

**2003**

**2004**

**CAPITAL UNIVERSITY**  

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**SCHOOL OF NURSING**

**Traditional Undergraduate**

**(Pre-Licensure)**

**Student Handbook**

# Preface

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

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

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

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

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## Overview of the Program

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

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

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

The School is a charter member of the American Association of Colleges of Nursing and the North American Consortium of Nursing and Allied Health for International Cooperation. Capital also holds membership in the National School Nurses Association, Ohio School Nurses Association, the American Council for Higher Education, and is sustaining member of the National Student Nurses Association. Faculty's commitment and diversity leads the School to affiliate with all major central Ohio hospitals and multiple community agencies in order to enhance clinical education and professional perspective of students.

A federal grant between 1978 and 1981 allowed the School to take the BSN program to rural areas of southeastern Ohio for RN students. This activity enhanced faculty skills in adult education and laid the groundwork for today's successful adult degree approach for RN students on the Columbus and Dayton campuses. RN students have

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enrolled at Capital to complete their degrees from 30 Ohio counties, neighboring states, and five countries abroad.

**Honorary Degrees:** A desired to recognize and celebrate nursing's contributions to society has been operational through the nominations of outstanding nurses for honorary degrees from Capital University. To date, six nurses have been so honored. They are:

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

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

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

**Campus Resources:** Faculty welcomed computer technology early in the 1980's and developed a computer lab and elective course for students. The School's Helene Fuld Health Trust Learning Resources Laboratory (Fuld Lab) was selected in 1991 as a national beta test site for the International Nursing Library at the Center for Nursing Scholarship by Sigma Theta Tau International. Nursing majors are invited to use the services of the Career Services Office in the lower level of the Campus Center to obtain information about part-time employment before graduation and positions as new graduates after commencement. The Director of Career Services can be reached at (614) 236-6606.

**International Study:** International study began in 1991 when the first group of six nursing students traveled to Kingston, Jamaica to study pediatric nursing and community health nursing in cooperation with Capital's International Education

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Program and the University of the West Indies. The School next offered options for clinical student with the homeless in Washington, DC. This site is illustrative of other avenues for enhancing students' appreciation for cultural diversity in addition to local service options already being used in the curriculum such as Faith Mission and the Soup Kitchen. Now study abroad opportunities include England and Sweden.

**Mount Vernon Articulation:** A request from Mount Vernon Nazarene University to assist the undergraduate science students achieve access to a baccalaureate program in nursing lead to the implementation of an articulation agreement in 1992. Mount Vernon students transfer to Capital University after their sophomore year.

The School and its faculty are poised for the health care reform challenges of the new century and have made significant contributions to the community through their professional and service endeavors. We welcome you to the Capital community of scholars and are looking forward to your leadership in the future.

## Communication

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

### STUDENTS MAILBOXES

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

### FACULTY MAILBOXES

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

### FACULTY VOICE MAIL AND E-MAIL

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

### BULLETIN BOARDS

Bulletin boards are nearly as important as mailboxes. Announcements of campus events will be found on bulletin boards in the Campus Center and throughout campus. Job openings are posted on the bulletin board outside the Financial Aid Office in Yochum Hall and on the third floor of Battelle Hall. Bulletin boards in the dormitories are used extensively for communication.

Information, specifically for nursing students, is posted on the bulletin boards located on the third floor of Battelle Hall. Course notices, job opportunities, scholarships, and general information are posted on several bulletin boards in the elevator lobby area and hallway. The Nursing Honor Society, Sigma Theta Tau, maintains a bulletin board in the elevator lobby area. The bulletin board in the west hall of the School of Nursing is used prior to registration each term for sign-up sheets for sections and courses for Nursing 201, 202, 221, 401, 410, and 424. Sequencing of Level III modular courses (N321, 322, 323 and 324) will also be posted. Faculty advisers will schedule students based on the posted section. Again, it is the student's responsibility to check bulletin boards frequently.

## Faculty Adviser

**E**ach student is assigned a School of Nursing faculty member as an adviser. A list of advisers and their advisees are also posted on the bulletin board on the third floor of Battelle Hall.

### HOW TO CONTACT YOUR ADVISER

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

### WHAT YOUR ADVISER DOES

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

### COURSE REGISTRATION

About the ninth week of the semester you will receive in your campus mailbox a note from the Registrar telling you to begin to make arrangements for scheduling classes for the next for the next semester. At that time, you should check with your Adviser for an appointment. Don't wait for your Adviser to contact you about scheduling. Many faculty will post a sign-up list on their door for scheduling appointments.

Before meeting with your Adviser, go to the Registrar and obtain a Time Schedule of Classes. Review the time schedule, typical curriculum plan, and list of required courses (Appendix I) and then develop a tentative plan. If you come to the scheduling session with a tentative plan, it will facilitate your registration. *You must make an appointment with your Adviser before scheduling.*

## Activities

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

### COMMITTEES

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

### CAPITAL UNIVERSITY STUDENT NURSES ASSOCIATION (CUSNA)

The Capital University Student Nurses Association is a constituent member of the National Student Nurses Association, which allows nursing students to actively participate in a pre-professional organization prior to graduation. Membership in CUSNA along with the Ohio Student Nurses Association and the National Student Nurses Association allows students to take part in job fairs, conventions, discounts on nursing supplies, and encourages networking among other student nurses.

### MUSICAL AND ATHLETIC GROUPS

Do you sing or play a musical instrument? Auditions for vocal and instrumental groups are held during orientation week and the first week of classes.

Are you an athlete? Nursing students play basketball, softball, tennis and volleyball. We also have nursing students serving as cheerleaders and members of other campus athletic organizations.

### **ARRANGING YOUR SCHEDULE TO PARTICIPATE**

You are encouraged to participate in those activities of interest to you.

**REMEMBER:** It is your responsibility to keep your Adviser informed of practice and travel requirements so your class schedule can be arranged to accommodate these events. When a conflict between class responsibilities and extracurricular activities arise, it is your responsibility to plan with the faculty person involved. Generally, arrangements can be made to allow extracurricular participation without jeopardizing your progress in class.

## The Nursing Program

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

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

### **CAPITAL UNIVERSITY MISSION**

Transforming lives through higher education. By drawing upon its Lutheran heritage of free inquiry, Capital University:

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

### **CAPITAL UNIVERSITY GOALS**

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

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

Students also will be encouraged to:

- develop their leadership and service potentials,
- become independent, lifelong learners and
- develop a sense of values that guides personal decision-making.

## **NURSING PROGRAM MISSION**

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

## **PHILOSOPHY**

Capital University is a comprehensive, private, church-related university philosophically committed to providing a liberal arts education within a caring environment. Based on the University's fundamental commitment to its Lutheran heritage, the School of Nursing encourages the pursuit of moral, ethical, and social growth as well as attainment of intellectual goals. Faculty expects all undergraduate and graduate students to participate actively in the learning process.

Professional education is geared toward the attainment of a specialized body of knowledge pertaining to a discipline through commitment to the social, ethical, and scholarly standards of the profession. Faculty expects students to commit to lifelong learning and contribute to society.

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

Preparation for baccalaureate professional nursing practice is based on a program of studies that includes nursing science, physical and behavioral sciences, and the humanities. Synthesis of theories, principles, and research from nursing and related disciplines enhances nursing's specialized body of knowledge. Preparation for graduate professional nursing practice is based on a program of studies that includes theories, research, and advanced clinical skills within a multidisciplinary context.

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

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

## **GOALS OF THE UNDERGRADUATE CURRICULUM**

In addition to the competencies of the General Education Goals of the University, these goals, based on the philosophical concepts of the undergraduate curriculum of the Capital University School of Nursing, are designed to prepare beginning level professional practitioners. The graduate will incorporate standards of professional nursing practice while:

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

Competencies demonstrating critical thinking include the ability to:

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

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

Competencies demonstrating achievement of effective communication include the ability to:

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

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

Competencies demonstrating caring include the ability to:

- Incorporate the Patient Bill of Rights and Codes of Ethics in client care situations, maintaining client confidentiality.
- Deliver safe, competent care based on Practice Standards as defined in the State Nurse Practice Act.
  - Use cognitive, psychomotor and/or affective therapeutic interpersonal process to comfort, nurture and motivate individuals, families and groups.
  - Convey unconditional positive regard for individuals and families.
- Demonstrate personal responsibility and accountability for professional behaviors.

### **Functioning within a variety of systems.**

Competencies demonstrating systems knowledge include the ability to:

- Promote continuity of care across health care settings.
- Involve clients, their support systems and other health care professionals when providing and managing nursing care in a variety of settings.
- Demonstrate flexibility while maintaining professional standards in response to change.

### **Facilitating transitions for self and clients.**

Competencies demonstrating transition include the ability to:

- Use knowledge of human development and family theory when planning and implementing nursing care.
- Collaborate with others to promote the practice of behaviors that enhance health for self and clients.
- Develop ongoing professional goals.

### **Demonstrating cultural competence.**

Competencies demonstrating cultural competence include the ability to:

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

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## ADMISSION PROCEDURE

Admission to the School of Nursing is selective and based on the admission policies of the university. Measures of academic performance (reflected in grade point average, class rank, and standardized tests), recommendations, personal statement, and participation in extracurricular activities are considered. A personal interview with the dean of nursing or a member of the faculty may be requested to assist in reaching the admission decision.

## CURRICULUM REQUIREMENTS

For students enrolled in the Traditional Undergraduate Program, the nursing curriculum requires 134 semester hours of credit, which may be completed in four academic years and one summer. Two years are required for lower division study followed by a summer and two years of upper division study. Requirements for progression through the program are described under **Academic and Continuation Policies**.

*Students are admitted as freshmen into the School of Nursing. Each student is assigned a faculty advisor who assists the student to plan and schedule courses to meet the requirements of the program. During the first year, students complete foundation studies including biophysical sciences, General Education Goals and nursing 105 and 110. Students continue taking nursing courses during the second year concurrently with additional school and university requirements. Students who successfully complete the requirements for the nursing curriculum successfully earn the Bachelor of Science in nursing degree and are eligible to write the licensure examination for practice as professional nurses.*

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

## CURRICULUM CONCEPTS

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

## Academic Progress

**P**rogression 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 uses campus resources.

### GRADING SCALE

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

94-100	A
92-93	A-
90-91	B+
86-89	B
84-85	B-
82-83	C+
76-81	C
70-75	D
69 or below	F

### ACADEMIC POLICIES RELATED TO BIOLOGY AND CHEMISTRY IN THE TRADITIONAL UNDERGRADUATE PROGRAM

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

1. Students must earn a C (2.0) or higher in all biology and chemistry courses taken at Capital University in order to progress to Nursing 300 and 301. A C- does not qualify.
2. If a Fall Semester grade in a science is a D, the student may progress to the second semester course in the sequence but must raise the D grade to a C or higher before progression to Nursing 300 and 301.
3. If the Fall Semester grade in a science is less than a C, the student may not enroll in the second semester course in the sequence and must reschedule for Spring semester. The first in a science sequence is prerequisite to the second course. The advisor will assist in developing a revised curriculum plan to include the missed courses.

4. If the second semester grade in Chemistry 131 or Biology 280 is a D, the student may enroll in Biology 231, but must successfully repeat the course (2) before progression to Nursing 300 and 301.
5. If the second semester grade in Chemistry 131 is an F, the student must successfully repeat the course before enrolling in Biology 231. Summer study is recommended.
6. If a Capital University student wishes to repeat a science at another institution, the student must ascertain the transferability of the proposed course and complete a Transient Student Request form. The student must earn a B- or higher in the transient course for the course to meet the nursing science requirement at Capital. Approved (via the Transient Student Request form) courses successfully completed at another university will be transferred in to meet the course requirement; however, the grade received at the other university will not be calculated into the Capital GPA.
7. If a Capital University student repeats a D or F grade in a science course at Capital, the second grade will replace the D or F in the GPA. For D grades, the Registrar will require a change of grade (D to F) from the science faculty in order to allow the student to repeat the course (D grades are considered passing at the University level; students may not repeat passed courses.)
8. Prospective transfer students who request admission for January 1, 1996 or later must have earned a B- overall average in biology or chemistry courses they wish to apply to a Capital University science course as a nursing major.

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### **GRADE POINT AVERAGE (GPA)**

Grade point average (GPA) is the measure of your academic performance. University courses are graded on a 4 point scale; A = 4.00 points; A- = 3.75 points; B+ = 3.50 points; B = 3.00 points; B- = 2.75 points; C+ = 2.50 points; C = 2.00 points; C- = 1.75 points; D+ = 1.50 points; D = 1.00 points; F = 0.00 points. The GPA is determined by dividing the total quality points earned by the total hours attempted.

<b>Example</b>	<b>Credit Hrs.</b>	<b>Grade</b>	<b>Quality Points</b>
Biology 100	4 hours	B	12
Chemistry 130	4 hours	C	8
UC 110 -Reading/Writing	3 hours	A	12
Psychology 110	3 hours	B	9
Elective	1 hour	A	4
	15 hours		45 points = 3.0 GPA

The GPA is cumulative and reflects overall performance. If the GPA falls below 2.00 (C average) the Registrar will place the student on academic probation and a notation is entered in the student's record. If a student earns a GPA of 3.40 while carrying a full load of 12 hours or more of graded courses, the student will be named to the Dean's List and a notation is entered on the student's record.

## **ACADEMIC POLICIES RELATED TO NURSING COURSES IN THE TRADITIONAL UNDERGRADUATE PROGRAM**

Upon action by the faculty of the School of Nursing, effective January 1, 1995 and edited in August 1999, this is a summary of academic policies related to required and elective nursing courses in the undergraduate program.

### **GRADUATION REQUIREMENTS**

Academic graduation requirements include the following:

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

### **REQUIRED NURSING COURSES**

1. Students must achieve an average grade of 76 or higher on the exam component in required nursing courses in order to pass the course (Paper and clinical components of the course must also be at a satisfactory level.)
2. A comprehensive final exam may be administered at the discretion of the course faculty, to students who fail to achieve 76 on exams by the end of the course.
3. Clinical practice in a required clinical course must be satisfactory or the grade for the course will be no higher than a D. The grade will be an F if both exam and paper grades fall below 70.
4. Course faculty has the prerogative to raise a borderline clinical grade at the end of a course to the next higher grade, if significant aspects of clinical performance have been outstanding.
5. No more than two required nursing courses may be repeated; a required nursing course may be repeated only once.

## **ELECTIVE COURSES**

1. 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.
2. Pass/fail option may be used for elective courses. Math 110 and 120 are considered electives.

## **PROGRESSION THROUGH THE NURSING CURRICULUM**

1. Level I nursing courses must be satisfactorily completed before enrollment in Level II nursing courses; Level II before Level III; and Level III before Level IV. A student, with advisor support, may petition the Academic Affairs for exception to policy based on rationale of significant merit.
2. Transfer students who are admitted during the sophomore year, take Nursing 105 and 110 concurrently with Level II nursing courses. A petition to Academic Affairs Committee is not required since faculty have approved these two exceptions as appropriate to adjust course hours, plan a part-time schedule, or for other valid rationale for an individual student.
3. While C is required to meet biology and chemistry requirements and for progression in nursing courses, it is to be noted that D is a passing grade for core, stats, psychology and elective courses. The GPA acumen must be 2.25 to progress to Nursing 500/303 and 2.25 to graduate.

## **ACADEMIC MISCONDUCT**

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

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

121/14/95, Rev3/96,9/98,8/99,4/03 EH

## **ELECTIVE NURSING COURSES**

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

## **PASS/FAIL OPTION**

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

## **PETITIONS**

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

## **GRIEVANCE**

Students in the School of Nursing are students of Capital University. As such, any student may choose to use the grievance procedure outlined in the *Capital University Student Handbook* located online through the University's web site.

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

## ACADEMIC AND PROFESSIONAL INTEGRITY; SANCTIONS

Both academic and professional integrity are expected of all students. Any and all forms of cheating are considered academic misconduct, i.e., copying, using the work of other students, plagiarism (using another's ideas or words without proper documentation). Professional misconduct includes giving false clinical information either verbally or in writing, committing acts, which jeopardize the welfare of clients, or behavior considered to be inconsistent with professional standards. The penalty in a nursing course, if found responsible for academic and/or professional misconduct, is failure of the course. (See the *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 Traditional Undergraduate Committee of the School of Nursing in regular or specially called meetings. This committee determines whether to place a student on:

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

Academic Probation: A student will be placed on academic probation whenever his/her cumulative grade point average falls below the required 2.00 GPA for normal progress. A student will also be placed on academic probation by reason of unsatisfactory clinical performance. Such action will be noted on the student's academic record. A student on academic probation may be limited to a 12-hour course enrollment by the academic dean and is encouraged to seek assistance from his/her Adviser, Center for Academic Achievement, CAPS (Counseling and Assistance Program for Students provided by Mount Carmel Behavioral Healthcare), and/or the Campus Health Service.

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

Disciplinary Probation: The student will be placed on disciplinary probation for a breach of academic or professional integrity, including, but not limited to, cheating, plagiarism, falsification of clinical data, commission of acts, which jeopardize the welfare of clients, and behavior inconsistent with professional standards.

Disciplinary Suspension: For repeated or severe violations of academic or professional integrity, the student may be suspended from the School of Nursing for one academic semester/trimester or for an entire academic year.

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

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

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

### **ACCOUNTABILITY**

One of the foundations of professional nursing is accountability. The educational setting, like the work setting, has the expectation that students will assume responsibility for their own behavior and accept the consequences when their behavior fails to meet the expected norm. Appendix III includes faculty expectations for student behaviors. Additional guidelines may be contained in the syllabi for specific courses and lectures on professional accountability.

### **PROBLEMATIC PERFORMANCE**

The School of Nursing faculty expect specific behavioral characteristics of the student that include but are not limited to accountability, safety in clinical practice, responsibility for learning and professional appearance, attitude and communication. A student who has been identified by faculty as exhibiting behaviors not congruent with the School of Nursing expectations or with specific course objectives will have certain interventions implemented to:

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

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

## Standardized Testing

**S**tandardized testing, in addition to course-related testing, is used at several points in the curriculum. Two types of standardized testing, diagnostic and comprehensive achievement tests are part of the curriculum evaluation plan for all students. The School has contracted with Health Education Systems, Inc. (HESI) to provide standardized testing in a computer-based format. The results of both diagnostic and comprehensive testing are taken by the student to the adviser to monitor achievement and plan for remediation as needed.

### Diagnostic Testing

Diagnostic testing is used to facilitate self-assessment, active participation in learning, and commitment to lifelong learning. These are components of the faculty's educational philosophy. Diagnostic testing measures progress in specific skill/content areas and identifies areas for remediation.

Faculty use the aggregate results of standardized testing to assess the progress of the class and to make adjustments in teaching/learning strategies. Diagnostic exams are **required**, but are **not** used to compute course grades. Diagnostic testing includes:

HESI General Science, Anatomy/Physiology, and Chemistry Exams

These exams are administered at the end of the sophomore year. They provide diagnostic information about student knowledge related to college-level general biology, chemistry, and anatomy/physiology. They are intended to provide a measure of science knowledge foundation once this course work is completed.

## Comprehensive Achievement Testing

Comprehensive achievement testing is integral to monitoring progression through the curriculum. This format of testing represents one measure of the students' achievement of the overall goals of the program. Each of these exams are integrated in nursing course structures and will impact specific course grades.

- HESI Math Exam

This exam measures basic math skill competency. It is part of Nursing Therapeutics and Health Promotion (Nursing 221). It is taken the second semester of the sophomore year. The score on this exam counts 5% of the course grade.

- HESI Specialty Exams

These exams are administered in the junior year of the program and include Parent/Newborn Nursing, Nursing of Children, Nursing of Adults, and Psychosocial Adaptations for Individuals. These computer-based competency exams include test items in the specialty content area. The score on each HESI specialty exam will comprise 5% of the final course grade in the related specialty course. These exams are scheduled during exam week at the end of each module.

- HESI Exit Exam\*

This test represents one measure of the students' achievement of the overall goals of the program. The exam is administered during the last semester before graduation. The exam is computer-based, comprehensive, and contains test items similar to those comprising the nursing licensing exam known as the NCLEX (National Council Licensure Examination). \*Students must pass the Exit Exam with at least an 85% before certification for graduation will be made. A student who is not successful in meeting the 85% requirement will be given a total of three attempts to pass the exam.

Second and third attempts to pass the Exit Exam will be billed to the student at the cost charged by the company (currently \$30 each). These dates will be published each semester. If a student receives less than 85% on the third attempt, the student will be required to complete a faculty approved NCLEX review course before the Dean will certify the student for graduation. The cost of the review course is the responsibility of the student.

**Table of Diagnostic and Comprehensive Testing Through the Curriculum\***

<b>Year</b>	<b>Exam</b>	<b>Diagnostic</b>	<b>Comprehensive Achievement</b>
Sophomore (2 <sup>nd</sup> Semester) Nursing 221	HESI Math HESI Biology HESI Chemistry	X X	X
Junior Nursing 321 Nursing 322 Nursing 323 Nursing 324	HESI Maternity HESI Pediatric HESI Med/Surg HESI Psych		X X X X
Senior (last semester)	HESI Exit		X

\*All exams are required. Diagnostic exams are **NOT** used to compute course grade. Comprehensive Achievement exams **ARE** calculated into the **COURSE GRADE**. The Exit Exam is independent of course specific identification.

▪ **NCLEX REVIEW**

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

Faculty believe that, much like law students before the bar exam, nursing students benefit from participation in a formal review course which features interactive testing practice. There are several appropriate review courses that offer materials, three or four day workshop format review, and practice testing. The faculty will have information about these offerings during the senior year.

## Section VIII

### Campus Resources

**A**ll of us at Capital want you to have a successful college experience. In addition to individual faculty, there are a number of other resources to help you on your way to success.

You will receive a course syllabus for each course in which you are enrolled. These syllabi will differ from course to course but will provide specific information about each course, its content, and the required assignments.

Review the syllabus and course materials carefully. Be sure you understand how the class will be conducted, what faculty expect of you, and what you might expect of faculty. If you have questions, ask the faculty teaching the course. Do not depend on other students for course information.

#### THE CENTER FOR ACADEMIC ACHIEVEMENT

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

#### WRITING AND SCIENCE WORKSHOPS

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

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

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

## **TUTORING**

If you require additional assistance with your course work, see the faculty member first. The faculty member may work with you individually and/or refer you to the Center for Academic Achievement. You may also contact the Dean of Nursing's office for assistance in arranging tutoring. Please don't delay in seeking academic assistance should you need it; it is more difficult and it may not be possible to rectify learning problems at the end of the term.

## **DISABILITY SERVICES**

If you have a documented learning disability, or believe you may have one, contact the Center for Academic Achievement. Staff in this office can advise you regarding testing and the types of accommodations that can be arranged. Additional time or variations in testing environments will be accommodated only with a documented learning disability as approved through the Center of Academic Achievement (Revised December, 2001).

## **THE LIBRARY AND INFORMATION TECHNOLOGY (IT)**

During orientation week you will have the opportunity to become acquainted with the library. PLEASE TAKE ADVANTAGE OF THIS OPPORTUNITY!!! The librarian will assist you in using the computer databases or any of the library services or collection.

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

## **HELENE FULD COMPUTER LABORATORY**

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

# Section IX

## Clinical Course Requirement

### **E**QUIPMENT

Nursing 110: Introduction to Professional Nursing is taken during the freshman year. Students will need to purchase a stethoscope and sphygmomanometer for this course. During the sophomore year, students will enroll in Nursing 221: Nursing Therapeutics: Self-care and Health Promotion. This course has a laboratory component, which will begin to prepare you for clinical experiences. For Nursing 221, you will be required to purchase a Nursing Kit containing equipment such as a stethoscope, sphygmomanometer (transfer students), hemostat, bandage scissors, penlight, etc. The student will use this equipment frequently in the laboratory and in the various clinical settings. You may arrange with the Lab Manager to borrow equipment other than that contained in your kit. Loan policies are posted in the lab and outlined in Appendix VII. A returnable deposit is required for certain equipment. A repair or replacement charge is assessed for damaged or lost equipment. The student will be expected to bring this equipment to each clinical experience.

### UNIFORMS

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

### PREREQUISITES FOR CLINICAL EXPERIENCES

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

### Professional Liability Insurance

Students are required to maintain this insurance coverage throughout the nursing program. Students must submit documentation of renewal of this coverage on an annual basis.

- **Background Check**

Some hospitals and health care agencies require evidence of satisfactory criminal background checks as a condition for clinical practice by students in clinical courses or practicums. Therefore, all nursing students will need to be fingerprinted for a criminal background check prior to beginning clinical experiences and a second background check is required in order to sit for NCLEX RN licensure exam. Students will receive information about the procedures for completion of background checks during spring semester of the sophomore year and again prior to graduation.

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

- **CPR Certification**

Students are required to obtain CPR certification prior to enrolling in Nursing 300/303. Courses are available through the American Heart Association (Health Care Provider) and through community heart associations throughout all communities. This certification must include infant, child, and adult CPR and use of automated defibrillators. Students will need to bring validation (certificate/card) of successful completion to the Program Assistant. CPR classes will also be available on Capital's campus. Dates are published on the Bulletin Board.

### **Note**

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

## **Campus Clinic**

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

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

## **TRAVEL TO CLINICAL SETTINGS**

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

## **CLINICAL AWARENESS ISSUES**

While students are 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 your behavior. Faculty expect all students to function as a mature and responsible individual. If you have questions about what you should or should not be doing, check with your instructor. Faculty expectations of student behavior is detailed in Appendix III. The uniform policy is located in Appendix VIII.

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



## Scholarships, Honors, Awards and Study Off-Campus

### **S**CHOLARSHIPS

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

### **THE DEAN'S LIST**

Students carrying 12 or more hours of graded courses who earn a GPA of 3.4 or above are named to the Dean's List in recognition of their academic achievement.

### **HONORS CONVOCATION**

The annual University Honors Convocation is held in April each year. On this day, special awards are given to students whose performance is noteworthy. Some special awards are made to nursing students: The Josephine T. Hickey Award and the Ruth S. Neikirk Award. Other awards for nursing students include the Kneel Costello Award, and the Mrs. Albert Thomas Endowment Scholarship. These and other awards are described in the CUSON Scholarship and Award Information booklet and/or the under Additional Awards/Prizes/Scholarships section in the *University Bulletin*.

### **INTERNATIONAL NURSING HONOR SOCIETY**

Academic achievement, leadership and creativity of nursing students are recognized by invitation to membership in Theta Theta Chapter of Sigma Theta Tau International Honor Society of Nursing. Sigma Theta Tau is the international nursing honor society which recognizes leadership and superior achievement, fosters high professional standards, encourages creative work and strengthens commitment to the ideals and purposes of the nursing profession. Each year the Eligibility Committee reviews the records of junior and senior traditional and ADP students whose GPA is 3.0 or higher. Those who meet the criteria of leadership and scholarship are elected. Individuals not elected to membership as

undergraduates may be invited during graduate school or as a community leader in subsequent years. Programs of the honor society are open to all nurses and students as a professional service. The goal of the honor society is to improve the knowledge base of nurses and thus improve the health of all people worldwide.

### **STUDY OFF-CAMPUS**

Study off-campus is available the fall of the senior year for half a semester in England and Sweden. Affiliations off-campus include the University of Luton, north of London, and Mälardalens University in Västerås, west of Stockholm.

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

## Graduation Activities

### **P** PREPARING FOR GRADUATION

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

### **NURSING JOB FAIR**

During the spring semester, the Career Counseling Office sponsors a nursing job fair. Representatives of hospitals and other health agencies from Ohio and surrounding states will be available to provide you with information about employment opportunities. All traditional and ADP students are encouraged to attend each year to develop greater awareness of career options open to BSN graduates.

### **APPLYING FOR LICENSURE AS AN RN (NCLEX)**

Spring semester of your senior year will be a busy one. In addition to meeting the final requirements for the BSN degree, you will be preparing to apply for and write the licensing examination. Early in the spring semester you will receive the NCLEX application packet with very specific instructions for completing the application forms, making the appropriate payments and meeting the submission deadline dates.

Effective June 1, 2003 all students entering a pre-licensure program will be required to submit fingerprints to the Bureau of Criminal Identification and Investigation (BCII) and the FBI prior to sitting for the NCLEX exam. BCI&I results will be mailed to the Ohio Board of Nursing within 30 days, however FBI results may not be received by the Board of Nursing for 4-6 months, therefore it is critical that students submit prints at least 6-9 months prior to completing BSN requirements. Students will receive a fingerprint examination application, fingerprint cards, and other material required by the Ohio Board of Nursing along with their graduation application material.

Students enrolled in a baccalaureate program PRIOR to June 1, 2003 are NOT REQUIRED to submit fingerprints for licensure exam. It is the student's responsibility to assure that all forms are completed according to the instructions, that the appropriate fees accompany the forms and that all deadlines are met.

### **ELIGIBILITY FOR LICENSURE AND EMPLOYMENT**

Sections 173.41, 3701.881, 3712.09, 3721.121 and 3722.151 of the *Ohio Revised Code* prohibit the employment of individuals with select criminal records in certain settings: direct care to older adults through passport agencies; care to children and older adults through home health agencies; direct care to older adults in hospice programs; direct care to older adults in adult daycare programs; and direct care to older adults in adult care facilities (nursing homes). Fingerprinting is a required component of a background check. An applicant for licensure as a registered nurse in the State of Ohio must divulge any record of misdemeanor or felony convictions related to the abuse of drugs or alcohol. The Ohio Board of Nursing may deny permission to sit for the licensing exam to individuals who have misdemeanor or felony convictions.

Individuals seeking a degree in nursing need to be aware of laws governing employment and standards of professional nursing practice. The Dean of the School of Nursing can discuss, in confidence, any individual situation and can make referrals for more information.

### **SENIOR PICTURES AND THE PINNING AND HOODING CEREMONY**

You will need at least two wallet-size photographs to accompany your application for licensure. Pictures will be taken early in the second semester of your senior year. Graduating classes traditionally have presented the School of Nursing with a composite of the individual senior pictures. These pictures are hung in the School of Nursing office on the third floor of Battelle Hall.

BSN graduates receive the Capital University School of Nursing pin and MSN graduates receive their graduate hoods at the Pinning and Hooding Ceremony. The School of Nursing pin becomes an important part of your uniform once you have graduated. During the academic program, you will wear a name pin, which identifies you as a nursing student at Capital. After graduation, you will wear the School of Nursing pin which identifies you as a graduate of Capital University School of Nursing. The Pinning and Hooding Ceremony is held on Saturday prior to Commencement on Sunday.

On the day of Commencement, you will receive the Bachelor of Science in Nursing degree. You will then be eligible to take the examination for licensure to practice as a professional nurse.

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

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**APPENDIX I**

**CURRICULUM PLAN  
AND  
COURSE DESCRIPTIONS**

**CAPITAL UNIVERSITY SCHOOL OF NURSING  
CURRICULUM DATA SHEET  
(Traditional Undergraduate Program)**

Name: \_\_\_\_\_

Adviser: \_\_\_\_\_

Capital ID#: \_\_\_\_\_

Review Date: \_\_\_\_\_

Capital start date: \_\_\_\_\_

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

- Reading & Writing (UC 110) (3)
- Speaking & Listening (UC 120) (3)
- Arts (select one of the following) (3)  
UC 210, Eng 204, Music 223, TH 121
- Religion (UC 220) (3)  
Rel 190
- Humanities (select one of the following) (3)  
UC 310, 311, Rel 231, French 330
- Global Issues (select one of the following) (3)  
UC 150, Rel 252 or 254, French 371
- Lifetime Health (UC 160) (3)
- Cultural Diversity (UC 130) (3)
- Ethical Thought (select one of the following) (3)  
UC 410, Rel 430

**II. NURSING CORE (34 hours)**

- Biol 100 (General) (4)
- Biol 280 (Micro) (4)
- Biol 231 (Anat/Physio I) (4)
- Biol 232 (Anat/Physio II) (4)
- Chem 130 (Inorganic) (4)
- Chem 131 (Organic) (4)
  
- Psych. 110 (General) (3)
- Math 120 (3)  
(Prerequisite for statistics)
- Statistics (3)  
(Math 211/215 or Psych 210)
- Nursing 105 (Med. Term.) (1)

**III. GENERAL ELECTIVES (4 hours)**

- \_\_\_\_\_ (3)
- \_\_\_\_\_ (1)

**IV. NURSING MAJOR (69 hours)**

- LEVEL I
- 110 Introduction to Nursing (2)
  
- LEVEL II
- 201 Human Life Cycle (3)
- 202 Nutrition (3)
- 221 Therapeutics, Self Care, & Health Promotion (4)
  
- LEVEL III
- 300 Nursing Therapeutics for Adults I (6)
- 303 Transcultural Nursing (2)
- 306 Pathophysiology/Pharmacology I (3)
- 307 Pathophysiology/Pharmacology II (3)
- 321 Nursing of Parents & Newborns (5)
- 322 Nursing of Children & Families (5)
- 323 Nursing Therapeutics for Adults II (5)
- 324 Psych/Mental Health (5)
  
- LEVEL IV
- 401 Health Assessment (4)
- 409 Nursing Research (3)
- 410 Community Health (6)
- 412 Professional Role (3)
- 424 Senior Colloquium & Practice (7)

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

Please note:

- \* Most psychology courses are 4- credit hour courses.  
When you take one of these courses, the additional credit hour will be counted for general elective.
- \* Courses for minors or dual majors will count toward the general elective requirement for the BSN degree.
- \* Transfer or transient credit is not official until an official transcript is received by the Registrar and credit is awarded.

Revised: February 2002  
(Effective beginning class of 2003) eh

**Capital University School of Nursing  
CURRICULUM PLAN**

Name: \_\_\_\_\_

Academic Adviser: \_\_\_\_\_

Freshman year:

- < Psych 110\* to be taken either fall or spring semester freshman year.
- < Math 120 is prerequisite for statistics courses and should be taken early in the program.
- < General Education Goals to be taken during the first two semesters include:
 

Reading & Writing	Lifetime Health	Global Issues
Speaking & Listening	Cultural Diversity	Fine Arts
		Religion

ACADEMIC YEAR	FALL SEMESTER	SPRING SEMESTER	SUMMER
2003-04	Chem 130 (4) Nsg 105 (1) Math 120 (3) _____ (3) _____ (3) (14)	Chem 131 (4) Biol 100 (4) Nsg 110 (2) _____ (3) _____ (3) (16)	(Comments)
2004-05	Biol 231 (4) Biol 280 (4) Nsg 202 (3) _____ (3) _____ (3) (17)	Biol 232 (4) Nsg 221 (4) Nsg 202 (3) _____ (3) _____ (3) (17)	Nsg 300 (6) Nsg 303 (2)  <b>The following requirements must be met prior to the beginning of this term in order to progress in the major:</b> <ul style="list-style-type: none"> <li>▪ Prerequisite course work to this term</li> <li>▪ Minimum GPA Accum <math>\geq 2.25</math></li> <li>▪ No grade below "C" in any science or nursing course work.</li> </ul>
2005-06	Nsg 306 (4) Nsg 321 (5) Nsg 322 (5) Humanities (3) (16)	Nsg 307 (4) Nsg 323 (5) Nsg 324 (5) Stats (3) (16)	(Comments)
2006-07	Nsg 401 (4) Nsg 410 (5) Ethics (3) Elective (3) (16)	Nsg 409 (4) Nsg 412 (5) Nsg 424 (7) Elective (1) (14)	(Comments)

**General Education Goals** are located in the bulletin or time schedule for specific course listings.  
**Placement** into Reading & Writing and Quantitative Reasoning is based on ACT scores. If you are placed in English 100 or Math 110 as prerequisite for the specific general education course, the prerequisite will be counted as general elective credit.  
**ROTC** students will be enrolled in Military Science course work each term. This work will be identified as general elective course work to the Nursing major.  
 Revision: 2/02 - EH Effective for class of 2003

**CAPITAL UNIVERSITY SCHOOL OF NURSING  
CURRICULUM DATA SHEET for ROTC CADETS**  
(Traditional Undergraduate Program)

Name: \_\_\_\_\_

Adviser: \_\_\_\_\_

Capital ID#: \_\_\_\_\_

Review Date: \_\_\_\_\_

Capital start date: \_\_\_\_\_

ROTC AWARD \_\_\_\_\_

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

- Reading & Writing (UC 110) (3)
- Speaking & Listening (UC 120) (3)
- Arts (select one of the following) (3)  
UC 210, Eng 235, Music 223,
- Religion (UC 220) (3)
- Humanities (select one of the following) (3)  
UC 310, Rel 231, French 330
- Global Issues (select one of the following) (3)  
UC 150, Rel 352, French 371
- Lifetime Health (UC 200) (3)
- Cultural Diversity (UC 130) (3)
- Ethical Thought (select one of the following) (3)  
UC 410, Rel 430
- Lifetime Health (UC 160) credit awarded with  
Completion of Milt. Sci. 111/112*

**II. NURSING CORE (34 hours)**

- Biol 100 (General) (4)
- Biol 280 (Micro) (4)
- Biol 231 (Anat/Physio I) (4)
- Biol 232 (Anat/Physio II) (4)
- Chem 130 (Inorganic) (4)
- Chem 131 (Organic) (4)
  
- Psych. 110 (General) (3)
- Math 120 (3)  
(Prerequisite for statistics)
- Statistics (3)  
(Math 211/215 or Psych 210)
- Nursing 105 (Med. Term.) (1)

**III. GENERAL ELECTIVES (4 hours)**

- Milt. Sci. 111 (2)
- Milt. Sci. 112 (2)
- Milt. Sci. 211 (3)
- Milt. Sci. 212 (3)
- Milt. Sci. 311 (3)
- Milt. Sci. 312 (3)
- Milt. Sci. 313 (3)
- Milt. Sci. 411 (3)
- Milt. Sci. 412 (3)
- N 313 (optional) (3)  
Nurse Summer Training Program

**IV. NURSING MAJOR (69 hours)**

- LEVEL I
- 110 Introduction to Nursing (2)
  
- LEVEL II
- 201 Human Life Cycle (3)
- 202 Nutrition (3)
- 221 Therapeutics, Self Care,  
& Health Promotion (4)
  
- LEVEL III
- 300 Nursing Therapeutics for Adults I (6)
- 303 Transcultural Nursing (2)
- 306 Pathophysiology/Pharmacology I (3)
- 307 Pathophysiology/Pharmacology II (3)
- 321 Nursing of Parents & Newborns (5)
- 322 Nursing of Children & Families (5)
- 323 Nursing Therapeutics for Adults II (5)
- 324 Psych/Mental Health (5)
  
- LEVEL IV
- 401 Health Assessment (4)  
\*effective graduating class of 2004
- 409 Nursing Research (3)
- 410 Community Health (6)
- 412 Professional Role (3)
- 424 Senior Colloquium & Practice (7)

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

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

152 semester hours minimum required for the BSN degree with a Military Science Minor.

Revised: February 2002  
(Effective beginning class of 2003) eh

**Capital University School of Nursing  
CURRICULUM PLAN for ROTC CADETS**

Name: \_\_\_\_\_ Academic Adviser: \_\_\_\_\_

Freshman year:

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

ACADEMIC YEAR	FALL SEMESTER	SPRING SEMESTER	SUMMER
2003-04	Chem 130* (4) Psych 110 (3) UC _____ (3) UC _____ (3) Milt. Sci. 111 (2) (15)	Chem 131* (4) Biol 100 (4) Nsg 110 (2) UC _____ (3) Milt. Sci. 112 (2) Med Term (1) (16)	(Comments)  Math 120 (3)
2004-05	Biol 231* (4) Biol 280 * (4) Nsg 202 * (3) UC _____ (3) UC _____ (3) Milt. Sci. 211 (3) (20)	Biol 232* (4) Nsg 221* (4) Nsg 202* (3) Stats (3) Milt. Sci. 212 (3) (17)	Nsg 300 (6) Nsg 303 (2)  <b>The following requirements must be met prior to the beginning of this term in order to progress in the major:</b> <ul style="list-style-type: none"> <li>▪ Prerequisite course work to this term</li> <li>▪ Minimum GPA Accum <math>\geq 2.25</math></li> <li>▪ No grade below "C" in any science or nursing course work.</li> </ul>
2005-06	Nsg 306 (4) Nsg 321 (5) Nsg 322 (5) UC _____ (3) Milt. Sci. 311 (3) (19)	Nsg 307 (3) Nsg 323 (5) Nsg 324 (5) Milt. Sci. 312 (3) (16)	Army ROTC Advanced Camp Milt. Sci. 313 (3)  Optional: Nursing Summer Training Program (NSTP) N 313 (3)
2006-07	Nsg 401 (6) Nsg 410 (4) Nsg 409 (3) Humanities (3) Milt. Sci. 411 (3) (19)	Nsg 412 (3) Nsg 424 (7) Ethics (3) Milt. Sci. 412 (3) (16)	(Comments)

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

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

ROTC students will be enrolled in Military Science course work each term. This work will be identified as general elective course work to the Nursing major.      Revision: 2/02 - EH    Effective for class of 2003

CAPITAL UNIVERSITY SCHOOL OF NURSING  
CURRICULUM DATA SHEET  
(Traditional Undergraduate Program)  
OFF-CAMPUS STUDY

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Capital ID#: \_\_\_\_\_

Review Date: \_\_\_\_\_

Capital start date: \_\_\_\_\_

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

- Reading & Writing (UC 110) (3)
- Speaking & Listening (UC 120) (3)
- Arts (select one of the following) (3)  
UC 210, Eng 204, Music 223
- Religion (UC 220) (3)
- Humanities (select one of the following) (3)  
UC 310, 311, Rel 231, French 330
- Global Issues (select one of the following) (3)  
UC 150, Rel 352, French 371
- Lifetime Health (UC 160) (3)
- Cultural Diversity (UC 130) (3)
- Ethical Thought (select one of the following) (3)  
UC 410, Rel 430

**II. NURSING CORE (34 hours)**

- Biol 100 (General) (4)
- Biol 280 (Micro) (4)
- Biol 231 (Anat/Physio I) (4)
- Biol 232 (Anat/Physio II) (4)
- Chem 130 (Inorganic) (4)
- Chem 131 (Organic) (4)
  
- Psych. 110 (General) (3)
- Math 120 (3)  
(Prerequisite for statistics)
- quantitative Methodologies (3)  
(Math 211/215 or Psych 210)
- Nursing 105 (Med. Term.) (1)

**III. GENERAL ELECTIVES (4 hours)**

- \_\_\_\_\_ ( )
- \_\_\_\_\_ ( )

**IV. NURSING MAJOR (69 hours)**

- LEVEL I
- 110 Introduction to Nursing (2)
  
- LEVEL II
- 201 Human Life Cycle (3)
- 202 Nutrition (3)
- 221 Therapeutics, Self Care,  
& Health Promotion (4)
  
- LEVEL III
- 300 Nursing Therapeutics for Adults I (6)
- 303 Transcultural Nursing (2)
- 306 Pathophysiology/Pharmacology I (3)
- 307 Pathophysiology/Pharmacology II (3)
- 321 Nursing of Parents & Newborns (5)
- 322 Nursing of Children & Families (5)
- 323 Nursing Therapeutics for Adults II (5)
- 324 Psych/Mental Health (5)
  
- LEVEL IV
- 401 Health Assessment (4)
- 409 Nursing Research (3)
- 410 Community Health (6)
- 412 Professional Role (3)
- 424 Senior Colloquium & Practice (7)

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

Please note:

- \* Most psychology courses are 4- credit hour courses.  
When you take one of these courses, the additional credit hour will be counted for general elective.
  
- \* Courses for minors or dual majors will count toward the general elective requirement for the BSN degree.
  
- \* Transfer or transient credit is not official until an official transcript is received by the Registrar and credit is awarded.

Revised: February 2002  
(Effective beginning class of 2003) eh

**CAPITAL UNIVERSITY  
SCHOOL OF NURSING**

**Capital University School of Nursing  
CURRICULUM PLAN  
(Traditional Undergraduate Program)  
(Off-Campus Study)**

Name: \_\_\_\_\_ Academic Adviser: \_\_\_\_\_

Freshman year:

- < Psych 110\* to be taken either fall or spring semester freshman year.
- < General Education Goals to be taken during the first two semesters include:
 

Reading & Writing	Lifetime Health	Global Issues
Speaking & Listening	Cultural Diversity	Fine Arts
		Religion

ACADEMIC YEAR	FALL SEMESTER	SPRING SEMESTER	SUMMER
2003-04	Chem 130 (4) Nsg 105 (1) Math 120 (3) _____ (3) _____ (3) (14)	Chem 131 (4) Biol 100 (4) Nsg 110 (2) _____ (3) _____ (3) (16)	(Comments)
2004-05	Biol 231 (4) Biol 280 (4) Nsg 202 (3) _____ (3) _____ (3) (17)	Biol 232 (4) Nsg 221 (4) Nsg 202 (3) _____ (3) _____ (3) (17)	Nsg 300 (6) Nsg 303 (2)  <b>The following requirements must be met prior to the beginning of this term in order to progress in the major:</b> <ul style="list-style-type: none"> <li>▪ Prerequisite course work to this term</li> <li>▪ Minimum GPA Accum <math>\geq 2.25</math></li> <li>▪ No grade below "C" in any science or nursing course work.</li> </ul>
2005-06	Nsg 306 (4) Nsg 321 (5) Nsg 322 (5) Humanities (3) (16)	Nsg 307 (3) Nsg 323 (5) Nsg 324 (5) Nsg 409 (3) (16)	(Comments)
2006-07	<b>Off-campus Study</b> Nsg 410 (6) Humanities (3) Elective (4) (13)	Nsg 401 (4) Nsg 412 (3) Nsg 424 (7) Ethics (3) (17)	(Comments)

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

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

**CAPITAL UNIVERSITY SCHOOL OF NURSING  
COURSE DESCRIPTIONS  
(Effective Fall 2000)**

**N105 MEDICAL TERMINOLOGY (1)**

This is a self-directed course in medical terminology that uses a body systems approach. The course is designed for the student to build a foundation in medical terminology. The materials are designed to be used as a program of study that allows the student to work outside a traditional classroom environment and take the mastery exams when ready. A time frame for submitting completed exams is established.

**N110 INTRODUCTION TO PROFESSIONAL NURSING (2)**

An entry-level course which introduces students to the discipline of nursing. Examines the dynamics of the evolving role of nursing, professional ethics and selected historical events and figures. Introduces conceptual framework of the nursing curriculum. Placement: Freshman year or first semester after transferring into the program. Prerequisites: None. Transfer students may take this concurrently with Nursing 221. Open to nursing and non-nursing majors.

**N201 HUMAN DEVELOPMENT ACROSS THE LIFE SPAN (3)**

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

**N202 HUMAN NUTRITION (3)**

An introductory study of nutrition as an applied science for nurses. The course will examine the use of nutrients to support health, the nutritional needs throughout the life cycle, and diet therapy in the health care setting. Placement: Sophomore year. Prerequisites: Chemistry 130, 131.

**N221 NURSING THERAPEUTICS, SELF CARE, AND HEALTH PROMOTION (4)**

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

**N300 NURSING THERAPEUTICS FOR ADULTS WITH CHRONIC HEALTH  
ALTERATIONS (6)**

A course which emphasizes chronicity and implementation of the nursing process with adult clients of all ages and families who are experiencing health alterations. Placement: Summer session following the sophomore year. Prerequisites: Lifetime Health, Writing, Speaking and Listening and Cultural Diversity General Education Goals, Biology 231, 232, 280, 100- and 200-level nursing courses. GPA of 2.25 required to enter.

**N303 TRANSCULTURAL NURSING (2)**

A course which focuses on strategies for providing culturally competent nursing care to a multicultural society. Uses theoretical models and assessment tools to examine the diversity of cultural beliefs, values and practices that impact the health of individuals and groups. Placement: Summer session following the sophomore year. Prerequisite: Cultural Diversity. For traditional students only.

**N305 PATHOPHYSIOLOGY WITH RELATED PHARMACOLOGIC THERAPIES I (3)**

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

**N307 PATHOPHYSIOLOGY WITH RELATED PHARMACOLOGIC THERAPIES II (3)**

A continuation of Nursing 306. Topics included are: respiratory, renal, gastro-intestinal, endocrine, reproduction, neurology, and special senses. Placement: Junior year. May be taken concurrently with N321, 322, 323, or 324. Prerequisite: Junior-level standing in the School of Nursing or permission of instructor for non-nursing majors.

**N313 ARMY ROTC NURSING (3)**

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

**N321 PARENT/NEWBORN NURSING (5)**

This course focuses on the transitions related to the childbearing family, the maternity cycle, and women's health issues. Students will have the opportunity in a health care setting to critically think through managing the care of parents and their newborns. Prerequisites: Nursing 110, 201, 202, 221, 300.

**N322 NURSING OF CHILDREN AND THEIR FAMILIES (5)**

This course applies a holistic approach providing health and illness nursing care to children and their families. Health promotion, disease prevention, health attainment, and health maintenance are discussed. Emphasis is placed on child and family adaptation to various health alterations. Prerequisites: Nursing 110, 201, 202, 221, 300.

**N323 NURSING OF ADULTS WITH ACUTE HEALTH ALTERATIONS (5)**

The focus of this course is nursing management of adults of all ages who are experiencing acute health alterations affecting multiple body systems. Emphasis is on expanding and applying knowledge of health alterations for the purpose of helping adults achieve their optimum level of health. Placement: Junior year. Prerequisites: Nursing 110, 201, 202, 300.

**N324 PSYCHOSOCIAL ADAPTATIONS FOR INDIVIDUALS (5)**

A clinical course which provides opportunities to apply theoretical concepts in psychiatric/mental health nursing to clients experiencing psychosocial adaptations to stress. Placement: Junior year. Prerequisites: Nursing 110, 201, 202, 221, 300.

**N360 NURSING OF CHILDREN WITH CHRONIC HEALTH ALTERATIONS (1)**

This elective course focuses on application of principles from previous nursing and university courses. A holistic approach is used to assist children with myelomeningocele maintain health, prevent illness, and/or regain their optimal level of health. Emphasis is placed on health promotion, wellness and adaptation to facilitate optimal health in all dimensions of health. Placement: Senior year or BSN Completion student. Elective

**N401 HEALTH ASSESSMENT (4)**

Students synthesize and increase their knowledge, skills and expertise in all aspects of health assessment. By completion of the semester, students can perform complete health assessments and determine appropriate nursing interventions to assist clients in assuming self-responsibility for their own health and attain/maintain health. Prerequisites: Nursing 300 courses or permission.

**N409 NURSING RESEARCH (3)**

This course involves the study of the historical development and current status of research in nursing. The course will include an in-depth examination of the research process, particularly as it relates to nursing. Students will critique published research and implement nursing research utilization strategies. Placement: Senior year or BSN Completion student. May be taken second semester of junior year with recommendation of faculty adviser. Prerequisites for traditional students: Statistics, Nursing 110, 201, 202, 300 and two junior-level clinical nursing courses. Prerequisite for BSN Completion students: Statistics.

**N410 NURSING OF FAMILIES AND COMMUNITIES (6)**

This capstone course focuses on synthesizing nursing knowledge and public health principles as they relate to families and communities. Within a framework of epidemiology, principles of health promotion and primary, secondary and tertiary prevention are emphasized. Placement: Senior year. Prerequisites: All 100-, 200- and 300-level nursing courses. Offered in England and Sweden during Fall Semester of the senior year.

**N412 PROFESSIONAL ROLE IN THE HEALTH CARE SYSTEM (3)**

Offers students transition strategies as they move into professional nursing practice. The course examines the role of the professional nurse with consideration given to political, social, economic, legal, and ethical dimensions of that role and the structure and process of the health care system. Issues of nursing management and leadership are integrated into the course. Prerequisites: Satisfactory completion of all 300-level nursing courses.

**424 SENIOR COLLOQUIUM AND PRACTICE (7)**

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

Rev. 5/02; 7/03

# **APPENDIX II**

# **CONCEPTUAL FRAMEWORK**

## **CONCEPTUAL FRAMEWORK**

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

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

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

## CONCEPTUAL DEFINITIONS

### Core Concept

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

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

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

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

### Process Concepts

**Caring** in the practice of professional nursing includes cognitive, psychomotor and/or affective therapeutic interpersonal processes between the nurse and client. The client is often an individual or a family, but may be a group or community. Caring is shown through actions that are grounded in a philosophy that values and respects people. Caring is visible when a nurse demonstrates safe, competent care.

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

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

### Frame of Reference Concepts

**Culture** is the learned, shared and transmitted values, beliefs, norms and life ways of a particular group that guides their thinking, decisions, and actions in patterned ways. (Leininger, 1995).

**Systems** are composed of interrelated, interacting, and interdependent parts. The whole is greater than the sum of the parts of the system. Systems occur at various levels. Biological and psychosocial systems may be open or closed and are in constant dynamic interaction with the environment.

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

SON  
12/17/98

**APPENDIX III**

**FACULTY EXPECTATIONS  
OF  
STUDENT BEHAVIOR**

## **FACULTY EXPECTATIONS OF STUDENT BEHAVIOR**

- A. For class, seminar and laboratory sessions students are expected to demonstrate accountability by:
1. Attending and participating in all scheduled sessions.
  2. Preparing for all sessions by completing all readings and other assignments prior to the session.
  3. Reviewing and applying, when appropriate, knowledge and skill acquired in previous courses.
  4. Being on time for all sessions and, if unavoidably late, notifying the faculty person.
  5. Making prior arrangements for an anticipated absence.
  6. Notifying faculty at the earliest opportunity of the reason for unanticipated absence.
  7. Arranging with faculty to make up any material or experiences missed because of absence.
  8. Meeting deadline dates for submission of papers and taking examinations on dates and times scheduled in course calendar.
  9. Arranging ahead of time for an extension for paper submissions or rescheduling of examinations when there are extenuating circumstances. Note: Poor time management or more than one assignment due the same date are not considered extenuating circumstances.
  10. Evaluating own learning progress throughout the module or semester.
  11. Assuming responsibility for discussing with faculty concerns about learning experiences and own learning needs.
  12. Completing and signing the evaluation forms for faculty and course evaluation at the end of the module or semester.
- B. For clinical learning experiences students are expected to demonstrate accountability by:
1. Attending and participating in all scheduled clinical experiences.
  2. Preparing adequately for clinical experiences by:
    - a. knowing the essential information about client's health status;
    - b. knowing the name, action, dosage, side effects and nursing action(s) for client's medications.
    - c. Knowing and being able to describe client's treatments and procedures.
    - d. Reviewing and applying, when appropriate, previously acquired knowledge and skills

3. Reporting to the clinical area prior to the time indicated and if unavoidably detained, notifying the instructor, appropriate staff person, and/or unit.
4. Making prior arrangements with faculty for an anticipated absence.
5. Following the outlined procedure for notifying faculty and clinical unit if unable to meet clinical assignment due to illness or emergency.
6. Reporting to the clinical area wearing appropriate attire with appropriate equipment and name badge.
7. Making arrangements with faculty to make up experiences missed because of absence.
8. Assuming responsibility for discussing clinical learning needs and opportunities.
9. Evaluating their own clinical learning experiences, progress and performance, during the module, the semester, and the program.
10. Participating in clinical evaluation conferences with the instructor, reading, commenting, if appropriate, and signing clinical evaluation forms.
11. Maintaining their own physical and mental health status at a level which ensures safe functioning in the clinical areas.
12. Providing nursing care according to the Ohio Board of Nursing Revised Code of Conduct (4732-5-12J).
  - a. A student shall report and document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care;
  - b. A student shall accurately and timely report to the appropriate practitioner (faculty) errors in or deviations for the prescribed regiment of care;
  - c. A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice;
  - d. A student shall implement measures to promote a safe environment for each client;
  - e. A student shall delineate, establish, and maintain professional boundaries with each client;
  - f. At all times when a student is providing direct nursing care to a client the student shall:
    - 1) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
    - 2) Treat each client with courtesy, respect, and with full recognition of dignity and individuality.
  - g. A student shall not:
    - 1). Engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a client; or
    - 2) Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental or emotional abuse;
  - h. A student shall not misappropriate a client's property or:
    - 1) Engage in behavior to seek or obtain personal gain at the client's expense;
    - 2) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense;
    - 3) Engage in the behavior that constitutes inappropriate involvement in the client's personal relationship; or

- 4) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships; For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.
- i. A student shall not:
  - 1) Engage in sexual conduct with a client;
  - 2) Engage in conduct that may reasonably be interpreted as sexual;
  - 3) Engage in any verbal behavior that is seductive or sexually demeaning to a client; or
  - 4) Engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a client;  
For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

**APPENDIX IV**

**PROBLEMATIC  
PERFORMANCE**

## **PROBLEMATIC PERFORMANCE PROCESS**

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

The faculty member consults with other course faculty and may consult with the student's Adviser, the Dean, the Traditional Undergraduate Program Director, the Chair of the Traditional Undergraduate Program Committee, or other appropriate personnel.

The faculty member initiates a Problematic Performance Form to alert the student that improvement is necessary in expected behaviors. The faculty member meets with the student to discuss the behavior expectations and goals/strategies that must be completed to demonstrate performance improvement. Then the student completes the student portion and returns the form to the faculty member. Both problematic performance and student response must be signed and dated. A copy of the form is given to the student, the student's Adviser, the Academic Affairs sub-committee of the Traditional Undergraduate Program, the Director, Traditional Undergraduate Program, and the Dean.

**PROCESS I** In cases of academic misconduct, professional misconduct or a repeated problematic behavior, the Academic Affairs sub-committee of the Traditional Undergraduate Program Committee convenes, discusses the student's Problematic Performance, and may determine sanctions. The committee's actions may include, but not be limited to, warning, probation, suspension, or recommendation to total faculty for dismissal. The committee may meet with the student to discuss the situation and sanctions. The committee's actions will be documented in writing and a copy will be given to the student, the faculty member who has written the Problematic Performance Form, the student's Adviser, the Dean, the Traditional Undergraduate Program Director, and a copy will be placed in the student's file. Recommendations for student dismissal made by the Academic Affairs sub-committee will be acted on by the faculty of the School of Nursing. Appeal of decisions (related to warning, probation, and suspension) can be made to the Executive Committee of the School of Nursing on the basis of new information. Appeal of dismissal decisions can be made to the Provost only on the basis of new information.

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

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**PROBLEMATIC PERFORMANCE FORM**

Student: \_\_\_\_\_  
(Print)

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

Description of ways in which the student must upgrade performance:

Date by which upgraded performance must be achieved:

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty signature

\_\_\_\_\_  
Date

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Original: Student Clinical Folder  
cc: Dean  
Program Director  
Adviser  
Student  
Academic Affairs sub-committee



**APPENDIX V**

**WRITING POLICY  
FOR STUDENTS**

## **WRITING POLICY FOR STUDENTS**

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

The faculty believe it is students' responsibility to learn to conform to the rules of spelling, grammar, syntax, neatness and legibility. Faculty will monitor student progress in these areas in each course. Students having difficulty in any of these areas are expected to take personal responsibility to correct their deficiencies. Capital University provides opportunities to improve writing skills through English courses, the Writing Workshop, and the Center for Academic Achievement. Students may also elect to initiate private tutoring.

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, 5th ed. It is the responsibility of each student to have access to or own a personal copy of this book, which is available in the Capital University Bookstore.

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

**APPENDIX VI**

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

## **POLICY ON THE USE OF THE HELENE FULD LABORATORY**

1. The use of the Fuld Lab, as specified by the terms of the grant which established the lab, is directed toward the needs of nursing students.
2. Non-nursing majors use the lab on a space available basis.
3. When using the lab for the first time, see the lab staff for assistance in signing the log, getting software and using the computer.
4. The lab may be used only during posted hours when a lab assistant is present.
5. Sign in and out each time you use the lab.
6. No food or drink is permitted in the computer area of the Fuld Lab.
7. Maintain a quiet environment in respect to other students.
8. The telephone is not to be used for personal calls.
9. Resource books, CD ROMs, software and videotapes are to be used in the lab. Return all materials to the shelves after use. Turn off all equipment you have used; leave the air conditioner running if operating. Leave work area clean.
10. No resource materials are to leave the Fuld Lab. No exceptions.

**APPENDIX VII**

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

## GUIDELINES FOR USE OF THE NURSING SKILLS LABORATORY

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

1. Come to each lab session prepared for the work at hand, i.e., bring your stethoscope, sphygmomanometer, scissors, hemostat, or any other assigned equipment. Do not expect your lab partner to be responsible for supplying you with needed materials.
2. Return the lab to proper order after you have completed the required work. Beds are to be left flat, in low position, the sheets and pillows in neat order. Over bed tables in low position and chairs placed at the bedside in an orderly manner. Soiled linen is to be placed in linen hampers and all items to be thrown away placed in the trash containers. If you have used the examining tables in the assessment rooms change the paper on them before you leave. Other equipment is to be cleaned, if necessary, and returned to its designated place in the lab.
3. Borrowing of lab equipment for practice purposes is encouraged and expected. Some items may be borrowed for limited time only. All items must be returned by the last week of class each semester. Borrowed equipment is the responsibility of the borrower and lost or otherwise unaccounted for items will be replaced at the borrower=s expense.
4. To borrow equipment, contact the lab manager or course faculty to obtain the needed item(s). Sign out for the material(s) in the lab record book. When the material(s) are due to be returned, do so promptly and indicate the return in the record book. Returns must be countersigned by either the lab manager or course faculty.
5. Failure to comply with the process outlined in #4 may result in your being held responsible for replacement should the item(s) borrowed be missing at a later date. If replacement is necessary you must make prompt arrangements to do so through the lab manager. Failure to meet this obligation may result in the withholding of your grade (for the course in which you used the lab) until replacement has been made.
6. Use of the lab for independent practice is welcome and encouraged. Arrange for such use by contacting the lab manager or course faculty. You are responsible for the safekeeping of any equipment used and for having the lab in proper order when you have completed your practice session.

# **APPENDIX VIII**

## **UNIFORM POLICY**

## **UNIFORM POLICY**

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

### GENERAL REGULATIONS

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

A white, collarless jacket, with push-up knit cuff-sleeves or 3/4 length sleeves must be purchased to wear over the uniform top for warmth. A v-neck or round neck style is fine. The jacket should be jacket length and must cover the length of the top.

### UNIFORM

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

Socks - Plain, white socks may be worn with the pants only.

Undergarments - All undergarments must be all white and full-cut. V-neck or round collar tee shirts can be worn under the uniform top.

PATCHES/EMBLEMS - Patches are to be sewn on the left pocket of the uniform top. A school patch must be sewn on to the upper left pocket, or if no pocket, on the left, anterior shoulder and centered 5 inches below the shoulder seam. A name pin should be worn above the patch on the left side of the jacket if the jacket covers the left tab area on the uniform top.

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

Acceptable jewelry includes the following:

1. Watch - Plain band and face is required with a mechanism for counting seconds.
2. Earrings - Only small, plain silver, gold or pearl, post-style that fit closely against the ear lobe. No hoops, loops, dangles, etc. Only one earring per ear lobe.
3. Other Body Adornments - Adornments such as those associated with piercing of body parts (other than the ear lobes) or tattoos are not to be worn in the clinical setting. If a tattoo is present it must be covered up with make-up, clothing or an adhesive bandage.
4. Rings - Limited to wedding bands only. All rings must be removed in clinical areas that require frequent vigorous hand washing techniques. No large raised mounts are to be worn.
5. Name pin - The regulation white/purple Capital University School of Nursing name pin will be worn with the uniform, laboratory jacket or coat, or street clothes when on duty in the clinical setting. This pin should be placed on the left tab area.

HAIR - The hair is to be clean and neatly confined off the shoulders at all times. If the hair is long, it must be pulled back away from the face and confined. A SMALL or PLAIN white or purple headband may be used for this purpose. No scarves, ribbons, bows or other decorative ornaments are to be worn in the hair.

**CAPITAL UNIVERSITY  
SCHOOL OF NURSING**

MAKEUP - If worn, makeup must be moderate in amount and tastefully applied. If cologne is worn, it must be mild and subtle.

NAILS - Nails must be clean, short, and neatly trimmed. If polish is worn, it must be clear or a pale neutral shade. Only clear polish may be worn in maternal-newborn module.

UNIFORM CODE MODIFICATIONS

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

Enforcement of the uniform policy will be the responsibility of the faculty.

Revised: 5/94; 4/95; 5/96; 5/98; 10/99

**APPENDIX IX**

**POLICY ON IMMUNIZATION**

**HEALTH ASSESSMENT**

**AND**

**LIABILITY REQUIREMENTS**

- CPR
- FINGERPRINTING
- INSURANCE

**DOCUMENTATION POLICY**

## TRADITIONAL UNDERGRADUATE PROGRAM POLICY: DOCUMENTATION REQUIREMENTS FOR CLINICAL PRACTICE

Prior to beginning the first clinical course, Nursing 300, students are responsible for documenting Immunization status, a complete the School of Nursing health assessment, Tuberculosis (PPD) screening, CPR Health Care Provider certification, Liability Insurance and fingerprinting requirements. Ongoing enrollment in clinical courses during the Junior and Senior years requires annual renewal and verification of Liability Insurance, PPD screening and CPR certification (bi-annual.) The student is expected to contact the Program Assistant to complete initial documentation and annual update of records for CPR, Liability Insurance and PPD.

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

1. Advisors assigned to all freshman students should review immunization and health requirements with students and verify that a health assessment and immunization record has been completed and submitted to the Student Health Center. Encourage students to begin Hepatitis B immunizations at the beginning of the freshman year because these can take up to one year to complete
2. The Dean sends a letter to all sophomore students during fall semester. The letter outlines requirements and timeframe for documentation of all requirements in order to begin Nursing 300. Requirements include: CPR certification, Liability Insurance, School of Nursing Health Assessment form with up-to-date immunization record (including Hepatitis B, and PPD. The Dean's office sends fingerprinting information under separate cover to students during spring semester of the sophomore year.
3. Students are to submit documentation of all above requirements to Administrative secretary prior to beginning coursework in Nursing 300.
4. Administrative secretary compiles information and assists in scheduling CPR classes if needed.
5. Course coordinator, Nursing 300, reviews all records and informs students of any documentation that is not complete. Course coordinator is responsible to inform student they cannot begin clinical experience if they do not have required information documented in the Nursing Office.
6. At the beginning of each semester all course coordinators for clinical courses review the records of students enrolled in the course. Students who do not have current CPR, PPD and Liability insurance are to be withheld from clinical experience. The course coordinator should communicate with the Administrative secretary as needed.
7. The administrative secretary reviews all student records monthly and sends a reminder memo to students whose CPR certification, Liability or PPD immunization will expire within the next 4-6 weeks. The memo will clarify for the student that they will not be eligible for clinical experience after the date of expiration. A copy of the memo is sent to the course coordinator of the course in which the student is enrolled and a second copy is sent to the student advisor.
8. The student is responsible to arrange for appropriate compliance and documentation with the administrative secretary.
9. Course study is responsible for removing students from clinical experience if documentation is not completed by the required date.

10. The program director is to be notified of any student who needs to be withheld from clinical experience.
11. Faculty advisors should review their advisee status for CPR, insurance and PPD when scheduling.

**SPECIFIC IMMUNIZATION REQUIREMENTS:**

**1. Tetanus Immunization:**

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

**2. Measles, Mumps, Rubella (MMR)**

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

**3. Polio:** A completed primary series of polio immunization (3 doses) is required.

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

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

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

**6. Tuberculosis (TB):** Students must have documentation of PPD every 12 months and record same at the Nursing office. Use ONLY the 5 tuberculin unit TU preparation applied by the Mantoux (intradermal technique). This test must be read 48-72 hours after injection.

Current Cutoffs:

> = 5 mm: Household contact of TB case, persons with clinical suspicion of TB, or persons with HIV infection.

> = 10 mm: Persons with risk factors for TB but not in above group - foreign born persons from high prevalence countries, medically underserved low income, high risk ethnic minorities, IV drug users, residents of long-term care facilities, health care workers, and persons with medical conditions associated with higher risk of TB.

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

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

**Screening and Prevention of TB:**

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

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

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

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

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

**Note**

**These immunization requirements are based on Ohio Department of Health recommendations for nursing students and on information from CDC (Center for Disease Control in Atlanta, Georgia). These guidelines provide protection from preventable or communicable disease for students and their patients and families** CAUTION: Students who are pregnant, have an impaired immune system or are caring for an immunosuppressed person, or have allergies should notify the clinic or physician prior to receiving immunizations. A waiver can be signed based on medical recommendations.

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

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

CAMPUS HEALTH CENTER  
CAPITAL UNIVERSITY

TUBERCULOSIS QUESTIONNAIRE FOR STUDENTS

Name \_\_\_\_\_ SS # \_\_\_\_\_

Date \_\_\_\_\_

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

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

Explanation of "yes" responses: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Signature \_\_\_\_\_

Signature of witness (*physician*) \_\_\_\_\_ Date \_\_\_\_\_

**INITIAL SCREEN ONLY** (*please check the appropriate response*)

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

\_\_\_\_\_  
Date

{ I have completed a course of prophylactic tuberculosis medication.

\_\_\_\_\_  
Dates                      Number of months taken

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

\_\_\_\_\_  
Date Started

{ I have never taken prophylactic tuberculosis medication.

Signature \_\_\_\_\_

\_\_\_\_\_ Date

Battelle Hall, Third Floor  
2199 E. Main Street  
Columbus, OH 43209

_____	Traditional
_____	ADP/BSN
_____	Graduate

### HEALTH ASSESSMENT

Name: \_\_\_\_\_ Social Security #: \_\_\_\_\_

Age: \_\_\_\_\_ DOB: \_\_\_\_\_ Sex: \_\_\_\_\_

Current Health Conditions: \_\_\_\_\_

Chronic Health Problems: \_\_\_\_\_

Current Medications: \_\_\_\_\_

Hospitalizations: \_\_\_\_\_

Surgeries: \_\_\_\_\_

Childhood Diseases: \_\_\_\_\_

Last Dental Exam: \_\_\_\_\_ Last Eye Exam: \_\_\_\_\_  
Date Date

FEMALES – Last Pelvic and Pap Smear: \_\_\_\_\_  
Date

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

Height: \_\_\_\_\_ Weight: \_\_\_\_\_ T \_\_\_\_\_ P \_\_\_\_\_ R \_\_\_\_\_ BP \_\_\_\_\_

Vision: OD \_\_\_\_\_ OS \_\_\_\_\_ OU \_\_\_\_\_ With Correction : \_\_\_\_\_ WO : \_\_\_\_\_

Urine WNL? Yes \_\_\_\_\_ No \_\_\_\_\_ (Specify) \_\_\_\_\_

Skin: \_\_\_\_\_ Hair: \_\_\_\_\_ Nails: \_\_\_\_\_

Eyes: \_\_\_\_\_ Ears: \_\_\_\_\_ Nose: \_\_\_\_\_ Throat: \_\_\_\_\_

Lungs: \_\_\_\_\_ Heart: \_\_\_\_\_

Abdomen: \_\_\_\_\_

Neck: \_\_\_\_\_ Spine: \_\_\_\_\_ Joints: \_\_\_\_\_

Muscles: \_\_\_\_\_ Neuro: \_\_\_\_\_

Mental Status/Emotional Health: \_\_\_\_\_

Any restrictions, learning disabilities, use of mobility aids? \_\_\_\_\_

\_\_\_\_\_  
Name of Examiner, Credentials (Please Print) Date

\_\_\_\_\_  
Signature of Examiner, Credentials

**CAPITAL UNIVERSITY  
SCHOOL OF NURSING**

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

**Part I – TO BE COMPLETED BY STUDENT**

Name: \_\_\_\_\_  
 (Last) (First) (Middle Initial)  
 Date of Birth: \_\_\_\_\_ Social Security #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ Phone: ( ) \_\_\_\_\_  
 MTH. Day Yr. Area Code  
 Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Check School Entering: \_\_\_ Graduate \_\_\_ Undergraduate Date of Enrollment: \_\_\_\_\_  
 Mth. Day Year

**Part II – TO BE COMPLETED AND SIGNED BY A HEALTH CARE PROVIDER  
(Dates Must Include Month and Year)**

**A. TETANUS – DIPHTHERIA**  
 1.  Completed primary series of four (4) tetanus-diphtheria immunizations \_\_\_\_\_  
 Month/Year  
 2.  Completed primary series of four (4) tetanus-diphtheria immunizations \_\_\_\_\_  
 Month/Year

**B. M.M.R. (Measles, Mumps, Rubella)**  
 1.  Dose 1 – Immunized at or after 12 months and before 5 years \_\_\_\_\_  
 Month/Year  
 2.  Dose 2 – Immunized at 5 years or later. . . . . \_\_\_\_\_  
 Month/Year

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

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

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

**F. VARICELLA (Chicken Pox) Check appropriate box.**  
 1.  Had disease; confirmed by titer.  
 Specify Date of Titer: \_\_\_\_\_ Specify Results of Titer \_\_\_\_\_  
 Month/Year Month/Year  
 2.  Immunized with vaccine at or after 12 months . . . . . \_\_\_\_\_  
 Month/Year

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

**H. POLIO**  
 1.  Completed primary series of three (3) polio immunizations . . . . .  Yes  No  
 Type of vaccine:  Oral (OPV)  Inactivated (IVP)  
 2.  Last Booster: . . . . . \_\_\_\_\_  
 Month/Year

**I. HEPATITIS**  
 1.  Completed Series YES  Dose 1: \_\_\_\_\_ Dose 1: \_\_\_\_\_ Dose 1: \_\_\_\_\_  
 Date Date Date  
 NO

Health Care Provider (M.D., D.O., R.N., etc.)  
 Name: \_\_\_\_\_ Address: \_\_\_\_\_  
 Signature: \_\_\_\_\_ Phone: \_\_\_\_\_

**APPENDIX X**

**POLICY AND  
GUIDELINES  
ON  
OCCUPATIONAL  
HEALTH**

## **POLICY AND GUIDELINES FOR OCCUPATIONAL HEALTH**

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

### POLICY

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

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

### GUIDELINES

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

9/26/90  
DSE

10/15/90  
SON Faculty

3/16/98  
Revisions Adopted

# **APPENDIX XI**

## **EXPOSURE CONTROL PLAN**

## **EXPOSURE CONTROL PLAN**

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

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

### **Student and Faculty Roles in Exposure Control Plan**

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

### **Plan Contents**

- ❖ **Exposure Determination.** All employees (including work-study students) whose duties place them at risk of exposure to blood or other potentially infectious materials will be identified. All students within CUSN are considered to be at risk of exposure, but are not mandated to be covered by the Exposure Control Plan.
- ❖ **Designation of Biohazards.** Red biohazard warning labels will be affixed to all containers, refrigerators/freezers and other pieces of equipment, which might become contaminated with blood or other potentially infectious materials. Red bags or red containers may also be used to designate biohazards.
- ❖ **Exposure Control Program.** The program describes the precautions, engineering controls and work practice controls for protection from risk of exposure to blood or other potentially infectious materials. The program has six parts: 1) general exposure avoidance; 2) hand washing; 3) safe handling and disposal of sharps; 4) safe handling of specimens and decontamination of health care equipment; 5) use of personal protective equipment; and 6) safe housekeeping procedures (cleaning, proper disposal of regulated waste and proper cleaning and contaminated laundry).
- ❖ **Hepatitis B Vaccinations.** Hepatitis B Vaccinations are required for all students at CUSN. These vaccinations will be administered at student cost under the supervision of a licensed physician or other qualified health care professional.
- ❖ **Post-Exposure Evaluation and Follow-up.** After an exposure incident, the Faculty Affairs contact person will document the incident and CUSN and/or the clinical agency will provide a confidential medical evaluation to the exposed student. The source individual will be identified if possible, with testing of the blood of the source individual and the exposed student. Confidential post-exposure prophylaxis and detailed testing information will be made available to the exposed student in a timely manner.

**CAPITAL UNIVERSITY  
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- ❖ Medical Record keeping. Accurate vaccination records/other health requirements on each student will be secured in the nursing office apart from the employee's personnel file or student's educational file. Records related to exposure incidents will be added to this file as needed.
  
- ❖ Training Program for Students. Please refer to *Student and Faculty Roles in the Exposure Control Plan* above. In addition, any student is welcome to sit in the formal annual training of CUSN employees and/or review videos, handouts and the Exposure Control Notebook found in the Dean's Administrative Assistant's office.

**APPENDIX XII**

**GUIDELINES FOR CARING  
FOR  
PERSONS WITH KNOWN  
CONTAGIOUS DISEASES**

## GUIDELINES FOR 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:

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

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

Implementation of the policy:

CDC guidelines will be followed for lab and clinical components for all courses.

Nursing 221 - Medical-surgical asepsis and standard precautions.

Level III & IV - Theory on pathophysiology, transmission and treatment of contagious diseases is presented. CDC guidelines and agency policies are adhered to whenever there is contact with patients with known contagious diseases and in the routine care of all patients.

MSN students - CDC guidelines and agency policies are adhered to whenever there is contact with patients with known contagious diseases and in the routine care of all patients.

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

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

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

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

## **APPENDIX XIII**

# **POLICY AND PROCEDURES ON EXPOSURE TO CONTAMINATED FLUIDS IN THE SKILLS LAB**

**POLICY AND PROCEDURES ON EXPOSURE TO  
CONTAMINATED FLUIDS  
IN THE SKILLS LAB**

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

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

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

NOTE:

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

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

- 1 Clean-up Absorbent Pack
- 1 disposable apron
- 1 pr. disposable goggles
- 1 pr. disposable gloves
- 1 scoop
- 1 scraper
- 2 red plastic bags with twist ties
- 1 8-oz. pour bottle Chlorine Concentrate
- 3 disposable towels
- 2 Chlorhexidine towelettes
- 1 pr. disposable shoe covers
- 1 facemask

**APPENDIX XIV**

**POLICY ON TRANSFER CREDIT  
FOR  
NURSING 201,  
NURSING 202,  
AND  
UC 160**

**POLICY ON TRANSFER CREDIT FOR  
NURSING 201, NURSING 202, AND UC 160**

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

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

Students with transfer credit for UC 160 should be aware that knowledge required includes stress management, nutrition, weight control and physical fitness. This content will not be repeated.

A copy of the course syllabi and textbooks for Nursing 201, and Nursing 202 are on reserve in the library. Students should consult with faculty or their Adviser if they have any questions.

**APPENDIX XV**

**SCHOOL OF NURSING**

**POLICY ON TRANSIENT  
STUDENT CREDIT**

## **POLICY ON TRANSIENT STUDENT CREDIT**

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

The "Transient Student Form" (available in the Registrar's office) must be completed with your advisor and signed by the Registrar before any work is done.

A transcript from the transient school must be requested by the student to be sent to the Capital University Registrar once the work is completed.

**APPENDIX XVI**

**POLICY ON CELL PHONE  
AND PAGER USE**

## **POLICY ON CELL PHONE AND PAGER USE**

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

**APPENDIX XVII**

**SCHOOL OF NURSING**

**POLICY ON A  
LEAVE OF ABSENCE  
(UNIVERSITY)**

## **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. Requests must be approved by the Dean of the College and submitted to the Office of the Registrar. A Leave of Absence allows a student to return without the necessity of reapplying.

If a student wishes to go on a Leave of Absence once a semester begins, a notation of "W" will be noted for each course on the academic record.

In the semester preceding their return to the University, students on Leaves of Absences will be eligible to participate in such procedures as registration for classes.

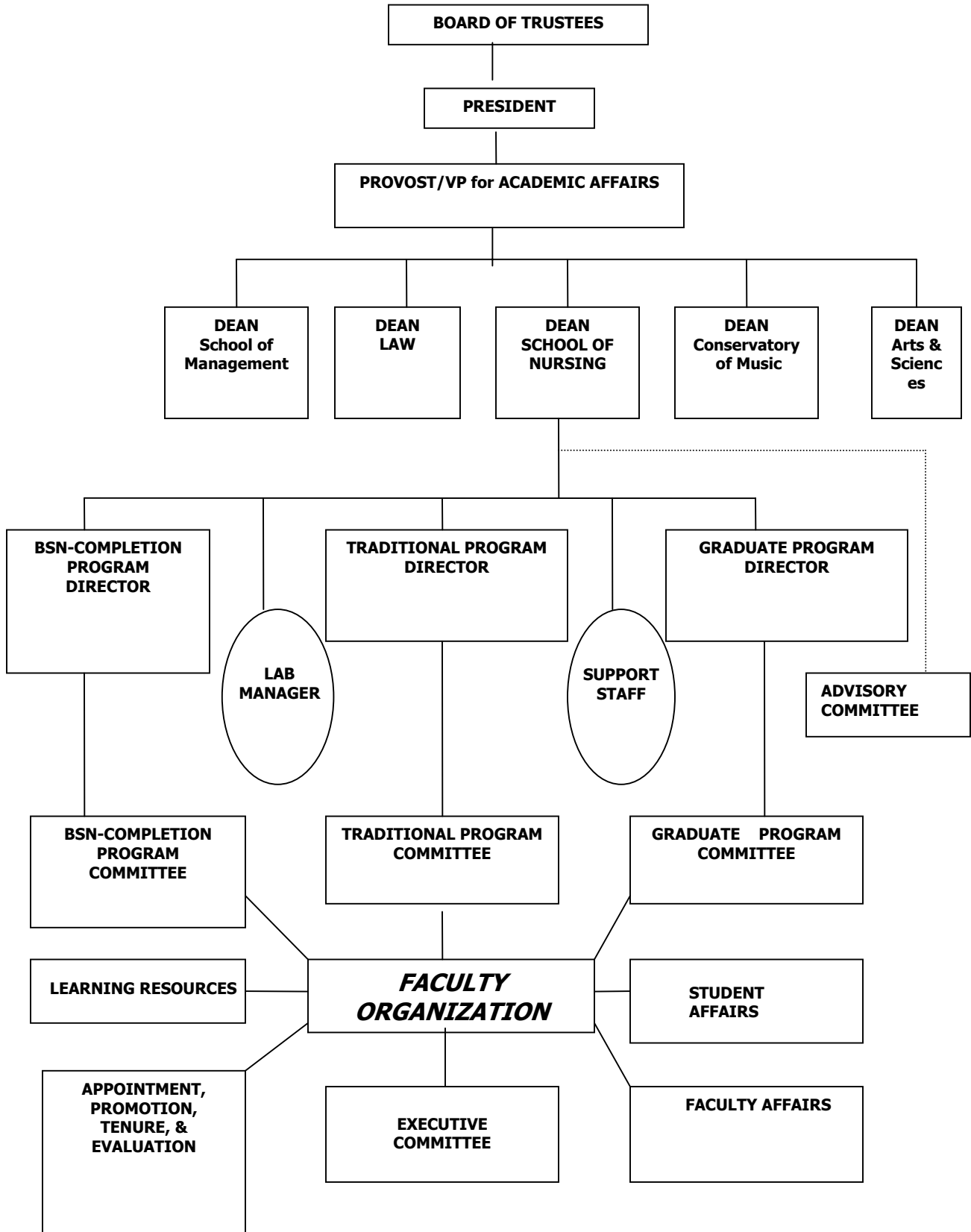
To be eligible for a Leave of Absence, the student must be in good academic, financial, and disciplinary standing. Students who have been dismissed for any reason from the University are not eligible to request a Leave of Absence.

If a student wants to withdraw from the University and not return please see "Withdrawal from the University" section on the Capital University Undergraduate Bulletin.

## **APPENDIX XVIII**

# **TABLE OF ORGANIZATIONS FOR THE SCHOOL OF NURSING**

**CAPITAL UNIVERSITY  
SCHOOL OF NURSING**



**Table of Organization  
The School of Nursing at Capital**

February 2002  
(September 2000)