeated or severe violations of academic or professional integrity; the student may be suspended from the School of Nursing for one academic semester or for an entire academic year.

Disciplinary Termination from Program: A student may be terminated/dismissed from the Nursing Program when any of the following conditions exist:

- If a student is convicted of (or enters a plea of guilty or no contest to) a felony or serious misdemeanor.
- If, following suspension from and reinstatement to the University, the student continues to work at levels below those established by the School of Nursing.
- If, following disciplinary suspension and reinstatement to the School of Nursing, the student continues to demonstrate academic or professional misconduct.
- If the student displays a fundamental lack of ability or motivation to achieve a baccalaureate degree.
- If the Academic Affairs Committee makes a recommendation of termination/dismissal from the program, the decision is referred to the Dean of Nursing for final approval.

It is not necessary for the student to be placed on Sanctions (Academic Warning, Academic Probation, Disciplinary Warning, Disciplinary Probation before termination/dismissal from the School of Nursing (SON). Decisions by the Academic Affairs Committee are binding. Decisions are sent to the Dean of Nursing for approval. Appeal of decisions (related to sanctions or terminations) of the SON Academic Affairs Committee can be made to the Executive Committee of the School of Nursing based on new and compelling information. Appeal of termination/dismissal decisions of the Executive Committee of the School of Nursing can be made to the provost only based on new and compelling information. Each independent appeal will stand on its own merit. (Revised: 3/10, University Mandated Change on Sanction Terminology)

Petitioning for Reinstatement of Eligible Status within the School of Nursing:

Students who have previously been placed on ineligible status from the nursing program for academic progression issues may petition for reinstatement of eligible status the semester following academic probation/ineligibility. The Nursing AAC will be looking for evidence of the qualifying situation and significant growth or remedy since being placed on probation. The petitioner should provide evidence indicating that they have:

- Reflected on perceived obstacles that impaired academic or clinical performance.
- Developed a concrete plan to remove or diminish the problem.
- Implement and evaluate the plan.
- Provide evidence that the plan was effective in overcoming obstacles and improving academic or clinical performance**.**

Students are required to meet with their advisor, document a plan, which may include (but is not limited to) meeting with career services, academic success, student success, financial aid, and/or the center for health and wellness. Students must notify the Chair of the Nursing Academic Affairs Committee at least 6 weeks prior to the beginning of the following term of intention to petition for reinstatement of eligibility.

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. During class and clinical, it is expected that cell phones, electronic tablets, social networks on devices, and paging devices be turned off to ensure that the learning environment is not interrupted. Appendix C includes faculty expectations for student behaviors. Additional guidelines may be contained in the syllabi for specific courses and in course content related to professional accountability.

Variance Report

To support professional growth in the spirit of learning and to promote a culture of safety, the School of Nursing (SON) faculty expect specific behavioral characteristics of the student that include but are not limited to accountability, safety in clinical practice, ethical behaviors, responsibility for learning, professional appearance, attitude, communication, and adherence to academic or disciplinary policies. If a student has been identified by faculty as exhibiting behaviors of variance or minimally congruent with the School of Nursing expectations or with specific course objectives, academic or disciplinary policies, the faculty will complete the report entitled, Responsibilities of Students: Variance Report (Appendix F). The faculty member initiates the Variance Report to alert the student that an area of concern has been identified and that improvement is necessary in expected behaviors. The faculty may also initiate a contract with the student for remediation and/or refer the variance report to the Academic Affairs Committee of the SON for a determination on the course of action as stipulated by the policy.

The Procedure will be followed as stated in the Variance Report:

- A written description of the student behavior that is at variance with academic or professional responsibilities as stipulated in, but not limited to, the *School of Nursing Student Handbooks*, the *Capital University Undergraduate Bulletin*, Course Syllabi, and/or Policies of Affiliated Clinical Agencies.

- A written description of ways (goals/interventions/remediation) that must be achieved to modify the behavior and a date by which the upgraded performance must be achieved.

- A verbal discussion between student and faculty concerning the behavior at

variance from expected responsibilities of students including the plan for goal/interventions/remediation and the achievement date. This is a conference time for clarification and questions.

- After the discussion, both student and faculty sign and date the Variance Report and a copy is given to the student; the faculty keeps the original for the student file.

- The student is then asked to respond to the Variance Report in writing by completing the student response part of the form within the timeframe stipulated. The student should describe factors that may have contributed to the behaviors, the potential or actual consequence of the behaviors, and ways to assure that the behavior does not reoccur.

- A date for a discussion of the student response is set at which time the student and faculty signatures are required on the response form.

- The Variance Report and student response is then copied and sent to the student's adviser, the SON Academic Affairs Committee, the Associate Dean of the Pre-Licensure Nursing Program, the Dean of Nursing, and the student. The original copy is filed in the student's file in the School of Nursing.

- After the date of achievement, faculty will document in writing the behavior, growth/progress or lack of progress and forward the report to the Chair of the SON Academic Affairs Committee and others listed above.
- Copies of the Variance Report will remain in the student's nursing file and be noted in the professional behavior area of the clinical folder.

- All Variance Reports are reviewed by the SON Academic Affairs Committee.

The SON Academic Affairs Committee will review Variance Reports to track patterns in the School of Nursing to assure safe and quality nursing care as well as adherence to policies, guidelines, standards, and procedures of the School of Nursing, Capital University, and the State Board of Nursing. The SON Academic Affairs Committee may make recommendations regarding policies to the faculty of the School of Nursing, or the University based on the review of Variance Reports.

For situations of academic or professional misconduct including, but not limited to, serious, severe, or repeated breaches of academic or professional policies, guidelines, standards, and procedures of the School of Nursing, Clinical Agencies, Capital University, or the State Board of Nursing, the SON Academic Affairs Committee may determine sanctions. The SON Academic Affairs Committee's actions may include any of the Academic or Disciplinary Sanctions as approved by the School of Nursing Faculty and outlined in the *School of Nursing Student Handbooks*. The committee may meet with the student to discuss the situation and sanctions. Students have a right to meet with the committee before committee action and should consult with their adviser for assistance.
Situations of serious, severe, or repeated violations of Faculty Expectations of Student Behavior, School of Nursing Policies as defined in the *School of Nursing Student Handbooks*, Course Policies defined in syllabi or course orientations, Clinical Agency policies defined in orientation to clinical sites or Clinical Guides, patient safety violations or medication errors may result in sanctions or termination/dismissal from the nursing

program. In these situations, it is not required that students be provided an opportunity for remediation before a determination of sanctions.

Referral to Campus Student Services may be required as a remediation, which may include, but not be limited to, services and counseling through the Center for Health & Wellness, the Office of

Academic Success, or Disabilities Services. Documentation of participation in these services is required.

The committee's actions will be documented in writing and a copy will be given to the student and the faculty member who has written the Variance Report, the student's adviser, the Dean of Nursing, the Associate Dean of the Pre-Licensure Program, and a copy will be placed in the student's file. The committee's action on termination/dismissal will go to the Dean of Nursing for final approval. Appeal of the SON Academic Affairs Committee decisions (related to sanctions/termination) can be made to the Executive Committee of Nursing based on new information. Appeal of termination/dismissal decisions from the Nursing Program can be made to the provost only based on new information.

The faculty member may consult with the student's adviser, the Chair of the SON Academic Affairs Committee, the Associate Dean of Pre-Licensure Programs, the Dean of Nursing, or other appropriate personnel concerning the situation regarding the Responsibilities of Students: Variance Report.

Section 7: Standardized Testing

Comprehensive Benchmark Testing

Comprehensive benchmark testing is integral to monitoring progression through the curriculum. This testing represents one measure of the student's overall achievement of program goals.

Standardized testing is used at several points in the curriculum. Case studies, practice exams, and specialty exams (HESI) are also used to measure progress in specific content areas, identify areas for further remediation, and prepare students for the licensing examination (NCLEX-RN). Two EXIT- RN examinations (HESI) are administered during the last year of the program.

Evolve Assignments and Supplemental Learning Plan (SLP)

These testing and supplemental learning products are designed to ensure that students are properly prepared for the NCLEX-RN (National Council Licensure Examination - RN), required of all individuals to practice professional nursing. This computer-based system for assessment and learning is incorporated in nursing courses. Case studies, practice exams, and assessment specialty exams are used to enhance student learning.

Evolve Assignments

Evolve is a learning tool to help the student improve critical thinking and test-taking skills. The Evolve system of case studies, exams, and focused content coaching has been integrated throughout the nursing curriculum. It has been shown that students who utilize this tool correctly significantly improve their university exam scores and do better on the NCLEX-RN.

1. Evolve Case Studies & Practice Tests – (5%)

Students must complete assigned Case Studies and the Practice Tests as designated on the course calendar at a minimum 80% competency level to receive the allotted credit. Each case study & practice test is due at the designated date and time on the course calendar. Students are responsible for completing each case study by the due date on the course calendar. The case studies and the practice tests are graded as Pass/Fail assignments based on successful completion of all assignments. Failure to complete all of the case studies and practice tests will result in a grade of zero (0%) for this assignment.

NOTE: If Evolve Case Studies and Practice Tests are used in a course, a combination of case studies and practice tests, equal 5%.

2. Elsevier Adaptive Quizzing (EAQ) - (5%)

Students will complete assigned adaptive quizzes over the semester related to course content using the Evolve/Elsevier Adaptive Quizzing (EAQ) program. EAQ is a program of NCLEX-RN style questions and quizzes. Students are required to complete all quizzes at an Intermediate level or Level 2 (or a minimum of 500 questions at an 80% competency level) over the semester to receive credit for this assignment. Failure to complete the EAQ assignment(s) will result in a grade of zero (0%) for this assignment.

NOTE: An adaptive quiz requires that students achieve a preset level of competency on the questions. The quiz will adapt to the way students answer questions and may provide students with additional questions to help students achieve a level of competency. Students may need to answer more than the questions assigned to achieve the competency level set for the course. Students should plan to allow sufficient time to complete the quiz; to allow for the additional adaptive questions if indicated by the program and competency level achieved. Computer adaptive quizzing, with required minimum competency, is meant to assist students in preparing for the NCLEX-RN examination.

3. Evolve RN Specialty Tests & RN Exit Exams - (5%)

These comprehensive tests are modeled after the NCLEX-RN exam. The specialty and exit exams will be proctored and given on the date specified on the course calendar. The conversion score earned on the RN Specialty Test or RN Exit Test versions will count for 5% of the course grade. After completing the Evolve RN Specialty Exam or Exit Exam in this course students are required to review rationales on test items that were not correct. **All missed item rationales must be reviewed to earn the 5% allotted to the exam**. Students should take the time to review rationales to enhance learning. These Specialty Test and Exit Exam Versions **are not subject to the "78% rule"**.

Coaching and Remediation of the Evolve RN Specialty Test or RN Exit Exam (HESIs):

a. Students who score <900 on the Evolve Specialty Exam from any course in the previous semester will be required to complete a Supplemental Learning Plan (SLP). This plan will be assigned by the Evolve Coordinator. The SLP weekly assignments must be completed in this course by the 14th week of this course. The SLP will be graded S/U for completion. Failure to complete the SLP will result in a grade of zero for the percentage of the course grade allotted to Case Studies, Practice Tests and Elsevier Adaptive Quizzing (5%) and zero for the percentage of the grade allotted to the Evolve Specialty Exam or RN Exit Exam (5%) for a maximum total of 10%. The Evolve Coordinator will be responsible for evaluation of the SLP and reporting the grade earned that is to be applied to the course. In the event the student is not currently enrolled in a nursing course, the grade deduction for failing to complete the SLP program will be deducted from the next nursing course they take.
b. Upon completion of assigned remediation for a HESI score <900, if a student demonstrates improvement of their score on their clinical Version 2 HESI test, their converted Specialty Exam score for their current clinical course will be increased by 5%. For a student who scored >900 on their Version 1 HESI exam and who would not be required to complete SLP, they may complete optional remediation (without having to take the Version 2 exam) to be eligible for the same 5%.

Approved 2016 (PLC); Reviewed May 2019 (FO); approved 4/6/20 (PLC)

*All Specialty exams and HESI Exit Exams are required and proctored. Supplemental learning activities are required in the next nursing course for students scoring below the level established by the School of Nursing for Specialty and EXIT Assessment Exams. Semesters affected by COVID-19 may have temporary, emergency measures put in place to allow alternative format testing for specialty and RN Exit exams as well as alternative means of determining benchmarks, and altered SLP requirements (April, 2020). These changes will be communicated to students if needed.

A supplemental learning plan will be assigned by the Evolve Coordinator to students who score below the level (<900) established for Evolve Specialty Exams by the School of Nursing. Student participation in the assigned supplemental learning plan (SLP) will comprise a percent of the final course grade in the next nursing course that is assigned Specialty Exams. The course syllabus will provide additional specific information concerning the Supplemental Learning Plan requirements and evaluation. Supplemental Learning Plans will be administered by the Evolve Coordinator.

Upon completion of assigned remediation for a HESI score <900, if a student demonstrates improvement of their score on their Version 2 HESI test, their Specialty Exam score for their current course will be increased by 5%. For a student who scored >900 on their Version 1 HESI exam and who would not be required to complete SLP, they may complete optional remediation (without having to take the Version 2 exam) to be eligible for the same 5%. (PLC mtg, 4/6/20)

Exit R.N. (HESI) Exam I and II for TUP, ABSN, and ABSN-H

Students will take two HESI Exit Exams. The first will be administered in the first semester of the last year of the program and the second version will be administered in the last semester before graduation. These exams will be administered online in a proctored setting.

The Exit-RN exam measures students' readiness for the NCLEX-RN examination and is one measure of the student's achievement of the overall program goals. The exam is computer-based, comprehensive, and contains test items similar to those comprising the nursing licensing, the NCLEX- RN (National Council Licensure Examination - RN).

Specialty Exams and Exit R.N. Exam (HESIs): Supplemental Learning Plan and Requirements

A supplemental learning plan (SLP) is recommended for all students; however, a supplemental learning plan that may also include meeting with the Evolve Coordinator and will be mandatory for students who earned <900 on any specialty exam. Individuals will be notified in their next nursing course by the Evolve Coordinator and will be required to meet with an assigned content coach. An SLP plan will be developed for each student. Proof of completion of the SLP is required before the next specialty exam in the next course.

If a student does not receive a 900 on the Exit-RN Exam I, they will be required to take the NCLEX- RN review course/seminar, NURS 467, offered the following semester.

NCLEX-RN Review Course

If a student does not get a 900 on the Exit-RN Exam II, the student will graduate but will not be certified by the nursing program to take the NCLEX-RN Licensing Examination until further remediation is completed. Students will need to submit proof of attendance and completion of an approved NCLEX-RN review course taken at their own expense **after** the HESI Exit-RN Exam II was administered. Students are encouraged to plan accordingly and study to obtain the 900 score on the HESI Exit-RN Exam II to avoid the need for remediation after the Exit-RN Exam II.

Certification for the NCLEX-RN Licensing Exam

Entry into the practice of nursing is regulated by the licensing authorities within each of the National Council of State Boards of Nursing (NCSBN). To ensure public protection, each State Board requires candidates for licensure to pass an examination that measures the competencies needed to perform safely and effectively as a Registered Nurse.

The School of Nursing is required to send program completion letters to the Ohio Board of Nursing for graduates who are eligible to sit for the NCLEX-RN Licensing Exam and will be sitting for licensure in the state of Ohio. This certification is necessary to complete registration for the NCLEX-RN. Graduates who received a 900 or higher on the HESI- Exit RN Exam II will have their program completion letters sent to the Board of Nursing within two weeks of graduation.

If a student does not get a 900 on the HESI Exit-RN Exam II, another NCLEX-RN review course is required at the student's own expense. The costs and quality of programs vary greatly. This course must be taken **after** the HESI Exit-RN Exam II is administered. NCLEX-RN review courses taken before the Exit-RN Exam II will not meet this requirement.

Students must provide proof of attendance and completion of the second review course before certifying eligibility to take the NCLEX-RN Examination. Registration for the course will not be accepted as proof of attendance.

If students plan on taking the licensing exam in late May or early June, students will need to get applications in early and study to earn a 900 or higher on the HESI Exit-RN Exam II. This is important for students who may have obtained an employment start date in early June.

Students who plan to apply for licensure outside of Ohio must notify the Administrative Assistant, Student Services before Graduation so the correct certification of eligibility to sit for the NCLEX-RN exam is submitted to the correct Board of Nursing. Program completion letters are automatically sent to the Ohio Board of Nursing.

Appendix R contains information on applying to the Ohio Board of Nursing for the Licensing Examination.

Section 8: Campus Resources

Everyone at Capital wants students to have a successful college experience. In addition to faculty, staff, advisers, and resources within the School of Nursing, there are several additional resources to help students on their way to success.

COURSE RESOURCES: SYLLABI

There is a course syllabus for each course in which students are enrolled. These syllabi will provide specific information about each course, its content, and the required assignments. Review the syllabus and course materials carefully. Be sure to understand how the class will be conducted, what faculty expect, and what students might expect of faculty. If a student has questions, they are to ask the faculty teaching the course. Do not depend on other students for course information.

STUDENT RESOURCES

Capital University has many campus resources for students to help you be successful. You can find the full list of campus resources here: https://www.capital.edu/current-students/ .

For example,

- Do you need help with your classes? Check out Academic Success.
- Do you need accommodations for classes, housing, employment, facilities accessibility, and social/personal issues related to disability? Accessibility Services can help.
- Do you need medical or mental health services? Capital's Center for Health and Wellness can assist.
- Have you or someone you know been impacted by sexual harassment, violence, or misconduct? Capital's Title IX Office can connect you with resources and reporting options. · Do you know you need help, but you're not sure where to go? Student Success is here for you.

ACADEMIC INTEGRITY

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of university documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Section 9: Clinical Course Requirements

Equipment and Uniforms

Prior to entering NURS 300 students will be required to purchase uniform, and equipment such as a stethoscope, sphygmomanometer, hemostat, bandage scissors, penlight, etc. The equipment is brought to each laboratory and clinical experience.

Prerequisites for Clinical Experiences

Students are required to have a physical examination, documented immunizations, professional liability insurance, a completed background and criminal records check, a drug screening, and current CPR certification prior to starting NURS 300. . In addition, students must also renew professional liability insurance annually, receive an annual TB screening and flu vaccine, and renew their CPR certification and COVID-19 vaccination as needed, as noted in sections A-E immediately in this section. See Appendix L for complete policy, procedures, and forms. Health insurance coverage is also highly encouraged.

Students who do not follow any required aspect of this policy related to clinical experience prerequisites will not be allowed to attend clinical experiences, which are required elements of nursing course completion and objective achievement. Students and the SON must comply with agency policies for the use of clinical units. Any absences related to noncompliance with this policy are unexcused and will require course withdrawal or failure in the course based on the length of absence and previous unexcused absences.

A. Health Requirements

A health assessment examination and documentation of required information is mandatory. A medical history and physical examination are required before enrolling in the first clinical course. Health assessment and immunization forms can be found in Appendix L. Read these forms carefully. The immunization form includes tests, titers, and immunizations that are required by agencies to protect both the student and the patient. **Immunization requirements include:** Hepatitis B vaccine series, T- Dap, MMR, COVID-19, and flu vaccines along with Rubella and Varicella titers. Waivers may be accepted for religious (COVID only) or medical reasons.

Hep-B, Rubella, and Varicella titers are required even if immunizations are current. If a student has a negative titer, re-immunization, and repeat titer is required for that disease.

Annual TB screens and flu vaccines are required. **Flu vaccines are due by October 20th each fall**. Annual TB screening documentation is due before the first day of the clinical course. It is the student's responsibility to ensure that these requirements are met. Completion of COVID-19 vaccination is required. COVID-19 booster vaccinations will be required according to University and clinical agency policies and CDC guidelines.

Students are highly encouraged to be enrolled in a health insurance policy during enrollment in all clinical courses. Students are encouraged to carry personal health insurance to ensure coverage in the event of accidental illness or injury at a cooperating clinical agency.

B. Professional Liability Insurance
Students are required to maintain professional liability insurance coverage throughout the nursing program once clinical courses begin. Students must submit documentation of renewal by providing a copy of the policy certificate on an annual basis. Students will not be allowed in the clinical areas with an outdated liability insurance policy and this absence is unexcused. Nurses Service Organization (NSO) is one insurance company that students may use; apply online at www.nso.com. Please note this insurance is NOT health insurance. Professional liability insurance protects the student against financial liability while in a clinical setting working with patients.

C. Background Check and Criminal Records
Clinical agencies require evidence of satisfactory background checks and a clear criminal record as a condition for clinical practice by students in clinical courses or practicums. Therefore, all nursing students will need to submit a federal and state-level criminal background check before beginning clinical experiences in the nursing program. TUP students will receive information about the procedures for completion of background checks before 300-level nursing ABSN students will receive information about procedures for background checks during their initial enrollment process. **Conviction of or a plea of "guilty" or "no contest" to a felony or misdemeanor may result in dismissal from the nursing program.**

NOTE: Background checks are also required to sit for the NCLEX-RN licensure exam. Students will need to submit a separate background check during the application process for the NCLEX-RN licensure exam. Information is available on the Ohio Board of Nursing website.

D. CPR Certification- BLS
Students are required to complete the **American Heart Association BLS (Basic Life Support) CPR course for Health Care Providers.** This certification includes infant, child, and adult CPR, one and two rescuer techniques, use of automated defibrillators, choking, and various other health care provider information. Certification is good for two years and must be renewed before expiration.

Other courses that provide CPR are not accepted. Students may attend a CPR class offered in the community, place of employment, or may sign up for CPR classes on Capital's campus for a fee. Spring and fall dates for on-campus training may be offered through the Department of HSPTS. Email notification of dates and times will be sent to students as soon as they have been arranged.

Students are responsible for renewing BLS certification and will not be allowed in clinical agencies without a current certification card on file. Students are required to obtain CPR certification before enrolling in NURS-300.

E. Drug Testing
Routine, random, and for-cause screenings were implemented in the Fall of 2006 and revised in 2025. The full policy is in Appendix L.

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 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 carpool. COTA bus passes are available to support student transportation through the Educational Pass Program. Students who participate in carpools make their own arrangements. Neither the School of Nursing nor the course faculty can assume responsibility for arranging carpools or other modes of student transportation. Those who drive personal vehicles must have appropriate insurance and remain unimpaired.

Clinical Orientation and Clinical Placements

Students are required to complete all clinical course and clinical agency orientation assignments before clinical experiences. Students are also expected to be aware of and to comply with all School of Nursing and Clinical Agency policies related to clinical. Clinical orientation may be provided by the course faculty and/or the clinical agency. Students are also expected to be responsible for checking email for communications related to clinical agency orientation, including login access, training assignments, and agency onboarding. Onboarding may occur 8 weeks or more before the clinical course. Students should be prompt in addressing any communications related to clinical onboarding from the clinical agency or the SON clinical liaison. **Note: Clinical agencies may cancel student clinical placements for students who do not complete agency onboarding and/or orientation requirements in the allotted timeframe. If the agency cancels a student's clinical placement for failure to access online onboarding or orientation assignments, the student will need to drop the course and take the course in the next semester offered.** The School of Nursing and/or Course Faculty will make every effort to announce scheduled onboarding and orientations and will provide email reminders of agency online onboarding timeframes; however, it is ultimately the student's responsibility to check email and to access online onboarding and orientation assignments.

Clinical placements are arranged by the SON Clinical Liaison in collaboration with course coordinators and clinical agencies. Students are not permitted to make their own clinical assignment arrangements. Students cannot be assigned clinical on a unit on which they work e.g. as a PCA**.** It is the student's responsibility to notify their future course coordinator and/or the SON Clinical Liaison before making clinical assignments to

minimize this conflict.

Related Clinical Obligations

While in the clinical facility, students represent Capital University and the nursing profession. The student, the School of Nursing, and the University will be judged by students' behavior. Faculty expect all students to function as mature, responsible, and respectful individuals. If students have questions about what they should or should not be doing, they are to check with their instructor. Faculty expectations of student behavior related to nursing courses are detailed in Appendix C.

In some situations, such as community clinical or attendance at professional meetings, uniforms may not be required. Student dress should be conservative and professional. Business casual may be appropriate in some settings. Students must wear their Capital University, School of Nursing Name Badge as a part of the dress code for street attire in clinical or community agency settings. Students should be mindful of any messages conveyed on articles of clothing and should generally avoid clothing with words or symbolic messages when wearing street attire in community or clinical agency settings. Support for obtaining professional ware can be sought through the Cap Closet resource through the Capital University Office of Student and Community Engagement. The uniform policy is in Appendix K.

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

Assuring Student Privacy

Capital University complies with the Family Education Rights and Privacy Act (See Appendix Q). Faculty and staff will not discuss information about a student's academic record with their friends and/or family members. A student must give their written consent for any release of information beforehand to discuss academic progress with others.

Tuition and Fees Associated with the Nursing Program

Tuition and program fees are determined annually by the administration of Capital University and are approved by the Board of Trustees of Capital University. Undergraduate tuition and fees are published on the University website at www.capital.edu/Tuition-and-Fees and in the *Capital University Undergraduate Bulletin*.

Estimated Costs Associated with the Nursing Program

As students progress in the nursing program, there are additional costs or expenses associated with liability insurance, background checks, uniforms, clinical equipment, and health requirements such as CPR certification and immunizations. Students are notified of associated program fees or expenses in annual class meetings and publication in the *Pre-Licensure Nursing Student Handbook* located online at https://www.capital.edu/Current-Students/. A table of estimated costs/expenses in addition to tuition and program fees can be found in Appendix T. (OAC 4723-5-12[A-6], Feb 2022)

(Updated 9/15, 8/24)

Section 10: Scholarships, Honors, & Off-Campus Opportunities

Scholarships

In addition to primary scholarships, awards, and grants which are open to all students, there are scholarships specifically designated for nursing students. Endowed scholarships are distributed by the financial aid office based on the donor's preferences, which are matched to appropriate students based on applicable criteria. The School of Nursing honors and appreciates the support of the various donors who have supported the education of future nurses through the gift of endowed scholarships. Additional scholarship opportunities include two- and three-year scholarships from the United States Military branches that require subsequent military service and scholarships from various healthcare agencies that require employment with the agency following completion of the program. Information about military scholarships is available from the local military recruiter on campus. Nursing students interested in Army and Air Force ROTC College Scholarships can find information by calling 614-236-7114 or at https://www.capital.edu/academics/military-science/.
Information about other scholarships may be obtained in the Financial Aid Office.

Academic Distinction

Degree-seeking students who earn sufficiently high grade point averages during a given semester are accorded a special honor by being placed on the Dean's List, Provost's List, or President's List. A notation of this honor appears on the student's academic record. To be eligible for any of these honors, the student must be a degree-seeking candidate. The student's average must be based on a minimum of 12 semester hours taken on a graded basis (A, B, C, etc.). Pass/Fail credit is not counted in the 12-semester hour requirement. The grade point averages required for each level are as follows:

- 3.50 - 3.69: Dean's List
- 3.70 - 3.849: Provost's List
- 3.85 - 4.00: President's List

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, including The Distinguished Nursing Leader Award, The Josephine T. Hickey Award, and the Ruth S. Neikirk Award. These and other awards are described in the "Additional Awards/Prizes/Scholarships" section in the *Capital University Undergraduate Bulletin*.

International Nursing Honor Society

Academic achievement, leadership, and creativity of nursing students are recognized by invitation to membership in the Theta Theta Chapter of Sigma, the International Honor Society of Nursing. Sigma fosters high professional standards, encourages creative work, and strengthens commitment to the ideals and purposes of the nursing profession. Each year the chapter's Governance Committee reviews the records of junior and senior traditional undergraduate nursing students and accelerated BSN nursing students in their second year of study 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.

International and Off-Campus Study

International and off-campus study began in 1991 when nursing students traveled to Kingston, Jamaica to study pediatric nursing and community health nursing and participated in travel to Washington, DC to care for the homeless. Capital's School of Nursing has a rich history of offering both international and off-campus study opportunities. These offerings are illustrative of a commitment in the SON to enhance students' appreciation for cultural diversity and expand their understanding of global healthcare systems.

TUP and ABSN nursing students have traveled with nursing faculty over break to Mexico and South Dakota to serve in local health clinics. In addition to these off-campus activities, nursing students have participated in service-learning activities in Costa Rica, Nicaragua, the Dominican Republic, and Panamá. All these activities have enriched nursing students' lives and added to the curriculum's focus on cultural competence.

International and off-campus study augments the curriculum and does not lengthen the program. Nursing faculty continue to seek other off-campus and international study opportunities. Students who travel are invited to make a presentation to the SON and at the Spring Symposium on Undergraduate Research. Arrangements are coordinated through the Off-Campus Study Committee in the School 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 adviser recommendation and signature are required to enroll.

Section 11: Graduation Activities

Preparing for Graduation

During the second semester of the junior year advising sessions should ensure calculated total credits and course requirements for graduation using the program evaluation and curriculum plan (Appendix A). During the fall semester of the senior year, students will be emailed instructions from the Registrar's Office related to applying for graduation. This marks 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.

Graduation Requirements:

Academic graduation requirements include the following:

1. Traditional Undergraduate Program: Completion of 124 semester hours and all the required courses. The last 30 out of 36 semester hours must be taken at Capital.
2. ABSN Program: Completion of 65 semester hours and all the required courses.
3. A grade of C+ or better in all nursing courses and C or better in all science courses.
4. Completion of application for graduation at the time specified by the University Registrar

The Pinning Ceremony

A Pinning Ceremony will be held in May and December for BSN graduates. BSN graduates have the option of purchasing the Capital University School of Nursing pin and will receive the pin at the Pinning Ceremony. After graduation, wearing the School of Nursing pin identifies the wearer as a graduate of Capital University School of Nursing. If a student decides not to purchase the pin, a generic pin will be used during the ceremony.

Applying for Licensure (NCLEX-RN)

In addition to meeting the final requirements for the BSN degree, graduating students will need to apply for the licensing examination. The NCLEX-RN licensure is controlled by the State Board of Nursing in the state students plan to work after graduation. Each state has different application requirements. Students should visit the State Board of Nursing website of the state they will be working to ensure they follow and submit the correct application requirements to the applicable Board.

The Ohio Board of Nursing website is www.nursing.ohio.gov. Information on licensure can be found under “Licensure by Examination Application Instructions”, including application fees and information about registration with Pearson VUE for testing. These fees are non-refundable if a student is not able to sit for the NCLEX.

The application has specific instructions. Apply both to the Board of Nursing and Pearson Vue. Graduates should apply at least 2-3 months prior to graduation; the Board of Nursing takes at least one month to process the completed application once all parts are complete. It is the student’s responsibility to assure that all forms are completed according to the instructions, enclosures, and fees that accompany the forms, and that all deadlines are met. The 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 Dean of Nursing prior to application.

Fingerprinting is also part of the application process. (Appendix R). BCI results will be mailed to the Ohio Board of Nursing within 30 days; however, FBI results may take 4-6 months. It is critical that students submit fingerprints at least 6-9 months prior to completing BSN requirements. Cost varies.

Eligibility for Licensure and Employment
Sections 3701.881, 3712.09, 3721.121 and 5119.85 of the Ohio Revised Code [Verified 8/2024] prohibit the employment of individuals with select criminal records in certain settings including direct care to older adults through passport agencies, care to children and older adults through home health agencies, and direct care to older adults in hospice programs, adult day care programs, and 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 psychiatric disorder treated within the last five years. Students will also have to disclose if they 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 (OBN) requires disclosure if one has 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), testing 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 documentation: (1) Letter from the applicant specifying requested accommodations (2) Letter from the Dean of the nursing program specifying accommodations granted by the nursing program (3) Diagnostic report from a professional practitioner.

Certification of Eligibility from Nursing Program

Upon graduation from a nursing program, the OBN requires a program completion letter for a student to complete the application process. Students who receive at least a 900 on the second version of the HESI Exit-RN exam will have this letter submitted to the OBN within the first two weeks after graduation. Students who do not receive a 900 will need to submit proof of attendance and completion of an approved NCLEX-RN review session, taken after graduation. The program completion letter will then be submitted after proof is received in the School of Nursing. Certification of eligibility information can also be found in Section 7 of this document.

Closing Remarks

In closing,

As you move through this transformative journey, we hope this handbook serves as a valuable resource to guide you through the challenges and accomplishments ahead. Remember, nursing is not just a profession; it's a calling that requires compassion, dedication, and continuous learning. The path you have chosen is demanding, but also incredibly rewarding. We are confident that the experiences and education you gain in the holistically grounded program at Capital University will equip you with the skills and resilience needed to make a meaningful impact in the lives of individuals, families, and communities in need of nursing care.

We encourage you to embrace every opportunity for growth, to seek support when needed, and to contribute positively to the community around you. With perseverance and a commitment to excellence, you will emerge as a competent, compassionate nurse ready to lead and serve.

We wish you all the best in your academic and professional endeavors. Your success is our legacy. We look forward to witnessing your achievements as a supportive learning community. If you have questions please ask your faculty adviser, your nursing course faculty, the nursing leadership team, and/or the School of Nursing administrative staff.

With warm regards and best wishes in achieving all your professional goals,

The Faculty and Staff of the Capital University School of Nursing

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Appendix A: Course Descriptions & Curriculum Plans

Course Descriptions

NURS-110: Introduction to Holistic Nursing Practice (3)
(UC 100 Cognate Course) An entry-level course that introduces students to the discipline of nursing. The evolving role of nursing and other inter-professional team members, historical events, theory, and health care system are examined. The conceptual framework of the nursing program is examined and beginning concepts are introduced. Students begin to incorporate self-care and reflection into their own lives as a foundation for holistic nursing care. Placement: First year or first semester after transferring into the program. Prerequisite(s): None.
Transfer students may take this concurrently with NURS-300. Open to nursing and non-nursing majors. (3 credits of lecture per 15 weeks).

NURS-201: 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 nursing major. Prerequisite(s): PSYCH-120 or Psych 121, NURS-110 pre-or co- requisite. (3 credits of lecture per 15 weeks)

NURS-255: Exploration of Healing Modalities (2)
This online course explores the use of various complementary and alternative modalities to promote well-being. Healing modalities such as meditation, stress management, and several other therapies will be examined.
Experiential learning will be a key component to learners fully discovering the expansiveness of holistic health. Open to all undergraduate and adult students. Prerequisite(s): None

NURS-300: Foundational Nursing Concepts and Interventions (6)
Introduces the student to the role of the nurse in providing basic holistic nursing care. This course emphasizes implementation of the nursing process within the framework of the Nursing Department curricular concepts: critical thinking, communication, caring, culture, systems and transitions. Foundational concepts and interventions essential to holistic nursing practice are emphasized. The course includes theory, laboratory practice and a clinical practicum directed at the care of adults in a variety of healthcare systems (4 credits lecture = 60 hrs given 4 hrs/week x 15 weeks; 1 credit lab = 2 hrs/week x 15 weeks; 1 credit clinical given 5 hrs/week x12 weeks- Offered fall and spring.) (*Special Fee applies (see “Special Fees” in the “Financial” section of the *Undergraduate Bulletin*).
Prerequisite(s): ABSN: direct admission to program; TUP: BIOL-231, BIOL-280, CHEM-150, ENGL-111, UC-120, NURS-110 or NURS-110H and may betaken concurrently with HSPTS-230 or NURS-201. Min GPA 2.7. Corequisite or Prerequisite: NURS 301.

NURS-301: Health Assessment (3)
This theory/laboratory course provides students with the knowledge and skills required to conduct a comprehensive systems based health assessment using a holistic framework. Patient health care needs will be determined by the process of analyzing assessment data using the curricular concept of critical thinking / critical judgment. Standard terminologies, documentation standards and techniques, therapeutic communication and teaching / learning principles are explored. Health promotion and patient centered care are emphasized.
Variations in assessment and health needs of patients across cultures and the lifespan are explored. Lecture - 2 credits = 2 hrs/week x 15 weeks and Lab - 1 credit = 2 hrs/week x 15 weeks). ABSN: direct admission to program; TUP: BIOL-231, BIOL-280, ENGL-111, and UC-120. May be taken concurrently with NURS-110, NURS-201, HSPTS-230 and/or BIOL-232.

Corequisite: NURS300. May be taken prior to NURS300 with instructor permission.

NURS 304 - Culture and Health (2)

This online course focuses on the challenges of providing culturally competent care to members of a multicultural society. Students will examine the effects of cultural beliefs and practices that influence both family healthcare practices as well as healthcare delivery. A variety of theoretical models of cultural competency and cultural assessment tools are examined. Selected cultural practices will be examined with more depth. The course will provide opportunities for students to investigate specified topics in discussion papers online. (2 on-line credits = 2 hours theory/week x 15 weeks = 30 hours). Prerequisite(s): No prerequisites but basic computer literacy is required. Open to all students including non-nursing majors. (Offered fall/spring).

NURS-305: 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 Judgment, Transitions, Culture, and Systems) are introduced. Selected nursing and related theories/frameworks and related theories 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, aspects for the client / patient, team functioning, and current intra-professional and inter-professional roles in the health care system are discussed. An introduction to both allopathic and complementary / alternative client care is explored. Development of self—care strategies for the caregiver is addressed. (3 credits lecture per 15 weeks) (Offered fall). Prerequisite(s): Acceptance to ABSN.

NURS 317 - Pathophysiology I (2)

An integrated systems and concept-based approach to the study of pathophysiology will be used in this course. Emphasis will be on the relationship between biologic, behavioral responses to pathophysiology across the lifespan. This is an upper division course in nursing which incorporates prerequisite coursework and facilitates critical thinking. Topics included are: Stress and immunity, immune system diseases, disease of hematologic, cardiovascular, renal, respiratory, and gastrointestinal systems. (2 credits (2 hrs.) of lecture per week for 15 weeks) Prerequisite(s): Junior level standing in Nursing and successful completion of Biol 231 and Biol 232, or permission of instructor for non-nursing majors. Corequisite(s): May be taken concurrently with NURS 319, NURS 331, NURS 332, NURS 327, and/or NURS 328. (Offered Fall/Spring).

NURS-318: Pathophysiology II (2)

An integrated systems and concept-based approach to the study of pathophysiology will be used in this course. Emphasis will be on the relationship between biologic and behavioral responses to pathophysiology across the lifespan. This is an upper division course in nursing that incorporates prerequisite coursework and facilitates critical thinking. NURS-318 is a continuation of NURS-317. Topics included are endocrine, neurology, musculoskeletal, reproduction, neoplasia, genetics / genomics and special senses. Placement: Junior standing. Taken concurrently with NURS 319 and may be taken concurrently with NURS 331, NURS 332, NURS 327, and/or NURS 328 (2 credits of lecture (2 hours per week) x 15 weeks) Prerequisite(s): Junior level standing in nursing, successful completion of Biol. 231 & 232, or permission of instructor for non-nursing majors.

NURS-319: Pharmacology I (2)

This course uses an integrated systems and concept-based approach to the study of pharmacology. Emphasis will be on the relationship between biophysical, socio-cultural, behavioral, and pharmacological responses across the lifespan. This course incorporates prerequisite coursework and facilitates critical thinking. Topics include principles of pharmacology and pharmacologic agents for conditions related to stress and immunity, infection, cardiovascular, hematologic, respiratory, renal, and gastrointestinal systems. Placement: Junior standing. Taken concurrently with NURS 319 and may be taken concurrently with NURS 331, NURS 332, NURS 327, and/or NURS 328. (2 credits of lecture (2 hours per week) x 15 weeks) Prerequisite(s): Junior-level standing in Nursing, successful

completion of Biol. 231 & 232, or permission of instructor for non-nursing majors.

NURS-320: Pharmacology II (2)

This course uses an integrated systems and concept-based approach to the study of pharmacology. Emphasis will be on the relationship between biophysical, socio-cultural, behavioral, and pharmacological responses across the lifespan. This course incorporates prerequisite coursework and facilitates critical thinking. NURS-320 is a continuation of NURS-319. Topics include: Medications used to treat Neurological, Psychological, Musculoskeletal, Endocrine, Sensory, Reproductive, and Neoplastic Disorders. Placement: Junior standing.
Taken concurrently with NURS 319 and may be taken concurrently with NURS 331, NURS 332, NURS 327, and/or NURS 328 (2 credits lecture (2 hrs per week) x 15 weeks) Prerequisite(s): Junior-level standing in nursing, successful completion of Biol. 231 & 232, or permission of instructor for non-nursing majors.

NURS 327 - Nursing of Adults with Acute Health Alterations I (4)

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. (Theory = 2.5 semester hours = 5.35 hours/week/7wks = 37.5 clock hours; Clinical 1.25 semester hours = 10.7 hours/week/7wks = 75 clock hours; Lab 0.25 semester hours = 1.07 hours/week/7 weeks = 7.5 clock hours; Total clinical/lab: 82.5 clock hours). Special Fee applies (see "Special Fees" in the "Financial" section of the undergraduate bulletin). Prerequisite(s): Placement: Junior standing.
NURS 201, HSPTS 230, NURS 300 and NURS 301.

NURS 328 - Nursing of Adults with Acute Health Alterations II (4)

The focus of this course is nursing management of adults of all ages who are experiencing acute health alterations that may impact 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. (Theory = 2.5 semester hours = 5.35 hours/week/7wks = 37.5 clock hours; Clinical 1.25 semester hours = 10.7 hours/week/7wks = 75 clock hours; Lab 0.25 semester hours = 1.07 hours/week/7 weeks = 7.5 clock hours; Total clinical/lab: 82.5 clock hours).Special Fee applies (see "SPECIAL FEES" in the FINANCE section of this Bulletin). Prerequisite(s): Junior standing. NURS 201, HSPTS 230, NURS 300, and NURS 301

NURS 331 - Parent and Newborn Nursing (4)

This theory and clinical course focuses on the transitions related to the childbearing 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 with the opportunity to apply concepts of physiology, pathophysiology, and related pharmacology as well as medical-surgical nursing therapeutic skills in the perinatal clinical setting. The course includes theory, laboratory practice and clinical practicum. (Theory = 2.5 semester hours = 5.35 hours/week/7wks = 37.5 clock hours; Clinical 1.25 semester hours = 10.7 hours/week/7wks = 75 clock hours; Lab 0.25 semester hours = 1.07 hours/week/7 weeks = 7.5 clock hours; Total clinical/lab: 82.5 clock hours).Offered fall/spring/summer. Special fee applies (see "Special fees" in the "Financial" section of the undergraduate bulletin). Prerequisite(s): Placement: Junior standing. Pre-requisites: NURS 201, HSPTS 230, NURS 300 and NURS 301.

NURS 332 - Nursing of Children (4)

This theory/clinical course focuses on the transitions related to the childrearing 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 pediatric patients. The course includes theory, laboratory practice and clinical practicum. (Theory = 2.5 semester hours = 5.35 hours/week/7wks = 37.5 clock hours; Clinical 1.25 semester hours = 10.7 hours/week/7wks = 75 clock hours; Lab 0.25 semester hours = 1.07

hours/week/7 weeks = 7.5 clock hours; Total clinical/lab: 82.5 clock hours).Offered fall/spring/summer. Special fee applies (see "Special fees" in the "Financial" section of the undergraduate bulletin). Prerequisite(s): Placement: Junior standing. Pre-requisites: NURS 201, HSPTS 230, NURS 300 and NURS 301.

NURS 366 - Nursing Research (3)

This course involves the study of the historical development and current status of research and evidence-based practice in nursing. The course includes an examination of the levels of evidence and research process, particularly as it relates to nursing. Students identify practice issues, critique published research, and implement nursing research utilization strategies. (3 credits lecture per 15 weeks.) (Offered fall/spring.) Prerequisite(s): SOSCI 210 or MATH 215 and NURS 300, Placement: Junior standing.

NURS 400 - Psychiatric Mental Health Nursing Concepts (4)

A didactic and clinical course that provides opportunities to apply theoretical concepts in psychiatric/mental health nursing with individuals, families and in the community across the lifespan. (Full semester format for students admitted prior to fall, 2021 2 credits lecture=2 hrs./week, 0.5 credits seminar=1 hr./week, and 1.5 credits clinical=90 hrs./term.) (Modular semester format for student admitted fall, 2021 Theory 2.5 credits = 5.35 hours/week of lecture = 37.5 clock hours; lab/seminar 0.5 credits= 2.14 hours/week (15 clock hours); Clinical 1 credit =8.57 hours/week = 60 clock hours per seven weeks) *Special fee applies (see "special fees" in "financial" section of this bulletin.). Prerequisite(s): Placement: Senior standing, NURS 365, NURS 326, (or NURS 327, NURS 328, NURS 331, and NURS 332) NURS 317, NURS 318, NURS 319, and NURS 320. Corequisite(s): Must be taken with either NURS 420 or NURS 450 or both concurrently. (Offered Fall/Spring)

NURS-412: 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. (2 credits of lecture per 15 weeks). Prerequisites: Senior standing.
Satisfactory completion of NURS 365 and NURS 326 (or NURS 327, NURS328, NURS 331, and NURS 332), NURS 317, NURS 318, NURS 319, and NURS 320. This course is taken concurrently with NURS 463. (Offered Fall/Spring) Corequisite: NUR463.

NURS-419: Informatics and Technology in Healthcare (3)

This course examines professional, social, legal, and ethical issues related to technology and informatics in healthcare. Access, application, evaluation, and impact of clinical information systems, / applications, and technology that support data management, patient care, evidence-based practice, research, education, and administration are considered. Current and emerging healthcare technologies and software applications are explored. (3 credits lecture x 15 weeks.) Prerequisite(s): NURS-300 and NURS-301.

NURS 420 - Community Health Nursing (4)

This course focuses on synthesizing nursing knowledge and community health principles as they relate to population health. The concepts of community health nursing, epidemiology, levels of prevention, and health promotion/health education are emphasized. Students are given the opportunity to manage nursing care for vulnerable populations in a variety of community settings. (Full semester format for students admitted prior to fall, 2021 2 credits / 2 hrs./ week lecture, 0.5 credits / 1 hr./week seminar, 1.5 credits / 90 hrs./ term.) (Modular semester format for student admitted fall, 2021 Theory 2.5 credits = 5.35 hours/week of lecture = 37.5 clock hours; lab/seminar 0.5 credits= 2.14 hours/week (15 clock hours); Clinical 1 credit =8.57 hours/week = 60 clock hours per seven weeks) Special Fee applies (see "SPECIAL FEES" in the FINANCE section of this Bulletin). Prerequisite(s): Placement: Senior standing, NURS 317, NURS 318, NURS 319, NURS 320, NURS 326, NURS
365 (or NURS 327, NURS 328, NURS 331, and NURS 332. Corequisite(s): Must be taken with either

NURS 400 or NURS 450 or both concurrently. (Offered Fall/Spring)

NURS 450 - Advanced Nursing Concepts and Interventions (3)

This theory / laboratory course provides students with the opportunity to integrate and synthesize advanced nursing concepts and interventions required to manage complex health problems and multisystem dysfunctions across selected patient populations. Measures to promote safety, quality and excellence of nursing care thorough holistic caring practice, intra / interprofessional collaboration, teamwork and evidence are examined. Legal and ethical concepts or considerations related to complex health situations are also evaluated. (2 credit hours lecture,
0.5 credit hours laboratory, 0.5 credit hours seminar=2 hrs./week lecture, and 2 hrs./week lab/seminar (30 hours per semester) (Offered fall and spring.) *Special fees apply (see Financial Section of this Bulletin.) Prerequisite(s): NURS 317, NURS 318, NURS 319, NURS 320, NURS 326, and NURS 365 or NURS 327, NURS
328, NURS 331, and NURS 332). Corequisite(s): Must be taken with either NURS 400 or NURS 420 or both concurrently.

NURS 463 - Leadership in Practice Practicum (7)

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 leadership personnel. (3 credits Lecture (45 hours/term), 0.75 credits lab (22.5 hrs. /term), 0.5 credits seminar (15 hrs. /term), and 2.75 credits clinical (165 hrs./term)) *Special Fee applies (see "Special Fees" section in the "Finance" section of this Bulletin.) (Offered Fall/Spring) Prerequisite(s): Successful completion of NURS 326 (or N327 and N328), and NURS 365 (or N331 and N332). Senior standing required. Corequisite(s): Taken concurrently with NURS 412.

NURS 464 - Peri-Operative Nursing (2)

This on-line elective course is designed to provide students with foundational knowledge in the concepts of perioperative nursing. Students will have the opportunity to gain knowledge for preoperative, intra-operative, and post-operative care. Special concerns of the surgical environment including anesthesia care, patient safety, infection and quality control, patient prep and positioning, and holistic and legal aspects of surgical care will be explored. Emphasis will be placed on the importance of promoting a culture of safety and teamwork, role development, and the incorporation of ethics and evidence-based practices in the care of the surgical patient and family. Prerequisite(s): Successful completion of all junior level courses. Must be taken in concurrently with N463. Enrollment open by application process only. (Offered Fall Spring).

NURS 467: NCLEX-RN Review (2)*

This course is designed for students to review content in the NCLEX-RN examination. Students will be given the opportunity to examine test-taking strategies, develop stress reduction strategies, and content to ensure success on the NCLEX-RN examination. An individual plan to enhance nursing knowledge will be developed and opportunities to develop knowledge and competence in passing the NCLEX-RN examination will be offered. (2 credits of online and lecture activities per 15 weeks). (Offered fall/spring.) Prerequisite(s): Senior Standing. Take final semester of program plan.

NURS 491: Independent Study (1-4)

Independent study on various topics related to nursing may be offered.

NURS 493 - Selected Topics (1-4)

New and different topics are offered periodically. The course is individually designed by the department or school and has stated class meetings and times. A topic may be offered only once as a selected topics course. Approval of the course must be submitted in writing to the registrar by the appropriate

department head and
associate provost. Subsequent offerings of the same selected topic are subject to the approval of the Curriculum Committee of the College. Credit is normally three semester hours. Entry into the class is subject to established departmental or school policies. When offering a selected topics course, the department determines the
course level.

ABSN Program Graduate Level Courses

NURS-500: Applied Healthcare Statistics (3)

This course 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 per 15 weeks).

NURS-520: Advanced Nursing Research (3)

This course examines the philosophical 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. This course also examines evidenced-based practice (EBP) and provides opportunities for students to develop EBP skills (3 hours lecture per 15 weeks).
Prerequisite: NURS500 highly recommended

NURS-530: Healthcare Informatics and Technology (3)

This course introduces concepts, issues, trends and theories concerning informatics and technology in healthcare. Various health information systems, applications and technologies are examined. The role of informatics for promoting quality and safety in healthcare is emphasized. The culture of technology in healthcare, impact of technology on patients and providers, and human factors interactions are explored. Usability testing frameworks, informatics standards and standardized languages are also introduced. (3 hours of lecture x 15 weeks). Prerequisite: basic computer literacy; NURS500 highly recommended

Capital University: Nursing Traditional Undergraduate Program (TUP) Curriculum Plan

Name: **Adviser:**

ID#: **Start Date:**

Signature Learning Outcomes		Credit Hours T/L/E Credits	Clock Hours T/L/E Hours	Notes
Fine Art	ART 210, TH 121, MUSIC 210, ENGL 204, FMP 210	3 = 3/0/0	45/0/0	
Reading & Writing	ENGL 111	4 = 4/0/0	60/0/0	
Speaking & Listening	UC 120	3 = 3/0/0	45/0/0	
Ethics	UC 170	3 = 3/0/0	45/0/0	
Religion	UC 220	3 = 3/0/0	45/0/0	
Cultural Pluralism	UC 270	3 = 3/0/0	45/0/0	
Humanities	UC 320	3 = 3/0/0	45/0/0	
Global Systems	UC 370	3 = 3/0/0	45/0/0	
Total Signature Learning Credit Hours		**25 cr. hr. = 25/0/0**	**375/0/0**	

Take UC 170, UC 270, UC 370 in sequential order.
Take ENGL111/UC 120, UC 220, UC 320 in sequential order.

Nursing Core		Credit Hours T/L/E Credits	Clock Hours T/L/E Hours	Notes
General, Organic, & Biochemistry	CHEM 150 with Lab	4 = 3/1/0	45/45/0	
General Biology	BIOL 170 with Lab	4 = 3/1/0	45/30/0	
Microbiology	BIOL 280 with Lab	4 = 3/1/0	45/60/0	
Anatomy/Physiology I	BIOL 231 with Lab	4 = 3/1/0	45/60/0	
Anatomy/Physiology II	BIOL 232 with Lab	4 = 3/1/0	45/60/0	
Psychology	PSYCH 120 or PSYCH 121	3 = 3/0/0 4 = 4/0/0	45/0/0 60/0/0	
Nutrition & Diet Therapy	HSPTS 230	3 = 3/0/0	45/0/0	
Statistics	MATH-215 or SOSCI-210	3 = 3/0/0 4 = 4/0/0	45/0/0 60/0/0	
Total Nursing Core Credit Hours		**29-31 cr. hr. = 24-26 /5/0**	**360-390/255/0**	

Nursing Major	Credit Hours T/L/E Credits	Clock Hours T/L/E Hours	Notes
Level I			
NURS 110: Introduction to Holistic Nursing [FYS]	3 = 3/0/0	45/0/0	
Total Level I Credit Hours	**3 cr. hr. = 3/0/0**	**45/0/0**	
Level II			
NURS 201: Human Development across the Lifespan	3 = 3/0/0	45/0/0	
NURS 300: Foundational Nursing Concepts & Interventions	6 = 4/1/1	60/30/60	
NURS 301: Health Assessment	3 = 2/1/0	30/30/0	
Total Level II Credit Hours	**12 cr. hr. = 9/2/1**	**135/60/60**	
Level III			

NURS 317: Pathophysiology I	2 = 2/0/0	30/0/0	
NURS 318: Pathophysiology II	2 = 2/0/0	30/0/0	
NURS 319: Pharmacology I	2 = 2/0/0	30/0/0	
NURS 320: Pharmacology II	2 = 2/0/0	30/0/0	
NURS 327: Adults with Acute Health Alterations I [M]	4 = 2.5/0.25/1.25	37.5/7.5/75	
NURS 328: Adults with Acute Health Alterations II [M]	4 = 2.5/0.25/1.25	37.5/7.5/75	
NURS 331: Parent-Newborn Nursing [M]	4 = 2.5/0.25/1.25	37.5/7.5/75	
NURS 332: Nursing of Children [M]	4 = 2.5/0.25/1.25	37.5/7.5/75	
NURS 366: Nursing Research & Evidence-Based Practice	3 = 3/0/0	45/0/0	
Total Level III Credit Hours	**27 cr. hr. = 21/1/5**	**315/30/300**	
Level IV			
All 300-level nursing courses must be completed before taking 400-level nursing courses			
NURS 412: Professional Role in Health Care System*	2 = 2/0/0	30/0/0	
NURS 419: Information & Technology in Health Care	3 = 3/0/0	45/0/0	
NURS 400: Psychiatric/Mental Health Nursing Concepts* [M]	4 = 2.5/0.5/1	37.5/15/60	
NURS 420: Community Health Nursing* [M]	4 = 2.5/0.5/1	37.5/15/60	
NURS 450: Advanced Nursing Concepts & Interventions*	3 = 2/1/0	30/30/0	
NURS 463: Leadership in Practice Practicum*		60/30/165	
NURS 467: NCLEX Review** (Elective)	(2 = 2/0/0)	(30/0/0)	
Total Level IV Credit Hours	**25 (27) cr. hr. = 15 (17) /3/5**	**240(270)/90/300**	
Total Nursing Major Credit Hours	**65 (67) cr. hr. = 48 (50) /6/11**	**735(765)/180/660**	

General Electives: 5-6 Credit Hours	**Credit Hours T/L/E Credits**	**Notes**
Elective Option: Any non-degree course		
Elective 1: Elective 2:		
Elective Option: Psychology Minor		
Complete a 300-level psych course to complete a minor**	4 = 4/0/0	
Nursing Elective Options:		
NURS 255: Exploration of Healing Modalities	2 = 2/0/0	
NURS 304: Culture and Health	2 = 2/0/0	
NURS 464: Peri-operative Nursing***	2 = 2/0/0	
NURS 467: NCLEX Review****	2 = 2/0/0	
Total Elective Credit Hours	To reach the total program hours	
Total Program Credit Hours	**124 minimum credit hours**	

Credit/clock hours are equated to total theory (T), lab (L), and clinical experience (E) hours: T/L/E

General Notes:
Students may not take more than 2 clinical courses in any one semester.
* NURS 412 & NURS 463 taken concurrently. NURS 400/NURS 420/NURS 450 taken concurrently.
**Must declare minor with the Registrar. See bulletin information re: Psychology Minor.
*** Enrollment by application. Must be concurrently enrolled in NURS 463.
****Last semester - Students are required to take the NCLEX Review course (NURS 467) if HESI < 900. May take an alternative elective or the NCLEX Review course if HESI ≥ 900.

Capital Nursing: TUP Sample Program of Study

First Semester Fall	Second Semester Spring	
CHEM 150 (4) **or** BIOL 170 (4) UC 120: Oral Communication (3) **or** ENGL 111 (4) PSYCH 120 or 121 (3-4) **or** Fine Art SLO (3) NURS 110 (3) UC 170: Ethics (3) **16-18 credits**	CHEM 150 (4) **or** BIOL 170 (4) UC 120: Oral Communication (3) **or** ENGL 111 (4) PSYCH 120 or 131 (3-4) **or** Fine Art SLO (3) Statistics (3-4) **or** UC 270: Cultural Pluralism (3) **13-16 credits**	**Cum-Total GPA ≥2.5 req. to remain in the program at the end of the First year.**
Third Semester Fall	**Fourth Semester Spring**	
BIOL 280: Microbiology (4) UC 220: Religion (3) Statistics (3-4) or UC 270: Cultural Pluralism (3) HSPTS 230: Nutrition (3) **or** NURS 201 (3) BIOL 231: Anatomy/Physiology I (4) **17-18 credits**	NURS 300: Foundational Nursing Concepts (6) NURS 301: Health Assessment (3) HSPTS 230: Nutrition (3) **or** NURS 201 (3) BIOL 232: Anatomy/Physiology II (4) **16 credits**	**Cum-Total GPA ≥2.7 req. to remain in program before entering and after completing NURS 300/301 (before junior-level clinical courses).**
Fifth Semester Fall	**Sixth Semester Spring**	
NURS 327/328: Adults with Acute Health Alterations I **and** II (4+4) [M] **or** NURS 331: Parent & Newborn **and** NURS 332 Nursing of Children (4+4) [M] NURS 317: Pathophysiology I (2) NURS 319: Pharmacology I (2) NURS 366: Nursing Research (3) **or** UC 320: Humanities (3) **15 credits**	NURS 327/328: Adults with Acute Health Alterations I **and** II (4+4) [M] **or** NURS 331: Parent & Newborn **and** NURS 332 Nursing of Children (4+4) [M] NURS 318: Pathophysiology II (2) NURS 320: Pharmacology II (2) NURS 366: Nursing Research (3) **or** UC 320: Humanities (3) **15 credits**	
Seventh Semester Fall	**Eighth Semester Spring**	
NURS 463: Leadership in Practice (7)* NURS 412: Professional Role (2)* NURS 419: Info & Tech in Healthcare (3) **or** UC 370: Global Systems (3) Elective (2-3, as needed) **12-12+ credits**	NURS 400: Psych & Mental Health (4)* [M] NURS 420: Community Health (4)* [M] NURS 450: Adv. Nursing Concepts (3)* NURS 419: Info & Tech in Healthcare (3) **or** UC 370: Global Systems (3) N467: NCLEX Review (2)**** **or** Elective (2-3 as needed) **14-16 credits**	**Electives hours 5-6 to complete 124 total credit hours for degree completion.**

[M]= designates modular course taken over ½ of the semester

Approved: 9/2014 (PLCC); Approved: 10/2014 (FO); Approved: 11/2014 Capital University Curriculum Committee; Approved 5/2019 (FO) edited 12/2019, 12/20, 6/21, 3/22, 8/24

Capital University: Accelerated BSN (ABSN & ABSN-H) Program Curriculum Plan

Name: **Adviser:**

ID#: **Start Date:**

ABSN Program Prerequisites	
Anatomy & Physiology I & II	Biochemistry
Lifespan Growth & Development	Microbiology

Nursing Major	**Credit Hours T/L/E Credits**	**Clock Hours T/L/E Hours**	**Notes**
Level I, Term I: Fall			
NURS 300: Foundational Nursing Concepts & Interventions	6 = 4/1/1	60/30/60	
NURS 301: Health Assessment	3 = 2/1/0	30/30/0	
NURS 305: Theoretical Foundations of Nursing	3 = 3/0/0	45/0/0	
Total Level I, Term I Credit Hours	**12 cr. hr. = 9/2/1**	**135/60/60**	
Level I, Term II: Spring			
NURS 317: Pathophysiology I	2 = 2/0/0	30/0/0	
NURS 319: Pharmacology I	2 = 2/0/0	30/0/0	
NURS 327: Adults with Acute Health Alterations I [M]	4 = 2.5/0.25/1.25	37.5/7.5/75	
NURS 328: Adults with Acute Health Alterations II [M]	4 = 2.5/0.25/1.25	37.5/7.5/75	
NURS 500: Applied Healthcare Statistics	3 = 3/0/0	45/0/0	
Total Level I, Term II Credit Hours	**15 cr. hr. = 12/0.5/2.5**	**180/15/150**	
Level I, Term III: Summer			
NURS 318: Pathophysiology II	2 = 2/0/0	30/0/0	
NURS 320: Pharmacology II	2 = 2/0/0	30/0/0	
NURS 331: Parent-Newborn Nursing [M]	4 = 2.5/0.25/1.25	37.5/7.5/75	
NURS 332: Nursing of Children [M]	4 = 2.5/0.25/1.25	37.5/7.5/75	
Total Level I, Term III Credit Hours	**12 cr. hr. = 9/0.5/2.5**	**135/15/150**	
Level II, Term IV: Fall			
NURS 400: Psych/Mental Health Nursing Concepts* [M]	4 = 2.5/0.5/1	37.5/15/60	
NURS 420: Community Health Nursing* [M]	4 = 2.5/0.5/1	37.5/15/60	
NURS 450: Advanced Nursing Concepts*	3 = 2/1/0	30/30/0	
NURS 520: Advanced Research or 530: Informatics	3 = 3/0/0	45/0/0	
Total Level II, Term IV Credit Hours	**14 cr. hr. = 10/2/2**	**150/60/120**	
Level II, Term V: Spring			
NURS 463: Leadership in Practice*			
NURS 412: Professional Role*	2 = 2/0/0	30/0/0	
NURS 520: Advanced Research or 530: Informatics	3 = 3/0/0	45/0/0	
NURS 467: NCLEX Review**	(2 = 2/0/0)	30/0/0	
Total Level II, Term V Credit Hours	**12 (14) cr. hr. = 8 (10) /1/3**	**165()/15/180**	
Total Program Credit Hours	**65 (67) cr. hr. = 48 (50) /6/11**	**735(765)/180/660**	

Credit/clock hours are equated to total theory (T), lab (L), and clinical experience (E) hours: T/L/E

Minimum total program credits: 65 credit hours

Capital Nursing: ABSN & ABSN-H Sample Program of Study

First Semester Level I, Term I	Second Semester Level I, Term II	Third Semester Level I, Term III
NURS 300: Foundational Nursing Concepts & Interventions (6) NURS 301: Health Assessment (3) NURS 305: Theoretical Foundations of Nursing (3) **12 credits**	NURS 327 & NURS 328: Adults w/ Acute Health Alterations I & II (4+4) [M] NURS 317: Pathophysiology I (2) NURS 319: Pharmacology I (2) NURS 500: Advanced Statistics (3) **12 credits**	NURS 331: Parent-Newborn (4) [M] NURS 332: Pediatrics (4) [M] NURS 318: Pathophysiology II (2) NURS 320: Pharmacology II (2) **15 credits**
Fourth Semester **Level II, Term IV**	**Fifth Semester** **Level II, Term V**	
NURS 400: Psych & Mental Health (4)* [M] NURS 420: Community Health (4)* [M] NURS 450: Adv. Nursing Concepts* (3) NURS 520: Adv. Nursing Research (3) **or** NURS 530 (3) **14 credits**	NURS 412: Professional Role (2)* NURS 463: Leadership in Practice (7)* NURS 530: Nursing Informatics (3) **or** NURS 520 (3) NURS 467: NCLEX Review** (2) **12 (14) credits**	

[M]= designates modular course taken over ½ of the semester

General Notes:
Students may not take more than 2 clinical courses in any one semester.
* NURS 412 & NURS 463 taken concurrently. NURS 400/NURS 420/NURS 450 taken concurrently.
**Last semester - Students are required to take the NCLEX Review course (NURS 467) if HESI < 900. May take NCLEX Review course as an elective if HESI ≥ 900.

Capital University: Nursing Traditional Undergraduate Program (TUP) with ROTC Curriculum Plan

Name: **Adviser:**

ID#: **Start Date:**

Signature Learning Outcomes		Credit Hours	Notes
Fine Art	ART 210, TH 121, MUSIC 210, ENGL 204, FMP 210	3	
Reading & Writing	ENGL 111	4	
Speaking & Listening	UC 120	3	
Ethics	UC 170	3	
Religion	UC 220	3	
Cultural Pluralism	UC 270	3	
Humanities	UC 320	3	
Global Systems	UC 370	3	
Total Signature Learning Credit Hours		**25 cr. hr.**	

Take UC 170, UC 270, UC 370 in sequential order.
Take ENGL111/UC 120, UC 220, UC 320 in sequential order.

Nursing Core		Credit Hours	Notes
General, Organic, & Biochemistry	CHEM 150 with Lab	4	
General Biology	BIOL 170 with Lab	4	
Microbiology	BIOL 280 with Lab	4	
Anatomy/Physiology I	BIOL 231 with Lab	4	
Anatomy/Physiology II	BIOL 232 with Lab	4	
Psychology	PSYCH 120 or PSYCH 121	3 4	
Nutrition & Diet Therapy	HSPTS 230	3	
Statistics	MATH-215 or SOSCI-210	3 4	
Total Nursing Core Credit Hours		**29-31 cr. hr.**	

Nursing Major	Credit Hours	Notes
Level I		
NURS 110: Introduction to Holistic Nursing [FYS]	3	
Total Level I Credit Hours	**3 cr. hr.**	
Level II		
NURS 201: Human Development across the Lifespan	3	
NURS 300: Foundational Nursing Concepts & Interventions	6	
NURS 301: Health Assessment	3	
Total Level II Credit Hours	**12 cr. hr.**	
Level III		
NURS 317: Pathophysiology I	2	
NURS 318: Pathophysiology II	2	
NURS 319: Pharmacology I	2	

NURS 320: Pharmacology II	63	2	

NURS 327: Adults with Acute Health Alterations I [M]	4	
NURS 328: Adults with Acute Health Alterations II [M]	4	
NURS 331: Parent-Newborn Nursing [M]	4	
NURS 332: Nursing of Children [M]	4	
NURS 366: Nursing Research & Evidence-Based Practice	3	
Total Level III Credit Hours	**27 cr. hr.**	
Level IV		
All 300-level nursing courses must be completed before taking 400-level nursing courses		
NURS 412: Professional Role in Health Care System*	2	
NURS 419: Information & Technology in Health Care	3	
NURS 400: Psychiatric/Mental Health Nursing Concepts* [M]	4	
NURS 420: Community Health Nursing* [M]	4	
NURS 450: Advanced Nursing Concepts & Interventions*	3	
NURS 463: Leadership in Practice Practicum*	7	
NURS 467: NCLEX Review** (Elective)	(2)	
Total Level IV Credit Hours	**25 (27) cr. hr.**	
Total Nursing Major Credit Hours	**65 (67) cr. hr.**	

See Traditional Undergraduate Program Plan for equivalent credit/clock hours distribution for theory, lab, and clinical time.

Nursing Elective Options:	Credit Hours	Notes
NURS 255: Exploration of Healing Modalities	2	
NURS 304: Culture and Health	2	
NURS 464: Peri-operative Nursing***	2	
NURS 467: NCLEX Review****	2	
Total Elective Credit Hours	To reach total program hours	
Total Program Credit Hours	**124 minimum credit hours**	

Military Science and Leadership Minor	Credit Hours	Notes
MS 111: Introduction to the Army	2	
MS 112: Foundations of Agile and Adaptive Leadership	2	
MS 211: Leadership and Decision Making	3	
MS 212: Army Doctrine and Team Development	3	
MS 311: Training Management and Warfighting Foundation	3	
MS 312: Applied Leadership in Small Unit Operations	3	
MS 313: Cadet Leaders Course (CLC)	3	
MS 411: The Army Officer	3	
MS 412: Company Grade Leadership	3	
Nursing Summer Training Program****	0	
Military History Course, 200 level or higher*****	4	
Total Military Science and Leadership Minor Credit Hours	**28 cr. hr.**	

General Notes:

Students may not take more than 2 clinical courses in any one semester.
*NURS 412 & NURS 463 taken concurrently. NURS 400/NURS 420/NURS 450 taken concurrently.
**Last semester - Students are required to take the NCLEX Review course (NURS 467) if HESI < 900. May take an alternative elective or the NCLEX Review course if HESI ≥ 900.
***Enrollment by application. Must be concurrently enrolled in NURS 463.
****Participation in the Nursing Summer Training Program is an optional experience available during the summer following the junior year.
*****Completion of a course in military history is required for graduation and commissioning.

Capital Nursing: TUP with ROTC Sample Program of Study

First Semester Fall	Second Semester Spring	Summer Term
CHEM 150 (4) **or** BIOL 170 (4) ENGL 111: Composition (4) NURS 110: Introduction to Nursing (3) UC 170: Ethics (3) UC 120: Oral Communication (3) MS 111: Introduction to the Army (2) **19 credits**	CHEM 150 (4) **or** BIOL 170 (4) PSYCH 120 **or** 121 (3-4) UC 270: Cultural Pluralism (3) Fine Art SLO (3) UC 220: Religion (3) MS 112: Foundations of Adaptive Leadership (2) **17-18 credits**	**Cum-Total GPA ≥ 2.5 req. to remain in the program at the end of the first year.**
Third Semester Fall	**Fourth Semester Spring**	
BIOL 280: Microbiology (4) Statistics (3-4) HSPTS 230: Nutrition (3) **or** NURS 201 (3) BIOL 231: Anatomy/Physiology I (4) MS 211: Leadership Decision Making (3) **17-18 credits**	NURS 300: Foundational Nursing Concepts (6) NURS 301: Health Assessment (3) HSPTS 230: Nutrition (3) **or** NURS 201 (3) BIOL 232: Anatomy/Physiology II (4) MS 212: Army Doctrine & Team Develop. (3) **19 credits**	**Cum-GPA ≥ 2.7 is required to remain in the nursing program before entering and after completing NURS 300/301 (before junior-level clinical courses).**
Fifth Semester Fall	**Sixth Semester Spring**	
NURS 327/328: Adults with Acute Health Alterations I **and** II (4+4) [M] **or** NURS 331: Parent & Newborn **and** NURS 332 Nursing of Children (4+4) [M] NURS 317: Pathophysiology I (2) NURS 319: Pharmacology I (2) NURS 366: Nursing Research (3) **or** UC 320: Humanities (3) MS 311:Training Manag. & Warfight. Found. (3) **18 credits**	NURS 327/328: Adults with Acute Health Alterations I **and** II (4+4) [M] **or** NURS 331: Parent & Newborn **and** NURS 332 Nursing of Children (4+4) [M] NURS 318: Pathophysiology II (2) NURS 320: Pharmacology II (2) NURS 366: Nursing Research (3) **or** UC 320: Humanities (3) MS 312: Applied Leadership Small Ops (3) **18 credits**	**MS 313: Cadet Leaders Course (CLC) or** **Nursing Summer Training Program (Optional)**
Seventh Semester Fall	**Eighth Semester Spring**	
NURS 463: Leadership in Practice (7) NURS 412: Professional Role (2) NURS 419: Info & Tech in Healthcare (3) UC 370: Global Systems (3) MS 411: The Army Officer (3) **18 credits**	NURS 400: Psych & Mental Health (4)* [M] NURS 420: Community Health (4)* [M] NURS 450: Adv. Nursing Concepts (3)* NURS 467: NCLEX Review (2)**** HIS 305 or HIS 321** (4) MS 412: Company Grade Leadership (3) **18-20 credits**	

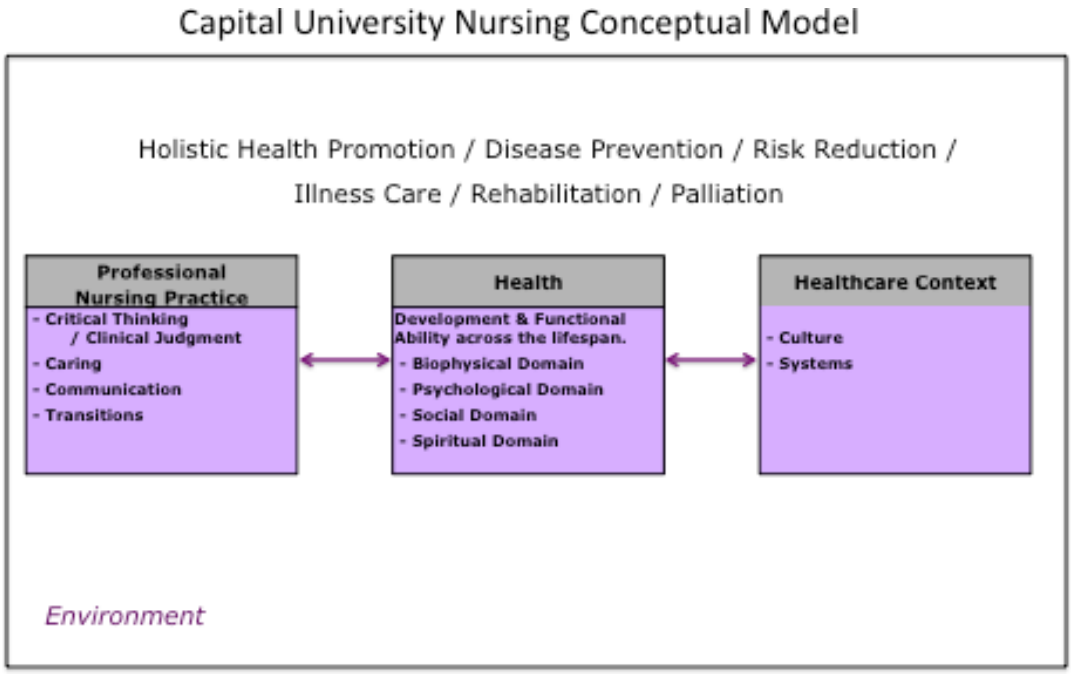
[M]= designates modular course taken over ½ of the semester

Course offering note: HIS 305 (Civil War & Reconstruction) is offered every other year spring semester. If the student is unable to schedule this class for the 8th semester, HIS 321 (Vietnam War & the 1960's) may be substituted with the approval of the ROTC Adviser (9/19). Approved: 9/2014 (PLCC); Approved: 10/2014 (FO); Approved: 11/2014 Capital University Curriculum Committee Updated course numbers. Approved 4/2019 TUP; Reviewed and updated 8/24 LAM

Appendix B: Conceptual Framework & Conceptual Definitions

Conceptual Framework

Health is the central concern of nursing and therefore is the core concept of the conceptual framework for the curriculum of the Capital University Nursing Program. The conceptual framework is further organized around six additional concepts that guide professional nursing practice. Four concepts, including critical thinking/clinical reasoning, caring, communication, and transitions, are professional nursing practice concepts. The two remaining concepts, and, culture and systems, are referred to as healthcare context concepts because the professional nurse functions within a variety of healthcare systems and with diverse populations. These interrelated and interacting concepts are evident in the practice of professional nursing as it seeks to promote the optimal health of individuals, groups, families, communities, and populations. As students progress through the curriculum, they seek to master the abilities of critical thinking/clinical judgment, caring, communication and transitions by applying these abilities with self, individuals, groups, populations, interprofessional and/or intra- professional teams to deliver patient centered nursing care to clients in the context of culture and healthcare systems.



The Capital University Conceptual Model provides a visualization of a conceptually based framework that is both dynamic and structured to adapt to varying and diverse situations in healthcare. The concepts in the model provide a structure to organize further sub-concepts for the content of the nursing curriculum. The ultimate purpose of the conceptual framework is to enable nurses to holistically facilitate health across the lifespan, through integrative nursing care practices in health promotion, disease prevention, risk reduction, care of illness, rehabilitation, and palliation.
Ultimately, the essence of holistic nursing practice is seen in the unique blending of these concepts and patterns of nursing interactions with individuals, families, groups, communities, and populations.

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

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

Sub-concepts related to health include:

Biophysical Domain – Development & Functional Ability across the Lifespan
Homeostasis & Regulation
- Fluid & Electrolyte
- Acid/Base Balance
- Thermoregulation
- Glucose Regulation
- Cellular Regulation
- Intracranial Regulation
- Glucose Regulation
- Nutrition/Ingestion/Digestion
- Elimination
- Metabolism/Energy Balance
- Death & Dying

Oxygenation & Hemostasis
- Gas Exchange
- Perfusion
- Clotting

Protection
- Immunity
- Inflammation
- Infection
- Tissue Integrity

Sensation/Perception/Movement

- Sensory Perception
- Pain / Comfort
- Mobility

Sexuality & Reproduction

- Reproduction
- Sexual health

Psychological Domain – Development & Functional Ability across the Lifespan

- Stress/Coping
- Grief and Loss
- Mood and Affect
- Cognition
- Maladaptation

Social & Spiritual Domains – Development & Functional Ability across the Lifespan

- Family Dynamics
- Motivation
- Adherence
- Spirituality

Professional Nursing Practice Concepts

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

Nursing sub-concepts related to caregiving include:

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

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

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

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

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

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

Transitions are the passages or movements from one state, condition, or place to another that occur at the individual, family, or organizational level. Universal properties of

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

Sub-concepts related to transitions include:

- Professionalism
- Leadership
- Accountability
- Advocacy
- Ethics
- Change Management

Healthcare Context Concepts

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

Nursing sub-concepts related to culture include:

- Cultural awareness
- Cultural knowledge
- Cultural skill
- Cultural encounter
- Cultural desire

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

Sub-concepts related to the professional nursing role in healthcare delivery systems include:

- Populations
- Health Care Organizations
- Health Policies
- Healthcare Economics
- Collaboration and Teamwork
- Informatics & Technology
- Safety
- Healthcare Quality

Appendix C: Expectations of Student Behavior

Expectations of Student Behavior

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

- Attending and participating in all scheduled sessions.
- Preparing for all sessions by completing all readings and other assignments prior to the session.
- Reviewing and applying, when appropriate, knowledge and skills acquired in previous courses.
- Being on time for all sessions and, if unavoidably late, notifying faculty.
- Making prior arrangements for an anticipated absence.
- Notifying faculty at the earliest opportunity of the reason for the unanticipated absence.
- Arranging with faculty to make up any material or experiences missed because of absence.
- Meeting deadline dates for submission of papers and taking examinations on dates and times scheduled in the course calendar.
- 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 on the same date is not considered to be an extenuating circumstance.
- Evaluating own learning progress throughout the module or semester.
- Assuming responsibility for discussing with faculty concerns about learning experiences and own learning needs.
- Completing and signing the evaluation forms for faculty and course evaluation at the end of the module or semester.

1. For clinical courses students are expected to demonstrate accountability by:

- Completing all course and clinical agency orientation assignments before scheduled clinical practice experiences. See “Clinical Orientation” in the “Clinical Course Requirements” section of this document for more information.
    - Attending and participating in all scheduled labs and clinical experiences.
- Preparing adequately for clinical experiences by:

    - knowing the essential information about patient health status,
    - knowing the name, action, dosage, side effects, and nursing action(s) for patient medications,
    - knowing and being able to describe patient laboratory tests, treatments, and procedures,
    - reviewing and applying, when appropriate, previously acquired knowledge and skills.

- Reporting to the clinical area before the time indicated and if unavoidably detained, notifying the instructor, appropriate staff person, and/or unit. Follow the outlined procedure for notifying faculty and clinical unit if unable to meet the clinical assignment due to illness or emergency.

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

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

- Assuming responsibility for discussing clinical learning needs and opportunities.

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

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

- Maintaining physical and mental health status at a level that ensures safe functioning in the clinical areas.

- Not being in patient care areas without direct supervision and/or knowledge of course faculty or preceptor.

- Conducting behavior in the clinical setting in per rules set forth by the Ohio Board of Nursing, Rule 4723 of the Ohio Administrative Code, and rules adopted under that chapter (below).

- Not communicating any information in any form regarding patients or clinical experiences on any personal and/or internet-enabled communication, imaging or information device or application (see Appendix D: Technology Communication and Mobile Device Policy).

- Assuming responsibility for maintaining proof of current health requirements, CPR, and liability insurance.

In addition to the policies required above, the program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care outlined in Chapter 4723-01 (Feb 2023) of the Ohio Revised Code and Chapter 4723-5-12 [C, 1-26], (Feb 2022) of the Ohio Administrative Code and the rules adopted there under, including, but not limited to the following:

- A student shall, in a complete, accurate, and timely manner, report, and document nursing assessments or observations, care provided by the student, and the patient's response to that care.

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

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

- A student shall implement measures to promote a safe environment for each patient.

- A student shall delineate, establish, and maintain professional boundaries with each patient.

- At all times when a student is providing direct nursing care to a patient the student shall:
    - Provide privacy during examination or treatment and in the care of personal or bodily needs; and
    - Treat each patient with courtesy, respect, and full recognition of dignity and individuality.

- 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.

- A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code.

- A student shall not:

    - Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
    - Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

- A student shall not misappropriate a patient's property or:
    - Engage in behavior to seek or obtain personal gain at the patient's expense;
    - Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
    - Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
    - Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the

student set forth in this paragraph.

- A student shall not:
    - Engage in sexual conduct with a patient;
    - Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
    - Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
    - Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

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

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

- A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.

- A student shall not habitually or excessively use controlled substances, other habit- forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

- A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.

- 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.

- A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.

- A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.

- 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.

- 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.
- A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.

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

- A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.

- A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

- To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

- A student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-healthcare purposes or for purposes other than fulfilling the student's assigned clinical responsibilities. (OAC 4723-5-12, [C, 1-26], Feb 2022)

- Students are not permitted in patient care areas without direct supervision and/or knowledge of their course faculty, clinical faculty, and/or preceptor.

- A student shall not submit or cause to be submitted any false, misleading, or deceptive statements, information, or document to the nursing program, faculty, or preceptors, or to the Board of Nursing.

In addition, a student shall adhere to the *ANA Code of Ethics for Nurses*, as it applies to moral self- respect and preservation of integrity and professional behavior with members of the intra-professional and inter-professional team member and faculty:

- A student shall delineate, establish, and maintain professional boundaries.
- A student shall not:
    - Engage in behavior that causes or may cause physical, verbal, mental, or emotional harm;

- Engage in behavior that may reasonably be interpreted as physical, verbal, mental, or emotional abuse;
- Engage in behaviors that are disrespectful.

Draft - Jasm, KF, LL February 1, 2019 Draft revision of policy revised 3/3/19; 3/29/19 Approved by FO 4/1/19 Revised 4/2020; 8/24 LAM

Appendix D: Technology, Communication, and Mobile Devices Policy

Overview

Capital University School of Nursing will follow the *ANA's Principles of Social Networking* (2018) which states:

> *Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people. At the same time, information contained on a social network has the capacity to propagate itself, taking on a life of its own in cyberspace. Inaccuracies become "fact" by mere repetition, creating confusion that is particularly dangerous in discussions regarding the public's health needs. Nurses must be aware that social networking venues are shared by their patients and colleagues…Employers and educational institutions may also monitor social networking sites and make judgments– positive or negative–about a nurse's professional suitability... Despite the common perception that personal comments, videos, photos, or other online materials are short-lived or confined to a designated group of viewers, the nature of the Internet is that such materials are public and permanent. Just about anyone can, with a little effort, view these postings. Thus, although nurses certainly deserve a life apart from their professional duties, it is essential to understand that one's conduct on social networks is a public act that can be scrutinized and judged in the same way as any other public act* (ANA, 2018).

Students are expected to maintain professional standards regarding communications, imaging, and information technology. Mobile devices such as smartphones, cellphones, iPads, iTouch, tablets, pagers, computers, and other electronic devices are not to be used for texting, emailing, photography/imaging, or social networking during class, lab, or clinical. This includes but is not limited to the use of Facebook, X, Instagram, Pinterest, podcasts, and other applications not relating to the assigned nursing class material.

During the first day of clinical course orientation, faculty will have students watch, as a class, the following videos related to social media and professional boundaries. These videos are meant to prompt a faculty-led discussion of these topics and to answer student questions regarding the content.

> *Social media guidelines for nurses* [Film]. NCSBN Regulatory Innovations Department. https://www.ncsbn.org/347.htm (5.44 minutes in length). (2011).
> *Professional boundaries in nursing* [Film]. NCSBN Regulatory Innovations Department https://www.ncsbn.org/464.htm (9.12 minutes in length). (2014)

The use of social media carries with it much responsibility. Please be aware of your responsibilities and professional obligations and how its use may impact you.

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.

4. Do not make disparaging remarks about patients, the university, clinical sites, or their employees, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

Use of Mobile Devices in the Classroom

- During exams, quizzes, or exam reviews, no cellphone can be accessed. Mobile devices must be stored in a bag or backpack. Backpacks and bags must be placed in a designated area and students are not allowed to reach into the bag/pack during the exam, quiz, or review. No pictures are allowed of quizzes or exams.
- The focus for students in the classroom is learning designed by the faculty. Students should be respectful to their classroom instructor and refrain from using social media or any type of technology for personal use that may negatively affect their learning or the learning of others. During class, mobile devices are to be silenced and stored away unless the student is taking notes or using the device for classroom assignments. If the student is expecting an urgent phone call during class time, the student should discuss that prior to the class with the instructor. During class, students must be respectful of each other and not be disruptive of the classroom learning environment.

Use of Mobile Devices in the Clinical Setting

In accordance with legal and professional standards, regarding patient rights of privacy and confidentiality as defined under HIPAA, the Nurse Practice Act under the Ohio Revised Code and the American Nurses Association, students are strictly prohibited from communicating any information in any form regarding patients or clinical experiences on any personal and/or internet-enabled communication, imaging or information device or application.

- Devices are to be turned off or silenced when in class, lab, or clinical areas unless part of the education process.
- If students have an emergency situation in which a device needs to be turned on, discussthis situation with faculty prior to turning on the device.
- Mobile devices are to be silenced and stored in student's uniform pocket when in a clinical setting. Devices cannot be used in any patient areas, medication preparation areas, or in public halls. Technology devices may be used to retrieve clinical and drug information only in designated areas.
- No pictures are to be taken in the clinical setting, including but not limited to pictures of clients/families, chart forms, or client test/lab reports.
- Devices should be retrieved with clean hands.
- All agency policies governing use of technology must be followed.
- Personal cell phone numbers, email addresses, or other social media access contact information, including but not limited to X, Facebook, Instant Messaging, Instagram, and Tic Tok or similar, are not to be given to clients, families, or visitors, or used during clinical.
- All patient-related agency forms must stay in the agency or should be placed in the shredder bins prior to leaving the agency.
- No social media, gaming, or emails are permitted in clinical facilities.
- A student shall delineate, establish, and maintain professional boundaries with each patient (OAC 4723-4-06 [I], Feb, 2021).
- A student shall not engage in behavior that constitutes inappropriate involvement in the patient's personal relationship or in behavior that may reasonably be interpreted as inappropriate involvement in the patient's

personal relationship (OAC 4723-4-06 [L3,L4], Feb, 2021).

- Per OAC 4723-04-06 [Q], Feb 2021, the student shall not use social media, texting, emailing, or other forms of communication with or about a patient, for non-healthcare purposes or for purposes other than fulfilling the nurse's assigned job responsibilities.

Professional Use of Technology and Mobile Devices

- A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or documents to the nursing program, faculty or preceptors, or to the Board of Nursing. A student shall not falsify, or conceal by any method, any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice (OAC 4723-4-06 [G], Feb 2021)
- A student shall adhere to the ANA Code of Ethics for Nurses, as it applies to moral self-respect and preservation of integrity and professional behavior with members of the intra-professional and inter-professional team member and faculty. We expect students to treat all people with respect and dignity so use extra caution with social media as it can easily be misunderstood.
- A student shall delineate, establish, and maintain professional boundaries including when using technology including social media.
- A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care, or for otherwise fulfilling the assigned job responsibilities, and shall not disseminate patient information for purposes other than patient care, or for otherwise fulfilling the assigned job responsibilities, through social media, texting, emailing or any other form of communication (OAC 4723-4-03 [H], Feb 2021).
- To the maximum extent feasible, identifiable patient healthcare information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognizable legal authority (OAC 4723-4-03 [I], Feb 2021).
- At all times when a student is engaged in nursing practice and interacting with the patient, or health care providers on behalf of the patient, through any form of telecommunication the student shall identify to each patient or health care provider their title or credentials (OAC 4723-4-06 [C], Feb 2021).
- A student shall not engage in behavior that:
    - Causes or may cause physical, verbal, mental, or emotional harm,
    - May reasonably be interpreted as physical, verbal, mental, or emotional abuse,
    - Is disrespectful to (but not limited to) the following: patients, peers, instructors, the nursing program, the clinical agency, or Capital University.

Use of Technology in the Online Classroom

1. During synchronous online face-to-face meetings, students are expected to dress professionally in casual academic dress and to follow standards of professional behavior for online communications. Avoid transmission of all forms of distraction during synchronous online class meetings (i.e. background sounds, visuals, activities, or use of cell phone or other media unrelated to class activities.)

2. **Technology:** Students may use their own internet-enabled personal laptop, desktop computer, or tablet or any campus computer with web-camera and audio microphone

capability. The online meeting platform performs best if a laptop or desktop computer rather than a tablet or other mobile device is used. If the computer used in the online classroom is not equipped with a webcam or mic, student will gain access to a webcam and mic plug in equipment. Plug in equipment and/or laptops or desktops with web-camera and mic are available in the Capital library if needed.

3. **Online: Presence and Etiquette:** During online synchronous course meetings it is important to be fully present. This is a professional and social courtesy to the others in attendance at the meeting and assures the integrity of the online learning environment. To be fully present means that the individual is attentively listening and contributing as the only activity during the meeting. A quiet room and location is recommended for online
meetings. Please avoid background noise including music, television, or background conversation from others. Please also avoid contributing distraction from texting, cell phone use, interruptions from other individuals or pets in the environment during the meeting.

Use of Artificial Intelligence in Course Assignments

Unless specified as permissible for assignment completion by course faculty, Artificial Intelligence (AI) tools are not permitted for any stage or phase of student assignment completion. Use of these tools would be considered academically dishonest and a violation of academic honesty policies unless otherwise instructed.

The latest edition of Capital University School of Nursing Student Code of Conduct, titled *Faculty Expectations of Students* should be used to guide student use of technology.

Draft - Jasm, KF, LL February 1, 2019. Draft revision of policy revised 3/3/19; 3/29/19 Approved by FO 4/1/19 Revised 4/2020; 8/2021; 8/2024 LAM.

Appendix E: Policy on Excused Absences from Quizzes, Exams, and Clinical/Lab Absences in Nursing Courses

Overview of Excused Absence Policy

To support students and faculty in situations that occur during the conduct of course evaluation procedures the following is the policy in the School of Nursing.

A student will be permitted to negotiate alternative testing opportunities or a day of clinical 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 a significant individual is situation-specific. If in doubt, consult the adviser 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 the death of a significant individual in the life of the student, the student must immediately notify the faculty and their academic adviser. A reasonable plan and timeline for the completion of the work is expected. In the case of ROTC and student leadership activities, the student must notify and negotiate alternative testing prior to the absence.

Clinical/Lab Absences

All clinical and lab hours required in a course must be completed. If a student misses a clinical or lab, these hours will need to be "made up". At the discretion of the faculty member, an alternative assignment may be given if clinical is satisfactory at the time of the absence or the absence is excused. If the absence is unexcused, the clinical will need to be “made up” and may result in a need to withdraw or receive an Unsatisfactory grade in clinical.

Appendix F: Variance Report

Responsibilities of Students

To support professional growth in the spirit of learning and to promote a culture of safety, the School of Nursing (SON) faculty expect behavioral characteristics of the student that include but are not limited to, accountability, safety in clinical practice, ethical conduct, responsibility for learning, professional appearance, attitude, communication, and adherence to academic or professional and disciplinary policies. If a student has been identified by faculty as exhibiting behaviors at variance or minimally congruent with the SON expectations or with specific course objectives, academic, or professional policies, or policies of clinical agencies, the faculty will complete the report entitled, Responsibilities of Students: Variance Report. The faculty member initiates the Variance Report to alert the student that an area of concern has been identified and that improvement is necessary in expected behaviors The faculty may also initiate a contract with the student for remediation and/or refer the variance report to the Nursing Academic Affairs Committee for a determination on the course of action as stipulated by policy.

This procedure will be followed:

- A written description of the student behavior that is at variance with academic or professional responsibilities as stipulated in but not limited to the *School of Nursing Student Handbooks*, the *Capital University Undergraduate Bulletin*, Course Syllabi, and/or Policies of Affiliated Clinical Agencies.
- A written description of ways (goals/interventions/remediation) that must be achieved to modify the behavior and a date by which the upgraded performance must be achieved.
- A verbal discussion between student and faculty, concerning the behavior at variance from expected responsibilities of students including the plan for goal/interventions/ remediation and the achievement date. This is a conference time for clarification and questions.
- After the discussion, both student and faculty sign and date the Variance Report and a copyis given to the student; the faculty keeps the original for the student file.
- The student is then asked to respond to the Variance Report in writing by completing the student response part of the form within the timeframe stipulated. The student should describe factors that may have contributed to the behaviors, the potential or actual consequence of the behaviors, and ways to assure that the behavior does not reoccur.
- A date for a discussion of the student response is set at which time the student and faculty signature is required on the response form.
- The Variance Report and student response is then copied and sent to the student's adviser, the Nursing Academic Affairs Committee, the Associate Dean of the Pre-Licensure Nursing Program, the Dean of Nursing, and the Student. The original copy is filed in the students file in the School of Nursing.
- After the date of achievement, faculty will document in writing the behavior, growth/progress or lack of progress and forward the report to the Chair of the Nursing Academic Affairs Committee.
- Copies of the Variance Report will remain in the Student's Nursing File and be noted in the professional behavior area of the clinical folder.
- All Variance Reports are reviewed by the Nursing Academic Affairs Committee.

The Nursing Academic Affairs Committee reviews the Variance Reports to track patterns in the School of Nursing to assure safe and quality nursing care as well as adherence to policies, guidelines, standards and procedures of the School of Nursing, Capital University, and the State Board of Nursing. The Nursing Academic Affairs Committee may make recommendations regarding policies to the Faculty of the School of Nursing or the University based on review of Variance Reports.

For situations of academic or professional misconduct including, but not limited to, serious, severe, or repeated breaches of academic or professional policies, guidelines, standards, and procedures of the School of Nursing, Clinical Agencies, Capital University or the State Board of Nursing, the Nursing Academic Affairs may make a determination of sanctions. The Nursing Academic Affairs Committee's actions may include any of the Academic or Disciplinary Sanctions as approved by the School of Nursing Faculty and outlined in the *School of Nursing Student Handbook*. The committee may meet with the student to discuss the situation and sanctions. Students have a right to meet with the committee prior to committee action and should consult with their adviser for assistance.
Situations of serious, severe, or repeated violations of Faculty Expectations of Student Behavior, School of Nursing Policies as defined in the *School of Nursing Student Handbooks*, Course Policies defined in syllabi or in course orientations, Clinical Agency Policies defined in orientation to clinical sites or in Clinical Guides, patient safety violations or medication errors may result in sanctions or termination (dismissal from the nursing program). In these situations, it is not required that students be provided an opportunity for remediation before a determination of sanctions.

Referral to Campus Student Services may be required as a remediation, which may include, but not be limited to, services offered by the Center for Health & Wellness, the Office of Academic Success, or Disabilities Services. Documentation of participation in these services is required.

The committee's actions will be documented in writing and a copy will be given to the student and the faculty member who has written the Variance Report, the student's adviser, the Associate Dean of the Pre-Licensure Nursing Program, the Dean of Nursing, and a copy will be placed in the student's file.
The committee's action on termination will go to the Dean of Nursing for final approval. Appeal of the Nursing Academic Affairs Committee decisions (related to sanctions/termination) can be made to the Executive Committee of Nursing based on new information. Appeal of termination (dismissal) decisions from the Nursing Program can be made to the Provost only based on new information.

The faculty member may consult with the Dean of Nursing, the Associate Dean of the Program, the Student's adviser or the Chair of the Nursing Academic Affairs Committee or other appropriate personnel concerning the situation regarding the Responsibilities of Students: Variance Report

Capital University School of Nursing
Variance Report
Faculty Report Page 1

A. Faculty's description of behavior at variance with the Responsibilities of Students outlined in policies, guidelines, standards, or procedures of the School of Nursing Student Handbooks, Capital University Bulletin and Student Handbook, Clinical Agencies, Course Syllabus, and/or the State Board of Nursing:

B. Description of ways in which the student must improve/correct behavior:

C. Plan of Learning and Remediation:

D. Date by which remediation must be achieved: _____

Student Signature / Date
(This signature means that I have read this document and agree to complete the contract of learning and remediation by the date stipulated.)

Faculty Signature / Date

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Adviser, Student School of Nursing
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Rev. 12/10 May not
use without
permission

Original: Student Dept. of Nursing File
cc: Dean, Associate Dean,

Capital University School of Nursing
Variance Report
Student Response Page 2

1. Describe the behavior identified by the faculty that was at variance with the expected Responsibilities of Students as outlined in the policies, guidelines, standards or procedures of the School of Nursing Student Handbooks, Capital University Bulletin or Student Handbook, Clinical Agencies, Course Syllabus and/or the State Board of Nursing:

2. Describe the potential or actual consequences of the unacceptable performance/behavior identified by the faculty:

3. Identify factors that contributed to the behaviors that are at variance:

4. Describe your understanding of the learning contract for growth, progress or remediation plan as stipulated. List several ways to assure that the unacceptable behaviors do not reoccur.

Student Signature / Date
(This signature means that I have read this document and agree to complete the contract of learning and remediation by the date stipulated.)

Faculty Signature / Date

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Original: Student Dept. of Nursing File
cc: Dean, Associate Dean,
and Chair, Academic Affairs Committee

Faculty Report on Resolution of Behavior at Variance with Expected Responsibilities of Students

Faulty description of resolution of plan for growth, progress and/or remediation:

Student Signature / Date
(This signature means that I have read this document and agree to complete the contract of learning and remediation by the date stipulated.)

Faculty Signature / Date

Copyright
Capital University
Adviser, Student, School of Nursing
10/18//93; Rev, 5/00;
Rev. 12/10 May not
use without
permission

Original: Student Dept. of Nursing File
cc: Dean, Associate Dean,
and Chair, Academic Affairs Committee

Appendix G: Policy on Student Complaints and Grievances

Policy on Student Complaints and Grievances

I. Capital University School of Nursing has a formal process for addressing and resolving student complaints and grievances emerging from alleged violations of School policies, procedures, or established practices on the part of a School faculty or staff member.

II. When registering complaints, students must follow appropriate procedures. If a student has any questions about the proper procedure to follow, they may contact the Dean or Associate Dean of Nursing.

III. This policy addresses student complaints and grievances not otherwise covered by another University policy or procedure. If the complaint involves Student Grade Grievances, Academic Appeals, Student Conduct violations, or situations covered under the University's policies on Human Dignity, Non-Discrimination, Title IX (Sexual Harassment and Gender Discrimination), Disabilities policies, Accreditation Standards or other Capital University Policies should be initiated and follow the policies and procedures listed in the *Capital University Undergraduate Student Handbook*. References to these policies are available at https://www.capital.edu/contact/complaints/

IV. **Informal Resolution**: Students are encouraged to address complaints and grievances directly with the involved faculty or staff member. Faculty and staff are also encouraged to resolve complaints through this process, whenever possible. The general procedure to be followed:

a. Students should request a meeting with the involved faculty or staff member. The meeting may occur either in person or via telephone. If this discussion does not result in resolution of the student's concern, the student may request a meeting with next most senior supervisor or administrator responsible for the program involved.

- For example, for a non-academic issue not resolved through a discussion with the involved faculty member, the student may next contact the Associate Dean who oversees the student's educational program. If the student's complaint or concern is not resolved at this level, the student may then submit a written request. This will initiate the Formal Resolution process outlined below.

V. **Formal Resolution**: When student complaints or grievances have not been resolved through informal methods, a Formal Resolution process is available. A formal grievance can be submitted in writing directly to the Dean of Nursing.

VI. **Formal Resolution Process**: All students complaints and grievances submitted for Formal Resolution will follow this process:

A. **Step 1:** The written complaint should be submitted and/or referred to the appropriate Associate Dean of Nursing who oversees the student's area of study. TheAssociate Dean will investigate the student's complaint by speaking with the student, communicating with others involved in the complaint, and by gathering other information and data as necessary. Typically, a written response will be provided to the student (either in person or via email) within ten (10) business days from the date of the complaint. If additional time is needed, the Associate Dean will notify the student before the end of this same 10 day period.

    i. If the formal complaint pertains to the Associate Deans or the Dean of the School of Nursing, then the complaint should be referred to the Provost of Capital University for resolution. The Provost, or his/her designee, will investigate the student's complaint by speaking with the student, communicating with others involved in the complaint, and by gathering other information and data as necessary. Typically, a written response will be provided to the student (either in person or via email) within ten (10) business days from the date of the complaint. If additional time is needed, the Provost will notify the student before the end of this same 10 day period. Decisions by the Provost, or his/her designee, are final as to the decision inquestion.

B. **Step 2:** Decisions made by the Associate Deans involving students are final, except that decisions having a material adverse impact on students may be appealed, in writing, to the School of Nursing Dean within ten (10) business days of the written decision being provided to the student. The Dean will issue his or her decision within twenty (20) business days of receiving the student's appeal. The Dean's review of the decision is a limited appeal. The Dean will review the decision only to determine whether the Associate Dean abused his or her discretion and whether there was a material adverse impact on students. Example of decisions <u>not</u> having a material adverse impact includes, but are not limited to: parking fines, late fees, computer lab charges, and library fees. If the Dean finds that the decision was an abuse of discretion, the Dean may, at the Dean's discretion do any of the following: remand the decision to the Associate Dean for action consistent with the Dean's determination; reverse or modify the decision; make the appropriate referral of the matter to another appropriate university office. The Dean may confine the review to written materials submitted by the student and written materials submitted by the Associate Dean. The determination by the Dean hereunder is final, as to the decision in question.

    i. The Dean of Nursing will also refer the complaint decision to the Executive Committee of the School of Nursing for review in terms of the relevant Bylaws and Policies of the Nursing Faculty Handbook, Policies in the School of Nursing Student Handbooks, and Policies of Capital University, Standards of Practice, and/or Agency Contracts. This review should assist the School in assessing the effectiveness of its policies and determining whether the policies and practices of the School should be clarified. The

Executive Committee will report the complaint, decision/remedy to the Faculty Organization Committee at its next meeting.

VII. **Recording of Complaints:** The School will keep a record of complaints submitted through the Formal Resolution process, including the appeals (if any) and the resolutions, on file in the administrative offices of the Dean for the School of Nursing.

Approved FO 1/2020 (OAC 4723-5-12[A-9], Feb 2022)

Appendix H: Writing Policy for Students

Academic Writing Policy

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

The faculty believes 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 Office of Academic Success. Students may also elect to initiate private tutoring.
Faculty may require tutoring through the Office of Academic Success.

The School 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, 7th 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 expects writing skills to be mastered by graduation.

The ABSN student will need to achieve writing competency in graduate-level courses. Writing competency is determined according to the nursing graduate program writing rubric found in the *Graduate Nursing Program Handbook.* Students may be required to revise writing to achieve graduate-level writing competency in graduate nursing courses.

SON: 1993
Rev. 2001; 2017, 2021

Appendix I: Policy on the Use of the Helene Fuld Laboratory

The Helene Fuld Health Trust Learning Resources Laboratory

- The use of the Fuld Lab, as specified by the terms of the grant that established the lab, is directed toward the needs of nursing students.
- No food or drink is permitted in the computer area of the Fuld Lab.
- Maintain a safe, respectful environment for self and other students.
- Resources and simulation equipment housed in the Fuld lab are to be used in the lab space and are not to be removed. Return all materials to the applicable space after use. Turn off all equipment and leave the air conditioner running if operating. Leave the work area clean.
- No resource materials are to leave the Fuld Lab. No exceptions.

DSE 8/93; 6/98; Rev. 9/99, 8/21, 8/24

Appendix J: Guidelines for the Use of the Nursing Skills Laboratory

Nursing Skills Laboratory Usage Guidelines

The nursing skills lab is a vital part of many nursing courses and is therefore in use by many students throughout the semester. To help all students make the best use of the lab, students are expected to respect the working environment and abide by the following guidelines:

- Come to each lab session prepared for the work at hand, i.e., bring a stethoscope, sphygmomanometer, scissors, hemostat, or any other assigned equipment as directed. Students should not expect a lab partner or other party to be responsible for supplying needed materials.

- Return the lab to proper order after completing the required work. Beds are to be left flat, in the low position, with the sheets and pillows in neat order. Over-bed tables are to be 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 is to be placed in the trash containers. If examining tables in the assessment rooms were used, students will change the paper on them before leaving. Other equipment is to be cleaned, if necessary, and returned to its designated place in the lab.

- Borrowing of lab equipment for practice purposes is encouraged and expected. Some items may be borrowed for a 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.
- 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.

- Failure to comply with the process outlined in the fourth bulleted item may result in the student being held responsible for replacement should the item(s) borrowed be missing later. If replacement is necessary, students must make prompt arrangements to do so through the lab manager. Failure to meet this obligation may result in the withholding of the final course grade (for the course in which the lab was used) until equipment replacement has been made.

- Use of the lab for independent practice is welcome and encouraged. Arrange for such use by contacting the lab manager or course faculty. Students are responsible for the safekeeping of any equipment used and leaving the lab in proper order upon completion of the practice session.

Adopted by Faculty 1/9/89. Reviewed 8/2024

Appendix K: Uniform Policy

The uniform, because it is a symbol of a profession, is to be worn proudly with decorum and respect. The uniform may be worn and/or required at all official School of Nursing functions (including class, clinical, seminars, lab, etc.) provided the dress code is adhered to in its entirety. **The Capital University Nursing Student Uniform is only to be worn at official School of Nursing- sanctioned functions.** The regulations which follow have been adopted by the faculty. These regulations will be enforced.

General Regulations

The uniform and cover jacket must always be clean and neat.

Uniform

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

Scrub pants – purple or white, 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 "painter's pants" or "cargo pants" with extra pockets down the length of the pant leg 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 School of Nursing seal available from the approved uniform company must be purchased to wear over the uniform top.

Shoes - Substantially white or black leather shoes are to be worn with the uniforms. (White shoes must be worn if white scrub pants are worn). Shoes are always to be clean and polished . No open heel, open toe shoes or "clog/croc-type" shoes are acceptable. Any logos should be minimally noticeable. Nursing 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 with white shoes; plain black socks must be worn with black shoes.

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

Name badge - The regulation white/purple Capital University School of Nursing name badge 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 - Acceptable jewelry includes the following:

- Watch - Plain band and face is required with a mechanism for counting seconds.
- Earrings - Small, plain silver, gold or pearl, post-style earrings that fit closely against the ear lobe. No hoops, loops, dangles, etc. Only two earrings per ear

lobe.

- 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. Other body adornments must be removed during clinical practice.
- 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 to be worn.

Hair - The hair is always to be clean and neatly confined off the shoulders. 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. Exceptions include accessories related to religious or cultural practice (e.g. Hijab) when deemed acceptable based on policies of the clinical agencies or clinical site approval. Head scarves, if worn, must be clean, all one neutral color (i.e. black, white, or grey) and provide for full face visibility. Hair color should be a naturally occurring shade of color. Hair should be professional in style.

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 no form of artificial nails can be worn during clinical practice.

Uniform Code Modifications

Modifications will be made when a student has clinical practice in certain settings or for a religious or medical request, i.e., psychiatric area, community health agencies, pregnancy, medical, or religious practices. The specifics of modifications required by clinical agencies will be announced to the students by individual faculty supervising such settings. Requests by students for modifications for religious or medical reasons will be based on the requirements of clinical agencies. Enforcement of the uniform policy will be the responsibility of the faculty.

(Revised: 4/2010 Student Affairs Committee; 3/2014 Student Affairs Committee; 3/2017 Student Affairs Committee)

Appendix L: Clinical Practice Documentation and Drug Testing Policies

Documentation Requirements for Clinical Practice

Before beginning their first clinical or fieldwork course, students are responsible for documenting immunization status, a completed SON health assessment form, immunization form with required titers, Tuberculosis (PPD) screening, American Heart Association CPR: BLS for Health Care Provider certification, professional liability insurance, and background/fingerprinting requirements. Ongoing enrollment in clinical courses requires annual renewal and verification of liability insurance, PPD screening, flu vaccines, COVID- 19 vaccines if necessary, and CPR certification (biennial). The student is expected to provide proof of compliance. Maintenance of these standards are an aspect of professional responsibility.

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

- Students should review the immunization form and health requirements. Review requirements and have the health assessment form completed by a healthcare provider. Submit proof of immunizations and titers, health assessment form, and health requirements prior to the first clinical course. Students will need to begin Hepatitis B immunizations at least 6 months prior to the first clinical course to complete the three-immunization series. Yearly PPD screenings are required; students must leave 3 days for results to be read on these PPD screenings. If a Rubella or Varicella titer is not positive, students will be required to complete the immunization series again and may be required to repeat the titer if indicated.

- Completion of COVID-19 vaccination is required. Waivers for immunizations may be accepted for religious (COVID only) or medical reasons. Students may request forms for medical or religious exemptions from the SON Student Services Administrator. Medical exemptions require a physician's verification and documentation of a specific long-term medical contraindication. Students who are exempted from the COVID-19 vaccination may be required to undergo weekly testing and wear a mask while inside the University and clinical agencies if directed by public health, university, or clinical agency guidelines.

- CPR classes are available on campus periodically, but students are ultimately responsible for ensuring CPR certification remains up to date.

- **Students must submit documentation of all requirements prior to the first day of any course requiring clinical.** Agencies will not allow students into their agencies without compliance. There may be a waiver for allergies; however, education on risks is generally required.

- Course coordinators will be notified of non-compliant student records and cannot allow students to go to clinical without required health clearance. Proof of clinical health requirements or waivers must be on file. Students will not be allowed in clinical agencies without proof of the health requirement on file. **Absences due to non- compliance will be unexcused and unexcused clinical absences will result in a withdrawal or unsatisfactory clinical grade based on length of noncompliance** and previous unexcused absences. Agencies can mandate proof of health requirements, liability insurance, or CPR certification at any time.

- The student is responsible to arrange for appropriate compliance and documentation.

Specific Immunization Requirements

TDap Immunization

A primary series of Diphtheria/Pertussis/Tetanus (TDap) is typically administered during childhood. A tetanus booster with Pertussis (TDap) is required.

Measles, Mumps, Rubella (MMR)

- A student must show a history of receiving two (2) MMR immunizations. If a history of these immunizations cannot be found, a student can provide titers to show immunity.
- **A Rubella titer is required.** If the titer is equivocal or negative, a Rubella vaccine is required, and a repeat titer is required.

Hepatitis B Series

This immunization is given in two doses (Heplisav-B) or three doses (Engerix-B and Recombivax HB). The second dose of Heplisav-B is due 1 month after the first dose. The second dose of either Engerix-B or Recombivax-HB is given 4 weeks after the first dose and the third dose is given 5-6 months after the first dose. The series must be completed prior to starting clinical rotations.

Varicella (Chicken Pox)

A varicella titer is required. If the titer is negative or equivocal, a series of two immunizations, 4-8 weeks apart, must be completed. A second varicella titer is required.

Tuberculosis (TB)

Students must have documentation of a TB test every 12 months. Use ONLY the 5-tuberculin unit TU preparation applied by the PPD Mantoux (intradermal technique) or the QuantiFERON-TB Gold test. The Mantoux test must be read 48-72 hours after injection. A positive PPD will require a chest x-ray to rule out the disease and completion of an annual Tuberculosis Questionnaire. A prior BCG Vaccination can be one cause of a false positive PPD. A prior disease will require treatment dates and clear chest x-rays. A Tuberculosis Questionnaire must be completed annually by students who have tested positive for TB in the past.

Flu Vaccine

Students must receive annual flu vaccines. **All students must submit documentation by October 20th.** ABSN students starting their program in the fall will need a current flu vaccine to attend clinical.

COVID-19 Vaccine

The COVID-19 vaccination and any subsequent boosters are required. Students who are approved for an exemption for the COVID-19 vaccination may be required to undergo weekly testing and wear a mask at all times while indoors at the University and in the clinical agency.

Rationale for Immunization Requirements

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 families and patients and their families. These requirements are also based on agency requirements. Agencies can deny entry to any student who does not comply.

CAUTION

Students who are pregnant, have an impaired immune system or are caring for an immunosuppressed person or have allergies should notify the clinic or physician prior to receiving immunizations. Occasionally pediatricians may request parents to delay MMR vaccines until child is older.

Capital University School of Nursing

Tuberculosis Questionnaire for Students

Name: _____ ID#: _____

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) _____

Initial Screen Only (please check the appropriate response)

☐ I have a past history of testing positive to the Mantoux tuberculin skin test. Date(s): _____

☐ 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.

Date of last Negative Chest X-ray: _____

Signature: _____ Date: _____

Capital University School of Nursing Immunization Form

TO BE COMPLETED BY THE STUDENT

Name:_____ **Program:**
_____ **(Last)** **(First)** **(Middle Initial)**

Date of Birth:_____ **Home Phone: (** ____**)**_____ **Cell Phone: (** ____**)**
_____ **MM/DD/YYYY**

Address:_____ **City, State, Zip:**
_____

TO BE COMPLETED AND SIGNED BY A HEALTH CARE PROVIDER
(Dates must include Month & Year)

Tetanus-Diphtheria-Pertussis

	Month/ Year
Primary Series of (4) tetanus-diphtheria immunization completed	
TDap Booster within the last 10 years	

Rubella Titer*

	Results	Month/ Year
Rubella Titer Results: (please circle)	Positive Equivocal Negative	
Note: If titer results are negative or equivocal, the student must receive a Rubella vaccine.		
4-6 weeks after Rubella vaccine 2nd Rubella Titer Results: (please circle)	Positive Equivocal Negative	

***Copies of Titer Lab Reports are also required**

M.M.R. (Measles, Mumps, Rubella)

	Month/ Year
Dose 1: Immunized at or after 12 months and before 5 years	
Dose 2: Immunized at 5 years or later	

Varicella (Chicken Pox)

	Month/ Year
History of Disease	
OR	
Dose 1: Varicella Vaccine	
Dose 2: Varicella Vaccine	

Varicella Titer*

	Results	Month/ Year
Varicella Titer Results: (please circle)	Positive Equivocal Negative	
Note: If titer results are negative or equivocal, the student must receive a Varicella booster.		
4-6 weeks after Varicella booster 2nd Varicella Titer Results: (please circle)	Positive Equivocal Negative	

***Copies of Titer Lab Reports are also required**

Tuberculosis

	Results	MM/DD/YY
PPD (Mantoux) test within the past year **(Tine or Monovac is NOT acceptable)**		
OR		
QuantiFERON Gold Blood Test within the past year		

Positive TB Results OR History of TB OR History of BCG Vaccine

	MM/DD/YY
TB Treatment Started*	
TB Treatment Completed	
History of BCG Vaccine	
History of TB Booster	
Clear Chest X-Ray**	

***Physician must attach a written clearance for clinical entry if the student has not completed treatment**

****Copies of Chest X-ray reports are also required**

Hepatitis B Series

	Month/ Year
Vaccination Series: Dose #1	
Vaccination Series: Dose #2	
Vaccination Series: Dose #3	
OR	

	Results	Month/ Year
Hepatitis B Titer Results*: (please circle)	Positive Equivocal Negative	
Note: If the titer results are negative, the student must repeat the series.		
Note: If titer results are equivocal, the student must receive a booster.		

***Copies of Titer Lab Reports are also required**

Seasonal Flu Vaccine

	Month/ Year
Flu Vaccine	

COVID-19 Vaccine (and booster(s) if required)

	Month/ Year
Covid-19 Vaccine Initial Series	
Covid-19 Booster(s)	

Health Care Provider Name Printed (M.D., D.O., N.P., etc) **Address**

Signature **Phone**

Capital University School of Nursing Physical Examination Form

TO BE COMPLETED BY THE STUDENT

Name:_____Age:_____DOB:_____Sex:

Current Health Conditions:

_____

_____

Current Medications:

_____

_____

Hospitalizations/Surgeries in the past 5 years:

_____

_____

Last Dental Exam:_____Date:_____Eye Exam within 2 years: Date

TO BE COMPLETED AND SIGNED BY A HEALTH CARE PROVIDER (MD, DO, PA or NP)
(Dates must include Month & Year)

Height:_____Weight:_____BMI:_____T:_____P:_____R:_____BP:_____

Vision: OD:_____OS:_____OU:_____With Correction:_____

Skin:_____ Hair:_____ Nails:_____

EENT:_____Hearing:_____

Lungs:_____Heart:_____

Abdomen:_____

Neck:_____Spine:_____Joints:_____

Muscles/Strength:_____ Neuro:_____

Mental or Emotional Condition: _____

Would any of these conditions/findings cause impairments or need for assistance in cognition, lifting, vision, or hearing? (Circle) Yes or No

Any need for mobility aids? (Circle) Yes or No

Explain:_____

_____ _____
Name of Examiner, Credentials (Please Print) Date

_____
Signature of Examiner, Credentials

11/12: JKM revised 8/21dcp/rd

Drug Testing Policy for Students

Background

The Capital University School 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, which has mandated the need for such a policy. As such, the policy applies to all students who have any current or potential future role in those clinical facilities.

The purpose of this policy is to establish a process to facilitate identification and management of student impairment due to substance use as well as ensure compliance with clinical facilities policy with the aim of protecting patients, students and faculty. The need for drug testing policies in health care facilities and health profession education programs is grounded in evidence on the prevalence of substance use disorder and substance dependency in health care providers. The facilities, with which the SON holds clinical contracts, and the SON, are both committed to protecting the public. When a student is suspected of substance use or impairment, safety of patients, others, and the student is the faculty's primary concern followed by fair-minded treatment of the involved student.

As defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), substance use disorders occur when the recurrent use of alcohol and/or drugs causes clinically and functionally significant impairment, such as health problems, disability, and failure to meet major responsibilities at work, school or home. This includes synthetic and other forms of over-the-counter products which can produce psychoactive effects that adversely affect clinical performance.

An "alleged incident" may include an incident occurring in the class or clinical setting, made by a fellow student, faculty member or clinical setting or an allegation made by a person outside of the academic institution.

Capital University is an academic institution and as such, the provision of 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.

Dilute Urine Sample is a sample of urine that the company identifies as dilute. If they are unable to analyze for drugs, a person may be asked to repeat the drug screen.

Drug Testing is analysis of urine, blood, hair or breath that allows a determination to be made that prescribed or 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 in this Nursing Student Handbook. Some of these substances may be legal in certain states; however, legalization does not equate to permissibility with our clinical partners.

Impaired Practice is a practice in which the individual's ability to care for patients is diminished because of the misuse of alcohol, drugs, or medications that affect the nurse's ability to perform their duties safely.

Self-Reporting is acknowledgement by a person that they have been taking over the counter, prescribed or non-prescribed drugs prior to discovery by a formal drug test.

Substance Use Disorder (SUD) is a condition in which an individual has a problematic pattern of using a substance that leads to impairment or distress. The diagnosis is based on specific criteria, which include:

1. **Impaired Control** – Using more of the substance or for a longer time than intended, unsuccessful efforts to cut down, excessive time spent obtaining, using, or recovering from the substance, and strong cravings.
2. **Social Impairment** – Failure to fulfill major obligations at work, school, or home, continued use despite social or interpersonal problems, and giving up important activities.
3. **Risky Use** – Recurrent use in physically hazardous situations and continued use despite knowing it causes physical or psychological harm.
4. **Pharmacological Criteria** – Tolerance (needing more of the substance to achieve the same effect) and withdrawal symptoms when not using the substance.

(The *Diagnostic and Statistical Manual of Mental Disorders, 5th ed (DSM-5))*

The Policy on Drug Testing

All students must adhere to the Capital University Code of Student Conduct. Any faculty member, SON staff member, student and/or clinical/practicum site staff must report behaviors suggestive of impairment. SON students are prohibited from engaging in the use of legal or illegal substances which may impair practice or affect their judgment/performance. Testing for designated substances will occur per requirements of the SON and/or clinical/practicum agencies.

There are circumstances in which students may need to take over-the-counter (OTC) or prescription medications that may impair their judgment, performance and/or behavior. As such, all students are responsible for being aware of the effect these medications may have on their judgment, performance and/or behavior. If it is likely that the student's clinical/practicum performance could be affected by OTC/prescription medications, the student must notify their clinical and course faculty for guidance prior to attending clinical. Some substances may be legal in certain states; however. legalization does not equate to permissibility with our clinical partners. The SON reserves the right to test a student for substances at any time that a student is suspected of impairment or substance use as outlined in the "response to an alleged incidence".

All students will be tested at the following times:

- Prior to the first clinical rotation in the undergraduate programs as described in the "Initial testing" section.
- Within the first semester of enrollment in the Master of Science in Nursing (MSN) upon entry to the program as described in the "Initial testing" section.
- In response to an alleged incidence as described in the "Response to Alleged Incident".

Initial Testing

- Students are required to declare legal use of prescribed medication, if

applicable by completing the Declaration of Legal Use of Prescribed Medication form found in the student handbook.

- Initial testing will be conducted offsite through a certified testing service.
- Students must comply with the policies and procedures of the testing site.
- Results will be sent directly to the School of Nursing where the test results will be reviewed by the clinical liaison.

Response to an Alleged Incident

When a student is suspected of being impaired or under the influence in class or during a clinical/practicum experience, the following procedures will be taken:

- When a student is suspected of being impaired in class or during a clinical/practicum experience the SON Administrative Team, Clinical Liaison, Clinical Supervisor and Course Faculty will be notified.
- The faculty of record and/or course lead will contact the Dean of the SON who will review the alleged incident. If there has been an allegation, then the student will be tested.
- The student will be referred for testing and must submit to testing within two hours or as feasible based on-site location.
- The student will not be left alone, and an SON designee will accompany the student to the testing facility.
- If the student refuses, this is grounds for dismissal from the SON as presumption of a positive toxicology result will be assumed. The cost of substance testing is the responsibility of the student. To ensure the safety of the students and the public, students suspected of impairment will not be allowed to operate a motor vehicle and will be responsible for any transportation costs.
- Inquiries will be conducted with the student or individual making the allegation, relative witnesses or the responsible faculty/preceptor. This will be conducted as soon as feasible.

- Upon collection of all available evidence/information about the alleged incident the Dean of the SON and Course Faculty will request an in-person meeting with the student. In that meeting the Dean of the SON will share with the student:
- General statement of the allegation.

- Relevant evidence/information gathered.
- Citation of misconduct violations.
- Details of the follow-up steps to be taken as a result of the allegation.
- Instructions on reporting to class/clinical until investigation is complete
- If applicable, the clinical agency will be made aware of the results of the investigation.
- Opportunity for the student to respond in writing to the allegation within 48hrs of receiving the allegation summary.
- If at the in-person meeting it is determined either by admission of the student or by a positive drug result the “Next Steps” portion of the policy will be implemented.

Self-Reporting of Substance Use

Students are encouraged to voluntarily request referral for treatment before their substance use leads to academic or conduct problems as described in this policy and the university Code of Student Conduct.

- **Pre-Licensure students:** A student who voluntarily self-reports substance use problem will be referred to the appropriate university resources Students with criminal charges related to substance use are required to disclose this to the SON and on their application to the Ohio Board of Nursing.
- **Graduate students (MSN):** A student who voluntarily self-reports substance use problems will be referred to the Ohio Board of Nursing’s website for guidance as to appropriate next steps. Capital University is required to report violations of the Ohio Nurse Practice Act including positive drug screens to the Ohio Board of Nursing.
- At the point that a substance use issue or impairment is validated, the student will be administratively withdrawn, placed on Disciplinary/Academic Probation II and unable to participate in any School of Nursing clinical/practicum courses. The Dean, in consultation with the Provost Office and university counsel will determine if the student can continue in non-clinical courses.
- A student on Disciplinary/Academic Probation II for substance use/impairment may be considered for reactivation in the program by submitting a petition to the Nursing Academic Affairs Committee.

Scope of Drug Testing*

The test is an observed urine test and consists of a 10-panel analysis which detects:

- Alcohol
- Amphetamines
- Barbiturates
- Benzodiazepines
- Cocaine
- Marijuana
- Methadone
- Opiates
- Phencyclidine
- Any other substance(s) deemed necessary to test

***Note: Students must test negative for marijuana. There is no exemption for "legal" or "medical" marijuana even if prescribed by a healthcare provider.**

Cost of Testing

- Any and all required drug testing will be paid for by the student.

Next Steps

Whether a student self-reports a substance use issue or is found to have used a substance through other means, such as, but not limited to, drug testing the following applies:

- The student will be prohibited from engaging in clinical and/or laboratory practice.
- Following an initial positive urine test, a second urine test will be required within three days.
- If either the initial and/or follow-up drug screens are found to be positive, the student will be administratively 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 Contract to Return to Clinical/Laboratory/Classroom will be offered to the student (template found in the student handbook). The student must sign and comply with the stipulations in the agreed upon contract. The student must apply to be returned to Academic Warning/Probation within the School of Nursing.
- All costs associated with implementation of the Contract to Return to Clinical/Laboratory/Classroom will be borne by the student.
- If students agree to the Contract to Return to Clinical/Laboratory/Classroom the student must provide medical clearance documentation and documentation of the student meeting the terms of the contract to the SON.
- In addition, the urine drug testing results will be forwarded to the Provost Office and university counsel by the Dean. Any disciplinary action imposed by the university is separate from and in addition to the action of the SON.

Petition to be Considered for Reactivation within the SON

- One year from the start of the semester in which the drug test was positive, the student may petition the Nursing Academic Affairs Committee to be considered for reactivation. The letter of request shall at least include:
- Documentation of contract compliance.
- A recovery plan that the student will continue to follow until graduation.
- Evidence of a drug test completed within seven days prior to the written request must be submitted with the application for reactivation. The test must be done by a laboratory approved by the SON and the student must have complied with the policies and procedures of the testing site.
- Medical clearance from a licensed clinician for program and/or clinical return.
- A letter of support for reactivation from the Dean. (The Dean may require the student to submit to ongoing drug screening at any time throughout the duration of their academic program).

- If a student tests positive for any substance after being reactivated the student will be dismissed with no opportunity to reapply to the SON. Any additional drug test results, and subsequent actions will be reported to Provost Office and university counsel. Any disciplinary action imposed by the university is separate from and in addition to the action of the SON.

Confidentiality

- A separate file for positive drug testing procedures and results will be maintained in a secure area in the Dean of Nursing's office.
- Incident documentation is stored in a firewall-secure, password protected electronic file accessible only to the Dean of the SON and their designee. Incident reports are stored separately from the academic records and are retained as consistent with the university records management policy.
- If action is required after a positive drug result , the information regarding the results and any related information will be treated as confidential and disclosed only to faculty, the student's adviser and/or other specifically designated university personnel who have a legitimate educational need to know in order to perform the responsibilities of their positions.

All students must adhere to the drug testing policy. This policy and outlined processes may not be appealed.

Originally Approved DON Faculty, 10/16/06, Dilute urine added in 7/13; Reviewed 8/2024; Revision approved SON Faculty Organization 5/7/2025. Revised 5/7/2025

Declaration of Legal Use of Prescribed Medication

Date: _____

I, _____(Student Name) am currently taking the following 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_____(Date)

Student Signature / Date

_____

Contract to Return to Clinical Nursing Practice/Laboratory/Classroom

I,_____ , as a student in the School of Nursing, hereby agree to:

- Follow the recovery plan.
- Follow any additional requirements or conditions set forth by the Dean of Nursing that are related to problematic behaviors related to substance use.
- The Dean may require the student to submit to ongoing drug screening at any time throughout the duration of their academic program.

In addition: (additional parameters for the contract will be added at the discretion of the Dean.)

This contract will be in effect until such time as I successfully complete my program of study within the School of Nursing. I understand that I will be responsible for all costs associated with the contract to return Clinical Nursing Practice/Laboratory/Classroom.

This contract is in addition to the expectations outlined in the School of Nursing Handbook and Capital University Student Handbook.

I understand that Capital University School 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 School of Nursing so long as I remain in compliance with this contract. However, if I test positive for any substance in the future, I will be dismissed from the School of Nursing and reported to the Capital University Office and Provost Office. The SON would refer to the website to determine if it would be necessary to report the findings to the Ohio Board of Nursing.

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

Student	Date
Advisor	Date
Dean of Nursing	Date

Drug Screening
Student Certification, Release and Authorization

I,_____
(Student Name) (Student ID #)

hereby affirm that I have read and understand this Drug Testing policy for Students in the School of Nursing, and that I have had an opportunity to ask responsible School 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 Nursing or the Dean's designated representative.

_____

Student Signature **Date**

_____

Witness Signature **Date**

Declaration of Legal Use of Prescribed Medication

Date: _____

I, _____ (Student Name)

am currently taking the following 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 _____.
(Date)

_____

Student Signature / Date

Contract to Return to Clinical Nursing Practice/Laboratory/Classroom

I,_____, as a student in the School of Nursing, hereby agree to:

- 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.
- Follow any additional requirements or conditions set forth by the Dean of Nursing that are related to problematic behavior.
- 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 School of Nursing has identified.
- 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 School 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 School 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 School 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 School 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
Adviser	Date
Dean of Nursing	Date

Appendix M: Policy and Guidelines on 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. The School of Nursing takes responsibility for the 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 students and employees, according to agency resources and policies. Follow-up care is available through occupational health or a private practitioner of choice. Student health insurance specifies the nature of covered services in the Center for Health & Wellness.

Guidelines

Faculty are responsible for notifying the Dean of Nursing 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, 8/24

Appendix N: Exposure Control Plan

The Capital University School of Nursing (SON) 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. The SON 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 the SON are not considered employees of the School, and therefore are not mandated by OSHA requirements regarding the Exposure Control Plan or Program. It is the intent of the faculty and administration of the SON, however, to make every provision for student education within the plan. Initial Exposure Control Plan content is presented in NURS-300.
Thereafter, clinical courses contracted with clinical placement agencies (e.g., OhioHealth, OSU, Mount Carmel, Nationwide Childrens, etc.) who provide 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 the SON 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 in the SON. 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 SON 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 kept 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 review annual training content of SON employees and/or review videos, handouts and the Exposure Control Notebook found in the Dean's Administrative Assistant's office.

Reviewed 8/2024

Appendix O: Guidelines for Caring for Persons with Known Contagious Diseases

Caring for Persons with Known Contagious Diseases

The faculty of the School 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 School of Nursing are:

- Protection of the rights and welfare of students, faculty, and clients.
- Continuation of the School's mission to educate students comprehensively in the practice of nursing.
- Maintenance of the professional values and ethics of nursing to serve all persons needing care.

This principle will guide decision-making regarding students' cognitive, psychomotor, and affective learning experiences associated with contagious diseases. The School will follow existing, current, Center for Disease Control (CDC) guidelines and apply current knowledge about disease processes such as AIDS, hepatitis, tuberculosis, COVID, and other contagious conditions.

Implementation of the policy:
CDC guidelines will be followed for lab and clinical components for all courses. Prior to every clinical course, students are responsible for reading on their own, the **Care and Maintenance of Masks, Face Shields, and Uniform/shoes** and watching the videos linked within**.** Upon completion, the student will submit a written attestation to their course coordinator prior to starting clinical.

NURS-300- 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:

- The professional judgment of the faculty indicates that the student possesses the necessary cognitive, psychomotor and affective skills.
- The condition of the patient is appropriate to the cognitive, psychomotor, and affective skills of the student.
- 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 a known contagious disease.

Care and Maintenance of Masks, Face Shields, and Uniform/Shoes

As a nursing community, we have a professional responsibility to protect ourselves and our patients from the spread of communicable diseases such as COVID-19. Students and faculty are required to set the example of wearing masks and other forms of PPE as a condition of clinical practice in all of our agencies. Each clinical agency may have additional guidelines for PPE which students and faculty are expected to follow. These agency specific guidelines are communicated during hospital orientation on- boarding for your individual clinical placement. Below are the minimum standard guidelines set forth by the Center for Disease Control (CDC, 2020) for cleaning and decontaminating masks, face shields, uniforms, and shoes. Please read these guidelines carefully. In addition, please view the required instructional video on how to don and doff PPE found at:
https://www.youtube.com/watch?v=bG6zISnenPg&feature=youtu.be

Once you have completed reading and viewing the required information, complete the attestation at the end of this document. When complete, return a copy of this signed form to your course coordinator before the first day of clinical in your course.

1. **Cleaning and decontaminating cloth face masks**

- Cloth face masks should be washed frequently. It is recommended that they be wash **after each use or daily.**
- Cloth masks should be laundered using detergent with hot water and then dried on a hot cycle to kill bacteria and microbes. Hot soapy water is the key. Soap is able to break down the protein coat of the virus and is very effective.
- If you must re-use your mask before you are able to wash it, it is recommended to wash your hands immediately after putting it back on and to avoid touching your face.

Guidelines for cloth masks

- The material should cover both the nose and mouth.
- Ideally, face coverings should be washed after each use. Dirty masks should be placed in a dedicated laundry bag or bin.
- Be sure your mask is comfortable; you don't want to have to keep adjusting the mask, because that means touching your face.
- Wash your hands, or use hand sanitizer, before and after touching your face or face coverings.

Discard or get rid of cloth face coverings that:

- No longer cover the nose and mouth
- Have stretched out or damaged ties or straps
- Cannot stay on the face
- Have holes or tears in the fabric

The CDC has the following recommendations for limited reuse of non-washable masks (surgical style, N95, KN95 masks):

- *The facemask should be removed and discarded if soiled, damaged, or hard to breathe through.*
- *Not all facemasks can be reused.*
- *Facemasks that fasten to the provider via ties may not be able to be undone without tearing and should be considered only for extended use, rather than re-use.*
- *Facemasks with elastic ear hooks may be more suitable for reuse.*
- *HCP should leave the patient care area if they need to remove the facemask.*

- *Facemasks should be carefully folded so that the outer surface is held inward and against itself to reduce contact with the outer surface during storage. The folded mask can be stored between uses in a clean sealable paper bag or breathable container.*
- If you notice any deterioration of your mask, it should be discarded. You should thoroughly inspect the mask after each use and cleaning. Pay special attention to how well the mask is fitting—if your mask straps begin to lose elasticity it will no longer cover your face effectively and should be discarded.

A full list of CDC recommendations can be found at:
https://www.cdc.gov/niosh/healthcare/?CDC_AAref_Val=https://www.cdc.gov/niosh/topics/hcwcontrols/recommend edguidanceextuse.html

2. Basic cleaning and disinfecting of face shields

- To avoid creating surface scratches, submerge the face shield in warm water to dislodge particulate matter.
- Adding a mild liquid dish, like Dawn, reduces surface tension, and allows the soapy water to evenly disperse across the surface.
- A soft cloth or sponge can be used to gently clean the shield.
- Rinse the shield in clear water and dry it with a soft cotton towel or a microfiber cloth.

Some clinicians also wish to use a surface disinfectant wipe or spray, but these products can leave a visible residue, which then needs to be removed. Time also matters when it comes to disinfectant solutions. Strictly follow the specific product directions for use to ensure complete disinfection. While a quick wipe may seem efficient, the contact time must be followed. The required wet contact time can range from thirty seconds to as long as four minutes. A 70% alcohol wipe will also disinfect and keep plastic surfaces clear, but it is critical to remove the bioburden before disinfecting.

- **Adhere to recommended manufacturer instructions for cleaning and disinfection.** However, when manufacturer instructions for cleaning and disinfection are unavailable, such as for single-use disposable face shields, consider:
  - While wearing gloves, carefully wipe the *inside, followed by the outside* of the face shield or goggles using a clean cloth saturated with neutral detergent solution or cleaner wipe.
  - Carefully wipe the *outside* of the face shield or goggles using a wipe or clean cloth saturated with EPA-registered hospital disinfectant solution.
  - Wipe the outside of face shield or goggles with clean water or alcohol to remove residue.
  - Fully dry (air dry or use clean absorbent towels).
  - Remove gloves and perform hand hygiene.

A full list of CDC recommendations can be found at:
https://www.cdc.gov/covid/?CDC_AAref_Val=https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe- strategy/eye-protection.html

3. Care of shoes and uniforms

Shoes should be left outside of personal living spaces (i.e. in your car, or contained within a bag). Wash your hands immediately after donning or doffing your shoes.

If your hospital does not provide laundering for uniforms/scrub apparel, the Association for Linen Management (ALM) provides the following steps for healthcare personnel to launder personal work apparel at home to provide clean uniforms/scrubs for reuse while best protecting their families from COVID-19.

1. It is ideal for healthcare personnel to change from their uniform/scrub apparel while at the hospital, before beginning their commute home. Place the worn garments in a bag to bring them into the house.
2. Do not shake these garments during handling. While the virus that causes COVID-19 has not been proven to be an airborne virus, unnecessarily manipulating the garments could distribute lint and pathogens from patients into the air.
3. Wash the uniform/scrub apparel separately from any family textile products.
4. Use appropriate detergents and bleach based on the apparel manufacturer's label instructions. Both chlorine-based bleach and oxygen-based bleach products can be effective in the wash process for inactivating viruses.
5. Wash on the hottest water temperature setting recommended by the garment manufacturer and avoid short/rapid cycles.
6. After closing the washer, clean and disinfect according to directions of your chosen EPA-certified disinfectant product. Wipe down the machine door, handles, and buttons, as well as doorknobs and other surface areas you may have touched in the laundry room during the process. If the bag used to bring the apparel items home is disposable, discard the bag. If the bag is not disposable, wipe the bag handle/straps and interior with an appropriate detergent-disinfectant.
7. Immediately wash your hands or use an alcohol-based hand sanitizer.
8. After the wash cycle is completed, remove the garments from the washer and place immediately into the dryer. Dry the load completely on the warmest cycle recommended by the garment manufacturer.

A full list of CDC recommendations can be found at:
https://cdn.ymaws.com/www.almnet.org/resource/resmgr/document_library/ALMCOVID19HomeWash Guidance.pdf

ATTESTATION:

I _____ (print name), have read and understand the policies and care of PPE as outlined above and will comply with these and the assigned clinical agency's guidelines for safe clinical practice.

Signature _____

Date _____

Adopted 4/18/88; SON Revised 8/99; 8/30/99; 8/21; 8/24

Capital University School of Nursing

PPE Video Attestation Form

Course _____

Term_____

I have viewed the linked video

https://www.youtube.com/watch?v=bG6zISnenPg&feature=youtu.be

and understand the safety principles within. My questions about PPE, donning and doffing, and handwashing have been answered.

Student Name (print) _____

Student
Signature _____

Date _____

Appendix P: Policy and Procedures on Exposure to Contaminated Fluids in the Nursing Skills Lab

Students, who during lab practice are exposed to someone else's body fluids, will seek follow-up care from the Center for Health & Wellness 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 *School of Nursing Handbooks* 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 ea. - Clean-up Absorbent Pack
- 1 ea. - Disposable Apron
- 1 pr. - Disposable Goggles, with top & side shields
- 1 ea. - Latex Disposable Gloves, medical grade
- 1 ea. - Scoop, waterproof Michelman coated
- 1 ea. - Scraper, waterproof Michelman coated
- 2 ea. - Biohazard Red Plastic Bags with Twist Ties
- 1 ea. - 8 oz. Pour Bottle of Chlorine Concentrate
- 3 ea. - Disposable Towels
- 2 ea. - Chlorhexidine Towelettes
- 1 pr. - Disposable Apparel & Accessories > Shoe Accessories > Shoe Covers
- 1 ea. - Disposable High Performance Splash Protector Face Mask, with 99% filtration
- 1 ea. - Picture Instruction Sheet
- 1 ea. - Exposure Report Form

Adopted: School of Nursing Faculty 1/18/93; Reviewed & updated 8/2024 LAM

Appendix Q: Family Education Rights and Privacy Act (FERPA)

Capital University Notification of Student Rights under FERPA 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 that reasonably would not be considered harmful or an invasion of privacy if disclosed is included in the University directory.

- Name, Address, email address, telephone numbers, email address
- Enrollment type
- Place and date of birth
- Field of Study
- Participation in officially recognized activities and sports
- Dates of attendance, degrees and awards at Capital University
- Most recent educational agency or institution attended by students
- Weight and height of members of athletic teams
- Photograph
- High school of students
- Greek affiliation
- Class rank of students
- Student identification number may be displayed on the Student ID card

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 the Registrar's webpage. On the Registrar page, click on Student Notification of Rights.

Reviewed and updated 8/2024, LAM

Appendix R: Candidates for Examination and Endorsement: Ohio Board of Nursing Requirements & Procedures

Requirements for Licensure by Examination Application

- Go to the OBN website, www.nursing.ohio.gov/forms.htm
- Click on “Apply for/ Renew Your License”.
- Review the steps and register for the Ohio eLicense system.
- Scroll down to "New Graduates Seeking RN or LPN Licensure” for additional process information and requirements.
- Go to the Pearson VUE website, https://www.nclex.com/registration.page for further registration information. NCLEX testing candidates must register with both the Ohio Board of Nursing and Pearson VUE, the company that administers the NCLEX. Complete information from both websites.

Process Overview

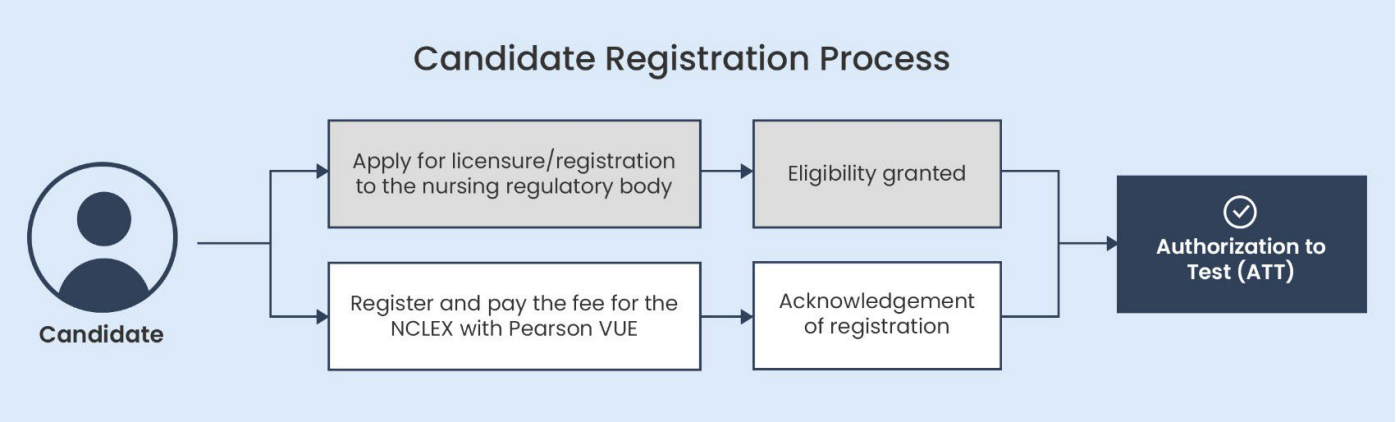

Image credit:
https://www.nclex.com/register.page

Graduates applying for licensure in Ohio, including application for the Multistate Compact license through Ohio, will be required to follow all applicable OBN instructions. Candidates who are seeking licensure in a different state will need to follow the applicable instructions from the Board of Nursing from that state. A section of the application requires responses related to compliance issues, for example, whether the applicant has been convicted of a felony, or misdemeanor in the course of practice, in Ohio or elsewhere. In addition, responses are required related to certain mental health diagnoses and the use of chemical or controlled substances.

Ohio Board of Nursing Criminal Records Checks

Criminal records checks are required for licensure applications. The Ohio Revised Code requires those applying for a license issued by the Ohio Board of Nursing (Board) to submit fingerprints for an FBI (federal) and BCI (civilian) criminal records check completed by the Bureau of Criminal Identification and Investigation (BCI&I). **BOTH** background check reports are required.

BCI&I will ONLY accept electronic fingerprints for FBI and BCI background checks and the applicant must request that BOTH reports be sent directly to the Ohio Board of Nursing.

Waivers of the electronic submission requirements will be evaluated on a submission-by-submission basis. No blanket or agency-wide waivers will be granted. See the Ohio Board of Nursing website for further directions www.nursing.ohio.gov.

BCI 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 before completing their nursing education. This will ensure that the application to test can be processed timely, and that delays in making a candidate eligible to test will be minimized.

Accommodations

If a student requires an accommodation related to a learning difference, follow the directions on the application. The Board recommends that the applicant notify the Board, in writing, six months prior to program completion.

Required Documentation for Education

The School of Nursing (SON) must submit directly to the Board, a program completion letter certifying that students have completed all program curriculum requirements. Within at least two weeks of graduation, the SON will send this certification for students who have achieved a 900 or higher on version two of the HESI Exit-RN exam. Further information about HESI testing and related requirements can be found in the Standardized Testing Section of this *Prelicensure Nursing Student Handbook.*

Reviewed and updated 8/2024 LAM

Appendix S: Change of Major Application Form

CAPITAL UNIVERSITY SCHOOL OF NURSING

APPLICATION FOR ADMISSION BY CHANGE OF MAJOR

Name: _____ Student ID#:

_____ Current Major:

_____ Semester/year plan to start in SON:

_____

Personal Statement – In the space below or as an attachment, briefly describe why you want to be a nurse and why you want to complete nursing school at Capital University.

Student Signature/date: _____

FOR OFFICE USE ONLY – Review of Academic Evaluation Completed:

Current overall GPA (minimum 3.0 GPA required) _____

Current science GPA (minimum C required) _____

Personal Statement Completed ☐ Complete ☐Incomplete

Pre-requisites completed by end of first year (minimum 30 credits) including:

_____Biol 170
_____Chem 150
_____Psych 120 or 121
_____Statistics (Math 215 or SoSci 210)
_____N110
_____UC 110 or Eng 111
_____UC 120
_____UC 170 (Ethics)

☐ Accepted ☐Not Eligible

☐ Change of Major Form Completed Date sent to Registrar: _____

Approval of Associate Dean (Signature/date): _____

Appendix T: Estimated Costs Associated with the Nursing Program

Below are items that are needed during the nursing program that are expenses in addition to Capital University tuition and program fees. The estimated costs listed are based on the previous fall semester prices. Please note that prices are subject to change.

Item	Estimated Cost
Immunizations • Titers • Additional vaccines, etc. as indicated	Costs will vary. Please start compiling immunization records early in the onboarding process.
ACEMAPP, Certified Background, & Drug Screen	ACEMAPP compliance tracking (no direct cost to the student) Background check and drug screen: Approximately $130
Professional Liability Insurance: Renewed Annually	Annual policy from the Nurses Service Organization (www.nso.com) or similar: Approximately $35 per year
CPR Certification American Heart Association- BLS for Healthcare Providers **Only**	Costs for courses and materials are determined by the Training Centers or Instructors. Costs may vary. Approximately $45-$60
Clinical Equipment: • Stethoscope • BP cuff (sphygmomanometer) • Bandage scissors • Goggles • Penlight	Items can be purchased from any company. The SON uses Imlay for equipment and uniform ordering. Current prices from Imlay: • Stethoscope: $89.99 • BP cuff: $28.95 • Bandage scissors: $4.95 • Penlight: $8.95 • Goggles: $10.95 • Hemostat: $4.95
Uniform: The uniform consists of: • Purple scrub top • White or purple scrub pants • White short lab coat (optional) (Students are to purchase at minimum 2 tops and 2 pants to allow for laundering)	The SON uses Imlay for equipment and uniform ordering. Current prices from per uniform Imlay: • 'Ladies' (pants, top, jacket): $90-$110 • 'Men's' (pants, top, jacket): $100-$120 *Note: Prices vary depending on the size and cut of the uniform.*
Textbooks: Elsevier Program Solution	$2,660.49 for nursing curriculum books, testing, and virtual simulation resources; 5-6 semesters starting with NURS 300/301 Other textbooks outside of Elsevier Program Solutions: Approximately $100
Parking Permit: Renewed Annually. Obtained online through Capital University Public Safety.	$200 Resident Permit $160 Commuter Permit (1st-4th Year Commuter) $100 Part-time, Adult and Grad (ABSN and ABSN-H Program) Permit
Course Fees: offset cost of needs for courses with clinical and/or laboratory experiences.	$219 per credit hour (NURS 300, 301, 331, 332, 327, 328, 400, 420, 450) $511 per credit hour (NURS 463)

*Textbook and equipment prices are subject to change. This is an estimate based upon prices for the fall 2023 semester. This does not include textbooks required outside of nursing or prior to NURS 300/301. (Updated 8/2024, 8/2025).