



University of Findlay

Department of Nursing

**Student Nurse Handbook
2018-19**

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UNIVERSITY AND PROGRAM DESCRIPTION

MISSION OF THE UNIVERSITY OF FINDLAY

The mission of The University of Findlay is to equip our students for meaningful lives and productive careers.

VISION STATEMENT: THE UF DISTINCTION

The University of Findlay will become a leading Midwestern university characterized by the following three watch phrases:

Heartland Community

In a university founded on the principles of personal faith, civic mindedness and scholarly achievement, we will advance our commitment to the personal attention essential to the development of our students as whole persons--knowledgeable, creative, ethical and compassionate leaders in a global environment.

Diverse Perspectives

We will achieve a productive balance between innovative and time-tested approaches and programs in professional preparation, the liberal arts and the natural sciences. We will embrace professional, cultural and intellectual diversity that will distinguish our programs from those of other comprehensive institutions of higher education. We will model civil discourse.

Transformative Experiences

We will leverage our location, size and values to provide experiential learning for students in every program of study.

Principles That Guide Our Work

The trustees, faculty, and staff of UF assert that:

- The University of Findlay is grounded in Christian faith, welcomes all people, and respects the roles of faith and reason in reflective study.
- Merging the best of education in professional preparation, the liberal arts, the natural sciences, and experiential learning is the ideal preparation for 21st century careers.
- We are all teachers. Teaching students is our most important responsibility; every trustee, professor, and staff member should contribute to our students' learning.
- Together with our students, we will always engage in a caring, honest, respectful, and reasoned exchange of ideas.
- As colleagues with our students, we will be prepared to serve others and to participate fully in a diverse, environmentally responsible, global society.

STATEMENT OF COMPLIANCE

The University of Findlay maintains compliance with applicable Federal and State statutes related to private institutions of higher education including the Family Educational Rights and Privacy Act (FERPA), as amended; the Student Right to Know Act, as amended; and the Solomon Amendment. In compliance with the Civil Rights Act of 1964 and 1991, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended, the University does not discriminate in its educational programs or admissions procedures.

ACCREDITATION

The Bachelor of Science in Nursing was granted Full Approval by The Ohio Board of Nursing on July 25, 2018.

The University of Findlay DON received national accreditation by the Commission On Collegiate Nursing Education Effective 2/6/2017. 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791

The Ohio Department of Higher Education (formerly known as the Ohio Board of Regents), granted The University of Findlay authorization to offer a Bachelor of Science in Nursing on February 10, 2014.

The Higher Learning Commission approved request to offer the Bachelor of Science in Nursing August 15, 2014.

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Suite 400
Columbus, OH 43215-7410
Phone 614-466-3947
Fax 614-466-0388
www.nursing.ohio.gov

The Ohio Department of Higher Education
255 South Front St.
Columbus, OH 43215
Phone 614-466-6000
Fax 614-466-5866
www.OhioHigherEd.org

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
Phone 312-263-0456
Phone 800-621-7440
Fax 312-263-7462
www.ncahlc.org

PROGRAM DESCRIPTION

This handbook provides information about major policies, procedures, and guidelines for the Department of Nursing, Bachelor of Science in Nursing (BSN) Program at The University of Findlay. The handbook will be available on the Department of Nursing website and NURS 101. In addition, students should read and reference The University of Findlay (UF) Undergraduate Catalog.

DEPARTMENT OF NURSING MISSION STATEMENT:

The nursing program is committed to **preparing graduates with a collaborative, innovative, and experiential focus in the practice of nursing, while serving society as healthcare leaders.**

DEPARTMENT OF NURSING VISION STATEMENT:

The Department of Nursing is dedicated to being an exceptional baccalaureate-nursing program with emphasis on holistic healthcare, inter-professional collaboration and evidence-based practice. Graduates and faculty are positioned to become leaders to meet the unique healthcare needs of diverse populations.

Goals/Purpose of the Department of Nursing:

The Nursing Program specifically aims:

1. To prepare practitioners to practice professional nursing based on inquiry, caring and standards of practice.
2. To function independently and collaboratively within the healthcare system to deliver evidenced based nursing care to individuals, families, communities and populations.
3. To provide a foundation for graduate studies.

DEPARTMENT OF NURSING Goals (Graduate Outcomes):

The BSN degree prepares the graduate to:

- Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
- Implement holistic, patient-centered care that reflects an understanding of human growth and development, ethics, pathophysiology, pharmacology, medical management, and nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings.
- Communicate effectively with all members of the healthcare team, including the patient and patient's support network.
- Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
- Demonstrate sound clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.
- Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care.
- Develop an awareness of patients as well as healthcare professionals' values and how these beliefs and values impact health care.

Philosophy of the BSN program of the Department of Nursing

College of Health Professions

The University of Findlay

The curriculum of the Bachelor of Science in Nursing degree incorporates learning from the principles of general education including the liberal arts and supporting sciences, as well as professional nursing concepts. The nursing graduate will be joining a scholarly, altruistic profession and be prepared to collaborate with the patient, members of the healthcare team, and the healthcare organization to promote the optimal health of all persons. Individuals, families, communities and populations are unique and deserving of respect and autonomy, including the right to die with dignity. Individuals are an integration of the six domains of the human experiences, which includes physical, emotional, intellectual, environmental, socio-cultural and spiritual components of the human being. All have the right to an optimal level of health.

Nursing can facilitate this process by interacting within the internal and external environment which affects the behavior, well-being and development of the individual, family, communities and population. The internal environment consists of all influences within the person, including physiological, psychological, social, spiritual and cultural factors. The external environment is made up of all influences outside of the person, including structural, aesthetic, ecological, technological,

political, legal and economic variables. Nurses assist the patient to adapt to the environment to promote, maintain, or restore health.

Health is a state of well-being that is culturally defined and valued while being practiced on a daily basis. Individuals, families, communities and populations are on a health continuum with varying levels of well-being ranging from optimal health to death. The nurse, in a variety of roles, recognizes the person's definition of health and collaborates with the person for a dignified life through health promotion, disease prevention, illness care, health restoration, health maintenance, or a peaceful death.

Building on the liberal arts, supporting sciences, and theories and practices of the profession, nursing is a scholarly discipline that has its own distinct body of knowledge. Guided by altruistic values and spiritual principles, nurses use the nursing process to address the needs of its clients. Nursing practice is guided by evidence based standards, creative and critical thinking approaches to achieve positive health outcomes. The science and the art of nursing is enhanced and maintained through a commitment to life-long learning.

Nursing education occurs in an environment of trust, mutual respect and recognition of the uniqueness of each learner. Through the use of a wide variety of teaching modalities, the student achieves the learning outcomes outlined for the program. Learners assume responsibility for their own learning by identifying their individual learning goals and evaluating their progress toward these targets. Faculty members are facilitators in the process by mentoring, guiding, and educating students towards a life of service. Using approaches which enhance the students' abilities in the cognitive, psychomotor and affective domains prepare the learner for a successful professional career in the nursing profession.

Conceptual Framework of the BSN program of the Department of Nursing

College of Health Professions

The University of Findlay

Student development and expertise in the nursing profession begins during the second semester of the sophomore year as the student assumes the role of novice in the practice of the discipline. While in clinical experiences, the student integrates the principles of general education, natural science and professional nursing concepts to enhance the care of individuals, families, communities or populations. The nurse and patient interaction is influenced by legal-ethical principles, cultural values, and spiritual beliefs as they carry out the role of provider of care, designer/manager/coordinator of care or member of the nursing profession. It is assumed graduates will practice from a holistic framework using a caring, evidence-based approach to practice. As the student progresses in their education, the quality of their care and the scope of their skills will broaden with increasing accountability for their actions. Additional interactions will occur with students caring for patients across the health-illness continuum and in differing stages of lifespan development. Cultural variations and value differences will be incorporated into the plan of care.

In preparing for graduation, students will recognize the need to care for themselves so they are able to care for others. Further, they adopt a philosophy of continuous professional development and become prepared to engage in scholarly activities. Accountability for their own nursing care as well as the care that is delegated is assumed. The student begins the transition to a competent practitioner in the profession of nursing.

Definition of Terms

Adaptation- method of change in structure, function, form or behavior to create balance between person and environment.

Client- an individual, family, group, community or population that seeks the advice or services of a health care professional qualified to provide service. (Patient may be used interchangeably for the term client)

Community- a collection of people in a common location with diverse cultures and beliefs that are interdependent, sharing some attributes in their lives and meets a wide variety of needs.

External environment- clients are in a constant exchange of matter, energy (local, regional, and global) in order to attain balance. Influences on the environment include cultural, social, biophysical, political and economic.

Family(s) - network of individuals who influence each other's lives. The true essence of family is defined by the client and can take many forms.

Group(s) - Two or more interconnected individuals working together for a common purpose.

Health- dynamic and holistic phenomenon with balance between person and environment that is best viewed on a continuum with no single point described as wellness or illness.

Holistic- recognizing that comprehensive care encompasses physical, mental and spiritual aspects of the client, with interpretation that the sum is greater than the individual parts.

Individual- a unique person with basic needs influenced by the environment. Individuals come from diverse backgrounds and are members of a larger network that influences beliefs and values.

Independently- being assertive, and assuming responsibility and accountability for actions.

Interdependently- function as a member of a team in collaboration to reach a common goal in the care of clients.

Internal environment- condition(s) that exist within an individual including physical, psychological and spiritual components that interact with one another and the external environment.

Leader- The process of giving, analyzing information, inspiring people to accomplish established goals, and serving as a mentor.

Maintain- Interventions and behaviors that support the individual's level of wellness.

Manager-Collaborate, communicate and coordinator of resources through planning, organizing and directing to accomplish specific objectives for client(s) including health counseling and health teaching.

Member of the Profession-progresses through change from a basic provider of care to a more advanced provider with a level of complexity that includes evidence based practice in the roles of provider of care, leader/manager of care and member of the profession. A Member of the Professional demonstrates professional behavior, which includes serving as a mentor for other nurses.

Nursing Clinical Judgment- Integration of knowledge from humanities, biological, social and behavioral sciences to provide health care based on previous relevant education and experiences. This cognitive process includes creativity, problem solving, and decision making to provide safe, effective, competent, efficient care to clients.

Nursing Process- An interpersonal, caring, continuous sequence of phases that organize the activities of nursing into an effective decision making framework in order to maximize optimal health of individuals, families, communities, and populations.

Optimal Health- The ability to adapt to illness and to reach the highest level of functioning.

Populations- The demographics and other particulars of a population being served.

Promote- Interventions and behaviors that increase the level of wellness (optimal health).

Provider of care- The nurse employs clinical judgments based upon systematic nursing assessment and development of a plan of care, which includes health counseling and health teaching to enhance optimal health. The provider of care communicates plan of care with the patient/client and members of the health care team.

Quality of life- as defined by the individual, a sense of peace, tranquility and satisfaction with current state of balance between person and environment.

Research- a systematic process of inquiry, data collection or experimentation aimed at the discovery and interpretation of facts, theories and practical applications to enhance existing knowledge and generate new knowledge.

Restore- Interventions and behaviors that returns the individual to former level of health.

PROGRAM REQUIREMENTS

The University of Findlay believes that certain functional abilities and performance standards are necessary for the safe practice of professional nursing. These include:

- “A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of physical or mental disability”(ORC Rule 4723-5-12 (16)
- the ability to see, hear, touch, smell and distinguish colors;
- the ability to speak and write with accuracy, clarity, and efficiency;
- manual dexterity (gross and fine movements);
- the ability to learn, think critically, analyze, assess, solve problems, and reach judgments, and;
- emotional stability and the ability to accept responsibility and accountability.

NOTICE TO PROSPECTIVE OR CURRENT NURSING STUDENTS

You are at risk if you have been convicted of a prior felony and/or misdemeanors. You may not be able to participate in clinical education experiences in acute care systems or other clinical sites; therefore preventing you from completing the program. A criminal record may also prevent you from taking the licensing exam (NCLEX) and obtaining a license to practice professional nursing.

The application for licensure (NCLEX) will ask you if within the last five years, have you been diagnosed with or have you been treated or hospitalized for bipolar disorder, schizophrenia, paranoia, or any other psychotic disorder? Having a psychiatric illness is not a violation of the nursing law. The basis for Board action would be an illness that impairs one’s ability to practice safe nursing.

ADMISSION, PROGRESSION, AND GRADUATION REQUIREMENTS

ADMISSION TO THE NURSING MAJOR

Student Admission

ADMISSION TO THE UNIVERSITY

Students interested in pursuing the Bachelor of Science in Nursing degree must first apply to the University and be accepted into the University as a student with the admission status of **Direct Admission** into the Nursing Program, regular admit to UF, or transfer admit to UF.

Advanced placement and/or credit **may not** be earned through placement examination toward **nursing course** credit (i.e., designated NURS courses).

Direct Admission into the Nursing Program:

Students may apply to The University of Findlay Admissions during their senior year of high school. High school seniors may receive the admission status of "**direct admission**" if the following criteria are met:

1. Obtain a minimum cumulative GPA of 3.4 in high school;
2. Complete a minimum of 3 years of high school math, including algebra;
3. Complete a minimum of 3 years of high school science, including biology and chemistry;
4. Obtain a minimum ACT composite score of 23 or a comparable SAT.
5. Completion of: Application for Admission: Direct Freshman Admission

Regular Admit to the UF:

Entrance into The University of Findlay requires an earned diploma from an accredited high school in a college preparatory course of study or a GED certificate. The faculty recommends four units of English, three units of mathematics, three units of social studies (including one in history), two units of science, and two units of foreign language.

The following criteria are used as standards for freshman admission:

- High school grades and class rank;
- American College Test (ACT) or Scholastic Aptitude Test (SAT) scores;
- Academic Letter of Recommendation;
- Other indicators of academic and personal success (character, study habits, personality, etc.);
- International students entering The University of Findlay's undergraduate program must submit a TOEFL score of at least 500. International students whose medium of instruction was in English at the secondary and/or post-secondary levels may apply for exemption from this requirement.

Transfer Admit to the UF: 2017 UF Catalog p. 99

All following criteria are considered as standards for transfer admission:

- Completed admission application.
- At least a 2.0 minimum cumulative grade point average from all previous post-secondary grades in courses which are not considered developmental in nature. A student under academic suspension or dismissal from another institution will not be admitted to The University of Findlay until eligible to return to the former institution.
- Good financial standing at most recently attended post-secondary institution. Good financial standing generally implies that the student has no outstanding balance at his/her previous post-secondary institution.
- Good social standing at most recently attended post-secondary institution. Good social standing generally implies that the student has not been suspended or dismissed from his/her previous post-secondary institution due to a non-academic disciplinary action.
- Other indicators of academic, personal, and/or professional success (high school grades, class rank, etc.).
- Transfer students may be required to submit course syllabi or descriptions for evaluation before previously earned credits are considered for transfer. Courses will be evaluated by the University's Office of the Registrar. A minimum grade of "C" ("C-" is **not acceptable**) must be earned in order to receive credit for transfer courses.
- Students applying to the pre-licensure program of nursing may not transfer courses from other institutions to meet the requirements of nursing courses.

Upon admission to the University, students may declare the major of nursing and schedule courses to complete the nursing prerequisites. After admission to and enrollment in the University, students will need to be **formally admitted** to the Department of Nursing (Nursing Major) to take the first clinical nursing course which is scheduled for the spring semester of the second year of the nursing curriculum. All students (including transfer students) will be considered for admission into the nursing major by the Department of Nursing on a **competitive basis**.

The nursing program at The University of Findlay is a traditional Bachelor of Science in Nursing, four-year degree program. It is not an accelerated program. Graduates are eligible to take the NCLEX-RN exam.

Advanced Placement

Advanced Placement into support courses or components of the General Education Curriculum will follow University policy. Transfer students may seek credit for general education or support courses by following the policies governing transfer of credit which are found in The University of Findlay's Undergraduate Catalog.

2017 UF Undergraduate Catalog (p. 12)

Advanced Placement Examinations of the College Entrance Examination Board are not required for admission, but it is possible to receive advanced standing and/or college credit by submitting the results of the Advanced Placement Examination. Credit and/or waiver may be given for grades of three or better upon evaluation by the appropriate college dean.

Review of Military Education and Skills Training Policy

If an applicant has experience in the armed forces of the United States, or in the National Guard or in a reserve component:

1. The applicant must meet all the criteria in the admissions policy.
2. The Chair of the DON and the office of the Dean of the College of Health Professions will review the applicant's military education and skills training from the submitted official Joint Services Transcript.
3. The applicant will provide course material or objectives as required by the chair and the office of the Dean of the College of Health Professions that are to be considered for review and/or advanced credit.
4. Credit will be awarded in areas that are substantially equivalent military education or skills training that match the program curriculum and follow the nursing program and the University's policies.

CRITERIA FOR ADMISSION TO THE NURSING MAJOR

Admission to the Department of Nursing is competitive with priority given to students admitted to Findlay with the status of "Direct Admission." In addition, The University of Findlay students are given priority over transfer students. Students who meet the following criteria will be considered for admission to the Department of Nursing (DON) in the spring semester of the second year of the nursing curriculum:

1. Obtain a grade of "C" or higher in CHEM 111 and 111L, BIOL 102, BIOL 322 and BIOL 322L (or equivalent transfer courses), HEPR 150, NURS 101, NURS 200 ("C-" is not acceptable). These courses must be taken within the previous five academic years to be considered for admission into the DON.
2. Obtain a cumulative **GPA of 3.0 or higher** (admission is competitive).
3. Completion of Application for Admission to the Department of Nursing.
4. Evidence of current CPR certification for healthcare providers from an American Heart Association certification program (Red Cross certification is not acceptable).
5. Criminal background check (appropriate results).

6. Documentation from a licensed primary care provider of a recent physical exam. Form is at the end of the Student Nurse Handbook.
7. Documentation of current immunizations including Tetanus/Diphtheria/pertussis (Tdap), measles/mumps/rubella (MMR), Varicella (chickenpox- 2 vaccines), and/or titer required, Hepatitis B series, titer required, Mantoux Test, and Polio.
8. Drug Test (negative results).
9. If a student has been adjudicated by a probate court of being mentally ill or mentally incompetent, they must have been restored to competency prior to admission.

Application for Admission		
Department of Nursing, Nursing Major		
Student Name _____	Date _____	
Type of Admission to UF:		
	Yes	No
Advanced Accept	___	___
Regular Admit	___	___
Transfer Admit	___	___
Grade		
HEPR 150	___	
CHEM 111	___	
CHEM 111L	___	
NURS 101	___	
BIOL 102	___	
BIOL 322	___	
BIOL 322L	___	
NURS 200	___	
		Date Received _____

Progression Following Acceptance to the DON

All students must meet the following criteria to progress to the next nursing course and complete the nursing program. All students must maintain a minimum grade of **“C” in all nursing course (and a Satisfactory evaluation in the clinical portion of all clinical nursing courses to receive a passing grade (A,B, or C) in the course, students unsuccessful (C-, D or F) must repeat both sections.** A grade of **“C”** in support courses BIOL 323 and 323L, PSYC 208, BIOL 365 (Pathophysiology), BIOL 200 and 200L) to progress in the program of study. A grade of **“C-“is not acceptable.**

Course Completion Requirements

The student must complete the clinical portion of the course **“satisfactorily”** in order to pass the course and progress to the next semester. In addition, the student must pass the final exam with a minimum of a 75% in order to pass the course after official acceptance to the nursing major. The student must receive a minimum grade of **“C”** in the course in order to progress to the next course.

Progression

Faculty will enter midterm grades for those students who have earned less than a “C” at the midway point or are not performing satisfactorily in the clinical experiences. Students’ have the opportunity to contact faculty members at any time to learn about their performance in the course. Continued progression is determined by the final grade received in the course.

Program Dismissal Policy

A student will be dismissed from The University of Findlay’s Department of Nursing if he/she fails more than one nursing (NURS) course: NURS 101, 200, 201, 210, 299, 300, 301, 304, 307, 400, 401, 403, 404, 406, and 407.

Dismissal from The University of Findlay Department of Nursing *may* result from any of the following:

- A pattern of “unsatisfactory” or “needs improvement” in the clinical setting.
- Achieving a grade less than “C” in the didactic (theory) portion in more than one nursing course.
- Achieving an “unsatisfactory” grade in the clinical component of more than one nursing class.
- Failure to exhibit professional behavior as defined by the Ohio Board of Nursing and the ANA Code of Ethics.

A student has the right to appeal dismissal from the Department of Nursing as a result of failure to progress in the academic or clinical areas by utilizing the University’s grade challenge process as outlined in the undergraduate catalog. Students are encouraged to review the Student Rights and Responsibilities Statement found The University of Findlay Current Catalog (2017)pp. 369-379.

Procedure for Appealing a Grade (Grade Challenge)

A student wishing to appeal the classroom portion of the grade will:

1. Discuss the course work and grade earned with the instructor responsible for the content.
2. If resolution is not achieved with the instructor, then the appeal goes to the Course Coordinator.
3. If resolution is not achieved with the Course Coordinator, then the appeal goes to the chair of the Department of Nursing, who may bring the matter to the entire faculty.
4. If resolution is not achieved with the chair, then the student should follow the procedure outlined for university wide appeals found in the UF (2017) Undergraduate Catalog, p. 48.

A student wishing to appeal the clinical portion of the grade will:

1. Discuss the clinical failure with the faculty member responsible for the clinical evaluation.
2. If resolution is not achieved, the student may appeal to the course coordinator.
3. If resolution is still not achieved, then the student may appeal to the chair of the Department of Nursing who may bring the issue to the full nursing faculty.
4. If resolution is not achieved within the Department of Nursing then the student should follow the procedure outlined for university wide appeals found in the UF Undergraduate Catalog.
The University of Findlay IX. Policies Regulating Experiential Learning. UF Catalog 2017, pp. 375-376.

Grade Challenge

The following procedure is provided to students who believe they have been treated unfairly by a faculty member in the final grade given for the course.

The student may initiate consideration of the challenged grade with the faculty member who gave the grade. The grade challenge must occur within four weeks after grades were posted on the student’s academic record.

If the issue isn't resolved during informal discussions with the faculty member, the student must start the Application for Formal Inquiry. The Application for Formal Inquiry is available in the Office of the Registrar or on the University's Oilernation website (Keyword: Grade challenge).

Step One: The student and the faculty member will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The faculty member will sign the Application for Formal Inquiry before the student continues the process by meeting with the faculty member's department chair/program director. Note, the faculty member must sign the Application for Formal Inquiry within four weeks of when grades were posted to the student's academic record. If a faculty member is unavailable at the time of the appeal a student may move to Step Two without obtaining the faculty member's signature. The student must provide written documentation (e.g., e-mail) showing that he/she attempted to contact the faculty member.

Step Two: If the student's request is not resolved with the faculty member's department chair/program director, the student and the faculty member's department chair/program director will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The faculty member's department chair/program director will sign the Application for Formal Inquiry before the student continues the process by meeting with the associate vice president for academic affairs and institutional effectiveness.

Step Three: If the student's request is not resolved with the associate vice president for academic affairs and institutional effectiveness, the student and the associate vice president for academic affairs and institutional effectiveness will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The associate vice president for academic affairs and institutional effectiveness will sign the Application for Formal Inquiry before the student submits the Application for Formal Inquiry to the Office of the Registrar for review by the appropriate Student Academic Standards Committee. The appropriate college dean will be notified when the Application for Formal Inquiry reaches Step Three.

Step Four: The Application for Formal Inquiry will be reviewed by the Graduate/Undergraduate Student Academic Standards Committee. The final grade will be determined by the Committee which will then report the grade to the student, the faculty member, the student's adviser, and the vice president of academic affairs and dean of the faculty.

If at any time during steps 1-3 all parties are satisfied with the outcome, a change of grade form can be filed along with the Application for Formal Inquiry in the Office of the Registrar. The Office of the Registrar will process the change of grade form and will then report the grade to the student, the faculty member, the student's adviser and the vice president of academic affairs and dean of the faculty.

If the University representative is associated with multiple roles within these steps, the lower of the two steps will be considered complete. Faculty response is expected unless the faculty member has left the institution.

Policy on Appealing the Clinical Portion of a Grade

Students who are representing The University of Findlay in any off-campus experience are governed by this policy. This may include internships, service-learning opportunities, clinical/field work, student teaching, observations, etc. Students of The University of Findlay are expected to act in a professional, responsible, accountable, and honest manner at all times and should abide by the Code of Ethics which regulates his/her profession as well as The University of Findlay's honor code. In addition, the student is expected to be compliant with program policies, procedures, and standards and those of the clinical training site. During experiential learning, all state and federal laws and regulations must be followed. If there is a breach in maintaining these expectations, the following level of action may occur.

Level One: A verbal notice will be used to call a student's attention to non-compliance with program policies, procedures, and/or program standards as well as those established by the learning site. The verbal notice will be documented in the student's record. If there is a breach in maintaining expectations, one or more of the following levels of actions may occur in any order.

Level Two Probation: A formal, written document will be composed and delivered to a student regarding the incident of continued non-compliance to the issue prompting a level one action. The student is considered to be on probation and will be closely monitored for academic and /or professional misconduct. The student should closely examine his/her behavior and follow a program-prescribed resolution plan to correct the behavior and/or academic performance.

Level Three Suspension: Suspension will result in the termination of a student's status and participation in program-related activities for a defined period of time with reinstatement possible, provided all specific conditions for reinstatement were met. The student has the right to due process and is invited to engage in the University appeal process as outlined in "**Process to be followed After an Experiential Learning Event**" provided below.

Level Four Dismissal: Dismissal of a student terminates a student's status in a program and ends all participation in learning activities. The student does not have the opportunity for readmission to the program. The student has the right to due process and is invited to engage in the University appeal process as outlined in "**Process to be followed After an Experiential Learning Event**" provided below.

Process to Be Followed After an Experiential Learning Event

1. When a learning agency contacts The University of Findlay program about a student's progress, complete written information will be collected concerning the event.
2. The learning coordinator of the program may visit the site to gather additional information.
3. A review of the situation will occur.
4. A decision about the event will be reached by the faculty member, adviser, and program director and/or department chair. The student will be notified in writing of the decision.
5. The student has the right to appeal the decision to the Experiential Education Committee. This committee will be convened by the dean of the college in which the student is enrolled. The members of the committee shall include: a faculty representative of the College of Health Professions, College of Education, and College of Business as well as two at-large faculty members. In addition, the faculty member of the course in which the student is registered, the student's adviser, and the program director and/or department chair of the student's major will attend the meeting. The committee will listen to the student's appeal as well as the faculty member's comments and then reach a decision.
6. The program director and/or department chair will notify the student of the Experiential Education Committee's decision.
7. The student has the right to appeal the decision to the vice president for academic affairs.
UF Catalog 2017, pp. 375-376.

ADDITIONAL INSTITUTIONAL PROCESSES PERTAINING TO STUDENT APPEALS, CONCERNS, RIGHTS, AND RESPONSIBILITIES **Appeals**

UF procedure for appeals concerning withdrawals for classes and specific graduation requirements are review by the Student Academic Standards Committee. This committee is chaired by the registrar and processes student appeals in academic areas. Typical appeals include waiver of the requirement that the last 30 semester hours be taken at Findlay, appeal of specific graduation requirements in special circumstances, and appeals concerning withdrawals from classes.

Appeals are to be submitted in writing to the registrar with a clear explanation of what is being requested and reasons for the request and must include a statement from the student's faculty adviser concerning the appeal. UF Catalog 2017, p. 50.

Student Concerns

Formal written student concerns and complaints shall be filed with the Oiler Success Center. The University of Findlay will maintain a log of these concerns and complaints and their disposition. Records will be limited to complaints or concerns made formally in writing, signed by the student, and addressed to the Oiler Success Center. UF Catalog (2017) p. 54, and p. 359.

Student Rights and Responsibilities Statement, UF Catalog (2017) pp. 369-379.

<http://catalog.findlay.edu/en/current/Undergraduate-Catalog/Student-Rights-and-Responsibilities-Statement>

Official Complaint

An official complaint as defined by the Department of Nursing is a complaint reported (Completion of the Nursing Education Dissatisfaction Form) to the Ohio Board of Nursing.

Readmission

Any student who has exited the program after entry into the nursing major for any reason must petition the nursing faculty for readmission. **Readmission is not guaranteed.** The applicant must have a cumulative GPA of 2.5 for readmission. Readmission is granted dependent upon space availability. All prerequisites for the major and requirements for the University must also be satisfied for readmission. A re-entry student who has been away from Findlay for more than two calendar years will be subject to the graduation requirements in effect at re-entry.

GRADUATION AND DEGREE REQUIREMENTS (Program Completion)

1. Satisfactory complete every nursing core major requirements;
2. Achieve a minimum grade point average of 2.00;
3. Complete of required support courses and general education (CORE+) identified in the nursing curriculum;
4. All nursing, required support courses a letter grade of "C" or higher is required;
5. Meet the university GPA requirement for graduation

Graduates of the program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for licensure.

Table 1: Degree Requirements (CORE+ = General Education)

Time Period	Curriculum Component	Course Type	Time Period	Curriculum Component	Course Type
<i>e.g., Year 1 Fall Semester</i>	Courses/Activities		<i>e.g., Year 1 Spring Semester</i>	Courses/Activities	
	<i>HEPR 150: Introduction to Health Professions</i>	Major		O3	CORE+
	<i>CHEM 111 and 111L: Basic Chemistry/Lecture & Basic Chemistry/Lab</i>	Support/ C1		BIOL 102: Introduction to the Biological Sciences	Support/C1

	ENGL 106: College Writing II: Academic Writing and Research			PSYC 100: General Psychology	Support/.C3
	E1	CORE+		C2	CORE+
	E2	CORE+		NURS 101: Nursing Issues	Major
	E3	CORE+		O1	CORE+
Time period	Curriculum component	Course Type	Time period	Curriculum component	Course Type
<i>e.g., Year 2 Fall Semester</i>	Courses/Activities		<i>e.g., Year 2 Spring Semester</i>	Courses/Activities	
	BIOL 322 and 322L: Human Anatomy & Physiology I Human Anatomy & Physiology/Lab	Support		BIOL 323 and 323L: Human Anatomy & Physiology II Human Anatomy & Physiology II/Lab	Support
	MATH 123: Elementary Statistics	Support		R3	CORE+
	HEPR 220: Medical Terminology	Support		NURS 299: Foundations of Nursing Practice U1	Major/U1 of CORE+
	NURS 200: Nursing Informatics	Major		NURS 210 Intercultural Care	Major
	HEPR 205: Human Nutrition	Support		NURS 201: Introduction to Nursing Research	Major
Time period	Curriculum component	Course Type	Time period	Curriculum component	Course Type
<i>e.g., Year 3 Fall Semester</i>	Courses/Activities		<i>e.g., Year 3 Spring Semester</i>	Courses/Activities	
	PSYC 208: Lifespan Development	Support		BIOL 365: Pathophysiology	Support
	BIOL 200 and 200L: Basic Microbiology	Support		NURS 301: Nursing Research	Major
	NURS 307: Medical Surgical Nursing I	Major		NURS 300: Maternal Child Nursing	Major
	NURS 304: Pharmacological Principles of Nursing Practice	Major		R2	CORE+

				R1	CORE+
Time period	Curriculum component	Course Type	Time period	Curriculum component	Course Type
<i>e.g., Year 4 Fall Semester</i>	Courses/Activities		<i>e.g., Year 4 Spring Semester</i>	Courses/Activities	
	NURS 400: Community/Population Health Nursing	Major		NURS 401: Nursing Synthesis	Major
	NURS 404: Medical Surgical Nursing II	Major		NURS 403: Nursing Leadership and Management	Major
	NURS 406: Mental Health Nursing	Major		O2	CORE+
				NURS 407: Capstone in Nursing	Major

Other Requirements for Graduation

All other graduation requirements should be referenced in the Undergraduate Catalog, which include:

Declaration of Candidacy for a Degree, to graduate, a student must declare his/her intention to graduate and show the approval of the faculty advisor by completing an application for graduation and turning it in to the Office of the Registrar. This application is available in the Office of the Registrar and MUST be received six months prior to the expected graduation date. It is highly recommended, however, that this application be turned in prior to the end of the second semester of the junior year. (Catalog, 2017, pp. 51-52)

METHODS OF EVALUATION

The methods of evaluation are described in every nursing course syllabus. The criteria for evaluation will be reviewed at the beginning of each nursing course. Should the student have a question regarding evaluation, the student is encouraged to discuss the evaluation with the instructor.

The clinical instructor will evaluate the student's performance using the Clinical Evaluation. The form is available to the student to read, add comments if desired, sign, and date. The Clinical Evaluation form is then placed into the student's file at the end of each semester.

The following method of evaluation applies to all nursing courses:

1. *The combination of exams contributes at least 60% or greater of the final course grade.*
2. A minimum of 75% (exams and written work combined) is required to pass all nursing courses.
3. If a 75% exam average is not attained, a maximum grade of "C-" will be entered as the final course grade regardless of other course work. A maximum grade of "C-" will also be entered as the course grade if an unsatisfactory clinical evaluation is received, regardless of other course work. *If the course work grade is less than C- that will be the final grade entered.* Unit examinations will be of equal weighted value and together comprise at least 60% of the course grade. Not all questions on examinations will be of equal value nor will all exams be of equal number of test

questions. All exams will be of equal weight in regards to the final grade. A comprehensive final will be given in each nursing course.

4. Student must pass the final exam with a minimum of a 75% in order to pass the course **after official acceptance** to the nursing major.

Examinations not completed at the scheduled times may only be made up in justified emergencies after prior clearance from the faculty member responsible for the examination. Students who do not take the examination on the assigned day may receive an alternate form of the examination for make-up, at the discretion of the faculty member.

When an instructor reviews an examination, he/she may decide that a question has not been answered correctly by a sufficient number of students. The instructor may choose to accept an additional option as the correct choice, thereby having more than one correct answer. Another option for the instructor is to eliminate the test item from the examination and thus, reduce the total points possible on the test. If a question is eliminated from the test, the students will have their scores calculated by dividing the number of correct responses by the reduced number of questions.

All assignments must be completed in order to receive a grade for the course. Failure to complete assignments will result in the student receiving a Zero for all incomplete assignments.

The student is expected to complete all assignments by the due date established by the teaching team. Points will be deducted from the total score for each calendar day an assignment is late (including weekends and holidays). Written work is to be submitted via the method designated by the teaching team.

Errors (in spelling, punctuation, grammar, style, usage, etc.) detract from the student message, and from the student's credibility as a professional communicator. Please proofread your work carefully. All assignments are to be stapled, word processed, and printed on a printer. Handwritten assignments are not accepted unless specified. Written assignments are to follow American Psychological Association (APA) format outlined in the *Publication Manual*, 2010.

Care plans are an indication of the student's ability to critically analyze patient/client situations and use the nursing process in design of care. In the event the student earns a grade less than 75% on the nursing care map, in order to be successful in the course, he/she must remediate and resubmit the nursing care plan.

The following criteria apply to care plan remediation:

1. The student must initiate contact with the faculty member within one week of receiving the graded nursing care plan.
2. A remediation session with the faculty member is required prior to resubmitting the work and should be held within two weeks of receiving the original graded care plan.
3. The faculty member will determine if the care plan to be resubmitted qualifies as a revision of the original or a new care plan is required (based on a new patient or a case study).
4. The revised care plan must be turned in no later than one week after the remediation session.

The grade earned on the resubmitted nursing care plan will replace the original nursing care plan grade. A maximum of 78% may be obtained following remediation.

In summary, successful completion of a nursing course requires:

1. A cumulative average of 75% or better on course unit exams.
2. Pass the final exam with a minimum of 75% after official acceptance in the nursing major.
3. A grade of 75% or better on the nursing care plans.
4. The student must obtain a cumulative course unit average of 75%.
5. Pattern of satisfactory clinical evaluations throughout the course.

6. Attendance at all learning opportunities except in justified emergencies.
7. Satisfactory completion of nursing laboratory assignments.
8. Completion of all assignments.

Clinical Evaluation Definitions:

(S) Satisfactory= Student's performance meets the minimum expectations in specified area(s). The student performs safely and accurately each time with minimal supervision. (excelling-outdoing)

(U) Unsatisfactory= Student's performance does not meet the minimum expectations. Student performs in an unsafe and/or inaccurate manner in specified area(s) and requires frequent supportive and directive cues. (Emerging-Incomplete-Inadequate) * TWO "U's" IN THE SAME CATEGORY WILL REQUIRE A MEETING WITH THE NURSING FACULTY TO DISCUSS THE STUDENT'S CLINICAL PERFORMANCE.

(NI) Needs Improvement= Student's performance is not unsatisfactory but needs work in specified area(s). Student performs safely under supervision but not always accurate. ****When a student receives a Needs Improvement in a category, the second Needs Improvement in the same category is an Unsatisfactory.***

ACADEMIC PERFORMANCE

COURSE EVALUATION BY FACULTY

Faculty will enter midterm grades for those students who are earning less than a "C" at the midway point of a course to be graded using a letter grade and/or not performing satisfactorily in the clinical component of the course. The clinical component will be graded satisfactory/unsatisfactory (e.g., clinical experiences). Regular clinical evaluations will be completed each week outlining the student's performance during this patient encounter. In addition, students' have the opportunity to contact faculty members at any time to learn about their performance in the course.

STUDENT PROGRAM EVALUATION

Advisor

Students enrolled in the Nursing Program are assigned a member of the Nursing faculty as an academic advisor. Students are required to meet with the academic advisor each semester to discuss course selections and address concerns. The student is made aware at each meeting with the academic advisor of their progress toward degree completion. The academic advisor will review with the student his/her progression through the curriculum, course requirements, along with prerequisites and co-requisites. The student is responsible for knowing program requirements and making an appointment for a conference with their advisor prior to registration. To graduate, a student must declare his/her intention to graduate and show the approval of the faculty advisor by completing an application for graduation and turning it in to the Office of the Registrar. This application is available in the Office of the Registrar and **MUST** be received **six months** prior to the expected graduation date. It is highly recommended, however, that this application be turned in prior to the end of the **second semester of the junior year.**

Academic Performance

Academic performance will be evaluated at midterm, end of semester, and at times when special needs present. The academic standards of The University of Findlay are expressed in terms of grades that are worth points. Each semester hour of credit for each letter grade carries the number of quality points indicated: "A"-excellent, 4 points; "A"-slightly less than excellent, 3.67 points; "B+"-slightly more than good, 3.33 points; "B"-good, 3 points; "B"-slightly less than good, 2.67 points; "C+"-slightly more than adequate, 2.33 points; "C"-adequate, 2 points; "C"-slightly less than adequate, 1.67 points; "D+"-slightly above poor, 1.33 points; "D"-poor, 1 point; "D"-slightly above failing,.67 points; "F"-failure, 0 points. Other

symbols recorded on the academic record are as follows: “X” - incomplete; “W” - withdrawal; “S” - satisfactory (“C” or better); “P” - pass (“C” or better); “U” - unsatisfactory (“C-” or poorer); “EC” - extended course; “NR” - no grade received; “NC” - no credit, does not affect the GPA. The grades of “S,” “P,” and “U” are used in selected courses.

DON Grading Scale/Distribution:

<u>Grade</u>	<u>Points</u>	<u>Grading Scale</u>
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	84-86
B-	2.67	81-83
C+	2.33	78-80
C	2.00	75-77
C-	1.67	72-74
D+	1.33	69-71
D	1.00	65-68
D-	0.67	62-64
F	0.00	below 62
U	0.00	

Behavior Expectations/Student Conduct

Students of the Department of Nursing are expected to demonstrate professionalism at all times. A student who fails to manifest professionalism and/or honesty may be asked to leave the nursing program.

DEPARTMENT OF NURSING POLICY RELATED TO STUDENT CONDUCT IN THE CLINICAL ENVIRONMENT & PROVIDE SAFE NURSING CARE.

The University of Findlay’s Department of Nursing Policy of student conduct while providing nursing care as defined by OHIO BOARD OF NURSING ADMINISTRATIVE NURSING CODE (Rule 4723-5-12). ***Section C revised and effective Feb. 1, 2014**

1. A student shall, in an accurate and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient’s response to that care.
2. A student shall accurately and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
3. A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but not limited to, case management documents or reports, or time records, or reports, and other documents related to billing for nursing services.
4. A student shall implement measures to promote a safe environment for each patient.
5. A student shall delineate, establish, and maintain professional boundaries with each patient.
6. At all times when a student is providing direct nursing care to a patient the student shall:
 - a. Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - b. Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
7. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B) (20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B) (21) of section 4723.28 of the Revised Code for a practical nurse;
8. A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code;

9. A student shall not:

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

10. A Student shall not misappropriate a patient's property or:

- a. Engage in behavior to seek or obtain personal gain at the patient's expense;
- b. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
- c. Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
- d. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

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

11. A student shall not:

- a. Engage in sexual conduct with a patient;
- b. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
- c. Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
- d. Engage in verbal behavior that may reasonably be interpreted as seductive or demeaning to a patient.

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

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

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

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

14. A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances.

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

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

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

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

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

20. A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
21. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
22. A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
23. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
24. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
25. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
26. For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11), and (C)(12), of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about the patient, for non-health care purposes other than fulfilling the student's assigned clinical responsibilities.

Effective 02/01/2014

The Ohio Board of Nursing website: www.nursing.ohio.gov

CODE FOR NURSES

The ANA House of Delegates approved these nine provisions of the new *Code of Ethics for Nurses* at its June 30, 2001 meeting in Washington, DC. In July, 2001, the Congress of Nursing Practice and Economics voted to accept the new language of the interpretive statements resulting in a fully approved revised *Code of Ethics for Nurses with Interpretive Statements*.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, © 2015 by American Nurses Association. Reprinted with Permission. All rights reserved.

UNSAFE PRACTICE

- An act or behavior of the type, which violates the Ohio Nursing Practice Act.
- An act or behavior, which violates *The Essentials of Baccalaureate Education For Professional Nursing Practice*.
- Any act or behavior which places in jeopardy or has the potential to threaten the physical, mental, emotional, or environmental safety of the client, a faculty member, another student, or any other person within the settings of classroom, clinical or laboratory experiences.
- Any act, knowledge or practice for which the student is not authorized, not oriented or trained for the behavior, or where the behavior is carried out without appropriate assistance or supervision.
- Violation of confidentiality of client and/or agency information.
- Not administering medications, treatments, and care responsibly according to guidelines provided by the Nursing Program and agency.

Classroom Testing

During testing, no cell phones or other electronic devices are allowed unless approved by faculty. A basic calculator will be allowed for use during testing.

Attendance

The Department of Nursing expects students to attend all classroom and/or clinical (laboratory, observations, skills competency, and agency clinical) experiences in order to successfully complete nursing courses. Absences can negatively impact the final grade in a nursing course.

Credit Hour

It is the expectation students will need to complete a minimum of 2250 minutes (37.5 hours) of work for each semester hour earned. The work expectation may be satisfied with both in-class and out-of-class time.

Social Media Policy - As guests within a clinical agency, The University of Findlay students will abide by the policies and procedures of said agency with regards to all electronic devices. The usage of social media within the patient care area of the clinical setting will not be tolerated per the policy and protocols of the clinical agencies. **Usage of camera phones or personal cell phones in the patient care areas may result in removal from the clinical setting with possible failure of the class.**

CLINICAL EXPERIENCES

Student Incident or Injury

Providing nursing care to the client with an infectious disease today remains one of the greatest challenges and concerns of the nursing profession. These diseases presently include, but are not limited to, human immunodeficiency virus (HIV), hepatitis B (HVB), methicillin resistant

Staphylococcus aureus and tuberculosis (TB). The Department of Nursing shares in the concern for the safety of the student and patient.

Nursing faculty members will assist the student in caring for the physical and psychosocial needs of the patient, regardless of sex, religion, age, ethnic background, financial situation, and physical/emotional condition. The student is encouraged at any time to address questions and concerns with the nursing faculty when caring for any client, including care for the patient with a possible infectious disease.

The Department of Nursing gives yearly instruction to each student in standard precautions according to recommendations from the Centers for Disease Control. In addition students are made aware during orientation to the clinical environment to follow standard precautions when caring for others.

In the event that a student should be exposed to body fluids, potentially infectious material, or be involved in other incidents during a clinical session, the student should follow the most current protocol recommended by the agency in which the incident occurs. All incidents or injuries must be reported to the clinical instructor immediately. The instructor will assist the student in identifying appropriate treatment and need for referral. Examples of incidents or injuries would include falls, needle sticks, back strain, and motor vehicle accidents. Students may be required to show proof of health or car insurance coverage.

Any costs incurred from an incident or injury that occurs during clinical experiences, including testing, diagnosis, and treatment of any infectious and/or communicable diseases, will be paid by the student or his/her insurance carrier.

Inclement Weather

The decision to postpone or cancel a clinical experience due to inclement weather will be made by the course coordinator. All clinical experiences are to be considered canceled in the event the entire University closes. In the event of critical or multiple clinical cancellations, make-up learning opportunities will be planned by the course coordinator.

Student Illness

If students are ill and unable to attend class, laboratory or clinical experiences, they should contact their faculty member prior to the learning opportunity.

Any major changes in health status must be reported to your advisor and clinical instructor and may require having another physical examination or written consent from a health care provider to continue the program and clinical experience.

If a student becomes ill during class, the student needs to make the instructor aware. The faculty member will explain the student has the option to use Cosiano Health Center. Cosiano Health Center services are available to all students on The University of Findlay's campus. A free walk-in clinic for students, faculty and staff. No appointment is needed to see a nurse. Physician hours are by appointment.

Illness at the clinical site. The student must notify the clinical instructor if he/she becomes ill during the clinical experience. It is the student's option to return to campus and use Cosiano Health Center or seek other medical treatment at his or her own expense.

Clinical Makeup

Ten percent of the clinical experience can be missed for illness or emergency. Additional absence may result in a failing grade for the clinical portion of the course and the entire course will need to be repeated.

The student will be required a make-up for missed clinical experience. The clinical instructor after consultation with the course coordinator will assign the clinical makeup requirement. Clinical makeup could be one of the following; time in campus lab, case study, research paper, assigned experience with a high fidelity manikin or clinical experience.

THE GRADE OF INCOMPLETE –UF Catalog 2017, p. 47.

A grade of “X,” initiated by the student, will be approved only when documented circumstances beyond a student’s control (such as serious illness or family emergency) have prevented the student from completing the course work. Inability to get work in on time will not constitute a reason for the grade of “X.” A student must complete the course work within 10 weeks (or a shorter time period based on the discretion of the instructor) immediately following the end of the course session in which the “X” was given. The time limit may be extended, up to one year following the end of the course session in which the “X” was given, at the discretion of the instructor and the dean. If a student does not complete the required course work within the prescribed time period, the “X” grade will automatically convert to an “F.”

Course and Clinical Expectations:

- 1. Students are expected to perform all previously learned skills satisfactorily and to apply knowledge from previous courses to care of the client in the clinical settings.*
- 2. Students are required to follow agency policies and procedures and to seek faculty guidance as questions arise.*
- 3. Students are enrolled in a professional program and are responsible and accountable for safe clinical performance, which includes confidentiality of patient/client and agency information.*
- 4. Satisfactory clinical/lab performance is required for the student to pass the course.*
- 5. The student will be required to make-up as determined by the instructor all unsatisfactory labs.*
- 6. The faculty will determine whether a student’s clinical conduct and actions are appropriate to the welfare of the client. Should it be determined that a student’s conduct in clinical has been observed to be detrimental to health and safety of the client or others in the setting, the faculty may dismiss the student from the clinical.*
- 7. An unsatisfactory clinical day may result in clinical failure of the course with a grade of F. A student may receive an unsatisfactory clinical day due to lack of professional behaviors and communication with client, staff, colleagues, and/or faculty. If the student receives two unsatisfactory clinical days or an overall unsatisfactory clinical evaluation of written work, client care, or professional conduct, the student may receive a clinical failure and a course grade of F for the semester regardless of the didactic grade.*
- 8. One unsatisfactory clinical day due to unsafe to potentially unsafe action(s), which includes confidentiality of all patient/client and agency information may result in clinical failure.*
- 9. Lack of preparation will be cause of unsatisfactory clinical day.*
- 10. Weekly clinical evaluations will be completed by the clinical instructor and are to be read and initialed by the student each week. Students are encouraged to make an appointment to meet with faculty when questions arrive. Midterm and final conferences with the clinical faculty are required.*

11. *A student shall not self-administer or otherwise take into the body any dangerous drug in any way not in accordance with a legal, valid prescription issued for the student. (May result dismissal from the program)*
12. *A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol, or other chemical substances that impair the ability to practice.*
13. *A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.*
14. *“A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of physical or mental disability”. (ORC Rule 4723-5-12 (16))*

Liability Insurance

All nursing students enrolled in clinical nursing courses are covered by liability insurance through The University of Findlay.

Transportation

It is the responsibility of the student to arrange to be at the assigned agency at the assigned time. All travel arrangements are to be made by the student.

Nursing Student Uniform

The grooming and general appearance of a nurse has a vital influence in the nurse-patient relationship. The nurse's attitudes about self as a professional and others are communicated through the image presented to clients and peers. Policies for student dress and appearance in the clinical area are provided to assist the student in complying with the requirements of our partnering clinical organizations.

1. The designated uniform is worn for all clinical experiences unless otherwise indicated by the instructor. It is also required for observational experiences.
2. A dark gray lab coat may be worn over or a neat clean white shirt may be worn underneath the scrub top for warmth. Other jackets and sweaters are not allowed on clinical units.
3. Current identification badge is required and must be visible during all clinical experiences.
4. Clean black shoes (closed toe, closed upper) and white hose or socks are required.
5. A stethoscope and a watch with a second hand are required and are to be brought to all clinical experiences unless otherwise instructed.
6. A small pair of bandage scissors and a penlight is recommended.
7. The student should attend all clinical experiences prepared with a black pen and paper. Black ink is the only color allowed for paper documentation.
8. If street clothes are permitted for a clinical experience, professional appearance is expected. Shorts, jeans, sleeveless tops and/or sandals are not permitted. Clothes that are revealing, faded, or are ill fitting are not professional in appearance and should not be worn for clinical experiences.

General Appearance

Hair:

1. Hair clean, check for dandruff or flaking hair spray on the uniform.

2. Neatly arranged, styled appropriately so as not to interfere with client care. Hair that requires continual attention, hangs over the eyes, falls forward when bending or is more suitable for a social occasion than the clinical setting is not appropriate.
3. Hair color is to be of a natural hair color.

Identification Tag:

1. To be worn on uniform or other clinical attire for all clinical experiences.
2. Must be visible so that name can be read.

Jewelry/Piercings:

In accordance with the policies of our partner agencies:

1. One ring and watch may be worn.
2. One pair of pierced ear posts is permitted, with one post in each ear lobe (only).
3. Body piercing appliances may not be worn on any facial structures or orifices while in the clinical area.
4. Some surgical or procedural areas may not allow jewelry.
5. Tattoos should be covered by the uniform or a clean white shirt under the uniform.

Toiletries:

1. Excessive use of cosmetics (eye shadow, make-up) is not appropriate for uniform attire.
2. To protect clients or coworkers with respiratory problems, perfumes and highly scented lotions or cosmetics are not allowed.
3. Use of a deodorant is an expectation of students in clinical experiences.

Hands:

1. Hands must be clean and washed in accordance with Standard Precaution Guidelines.
2. Nails are to be short extending no further than ¼ inch past the end of the finger, freshly manicured and appropriate for client care.
3. Chipped nail polish is not acceptable. Artificial nails are not permitted.

Criminal Background Check

All students are required to maintain on file official documentation for criminal background checks in the DON, 424 Frazer Street. Prior to the first clinical course, State and/or Federal background check results must be received and on file for students to attend any clinical experience. Students are required to pay for the cost of the background check(s).

Background checks must be completed annually. Additional Federal Background checks may be required.

To meet clinical agencies requirement all Nursing students will have a routine drug screening every six months (e.g. August and December) when in courses or preparing for courses with clinical experiences. In the event of a dilute or positive test result, the student may refute the results by:

- a. Providing verification of prescribed medication that may result in a positive result
- b. Retest and provide the results to the Department Chair
- c. In the event of a second positive test result the student will be dismissed from the program.

STUDENT AFFAIRS

ACADEMIC SERVICES

Student Responsibility Statement

The responsibility for planning academic programs rests largely with the student. Students must study the catalog and academic announcements carefully and arrange to take the required courses at the proper time. However, the services of faculty advisers, college deans, and the director of career planning are available to students.

Faculty Advisers

The system of faculty advisers is an essential part of the personalized education at The University of Findlay. When students enroll, they are assigned a faculty adviser who will guide them in developing an educational plan to their best advantage. Advisers counsel students each semester concerning choice of courses, future academic plans, and career goals.

Career Planning (UF Catalog 2017, pp.46, 325)

The Office of Career Planning provides the opportunity for students to assess their career interests and explore the major programs and career fields that are best suited to their individual strengths through counseling, career classes, workshops, and career information resources. The office also provides academic advising for freshmen who are undeclared/undecided majors and currently enrolled students who are changing majors.

Career Services (UF Catalog 2017, p. 325)

Career Services offers assistance with resume and cover letter writing, interview preparation, advice on employment issues, job search tips, and job trend information. The Center for Career & Professional Development invites employers of all industries to recruiting events such as job fairs, information sessions, mock interviews, class presentations, and on-campus interviews.

Internships and Placement (IP) (UF Catalog 2017, p. 46)

Internships and cooperative education programs enable students to acquire “hands-on” experience related to their degree, increase their marketability for future job placement, and enhance their preparation for graduate and professional programs. IP provides assistance in résumé and cover letter writing, résumé referrals, networking opportunities, and interviewing preparation. Internship opportunities are available locally, regionally, and nationally. Students should contact the Office of Internships and Cooperative Education Program at 419-434-5506 for additional information.

Academic Support Center (ASC) (UF Catalog 2017, pp. 46, 319)

The Academic Support Center provides, free of charge, a variety of academic support programs to students enrolled at The University of Findlay. *Peer tutoring* is available in writing, math, chemistry, and a variety of other subjects. *Study skills* are taught in one-hour to three-hour formats. Individual study skills tutoring related to academic performance is offered on such topics as test anxiety reduction, note-taking skills, and time management. *Academic counseling* is provided to help students whose academic performance is below expected standards. The ASC also works in conjunction with the Office of Disability Services to help students with appropriate support services. Special academic programs are also administered through the ASC. One such program, *Gateway*, allows the admission of students to The University of Findlay whose academic profile from high school is in the lower range of those students admitted. This one-year program provides special academic counseling and course planning to give these students the opportunity to succeed in college. Students wishing to return to the University following academic suspension are transitioned back through a special suspension return program administered through the Academic Support Center.

Disability Services (UF Catalog 2017, pp. 46, 327)

The purpose of the Office of Disability Services is to provide reviews and to determine appropriate services for students with disabilities as well as provide the framework within which specialized services are fulfilled and monitored. The Office of Disability Services works closely with all offices on campus to coordinate appropriate services. Specific services the Office of Disability Services can coordinate are: note-takers, sign language interpreters, tape recorders, video/audio taping of classes, extended time on tests, non-distracted settings, adaptive testing, and letters of introduction to faculty, student advocacy, priority scheduling and registration, academic advising, temporary disability plans, and campus orientations. Large print materials, books/texts on tape, tutors, individual tutors, adaptive housing, and additional safety devices are also available.

Student Representation on Department of Nursing Committees

Current nursing students are eligible to serve one-year terms on the Nursing Governance Committee with one representative from the sophomore, junior, and senior classes elected by their peers. These representatives give voice to their respective classes at regularly scheduled meetings. This representation affords students the opportunity to participate in governance activities.

Student Nurse Employment

The faculty recognize that students need and desire to work while they are enrolled in school. While the faculty acknowledges that students can gain experience from outside employment, we also believe that consideration must be given to the number of hours and types of employment students seek. The additional workload of outside employment may jeopardize academic or clinical performance. Students are expected to schedule employment time around the school schedule including clinical and outside class assignments.

Student Responsibility for Learning

Each student is expected to be an active learner through investing a substantial time commitment both inside and outside the classroom. Moreover, each student is expected to maximize his or her educational experience by engaging in a two-way interaction with faculty and staff members.

Student Retention

The faculty of the Department of Nursing is committed to student success. Each student is assigned to a faculty advisor who counsels the student before entering the nursing program and each semester throughout the program. When a student develops academic problems or difficulty, individual faculty members will counsel students in order to improve performance. Students may also be referred to the Academic Support Center for evaluation and study skills. During any type of academic or behavioral counseling meeting an additional faculty member may be asked to be present in order to protect the integrity of the counseling process.

Fees, Expenses, and Refunds

Information about the financial obligations of a student may be found in The University of Findlay's Undergraduate Catalog. Nursing students will pay an additional \$500.00 per semester beyond the undergraduate tuition charge beginning the second year of the program. In addition, there will be a fee for the nursing student uniform, monies to cover the intercultural experience, biannual drug screening, annual background checks and an application fee to sit for the NCLEX examination.

2017 UF Undergraduate Catalog - pp. 23-26

EXPENSES

The current operating cost of higher education is supported primarily by three areas of income: tuition and fees; endowments; and gifts from alumni, businesses, parents, and friends. The University of Findlay is conscious of the ever-increasing cost of a college education and makes every effort to provide a quality education for the lowest possible cost.

The University of Findlay offers a **Student Health and Accident Insurance Plan** to all traditional full-time, undergraduate students. The plan year runs Aug. 1 through July 31 of the following year. All traditional full-time, undergraduate students (12 hours or more fall semester or spring semester; nine hours or more summer session) are automatically enrolled and billed for this plan. **Students who do not desire this coverage must sign and return a waiver card to the Business Office.** The deadline for waiving insurance is Oct. 1 for the fall and Feb. 1 for the spring. After these dates, the student is enrolled in the policy, and it **CANNOT** be waived. Students who decline the coverage are not eligible to enroll until the start of the next plan year.

The Nursing Program will follow The University of Findlay’s statement regarding Expenses, Payment Methods, and Student Account Refunds in the University Catalog 2017. Refer to pages 23 through 29.

Approximate Extra Costs For Nursing Students

Drug Screening every 6 months starting fall semester of the second year	Cost 3 yrs. \$150.00
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Admission & First Year

Cost of Book for 1 st year (estimated)	Cost \$1600.00
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Second Year

Lab fee (ATI)	
Uniform	Cost
Lab and clinical supplies	\$215.00
Book Cost 2 nd year	\$45.00
Criminal Background Check-BCI	\$150.00
FBI	\$2000.00
	\$23.00
Third Year	\$25.00

Books	
Lab fee (ATI)	
Criminal Background Check BCI	\$1800.00
FBI	\$430.00
	\$23.00
Fourth Year	\$25.00

Lab Fee (ATI)	
Books	
NCLEX Fee (Not associated with program)	\$430.00
Criminal Background Check- BCI	\$1800.00
FBI	\$300.00
	\$23.00
Lab Fee (ATI) No Refunds available	\$25.00

Student Notification Regarding Policy Changes

Handbook Revision Policy

*The information contained in the Nursing Student Handbook is an extension of current undergraduate policies and procedures of The University of Findlay and the College of Health Professions. Since the implementation of the curriculum remains dynamic and therefore subject to continuous review and improvement, the provisions listed are directive in nature and subject to change without prior notice. The University of Findlay, Department of Nursing reserves the right to modify/edit the student handbook including policy and procedure additions, deletions, and modifications at any time. Students will be notified of any such changes in **writing via email in the form of an addendum** and are then under the jurisdiction of the new/modified material. Students will acknowledge when presented with the changes. All revisions apply to all enrolled students at time of notification.*

Students will acknowledge when presented with the Student Handbook. Students will also be notified of changes in policy by their academic advisors.

Nursing faculty/clinical faculty responsibilities

- (1) A faculty member of a nursing education program is responsible for planning the student's clinical experience and for evaluating the student's performance. Clinical nursing experiences are assigned by faculty based on course objectives and student learning needs. Faculty, teaching assistants or preceptors shall supervise student practice by providing guidance, direction, and support appropriate to the clinical situation.
- (2) Supervision of a nursing student shall be provided for each clinical experience involving the delivery of nursing care to an individual or group of individuals. This supervision is provided by a faculty member, teaching assistant, or preceptor who meets the qualifications set forth in rule 4723-5-10 of the Administrative Code.
- (3) All experiences for a nursing student in a clinical setting involving the delivery of nursing care to an individual or group of individuals is under the direction of a faculty member who functions only as a faculty member during the nursing student's clinical experience. The faculty member providing direction shall:
 - (a) Establish clinical objectives or outcomes within the framework of the course in which the student is enrolled;
 - (b) Communicate clinical objectives or outcomes to;
 1. Student
 2. The teaching assistant and preceptor, if utilized; and
 3. The staff at the clinical site;
 - (c) Provide for orientation of each student to the clinical site, including introduction to staff;
 - (d) Make assignments, in conjunction with the teaching assistant or preceptor, if utilized, for the student's experience, consistent with the specific objectives or outcomes of the course in which the student is enrolled;
 - (a) Provide for supervision of each student in accordance with 4723-5 of the OAC; and
 - (b) Evaluate the student's experience, achievement, and progress in relation to the clinical objectives or outcomes, with input from the teaching assistant or preceptor, if utilized.
- (4) The faculty member may assign an observational experience as appropriate to meet course objectives.
- (5) The faculty or teaching assistant to student ratio for direct patient care experiences shall be no greater a ratio than Ten students to one faculty or teaching assistant, or a smaller ration in clinical settings where necessary to ensure the safe deliver of nursing care.
- (6) The teaching assistant or preceptor providing supervision or a nursing student shall at least;
 - (a) Have competence in the area of clinical practice in which the teaching assistant or preceptor is providing supervision to a student;
 - (b) Design, at the direction of a faculty member, the student's clinical experience to achieve the stated objectives or outcomes of the nursing course in which the student is enrolled;
 - (c) Clarify with the faculty member:
 - (d) The role of the teaching assistant or preceptor;
 - (e) The responsibilities of the faculty member;

- (f) The course and clinical objectives or outcomes;
 - (g) The clinical experience evaluation tool; and
 - (h) Contribute to the evaluation of the student's performance by providing information to the faculty member and the student regarding the student's achievement of established objectives or outcomes.
- (7) A preceptor shall provide supervision to no more than two nursing students at any one time, provided the circumstances are such that the preceptor can adequately supervise the practice of both students.

ORC 4723.32 The faculty member supervising nursing students must assure:

- A. The practice of nursing by a student is currently enrolled and actively pursuing completion of a pre-licensure nursing education program, preparing,
 - (1) The student is participating in a program located in this state (Ohio) and approved by the board of nursing or participating in this state in a component of a program located in another jurisdiction and approved by a board that is a member of the national council of state boards of nursing;
 - (2) The student's practice is under the auspices of the program;
 - (3) The student acts under the supervision of a registered nurse serving for the program as a faculty member or teaching assistant.
- B. The rendering of medical assistance to a licensed physician, licensed dentist, or licensed podiatrist by a person under the direction, supervision, and control of such licensed physician, dentist, or podiatrist;
- C. The activities of persons employed as nursing aides, attendants, orderlies, or other auxiliary workers in patient homes, nurseries, nursing homes, hospitals, home health agencies, or other similar institutions; (NA)
- D. The provision of nursing services to family members or in emergency situations;
- E. The care of the sick when done in connection with the practice of religious tenets of any church and by or for its members;
- F. The practice of nursing as a certified registered nurse anesthetist, clinical nurse specialist, certified nurse-midwife, or certified nurse practitioner by a student currently enrolled in and actively pursuing completion of a program of study leading to initial authorization by the board of nursing to practice nursing in the specialty, if all of the following are the case:
- G. The activities of an individual who currently holds a license to practice nursing in another jurisdiction, if the individual's license has not been revoked, the individual is not currently under suspension or on probation, the individual does not represent the individual as being licensed under this chapter, and one of the following is the case:
 - (1) The individual is engaging in the practice of nursing by discharging official duties while employed by or under contract with the United States government or any agency thereof;
 - (2) The individual is engaging in the practice of nursing as an employee of an individual, agency, or corporation located in the other jurisdiction in a position with employment responsibilities that includes transporting patients into, out of, or through this state, as long as each trip in this state does not exceed seventy-two hours;
- H. The administration of medication by an individual who holds a valid medication aide certificate issued under this chapter, if the medication is administered to a resident of a nursing home or residential care facility authorized by section 4723.64 of the Revised Code to use a certified medication aide and the medication is administered in accordance with section 4723.67 of the Revised Code.
- I. Ensure medication is administered correctly.

Reviewed in 2014, 2015, 2016, 2017 & 2018.

Model Degree Plan

<p><u>Semester One</u></p> <p>HEPR 150 1 cr. hr. CHEM 111 and 111L (C1) 4 cr. hrs. ENGL 106 3 cr. hrs. E1 3 cr. hrs. E2 3 cr. hrs. E3 3 cr. hrs.</p> <p>Total: <u>17 cr. hrs.</u></p>	<p><u>Semester Two</u></p> <p>O3 3 cr. hrs. BIOL 102 3 cr. hrs. PSYC 100 (C3) 3 cr. hrs. C2 4 cr. hrs. NURS 101 Nsg. Issues 1 cr. hr. O1 3 cr. hrs.</p> <p>Total: <u>17 cr. hrs.</u></p>
<p><u>Semester Three</u></p> <p>BIOL 322 and 322L 4 cr. hrs. MATH 123 3 cr. hrs. HEPR 220 3 cr. hrs. NURS 200 Informatics 2 cr. hrs. HEPR 205 3 cr. hrs.</p> <p>Total: <u>15 cr. hrs.</u></p>	<p><u>Semester Four</u></p> <p>BIOL 323 and 323L 4 cr. hrs. R3 3 cr. hrs. NURS 299 Foundations UI 6 cr. hrs. NURS 210 Intercult.Care 2 cr. hrs. NURS 201 Intro Nsg. Research 1 cr. hr.</p> <p>Total: <u>16 cr. hrs.</u></p>
<p><u>Semester Five</u></p> <p>PSYC 208 3 cr. hrs. BIOL 200 & 200L Microbiology 4 cr. hrs. NURS 307 Med Surg I 6 cr. hrs. NURS 304 Pharm. 3 cr. hrs.</p> <p>Total: <u>16 cr. hrs.</u></p>	<p><u>Semester Six</u></p> <p>BIOL 365 Pathophys 3 cr. hrs. NURS 301 Research 2 cr. hrs. NURS 300 Maternal Child 6 cr. hrs. R2 3 cr. hrs. R1 3 cr. hrs.</p> <p>Total: <u>17 cr. hrs.</u></p>
<p><u>Semester Seven</u></p> <p>NURS 400 Community 4 cr. hrs. NURS 404 Med Surg II 6 cr. hrs. NURS 406 Mental Health 5 cr. hrs.</p> <p>Total: <u>15 cr. hrs.</u></p>	<p><u>Semester Eight</u></p> <p>NURS 401 Nsg. Synthesis 7 cr. hrs. NURS 403 Leader/Mgt. 4 cr. hrs. O2 3 cr. hrs. NURS 407 Capstone 2 cr. hrs.</p> <p>Total: <u>16 cr. hrs.</u></p>

**Department of Nursing The University of Findlay
Bachelor of Science in Nursing Curriculum Plan**

Nursing Course	# of clock hours lecture	# of clock hours clinical	# of clock hours lab	Total Clock Hours
NURS 101 (1 cr.)	15	N/A	N/A	15
NURS 200 (2 cr.)	30	N/A	N/A	30
NURS 201 (1 cr.)	15	N/A	N/A	15
NURS 210 (2 cr.)	30	N/A	N/A	30
NURS 299 (6 cr.)	45	90	45	180
<i>NURS 300 (6 cr.)</i>	<i>60</i>	<i>90</i>		<i>150</i>
NURS 301 (2 cr.)	30	N/A	N/A	30
NURS 304 (3 cr.)	45	0	0	45
NURS 307 (6 cr.)	45	100	35	180
NURS 400 (4 cr.)	45	45	0	90
NURS 401 (7 cr.)	30	225	0	255
NURS 403 (4 cr.)	30	90	0	120
NURS 404 (6 cr.)	45	100	35	180
NURS 406 (5 cr.)	45	90	0	135
NURS 407 (2 cr.)	30	N/A	N/A	30
	Clock hours/lecture	Clinical clock hours	Campus lab clock hrs.	Program Total Clock Hours
TOTAL	540	830	115	1485

Course Descriptions

Nursing Courses-

NURS 101 Nursing Issues (1 cr. hr.) - Discussion of history and contemporary issues of nursing and their impact on current nursing practice are included in the course. Relationship between the nursing major, the liberal arts, and support science courses will be explored. The course is designed to assist students in determining if nursing is the correct career choice.

NURS 200 Nursing Informatics (2 cr. hrs.)- The student will be introduced to basic skills in technology and information management, including decision-support systems, which guide nursing practice. Students will be prepared to document care data that serves as a foundation for decision making for the healthcare team.

NURS 201 Introduction to Nursing Research (1 cr. hr.)- Prerequisite: admission to the nursing program
The student will focus on beginning research processes as they relate to health and nursing practice. Emphasis will be placed on the development of abilities to interpret research reports and gather current information from reputable sources. Ethical considerations will be addressed.

NURS 210 Intercultural Care (2 cr. hrs.)- Prerequisite: permission of the instructor
The course emphasizes the role of the health care provider in providing culturally appropriate care across all settings. Concepts related to intercultural health including disease transmission, health policy, and healthcare economics are emphasized. Students are expected to immerse themselves in a culture other than their own through an intercultural experience.

NURS 299 Foundations of Nursing Practice (6 cr. hrs.) - Prerequisite: admission to the nursing program
Introduces the student to the nursing process and addresses primary, secondary, and tertiary prevention. Students learn to conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness, utilizing developmentally and culturally appropriate approaches. Basic psychomotor skills for the delivery of efficient, safe, and compassionate care are introduced and utilized with patients.

NURS 300 Maternal Child Nursing- (6 cr. hrs.) – Prerequisite(s): successful completion of BIOL 200, BIOL 200L, NURS 304, NURS 307 or permission of the instructor
The course provides students the opportunity to analyze theories, concepts, research, issues and trends in nursing of the childbearing and childrearing family. Content includes internal and external environmental factors affecting health. Emphasis is on the role of the professional nurse in health promotion and maintenance and wellness-illness care of these patients. The course provides guided clinical experience with childbearing and childrearing families in a variety of settings and agencies.

NURS 301 Nursing Research (2 cr. hrs.)- Prerequisite(s): successful completion of BIOL 200, BIOL 200L, MATH 123, NURS 201, NURS 304, NURS 307 or permission of the instructor
The course will introduce nursing research with an in-depth study of the steps of the research process. An analysis of nursing research studies will occur. Students will develop a research design and apply appropriate methodology to a class research project.

NURS 304 Pharmacological Principles of Nursing Practice (3 cr. hrs.) - Prerequisite(s): successful completion of NURS 201, NURS 210, NURS 299 or permission of instructor
The course is designed to assist the nursing student in understanding the basic concepts of pharmacology and drug therapies for disease states. Basic methods of therapeutic agent administration will be included.

NURS 307 Medical Surgical Nursing I (6 cr. hrs.)- Prerequisite(s): successful completion of NURS 201, NURS 210, NURS 299, BIOL 323 & BIOL 323L or permission of the instructor
The course focuses on nursing management and clinical reasoning used in assisting clients experiencing alterations in wellness and exhibiting perioperative, cardiovascular, hematological, respiratory, or neurological care needs.

NURS 400 Community/Population Health Nursing (4 cr. hrs.)- Prerequisite(s): successful completion of BIOL 365, NURS 300, and NURS 301 or permission of the instructor
This course shall focus on the aggregate, community, or population as the unit of care. Emphasis is placed on health promotion/disease prevention, prioritizing primary prevention strategies when interacting in the community.

NURS 401 Nursing Synthesis (7 cr. hrs.)- Prerequisites: NURS 400, 404, and 406
The student will select a specialty area of nursing practice and design care for patients in this agency. While practicing in this site, they will investigate the regulatory, financial, business and political factors influencing the agency.

NURS 403 Nursing Leadership and Management (4 cr. hrs.)- Prerequisite(s): successful completion of NURS 400, 404, and 406 or permission of the instructor
The course focuses on the critical analysis of the principles of leadership, management, and organizational behavior in the delivery of nursing care.

NURS 404 Medical Surgical Nursing II (6 cr. hrs.) - Prerequisite(s): successful completion of BIOL 365, NURS 300 or permission of the instructor
The course focuses on nursing management and clinical reasoning used in assisting clients experiencing alterations in wellness and exhibiting sensory, immunological, integumentary, gastrointestinal, renal, endocrine, musculoskeletal, and reproductive needs. Special emphasis will be placed on the geriatric patient.

NURS 406 Mental Health Nursing (5 cr. hrs.)- Prerequisite(s): successful completion of BIOL 365, NURS 300, and NURS 301 or permission of the instructor
The course will focus on the principals and practice of nursing in the mental health setting. Theory and treatment of patients, families and populations with both chronic and acute psychiatric needs will be addressed.

NURS 407 Capstone in Nursing (2 cr. hrs.) –Prerequisites: NURS 400, 404, and 406
The student shall prepare to enter the working, professional world by focusing on the licensure exam, disseminating the results of a research project, and adopting self- enhancing practices.

Support Courses

BIOL 200- Basic Microbiology (3cr. hrs.) – Prerequisite(s): BIOL 102 and one course in chemistry; or permission of the instructor
Concurrent with BIOL 200L

This course introduces students to the fundamental principles in microbiology and their clinical relevance. Topics included in this course are microbial structure, metabolism, genetics, and introductions to immunology and epidemiology.

BIOL 200 L- Basic Microbiology Lab (1 cr. hr.) – Prerequisite(s): BIOL 102 and one course in chemistry; or permission of the instructor
Concurrent with BIOL 200

This course provides study in the classification, structure, and metabolism of microorganisms. Laboratory work emphasizes bacterial growth characteristics, methods of culture, and identification of organisms. The role of microbes in food microbiology, industrial, and clinical setting, with emphasis on detection and control, are studied.

BIOL 322- Human Anatomy and Physiology I (3 cr. hrs.) – Prerequisite: one course in biology
This course offers a study of the anatomical structure of the body as it relates to the functioning of the human body. The course begins at the cellular level and continues up to the entire organism, using the organ systems as the means of study. Various technological tools are used to encourage critical thinking those topics that have societal impact on human health. Genetic influences on the body and its functioning are included. Special emphasis is placed on the integumentary, skeletal, and muscular systems.

BIOL 322 L- Human Anatomy and Physiology/ Lab (1 cr. hr.) - Prerequisite: must be enrolled concurrently with BIOL 322

Microscope slides, models, dissection, various audio visual aids, and written lab exercises will be used to examine anatomical structure and function. Emphasis is placed on the integument, connective tissue, skeletal and muscular systems. Related genetic disorders, disease, and societal concerns are discussed.

BIOL 323- Human Anatomy and Physiology II (3 cr. hrs.) – Prerequisite: one course in biology
This course provides a study in the physiological functioning of the body as it relates to structure. Special emphasis is placed on the cardiovascular, respiratory, urinary, and endocrine systems as these systems are influenced by genetic mechanisms as to their functioning in the development of disease. Also included as topics of discussion are the societal issues affecting the body, such as smoking, drug usage, diet, and other factors of lifestyles seen today. Laboratory exercises further clarify lecture topics. Various technologies are used to enhance class discussions.

BIOL 323 L- Human Anatomy and Physiology II/ Lab (1 cr. hrs.) - Prerequisite: must be enrolled concurrently with BIOL 323

Microscope slides, models, dissection, various audio visual aids, and written lab exercises will be used to examine anatomical structure and function. Emphasis is placed on the nervous, endocrine, sensory, cardiovascular, and respiratory systems. Related genetic disorders, disease, and societal concerns are discussed.

BIOL 365 Pathophysiology (3 cr. hrs.) - Prerequisites: BIOL 102 or 152, 322, 322L, 323, and 323L

This course lays the foundation for advanced concepts in understanding disease processes. Pathophysiology is a mechanistic exploration of selected disease processes that occur in the human body when a homeostatic imbalance is brought about by external or internal factors.

PSYC 100- General Psychology (3 cr. hrs.) - This course offers an orientation to psychology as the scientific study of behavior and mental processes, with special emphasis on principles of learning, memory, adjustment, abnormal behavior, and the physiology of behavior.

PSYC 208- Lifespan Development (3 cr. hrs.)- Prerequisite(s): ENGL 106, 107, or 206 and PSYC 100 or permission of the instructor

This course traces the physiological, cognitive, and psychosocial development of the individual from conception through late adulthood. Choices and obstacles relative to normal growth and development are examined.

CHEM 111- Basic Chemistry/Lecture (3 cr. hrs.) – Concurrent with CHEM 111L

This course covers basic principles of chemistry designed to give a foundation for the various sciences. Topics include methods of measurement, temperature and heat, atomic structure, bonding, chemical nomenclature, chemical equations, stoichiometry, gas laws, solutions, acids and bases, electrochemistry, and chemical equilibrium.

CHEM 111 L- Basic Chemistry/Lab (1cr. hr.) – Concurrent with CHEM 111

Laboratory work reinforces the basic principles covered in CHEM 111 lecture and introduces analytical techniques. Laboratory experiments cover density, percent composition of mixtures, applying the mole concept, chemical reactivity, and chemical reactions with balanced equations, gas laws, titrations, and atomic structure. The labs are a mixture of computer simulations and wet-bench chemistry.

HEPR 150- Introduction to Health Professions (1 cr. hr.)- This is an introductory course for first-year freshman which will provide a sequence of enriching experiences offered by a team of health professionals that will enhance a student's knowledge of the various health professions. It will also introduce the student to the campus environment and provide information and training on the various resources that are available.

HEPR 205- Human Nutrition (3 cr. hr.)- This course covers the study of basic nutrition including the role of carbohydrates, fats, proteins, vitamins, and minerals in human metabolism. Topics will include energy sources and systems, energy requirements in physical exertion, weight and diet, and a review of current dietary practices. Applications of nutritional principles to physical fitness and performance enhancement and the effect of various ergogenic aids will be studied.

HEPR 220- Medical Terminology (3 cr. hr.)- This course deals with the basic formation of medical terms and their definitions. Areas covered include medical suffixes and prefixes, body-orientation levels and planes, the skin, joints, muscles, skeleton, nerves, brain, spinal cord, heart, liver, blood vessels, respiratory system, endocrine system, endocrine system, the special senses, the female reproductive system, and oncology.

The University of Findlay
College of Health Professions

HEALTH FORM / PHYSICIAN'S EXAMINATION

PART ONE: MUST BE COMPLETED BY THE STUDENT PRIOR TO THE EXAM!

General Information:

Name: _____ Sex: ___ Birth date: _____

Address: _____ Phone _____

City: _____ State: _____ Zip: _____

UF ID# _____ Today's Date: _____

Health Profession Program

History:

Do you have, or have you had any of the following illnesses or conditions?

Asthma	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Diabetes	Yes <input type="checkbox"/>	No <input type="checkbox"/>
High Blood Pressure	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Heart Disease	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Cancer	Yes <input type="checkbox"/>	No <input type="checkbox"/>	TB	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Seizures	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Hepatitis	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other serious illness or condition <u>currently</u>	Yes <input type="checkbox"/>	No <input type="checkbox"/>			

Details of any "Yes" answers from above:

Previous Injuries: _____

Previous Surgeries: _____

Allergies: _____

Current Medications: _____

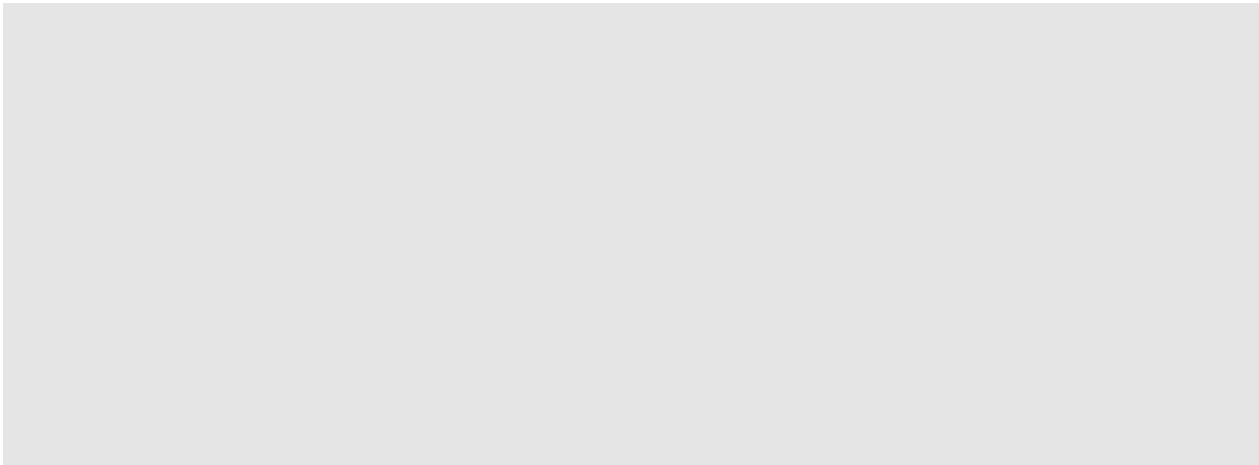
NAME _____ ID# _____

DOB _____ PHONE# _____

Health Science Major _____

REQUIRED:	Date Completed/Given	<u>Cosiano Health Center</u> <u>Staff Signature</u>
Primary DPT series completion Tetanus Booster (Tdap/Td) (Substitute 1 dose Tdap for Td)	_____ _____	_____ _____
MMR Born before 1/1/57 or Vaccine- Dose # 1 Dose # 2 or MMR titers	_____ _____ _____ Date _____ Results _____	_____ _____ _____ _____ _____
Hepatitis B Vaccine First Injection Second Injection: (1 month after first injection) Third Injection: (5 months after second injection) Surface Antibody Test: (6-8 weeks after last injection)	_____ _____ _____ Date _____ Results _____	_____ _____ _____ _____ _____

<p>PPD (tuberculin skin test) Step 1: Step 2: (7-14 days after step 1) Yearly follow ups: If positive—Quantiferon Gold Test required yearly thereafter</p>	<p>_____ Given _____ Read _____ mm Results _____ Given _____ Read _____ mm Results _____ Given _____ Read _____ mm Results _____ Given _____ Read _____ mm Results _____ Given _____ Read _____ mm Results _____ Given _____ Read _____ mm Results</p>	<p>_____ _____ _____ _____ _____ _____</p>
<p>Varicella Varicella titer or Vaccine-</p>	<p>Date _____ Results _____ Date _____ Dose 1 Date _____ Dose 2</p>	<p>_____ _____ _____ _____</p>
<p>Flu Vaccine (yearly)</p>	<p>_____ _____ _____ _____</p>	<p>_____ _____ _____ _____</p>
<p>Polio Vaccine</p>	<p>_____ _____ _____</p>	<p>_____ _____ _____</p>



PART TWO: TO BE COMPLETED BY THE PHYSICIAN

Physical Examination:

Vital Signs: Ht: _____ (inches) Wt: _____ (lbs.) BP _____/_____ Pulse _____

	Normal	Abnormal	Deferred	Comments
General Appearance				
HEENT				
Lungs				
Breast (if indicated)				
Heart				
Abdomen				
Pelvic (if indicated)				
Rectal (if indicated)				
Back				
Extremities				
Neurologic				

Are there any conditions, physical and/or emotional, which may interfere with functioning as a health professional student in the classroom or clinic?

Yes No If yes, please describe on a separate sheet.

Physician's Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Physician's Signature: _____ Date: _____

Student Authorization

Authorization:

I direct that a copy of this exam form, including laboratory results, be sent to my assigned clinical centers and coordinators.

Student Signature: _____ **Date:** _____

Practitioner Contact:

If you are currently in treatment for any condition, physical or emotional, may we contact your practitioner

in an emergency? Yes No

Student Signature: _____ **Date:** _____

If yes, please provide us with the following information:

Practitioner's Name: _____ Specialty: _____

Address: _____ Telephone: _____

City: _____ State: _____ Zip: _____

ACKNOWLEDGEMENT OF RECEIPT OF NURSING HANDBOOK

My signature below is to acknowledge received an electronic copy of The University of Findlay Nursing Program Student Handbook 2018-19. The Handbook is intended to provide information for nursing students that is in addition to the University Catalog and Handbook. Your signature also acknowledges each student's responsibility for the information contained within including progression criteria.

Print Name _____

Signature: _____ Date: _____

Professional Conduct Agreement

It is the responsibility of The University of Findlay Department of Nursing students to act and conduct themselves in a professional manner at all times. Students are required to abide by the ANA Code of Ethics, The University of Findlay Student Honor Code, and the State of Ohio Laws and Rules Regulating the Practice of Registered Nurses. By signing below, I am verifying that I understand the above conduct contract and understand that failure to abide by this contract may result in disciplinary action(s) and possible dismissal from the Department of Nursing.

Student Signature: _____ Date _____

Witness Signature _____

(Completed by every student)

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