The Christ College of Nursing and Health Sciences

Department of Nursing

Bachelor of Science in Nursing

Program Handbook

Academic Year 2016-2017
To the Bachelor of Science in Nursing (BSN) Student:

Welcome to The Christ College of Nursing and Health Sciences! We are excited about the opportunity to partner with you as you begin your educational journey within the profession of nursing.

The BSN Program Handbook is an important document to guide you through and promote your successful completion of the BSN program. Please read the document thoroughly and familiarize yourself with the policies, procedures and regulations within the BSN Program Handbook. The faculty, professional staff, and administration are available to assist you with policies, procedures, or regulations in the BSN Program Handbook.

Occasionally it is necessary to introduce new or revise existing policies, procedures, or regulations in the BSN Program Handbook. New policies and revisions will be posted on the College’s electronic learning management system.

As you begin your journey, we encourage you to interact with your class peers and faculty members to help enhance and diversify your learning opportunities. Together we can enrich the culture of nursing through caring, collaboration, integrity, and excellence!

Best wishes for success in your educational endeavors!

Sincerely,

Faculty, Staff, and Administration
The Christ College of Nursing and Health Sciences
Department of Nursing
FOREWORD

The Christ College of Nursing and Health Sciences College Catalog and Bachelor of Science in Nursing (BSN) Program Handbook are guidebooks for our students in the BSN program.

It is the responsibility of each student to know the contents of both documents and to respect and maintain the rules and standards of the College and the Department of Nursing.

The College and Department of Nursing reserve the right to change any provision or policy in the interest of the College, BSN program, or students.

The BSN Program Handbook can be accessed through the College’s electronic learning management system.

PLEASE NOTE

The Christ College of Nursing and Health Sciences is committed to a policy of non-discrimination on the basis of race, color, creed, national origin, citizenship, religion, ethnicity, age, gender, gender identity, genetics, marital status, sex, pregnancy, sexual orientation, military or veteran status, disability, or any other status protected by local, state or federal law (collectively, “protected statuses”) in the administration of its educational, recruitment, and admissions policies; scholarship and loan programs; and athletic or other College-administered programs. All institutional processes and policies are in compliance with applicable federal and state laws and regulations related to discrimination.

Updated 7.6.16
## Table of Contents

**History of the College** ........................................................................................................... 1

**The Department of Nursing**
- Purpose and Philosophy ........................................................................................................... 3
- Conceptual Framework with Curricular Concepts ................................................................. 4
- Professional Ethics .................................................................................................................. 9

**Bachelor of Science in Nursing**
- Program Description and Outcomes ..................................................................................... 10
- Assessment and Correlation of Outcomes ............................................................................. 10
- Core Curriculum and Curriculum Plan .................................................................................. 12

**Communication**
- Communication Pathway for Academic Course Concerns ................................................... 14

**Academic Policies and Procedures**
- General Policy ....................................................................................................................... 15
- Behaviors of Accountability and Code of Conduct ................................................................. 15
- Academic Integrity and Honesty ............................................................................................ 16
- Time to Degree for Matriculated Students ........................................................................... 16
- Nursing Progression Policy .................................................................................................... 17
- Registration Procedures for Nursing Courses ....................................................................... 19
- Illness in Classroom, Lab and Clinical Settings ..................................................................... 19

**Nursing Course: Classroom Policies and Procedures**
- Attendance Policy .................................................................................................................. 20
- Grading Policy ......................................................................................................................... 21
- Exams, Assignments, Quizzes ............................................................................................... 21
- Standardized Testing Policy ................................................................................................... 23

**Nursing Course: Service Learning/Clinical Policies and Procedures**
- Attendance Policy .................................................................................................................. 24
- Dress Code Policy ................................................................................................................... 26
- Student Conduct While Providing Nursing Care Policy ......................................................... 29
- Nursing Student Performance of Specified Procedures ....................................................... 31
- Skills/Simulation Lab Policies and Procedures ....................................................................... 33
- Learning Contracts ................................................................................................................ 34
- Dismissal from the Clinical Setting ....................................................................................... 35
Student Health Policies
   Physical Exam and Drug Screening.................................................. 36
   Health Screening and Requirements.................................................. 36
   Medical Situations.............................................................................. 37
   Medical Releases................................................................................ 38
   Blood Borne Pathogen Exposure Procedure ...................................... 38
   Financial Responsibility ....................................................................... 40

Ohio Board of Nursing Licensure Procedures
   Licensure Requirements ..................................................................... 40
   Application Process ........................................................................... 40

Appendices
   Appendix A - Definition of Terms .................................................... 43
HISTORY OF THE COLLEGE

Founding of the Predecessor: The Christ Hospital School of Nursing
The Christ Hospital School of Nursing (TCHSN) was born in a tradition of caring. In 1888, a group of local citizens, led by soap maker James N. Gamble, invited Ms. Isabella Thoburn to come to Cincinnati. Their expectation was that she would start a program to train deaconesses and missionaries to carry on religious, educational and philanthropic work to alleviate the appalling poverty that existed in the city. They could not have imagined the impact their invitation would have on the city at that time or now more than a century later.

Conversion to The Christ College of Nursing and Health Sciences (TCCNHS)
National and regional developments pointed to an evolving health care delivery system, increased needs and desires of consumers for higher-quality patient care, augmented educational and skill requirements of the nursing workforce, and national trends toward degree granting educational programs for nursing. In the 2002–2003 academic years, the administration and faculty of TCHSN determined that it was essential for the School to evolve to address these trends by proposing that a new, independent institution be developed prompting the conversion to The Christ College of Nursing and Health Sciences.

The expanded course offerings and intensive curriculum within the College help prepare nurse generalists for work in a broad array of health care settings. In the future, as the College assesses its progress, the infrastructure and foundation being laid will open doors for curricular and extracurricular innovations allowing for continued attention to the excellence in education and community engagement that has been at the core of the institution’s mission and history. TCHSN officially closed its doors with its last graduating class in 2007. The College opened its doors in academic year 2006–2007, accepting its first class of students.

TCCNHS is accredited through the Higher Learning Commission, North Central Association of Colleges and Schools and the BSN Program is accredited through the Commission on Collegiate Nursing Education (CCNE).
The Nursing Pin
The original pin and those given for a number of years were made from five dollar gold pieces (Dumm, 1985). A nursing pin is awarded symbolizing the College crest for students who have successfully completed all BSN requirements and have fulfilled all other requirements for graduation from the College. The nursing pin is a miniature replica of the College’s crest which states “Summo Commissio Missi” meaning “On Highest Mission Sent”.

The Christ College of Nursing and Health Sciences
Department of Nursing
Bachelor of Science in Nursing Degree
THE DEPARTMENT OF NURSING

Purpose of Nursing Department
The purpose of the Department of Nursing is to support the mission, vision, and values of The Christ College of Nursing and Health Sciences by providing a course of study with a foundation in the liberal arts and sciences. Graduates who earn a nursing degree from The Christ College of Nursing and Health Sciences will be caring, professional nurses engaging in critical thinking, intellectual inquiry, and collaboration. Leadership provided by the graduate will promote high quality care for a dynamic, diverse society in any setting. To assist in advocating for patients to achieve positive outcomes, graduates will possess a knowledge base of regulatory environments and healthcare informatics. The nursing graduate from The Christ College of Nursing and Health Sciences will be a life-long learner who models integrity and excellence in professional nursing practice.

Philosophy
The faculty within the nursing department at The Christ College of Nursing and Health Sciences believe that:

• A person is a unique individual having intrinsic value. Each individual has diverse physical, emotional, social, developmental, and spiritual needs in varying degrees of fulfillment and deserves caring interventions. The person and environment are constantly interacting.
• The environment includes all internal and external factors affecting and affected by the individual. A part of this dynamic environment is society, which consists of individuals, families, communities. Any change in the environment may require varying degrees of adaptation. Ongoing assessment by the nurse identifies a person’s adaptive efforts to promote, maintain, or restore health.
• Health is the dynamic process of balance and harmony within the person. A person’s state of health may be influenced by personal, societal, and cultural variables and altered by primary, secondary, or tertiary prevention strategies. A person’s position on the health continuum may require nursing intervention.
• Nursing is a caring profession concerned with the patient’s responses to health and illness. Nursing is an integral component of the healthcare system. Nurses function collaboratively to address the diverse healthcare needs of patients. Nurses are providers and managers of care and members within the discipline of nursing.
• Nursing practice integrates knowledge from the biological, social, and behavioral sciences with nursing theories, research/evidence, and clinical experience.
application of knowledge, as well as the therapeutic use of self through effective communication and intervention is fundamental to nursing.

- The **nursing process** is a comprehensive clinical decision-making strategy. It serves as a framework for providing and managing competent evidence-based care to promote, maintain, or restore the patient’s optimal level of health. This includes support of a dignified death.

- Accountability and responsibility are hallmarks of a wide range of **professional behaviors** requisite to the discipline of nursing. Nurses are accountable to patients, society, and the nursing profession for providing high standards of care and upholding legal and ethical principles. Nurses are responsible for continuing professional development.

- In Nursing, the collaborative processes of **teaching and learning** take place between the teacher and student. Learning is a goal-oriented, integrative process enhanced by individual inquiry, motivation, and self-direction. Learning is facilitated when faculty creates a cooperative, supportive learning environment, encourages knowledge and skill expansion, and guides students in developing competencies. The achievement of desired changes in knowledge, attitudes, skill and behaviors determines the effectiveness of this collaborative effort.

### Conceptual Framework with Curricular Concepts

A. **Horizontal Threads**: Integrated concepts presented at various stages in the curriculum, strengthened through repeated exposure and application and woven throughout the curriculum. For the Department of Nursing, **person, environment, health**, and **nursing** constitute the horizontal threads of the nursing curriculum and are defined in the Philosophy of the Nursing Programs.
B. **Vertical Threads (with Curricular Concepts in Italics):** Sequential concepts spanning the nursing program, progressive in complexity and increasing in depth throughout the program. For the Department of Nursing, the following concepts and definitions constitute the vertical threads of the nursing curriculum. The vertical threads are not intended to be viewed as solitary concepts. Rather, the concepts are intended to reflect the progressive educational development of the student in acquiring the knowledge, skills, behaviors, and clinical reasoning requisite to the profession.

1. **Caring Interventions:** Caring interventions are those nursing behaviors and actions that assist patients in meeting their needs. Caring interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. Caring is the “being with” and “doing for” that assist patients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust, where patient choices related to cultural values, beliefs, and lifestyle are respected. Caring interventions imply implementation of prevention strategies. *(Caring, Quality)*

2. **Assessment:** Assessment is the collection, analysis, and synthesis of relevant data for the purpose of appraising the patient’s health status. Comprehensive assessment provides a holistic view of the patient which includes dimensions of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the orderly collection of information from multiple sources to establish a foundation for provision of nursing care, and includes identification of available resources to meet patient needs. Initial assessment provides a baseline for future comparisons that can be made in order to individualize patient care. Ongoing assessment and reassessment are required to ensure quality and safety in patient care while meeting the patient’s changing needs. *(Nursing Process, Evidence-based Practice, Informatics, Communication, NCLEX Success)*

3. **Clinical Decision Making:** Clinical decision-making encompasses the performance of accurate assessments, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate clinical judgments. Effective clinical decision making results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care that moves
the patient and support person(s) toward positive outcomes. Evidence-based practice and the use of critical thinking/clinical reasoning provide the foundation for appropriate clinical decision making. (*Nursing Process, NCLEX Success, Clinical Judgment, Quality, Evidence-based Practice*)

4. **Managing Care:** Managing care is the efficient, effective use of human, physical, financial, and technological resources to meet patient needs and support organizational outcomes. Effective management is accomplished through the processes of planning, organizing, directing, and controlling. The nurse, in collaboration with the healthcare team, uses these processes to assist the patient to move toward positive outcomes in a cost efficient manner, to transition within and across healthcare settings, and to access resources. (*Nursing Process, NCLEX Success, Quality, Evidence-based Practice, Informatics, Leadership, Collaboration, Healthcare Economics*)

5. **Collaboration:** Collaboration is the shared planning, decision making, problem solving, goal setting, and assumption of responsibilities by those who work together cooperatively, with open professional communication. Collaboration occurs with the patient, significant support person(s), peers, other members of the healthcare team, and community agencies. The nurse participates in the team approach to holistic, patient-centered care across healthcare settings. The nurse functions as advocate, liaison, coordinator, and colleague as participants work together to meet patient needs and move the patient toward positive outcomes. Collaboration requires consideration of patient needs, priorities and preferences, available resources and services, shared accountability, and mutual respect. (*Collaboration, Care Coordination, Nursing Process, Professionalism, Quality, Leadership, Healthcare Economics*)

6. **Communication:** Communication in nursing is an interactive process through which there is an exchange of information that may occur verbally, non-verbally, in writing, or through information technology. Those who may be included in this process are the nurse, patient, significant support person(s), other members of the healthcare team, and community agencies. Effective communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship. Therapeutic communication is an interactive verbal and non-verbal process between the nurse and patient that assists the patient to cope with change, develop more satisfying interpersonal relationships, and integrate new knowledge and skills. (*Communication, Collaboration, Caring, Nursing Process,*
7. **Professional Behaviors:** Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The graduate of a nursing program adheres to standards of professional practice, is accountable for their own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Professional behaviors also include a concern for others, as demonstrated by caring, valuing the profession of nursing, and participating in ongoing professional development. *(Ethics, Professionalism, Quality, Evidence-based Practice, Informatics, Healthcare Policy, Healthcare Law)*

8. **Teaching and Learning:** Teaching and learning processes are used to promote and maintain health and reduce risks, and are implemented in collaboration with the patient, significant support person(s) and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching, and modification of teaching based on identified responses. Learning involves the assimilation of information to expand knowledge and change behavior. *(Patient Education, Health Promotion, Nursing Process, Professionalism, Quality, Evidence-based Practice, Informatics)*

### C. Human Needs *(with Curricular Concepts in Italics)*

1. **Biological**
   - Oxygenation: ability to transport air to the lungs and provide life-sustaining oxygen to cells *(Acid/Base Balance, Cellular Respiration, Gas Exchange, Perfusion)*
   - Circulation: ability to transport oxygen and nutrients to cells *(Fluid and Electrolyte Balance, Immunity, Inflammation, Clotting, Homeostasis, Metabolism, Perfusion)*
   - Nutrition: all the processes involved in taking in and utilization of nutrients *(Nutrition, Metabolism, Functional Ability, Sensory Perception, Glucose Regulation, Caregiving, Palliation, Aging)*
   - Fluid and Electrolyte Balance: ability to maintain the volume and distribution of body fluids and solutes *(Fluid and Electrolyte Balance, Acid/Base Balance)*
   - Elimination: ability to excrete waste products *(Elimination, Functional Ability, Aging)*
   - Hygiene/Skin Integrity: practices that are conducive to preservation of health
and maintenance of unbroken and healthy skin (Mobility, Tissue Integrity, Sensory Perception, Glucose Regulation, Elimination)

- Sensory/Comfort and Regulation: ability to perceive, integrate, control, and respond to internal and external cues (Sensory Perception, Pain, Thermoregulation, Intracranial Regulation, Cellular Regulation, Stress, Infection, Safety, Functional Ability)
- Cognition: mental processes needed for knowing, learning, and understanding (Cognition, Motivation, Adherence)
- Activity: ability to engage in body movement (Functional Ability, Mobility, Aging)
- Safety/Protection: ability to be protected from actual or potential harm (Safety)
- Biophysical Development: orderly and predictable process of growth and differentiation (Development, Culture, Sexuality, Reproduction)

2. Psychosocial/Spiritual

- Mental Health: ability to cope with or make the best of changing stresses or stimuli (Anxiety, Coping, Mood & Affect. Addiction, Interpersonal Violence, Psychosis, Aging; Caregiving, Palliation)
- Sexuality: the sum of physical, functional, and psychological attributes that are expressed by one’s gender identity and sexual behavior (Sexuality, Reproduction, Development, Aging)
- Developmental Tasks: ability to achieve psychosocial or cognitive skills at certain periods in life (Development, Cognition, Motivation, Adherence)
- Social/Cultural Interaction: ability to engage in shared values, beliefs, and practices of a particular group of people (Culture, Ethics, Caring, Family Dynamics)
- Spirituality/Religion: essence of a person’s being and beliefs about the meaning of life (Spirituality; Palliation)

D. Definition of Terms
See Appendix A for definitions of terms
Professional Ethics (Updated 7.25.16)
When engaged in nursing functions, the student must do so within legally prescribed bounds and is accountable for his/her own actions. The student has the obligation to adhere to the standards of ethical practice and conduct which are stated by the American Nurses Association.

American Nurses’ Association Professional Code of Ethics

**Provision 1**
The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

**Provision 2**
The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

**Provision 3**
The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

**Provision 4**
The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

**Provision 5**
The nurse owes the same duties to self as to others, including the responsibility to preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

**Provision 6**
The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

**Provision 7**
The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

**Provision 8**
The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

**Provision 9**
The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

BACHELOR OF SCIENCE IN NURSING DEGREE

Accrediting Organization: Commission on Collegiate Nursing Education (CCNE)

Program Description

The Bachelor of Science in Nursing program provides a course of study that has its foundation in the liberal arts and sciences and is an innovative nursing curriculum emphasizing academic excellence and professional leadership through clinical immersion. A distinctive concept-based curriculum integrating service learning prepares students to address the healthcare needs of diverse global communities by promoting population health. Graduates of this program will utilize evidence to promote health and wellness through caring and collaborative strategies incorporating knowledge of regulatory environments, healthcare informatics, and quality improvement. A culture of robust intellectual inquiry will prepare graduates to take the NCLEX-RN licensing examination and to pursue life-long learning.

Student Learning Outcomes

Graduates of the BSN Program will be able to:
1. Apply appropriate evidence to improve healthcare outcomes.
2. Utilize healthcare informatics safely and accurately in the delivery of quality care.
3. Employ critical thinking and clinical reasoning to care for diverse populations.
4. Lead the healthcare team in solving contemporary issues to improve patient outcomes.
5. Collaborate with the interprofessional healthcare team to ensure quality and safety.
6. Demonstrate professionalism in the nursing role.
7. Apply an understanding of health policy and regulatory environments in patient care.
8. Pursue life-long learning and service to meet the needs of a dynamic society.

Assessment and Correlation of Outcomes

A. The Department of Nursing participates in the College’s cycle of ongoing assessment identified as the TCCNHS Learning Assessment System.
B. In accordance with OAC 4723-5-15, the Bachelor of Science in Nursing Degree program has a written systematic plan of evaluation which includes data collected from faculty, nursing students, graduates and employers of graduates. This system is identified as the Systematic Plan for Evaluation and Assessment of Outcomes.
C. (SP/PEAO). The committees of the Nursing Faculty Organization, in addition to all nursing faculty, have responsibilities related to the SP/PEAO.
D. Nursing skills are taught in NUR 221 (Sophomore 2) and reinforced throughout the
curriculum in service learning and clinical experiences. Students have the opportunity to perfect all previously-learned skills in Senior-level Clinical Immersion experiences.

Core Curriculum and Curriculum Plan (Updated 8.9.16)
The four-year BSN curriculum consists of a concept-based, service learning model, with senior-year clinical intensives and Clinical Integration Seminars.
The core curriculum consists of the following Nursing (NUR) and Arts and Sciences (A&S) courses displayed in the curricular overview:

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* Indicates an 8-week course

LAS Residency Requirement: 16 credit hours
COMMUNICATION
The nursing faculty highly value open communication with each student nurse. Full-time nursing faculty maintains scheduled office hours each week during the academic semester. Part-time and adjunct nursing faculty are available by appointment. Students may contact nursing faculty via voice mail and/or electronic mail.

A. The College’s internal electronic mail or Blackboard must be utilized for all e-mail communications between students and nursing faculty.
B. Faculty is expected to respond to student communications only during scheduled work days and times.
   - Please be aware faculty working part-time or as adjunct do not work every day.
   - Every effort will be made to respond to students within 48 hours during business days.
   - It is the student’s responsibility to clarify faculty availability.
C. Individual faculty may choose to communicate outside of scheduled work time and on weekends which students should understand is not an expectation of the College or Administration.
D. At the faculty’s discretion, individual phone numbers may be given to students by listing phone numbers on the course syllabus.
E. Frequently, the nursing faculty or professional staff needs to communicate with students. It is the student’s responsibility to check email daily. In the event of a name or address change, immediately inform the College Registrar and the Administrative Assistant, Division of Nursing and Health Sciences of new name, address, or phone numbers in order to facilitate communication.

Communication Pathway for Academic Course Concerns
At times, students may have academic concerns that warrant conversation with appropriate faculty. The following sequence outlines the student’s pathway for routing such concerns.
   1. The student discusses concerns with appropriate course faculty involved for classroom concerns or the clinical faculty for clinical concerns.
   2. Course Lead(s) of the course
   3. BSN Program Director
   4. Associate Dean, Nursing
   5. Joint sessions with the student, course faculty, course lead(s), BSN Program Director, and Associate Dean, Nursing.

Contact Numbers
- Course Faculty/Clinical Faculty: See course syllabi or call 513-585-2247
- Administrative Assistant, Nursing Department: 513-585-2247
The Christ College of Nursing and Health Sciences
Department of Nursing
Bachelor of Science in Nursing

- BSN Program Director: 513-585-4793
- Associate Dean, Nursing: 513-585-0941

ACADEMIC POLICIES AND PROCEDURES

Policies published in the BSN Program Handbook will be introduced and reviewed by course faculty during student orientation at the beginning of each academic year. During orientation, it will be communicated or reiterated.

General Policies

A. The faculty in the Department of Nursing reserves the right to implement changes in curriculum, schedule, and policies at any time to preserve the high standards essential for approval by accrediting bodies and to protect the safety of patients. The faculty and the Department of Nursing will not change any policies which would affect an individual student's progression in or completion of the program in accordance with Rule 4723-5-12, (B), and OAC. Students will be notified of policy change via email.

B. Non-compliance with policy requirements as outlined in the College Catalog or BSN Program Handbook may affect continuation or progression through the nursing program, and could result in immediate nursing course failure, probation, suspension, and/or termination from the program as determined by the Associate Dean, Nursing or designee.

Behaviors of Accountability and Code of Conduct

All students are responsible for being knowledgeable of and acting in accordance with the Behaviors of Accountability and Code of Conduct located in the College Catalog.

The Behaviors of Accountability and Code of Conduct apply to classroom and all College related situations, as well as direct and indirect patient care. Students sign a document acknowledging their awareness of the Behaviors of Accountability and Code of Conduct during orientation week or at the time of official transfer to the College.

In addition to behaviors listed in the College Catalog, the following also applies:

A. Students are expected to demonstrate the following behaviors related to accountability:
   1. Follow all College, Nursing Program, and Agency policies and procedures
   2. Complete all clinical preparation prior to direct and indirect patient care according
to course guidelines
3. Maintain patient confidentiality, advocate for patients, family and significant other
4. Admit errors as soon as discovered
5. Refrain from cheating, stealing or repeating unacceptable behavior(s)

B. Incidences violating the Code of Conduct which result in the student being suspended or terminated, include but are not limited to:
1. Chemical abuse
2. Unauthorized possession of property
3. Falsification of records
4. Breach of confidentiality

**Academic Integrity and Honesty**
All faculty must make certain that there is consistency between the learning outcomes and learning activities. In addition, faculty ensures policies in the course syllabi are carried out equally for all students. A student’s acceptance of admission to the College constitutes a commitment to act honorably in all situations and to uphold the policies, procedures, and behavioral expectations of the College.

Faculty and students will adhere to policies and procedures found in The Bachelor of Science in Nursing Degree Program Handbook and College Catalog. See the College Catalog for the complete Statement on Academic Integrity and Honesty.

**Time to Degree for Matriculated Students**
The time to complete the Bachelor of Science in Nursing Degree for matriculated students is six (6) years from the date the student begins the program.

A student may petition for extension of Time to Degree by submitting a written request to the Associate Dean, Nursing or designee at least four (4) months prior to the expected graduation date. The student’s request will be reviewed and the final decision communicated to the student and appropriate College offices via College e-mail. Matriculated students who have commenced nursing courses but are on an approved leave of absence are excluded from the timeline. The individual student’s time to degree will be reassessed by the Associate Dean of Nursing and/or appropriate designee upon the student’s return from the leave of absence.
**Nursing Program Progression Policy**

A. Students are admitted to the BSN program with a defined expected graduation date.
   1. Students are required to meet defined curriculum plan as outlined in the BSN Program Handbook for the expected graduation date.
   2. If a student's expected graduation date changes due to a student falling behind in the curriculum plan for any reason, the student will then be responsible for completing the defined curriculum plan under the new expected graduation date.

   **Example:** Students who begin the curriculum, in August 2016 with the expected graduation date of May 2020 are admitted to the nursing program under the 2016 - 2017 BSN Program Handbook. Students are required to complete the curriculum plan for the Class of 2020. If a student's graduation year changes to May, 2021 for any reason (i.e. failure of a course, withdrawing from a course, leave of absence, time off) the student is then responsible for completing the Class 2021 curriculum plan.

B. For continuation or progression through the nursing program, students are responsible for meeting ALL of the following requirements. Failure to meet requirements will prevent participation in or result in suspension from the class and clinical courses until requirements are met.

   **Immunization requirements** outlined in the Student Health Policies

   **Basic Life Support** (BLS) also known as Cardiopulmonary Resuscitation (CPR) is required prior to beginning nursing courses.

   a. All students are required to obtain and maintain CURRENT/ACTIVE certification for American Heart Association (AHA) BLS for Healthcare Providers or American Red Cross Professional Rescuer.
      o Certification from online programs is not accepted.

   b. It is the student’s responsibility to seek and maintain the above certification at all times during the nursing program.

   **Mandatory Health Insurance**

   a. Facilities used by The Christ College of Nursing and Health Sciences to provide clinical learning experiences require that students have personal health insurance.

   b. All students are expected to provide verification of such coverage prior to beginning nursing courses each academic year by submitting a front-and-back copy of the insurance card to the Department of Nursing.

   c. It is the student’s responsibility to obtain and maintain insurance coverage.
C. **Academic Dismissal (College)**

Academic Dismissal refers to a student enrolled in The Christ College of Nursing and Health Sciences whose enrollment has been terminated. Academic dismissal is determined by an Associate Dean or designee and formally approved by the Chief Academic Officer of the institution.

The enrollment of a student may be terminated for any of the following reasons:

1. Two nursing course failures.
2. Two continuous semesters of a term or cumulative GPA below a 2.0.
3. Failure of a student to remove self from probation or suspension by the time specified.
4. Lack of integrity, dishonesty, violation of College policies, behavior considered detrimental to safe and effective patient care (if a nursing student), or other misconduct. (Such behaviors may also invoke probation.)

D. Any student who does not successfully complete a nursing course should contact their academic advisor.

**Return From Stopping Out, Leave of Absence, and Non-Continuous Enrollment**

Students may find it necessary to take some time off from their enrollment at the Christ College of Nursing and Health Sciences for an extended period of time as defined by the Stop-out Policy, Leave of Absence Policy or Non-Continuous Enrollment Policy as stated in the College Catalog.

BSN students will need to arrange with the Program Director, and complete the following requirements:

1. Demonstrate proficiency in 3 skills taught in NUR221 (BSN).
2. Demonstrate competency in drug calculations by taking a drug calculations for medication administration test and scoring 100%.
3. Repeat the last HESI exam taken when enrolled in the program and score >850 raw score.
4. Demonstrate proficiency in medication administration, if applicable.
5. Demonstrate proficiency in IV pump operation and IV administration, if applicable.

Failure to demonstrate competence in these requirements may necessitate that the student repeat courses he/she took prior to leaving. Upon successful completion of all of the requirements, the student may return to the curriculum plan stated in the current Handbook, and may register for nursing courses contingent on space availability.
If a student has not taken a nursing course for three (3) semesters or greater, the student will repeat all nursing courses in the curriculum plan stated in the current Handbook and may register for nursing courses contingent on space availability.

Registration Procedures for Nursing Courses

A. The core curriculum course offerings for the BSN program will occur in the semester outlined by the College Catalog unless populating the course or having adequate resources (faculty, clinical sites) becomes an issue.

B. Students, faculty and professional staff should not assume that irregular scheduling (other than as identified in the College Catalog) of a course in a given semester during one year implies that the same course offering will be available at the same time in subsequent years.

Illness in the Classroom, Lab and Clinical Settings

See College Catalog
Attendance Policy

A primary learning outcome of both the College and the Department of Nursing is the demonstration of student accountability through responsible self-directed behaviors consistent with the ethics and standards of nursing. Active participation in class and clinical is essential. Consistent attendance offers the most effective opportunity for students to gain command of nursing concepts and material. Daily attendance, prompt arrival, a positive attitude, respect and active participation are expected.

A. 100% attendance and prompt arrival are expected.
   1. Attendance is taken in every class.
   2. At course faculty’s discretion, students may be asked to sign an attendance sheet daily to document their presence in class. It is the student’s responsibility to make sure s/he signs the attendance record.

B. Class Absence
   1. There may be justifiable reasons for missing a class. These are generally restricted to illness, a family crisis, attendance at a family funeral, etc.
   2. Documentation may be requested.
   3. If a student knows in advance that a class will be missed for any reason, s/he must notify the faculty before the class meets. If there is a last minute emergency, students must notify the faculty as soon as possible.
   4. Students are responsible for any information and/or material missed due to absence.

C. Impact of Absence
   1. The consequences of missed activities, assignments, assessments, quizzes, and course exams will be addressed by course faculty and within course syllabi.
   2. For absence or tardiness at the time of a standardized test, see the Standardized Testing Policy in the BSN Program Handbook.
   3. A full letter grade reduction of the final course grade may result:
      a. After four absences in courses that meet three times a week.
      b. After three absences in courses that meet twice a week.
      c. After two absences in courses that meet once a week.

D. Online and Hybrid Courses
   1. Attendance is expected for all face-to-face class sessions.
   2. Active participation is expected in all online activities, assignments, and projects.
   3. Consequences of non-participation will be at the discretion of course faculty.
Grading Policy
A. Students must achieve a ‘C’ or higher in all nursing courses. Refer to the syllabus for course grading scale. Percentages are not rounded up before conversion to a letter grade.
B. The student must achieve a Satisfactory clinical rating on the Final Clinical Evaluation form in clinical nursing courses.

Exams, Assignments, Quizzes
A. Students may request a conference with course faculty to discuss grades.
B. The course syllabus lists the number of exams, assignments, and quizzes to be administered during the course as well as the weighted value assigned for grading. Based on student learning needs, faculty may make changes to the number of assignments, quizzes, and/or exams administered.
C. Computerized and written testing guidelines for course exams are defined by course faculty within the course syllabus and include the following:
   1. Students will be asked to place all items, including watches and phones, in front of the classroom.
      a. For safety reasons, items are not to be left outside testing areas or in hallways.
   2. Bring a No. 2 pencil to written and computerized exams and quizzes.
   3. Bring ONLY a basic, non-scientific calculator to written exams and quizzes, unless otherwise specified by course faculty.
   4. Additional items needed for testing (i.e. scrap paper) will be provided by the test proctor and retrieved from students at the conclusion of the exam.
   5. The student’s name and Sonis ID number (or a number specified by the faculty) are to be placed on all written tests and answer sheets.
   6. Arriving late is lost testing time.
D. Missed Exam
   1. Taking an exam outside the scheduled testing date and time constitutes a missed exam.
   2. To take a missed exam, the student must contact the course faculty to schedule the date, time, and location.
   3. A missed exam must be completed within three (3) business days of returning to class to receive credit. Failure to do so will result in a grade of zero (0%).
   4. A minimum 5% grade deduction may apply.
   5. Course syllabi will reflect additional guidelines and may impose more restrictive guidelines and consequences that supersede this policy.
E. Late Submission of Coursework/Assignments
   1. Course faculty reserves the right to assign penalties for late coursework which
F. Exam/Quiz Review
   1. The purpose of review is to provide students with the opportunity to learn from
      the testing experience, as well as to promote critical thinking. This purpose is
      achieved through a mutually respectful exchange of information among students
      and faculty.
   2. The manner, time, and location in which a review is conducted are at the
      discretion of the faculty.
   3. To individually review an exam, students must schedule an appointment with
      course faculty.

G. Writing Assignments
   1. The Christ College of Nursing and Health Sciences values writing as a means of
      learning as well as a way of evaluating and assessing student learning. Writing
      fosters idea development and critical thinking, and effective written
      communication is considered by educators and employers as an essential
      competency for all graduates. The assignments consistently integrate evidence-
      based teaching/learning principles.
   2. Writing assignments that are turned into Blackboard will be required to use Safe
      Assign according to Blackboard policies. Consequences of plagiarism will be at
      the discretion of faculty, Program Director, and Associate Dean, Nursing.
   3. Selected student papers, as examples of excellent or poor writing, may be
      shared anonymously with students in current or in future classes, or with faculty
      for across-the-curriculum alignment in assessing writing. Refer to the most
      current edition of the *Publication Manual of the American Psychological
      Association* for paper format requirements, and read the Plagiarism Overview to
      understand the ethics of source use and documentation. The Plagiarism
      Overview and APA Tutorial are available on the College website under the
      Writing Center link as well as sample APA documents.
   4. Scholarly papers should be of high quality according to the College standardized
      writing rubric for the nursing program and meet all content requirements as
      defined by the prompt for each individual course assignment. The Nursing
      Program Writing Rubric is located under ‘Institutional Resources’ on the Learning
      Management System and within specific course syllabi.
   5. For assistance with writing assignments, a writing tutor is available as a place
      where students can meet with a writing consultant to discuss writing projects,
      ideas for papers, and drafts of papers (focus, organization, content, flow, etc.).
      To make an appointment, please see the Student Success tab in Blackboard in
      the lower right corner of the Student Success page then follow the link to the
      Writing Center Consulting.
Standardized Testing Policy

Standardized tests are designed to be a measure of the student’s knowledge and ability to apply nursing concepts within specific content areas. The tests also provide information for curriculum evaluation and assessment of student preparedness for the licensing exam. Students, therefore, should strive to do their best on standardized tests so that scores will match their abilities.

A. The standardized tests are computerized tests designed to familiarize the student with the testing situation of licensing examinations and the format of the NCLEX-RN® exam. Standardized tests may be administered after completing a unit of instruction within a course covering that content area.

B. Testing Parameters
   1. The following time parameters apply to standardized testing only and includes testing time and review:
      a. 1½ hours (1 hour, 30 minutes) allotted for a 60-question exam
      b. 2 hours and 8 minutes allotted for a 80-question exam
      c. 2 hours, 45 minutes allotted for a 110-question exam
      d. 4 hours allotted for a 160-question exam
   2. Testing will be closed after the above time limits have been reached and students will be asked to leave the testing area.

C. Guidelines for Administration of Standardized Test
   1. Standardized test scores are used as a means of evaluating student performance and may be calculated as a portion of the course grade as outlined in the course syllabus.
   2. Course faculty will determine when the exam will be administered, method of proctoring, and how students will be scheduled for the exam.
   3. Students Guidelines
      a. Bring ONLY a No. 2 pencil to computerized tests.
      b. Students will place all items in front of the testing area, including watches and phones.
         i. The College assumes no liability for theft of or damage to items placed in an unsecured area or left unattended.
      c. Additional items needed for testing (i.e. scrap paper) will be provided by the test proctor and retrieved from students at the conclusion of the exam.
      d. Students must sign the testing roster upon entering the testing area.
      e. Students must attend their scheduled (or assigned) testing session on time.
         i. The student is responsible for notifying the course faculty if unable to attend the scheduled testing period.
      f. See the course syllabus for grade deductions regarding missing a
standardized test at the scheduled time.
g. Students will have three (3) business days to retake a missed standardized test.
h. Students are not permitted to enter the testing area ten (10) minutes after the start time of the standardized test.
i. Printing is not permitted during the exam.
j. Student viewing of rationales will not be permitted until all sections have tested.

Nursing Course: Service Learning/ Clinical Policies and Procedures

Attendance Policy
A primary learning outcome of both the College and the Department of Nursing is the demonstration of student accountability through responsible self-directed behaviors consistent with the ethics and standards of nursing. Active participation in class, service learning activities, and clinical is essential. Consistent attendance offers the most effective opportunity for students to gain command of nursing concepts. Daily attendance, prompt arrival, a positive attitude, respect and active participation are expected.

A. Service learning and clinical attendance is mandatory. All experiences are designed to facilitate the transfer of theoretical knowledge to clinical practice. Missed hours can prevent adequate development and assessment of the required knowledge, skills, attitudes, behaviors, and clinical judgment. Absence from service learning experiences and clinical jeopardizes the student’s ability to successfully meet the required clinical nursing student learning outcomes.

B. Time management is a necessary professional skill and punctuality is expected in professional workplaces. Important information affecting patient care is communicated to students at the start of clinical experiences. Therefore, tardiness for clinical experiences jeopardizes the student’s ability to provide safe nursing care. Students are required to arrive on time for service learning experiences and clinical and stay for the entire time allotted for that experience.

C. The faculty has the responsibility to ensure patient safety is not compromised. Therefore, any student unable to participate fully to provide safe and effective care to patients will be dismissed from the service learning or clinical experience and incur a clinical occurrence as defined below.

Definitions
A. A clinical absence is defined as missing one (1) service learning experience or clinical day per nursing course
B. An **approved absence** from a service learning experience or clinical **does not** constitute a clinical absence as defined above. Approved absences are reserved for:

1. Military duty.
2. Death of an immediate family member.
3. Required presence at a mandatory court appearance.
4. Attendance at national, regional, or local College-sponsored events.

The determination of the student’s ability to meet student learning outcomes following an approved absence will be made on an individual basis by the faculty member, course lead, and BSN Program Director.

C. A **clinical tardy** is defined as arriving 1 to 59 minutes after the start of the service learning experience or clinical day or leaving prior to the end of the experience.

   1. Two tardies of 1 to 59 minutes after the start of the service learning experience or clinical day or leaving less than one hour prior to the end of the experience are equivalent to one (1) clinical absence.
   2. Arrival 60 minutes or more after the start of the service learning experience or clinical day or leaving more than one hour prior to the end of the experience constitutes one (1) clinical absence.

**Notification of Clinical Tardy or Absence**

A. All students are responsible for notifying their assigned unit/agency and their faculty of a service learning experience or clinical absence at least 30 minutes prior to the scheduled start time of the experience.

B. Failure to make appropriate notifications may result in a Clinical Learning Contract for lack of accountability and professionalism.

**Consequences of Clinical Tardy or Absence**

A. More than one (1) service learning experience or clinical absence may constitute failure of that nursing course. In the case of failure for accruing more than one (1) service learning experience or clinical absence, the student may not be permitted to return to class or clinical.

B. The faculty maintains the official student attendance record, which is noted on the student’s Clinical Evaluation.

C. Students are responsible for tracking their own absences and tardies. Failure to do so reflects a lack of accountability and professionalism.

Service learning experience and clinical absences will be made up with alternate assignments at the discretion of faculty and the appropriate course lead. Approved
absences, as defined above, are not required to be made up with alternate assignments.
Dress Code Policy (Updated 11/17/16)

It is the position of the Department of Nursing that professional appearance and demeanor are a demonstration of self-respect, respect for the patient, and respect for the profession of nursing. As representatives of the profession of nursing and of the College, students are expected to follow the dress code as outlined. A clinical dress code is necessary for the purposes of infection control and safety for patients and students in clinical settings.

The BSN Program clinical uniform must be purchased through the College’s designated vendor.

A. The following items must be readily available or observed during all clinical activities including service learning, observation experiences, skills lab, and simulation:
   1. Picture ID badge with name facing outward at the collar.
   2. Hair
      a. Hair color must fall within natural occurring shades and be neat.
      b. All hair lengths should be professional in style
      c. Hair longer than shoulder-length must be secured away from the face, off the collar
      d. Hair accessories, if required, should be professional in style, not excessive in size, and of a neutral color
      e. No hair ornaments are permitted
   3. Male students should be clean shaven or have a neatly groomed facial hair.
   4. Natural fingernails must be clean, neatly manicured and support the functional use of hands and fingers.
      a. Fingernails must be no longer than 1/4 inch from fingertip in length.
      b. Artificial and long natural fingernails are not permitted.
         i. Artificial nails include, but are not limited to acrylic nails, overlays, tips, bondings, extensions, tapes, inlays, and wraps
      c. Nail jewelry is not permitted
      d. Nail polish, if worn, must be clear and well maintained without chips.
   5. Jewelry must be simple and professional and must not interfere with patient care or present a hazard to the employee.
      a. One (1) engagement and one (1) wedding ring
      b. Medic-Alert bracelet (if required) may be worn
      c. One (1) small pair of post earrings; one (1) earring per ear
      d. No necklaces are permitted
      e. Facial piercing jewelry (i.e. eyebrow, nose, tongue, lip, etc.) is prohibited
5. Makeup must be professional and worn in moderation
6. No perfume, cologne, or scented lotions
7. All visible body art must be completely covered.
8. Chewing gum during the clinical experience is prohibited

B. **When uniforms are required** for the clinical experience, the following should be observed:

1. For **ALL** students:
   a. Picture ID badge designated for The Christ College of Nursing and Health Sciences with name facing outward at the collar.
   b. A Christ College/Christ Hospital Health Network fleece or lab coat may be worn for pre-conference, lunch breaks, and post-conference, but may not be worn while providing care
   c. Shoes
      i. Fully enclosed, clean, non-permeable black shoes with soft soles and heels, in good repair
      ii. Shoe laces must be clean and black (no colored laces)
      iii. Athletic shoes must be completely black without colored logos
      iv. No high top athletic shoes, canvas, cloth fabrics, clogs with no backs, sling-backs, or crocs with holes are permitted

2. Required equipment:
   a. Conservative, well-fitting wrist watch that displays hours, minutes, and seconds
   b. Stethoscope, cloth covers or decorative items attached to stethoscope are prohibited
   c. Pens worn around the neck are prohibited

3. Headwear may be worn if it is clean and does not hang freely below the shoulders (i.e. turban). All headwear must fit under procedural head covering materials

4. **FEMALE** students:
   a. Scrub top and pants designated by the college as our uniform or skirt of the same fabric, clean, freshly laundered, free of wrinkles, stains, and odors which is of the appropriate size and fit and in good repair
   b. Skirt must be knee length (to knee or top of knee)
   c. A plain, collarless, round-neck, freshly laundered, white tee shirt may be worn under the scrub top
   d. Underwear and bra should fully cover the area with no visible patterns, or lace.
   e. Plain black socks extending above the ankle (no exposed skin may show between sock and pants leg when the student is seated) when wearing
uniform pants
f. Full-length, plain white hose (no patterns) when wearing uniform skirt. Socks may not be worn with hose
5. **MALE** students must follow the following dress code:
   a. Scrub top as designated by the college as our uniform and pants of the same fabric, clean, freshly laundered, free of wrinkles, stains, and odors which is of the appropriate size and fit and in good repair
   b. A plain, collarless, round-neck, freshly laundered, white tee shirt may be worn under the scrub top
   c. Plain black socks extending above the ankle (no exposed skin may show between sock and pants leg when the student is seated)

C. **When clinical uniforms are NOT required but “professional business wear” is, please follow the following dress code:**
   1. Facility clinical areas, this includes service learning opportunities and off-campus visits.
      a. Professional dress
         i. No sportswear, jeans, capri pants, shorts, mini-skirts, spandex, sweats, running suits, hats/caps, sleeveless tops, midriff tops, halter tops, tight or revealing clothing are permitted.
         ii. When movement occurs, bare skin should not be visible between pants and top
         iii. No sandals, flip-flops, or open-toed shoes
         iv. Hosiery or socks must be worn
   3. Areas requiring hospital-provided scrubs
      a. A knee-length hospital appointed coat must be worn with scrubs when going to areas outside assigned patient care departments
      b. Occupational, Safety and Health Administration (OSHA) standards prohibit hospital-provided scrubs to be worn outside of the hospital (i.e. home) in order to prevent cross contamination of patients and the public. Violation can lead to a fine for the hospital and student and result in failure of student learning outcomes related to functioning within the framework and policies of the College, BSN Nursing Program, and Agency

**No Smoking:** There is no smoking permitted on the campuses of the clinical agencies during clinical experience. This includes electronic cigarettes. Uniforms may not smell of smoke.
Student Conduct While Providing Nursing Care Policy (OAC, 4723-5-12-C 7.25.16)

While providing nursing care to patients in a clinical setting, a student shall essentially adhere to the practice standards for the registered nurse. So doing includes, but is not limited to, compliance with the following requirements:

A. A student shall, in a complete, 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.

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

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

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

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

F. At all times when a student is providing direct nursing care to a patient, the student shall
   1. provide privacy during examination or treatment and in the care of personal or bodily need
   2. treat each patient with courtesy, respect, and with full recognition of dignity and individuality.

G. 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.

H. A student shall use universal blood and body fluid precautions established by 4723-20 of the Administrative Code.

I. A student nurse shall not:
   1. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
   2. Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse;
   3. Misappropriate a patient’s property or engage in behavior to seek or obtain personal gain at the patient’s expense;
   4. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient’s expense;
5. Engage in behavior that constitutes inappropriate involvement in the patient’s personal relationships; or
6. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient’s personal relationships.

J. The patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student nurse and as such, the student nurse shall not:
1. Engage in sexual conduct with a patient;
2. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
3. Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
4. Engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a patient;
5. Engage with a patient in sexual contact, as defined in Section 2907.01 of the Ohio Revised Code; or
6. Engage in verbal behavior that is sexually demeaning or may be reasonably interpreted by the patient as sexually demeaning, regardless of whether contact or verbal behavior is consensual, unless the patient is a student’s spouse.

K. A student shall not self-administer or otherwise take into the body any dangerous drug (Section 4729-01, ORC) in any way not in accordance with a legal, valid prescription issued for the student.

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

M. 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.

N. 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.

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

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

Q. 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.

R. 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 certificate issued by the State Nursing Board.
S. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.

T. A student shall not assist suicide as defined in Section 3795.01 of the Revised Code.

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

V. 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.

W. 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.

X. A student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student’s assigned clinical responsibilities.

Nursing Student Performance of Specified Procedures (TCHHNS policy 1.3.118 6/2016)

Certain procedures may be performed by student nurses as part of their clinical experience and education. Each student must be instructed in and have demonstrated competence in the procedure. Instruction may be in the form of theory presentation, clinical conference, skills laboratory, and/or individual instruction.

After student competence has been demonstrated, the student may perform independently those procedures not identified as needing direct supervision. In selected segments of second year nursing courses, faculty-identified individual instruction and evaluation of student competence can be done by a preceptor. All procedures require that the student request guidance and supervision as needed and that ultimately the faculty/preceptors make the final determinations as to the individual student’s degree of independence.

A. Student performance of any procedure is determined by organizational and unit
policies and the judgment and discretion of the faculty member and/or preceptor.

B. Students must be aware of the agency policies regarding student nurse practices at all clinical locations. If the agency policy differs from the policy of The College, the stricter policy must be followed.

C. Direct Supervision procedures require that a competent person be present with the student during the performance of the entire procedure. A competent person is defined as the faculty member or preceptor who has met agency/unit instructional and competency requirements for the procedure.

- The following comprises a current listing of procedures which have been identified as requiring direct supervision. Although every effort has been made to be comprehensive in listing procedures, this list is not intended to be all inclusive. Procedures not specifically listed, as well as those listed, will be determined based on level of student education, appropriate instruction, individual student competence, individual unit or agency policy, and faculty/preceptor discretion and judgment.
  1. Drawing blood from central lines
  2. Changing dressings on central lines
  3. Assisting a properly trained registered nurse in accessing implantable central venous access devices
  4. Accessing Porta Caths
  5. Administration of IV push medications: The specific medications students can administer are based on level of education, appropriate instruction, individual student competence, unit/agency policy, and faculty/preceptor discretion and judgment.
  6. Monitoring vital signs during auto-transfusions
  7. Administration of Blood Transfusions/Blood Product
     a. Students may perform the following once competency is demonstrated:
     b. Take vital signs per organization/agency policy
     c. Pre-medicate per physician’s order
     d. Monitor established drip rate and report rate to preceptor or designee
        i. The RN must make any changes in drip rate.
     e. Monitor patient for any reactions and report findings to the registered nurse
D. In all areas, including specialty areas, for all procedures that require specialized education/training of the registered nurse performing the procedures, students may be assigned to the RN doing the procedure for an observational learning experience.

E. In all areas students **MAY NOT**
   1. Draw arterial blood gases
   2. Confirm patient identification for initiation of blood transfusion.
   3. Witness consent or procedure verification forms.
   4. Acknowledge physician orders (on paper or electronically)
   5. Accept verbal orders from a physician
   6. Remove any of the following
      - ET Tubes
      - Swan-Ganz Catheters
      - Temporary Pacing Wires
      - Arterial Lines
      - Central Lines
      - Chest Tubes

**Skills/Simulation Lab Policies and Procedures** *(Updated 7.25.16)*

Specific questions regarding each nursing course should be directed to the course faculty or to the Skills/Simulation Lab educators. Students are reminded to review each nursing course syllabus for specific information regarding how the Skills/Simulation Lab will be utilized in that course. Dress code policies apply.

<table>
<thead>
<tr>
<th>Skills/Simulation Lab Educators</th>
<th>Phone Number</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Crenshaw</td>
<td>513-585-2695</td>
<td>211</td>
</tr>
<tr>
<td>Sheri Johnson-Strodes</td>
<td>513-585-2502</td>
<td>211</td>
</tr>
</tbody>
</table>

A. General Guidelines
   1. Resources, equipment, or materials are NOT to be removed from the Skills Lab
   2. Beds are to be used for practicing and testing purposes only
   3. NO children are allowed in the Skills/Simulation Lab
   4. NO food or drinks can be brought into the Skills/Simulation Lab

B. Practice
1. The procedure for required practice time in the Skills Lab will be addressed in each individual course syllabus.

2. For optimal learning experience,
   a. Only 15 students are allowed in the skills lab at a time
   b. Students are encouraged to review printed resources and watch corresponding videos regarding the required skills prior to practice, simulation, and final evaluations
   c. Students are to be self-directed and to have basic knowledge of skills before coming to the Skills/Simulation Lab
   d. Students are encouraged to ask appropriate questions for assistance and to receive feedback from faculty

3. Students may practice ONLY in one (1) hour increments per scheduled session

4. Students are required to bring all forms and required equipment to Skills/Simulation Lab

5. Students serving as patients for practice are to remove their shoes when lying on the beds

6. All students are required to return all equipment and supplies to their proper place after practice and leave the Lab in clean and orderly condition

7. Supplies and kits are to be reused for practice purposes. Please rewrap and return to storage area after use

8. Do NOT use Betadine or ink on the mannequins

9. Students will sign up for practice times through CheckAppointments.com To access this go to college website, click on Blackboard, click on Student Success, click on Academic Tutoring, on the right side under Skills Lab click on the 'CLICK HERE' tab. Set up an account and WRITE DOWN YOUR PASSWORD. The site only allows a 24 hour advance for scheduling. Same day visits cannot be entered but may be available by speaking to the Skills Lab faculty.

**Learning Contracts**

A. Clinical Learning Contract
   1. If a student is not satisfactorily meeting student learning outcomes at any point during the semester, a Clinical Learning Contract must be initiated by the faculty.
   2. A Clinical Learning Contract is a working agreement between the student and the faculty member concerning how the student will meet specific clinical learning outcomes.
   3. The clinical faculty is responsible for giving the student feedback regarding the progress toward completion of the Contract.
   4. The Clinical Learning Contract will be part of the student file.

B. Nursing Program Behavioral Learning Contract
1. A Nursing Program Behavioral Learning Contract will result following a consistent pattern of outcome-based deficiencies and/or pattern of performance and/or critical behaviors.

2. In collaboration with the BSN Program Director, the course faculty will outline both expectations of performance and consequences for failing to abide by established conditions of the Nursing Program Behavioral Learning Contract as well as policies of the program, the College, and any affiliated clinical agency.

3. This Nursing Program Behavioral Learning Contract remains in effect until the student’s successful conclusion of the nursing program.

4. Failure to follow the Nursing Program Behavioral Learning Contract may result in further consequences. This may include program suspension, course failure, and/or dismissal from the nursing program.

**Dismissal from Clinical Setting**

The faculty and staff of the Department of Nursing reserves the right to dismiss from the service learning or clinical setting (including in the Skills/Simulation Lab) any student whose clinical performance is deemed unsafe as characterized by dangerous, inappropriate, irresponsible or unethical behavior which actually or potentially places the student, patient, patient’s family, or health team members in jeopardy.

The student must practice within the boundaries of the appropriate State Nurse Practice Act, the clinical nursing student learning outcomes and guidelines, the policies and procedures of the Department of Nursing, the College, and all assigned healthcare agencies.

Students must demonstrate continuity of care through the responsible preparation, implementation and documentation of nursing care provided to patients. In addition, students must be respectful of all individuals (patient, patient’s family, health team members, and self) according to the ANA Patients’ Bill of Rights, the ANA Standards of Care, and the ANA Code for Nurses.

Dismissal from the service learning or clinical setting constitutes a clinical absence/occurrence.

A student whose actions reflect unacceptable clinical behavior may be given a verbal and/or written performance report by the faculty, be placed on a Clinical Learning Contract, placed on a Nursing Program Behavioral Learning Contract, be suspended, placed on probation, or recommended for dismissal from the program and the College.
Examples of unacceptable clinical behaviors include, but are not limited to:

- Inadequate preparation for service learning or clinical experience
- Attending service learning or clinical experiences under the influence of drugs and/or alcohol
- Refusal to care for an assigned patient based on patient’s characteristics (i.e. race, culture, gender, religious beliefs, or diagnosis)
- Acts of omission or commission in the care of patients, such as physical abuse; placing the patient in a hazardous position, condition, or circumstance; mental/emotional abuse; and medication errors
- Disruption of patient care related to poor interpersonal relationships with agency health team members, peers, or faculty
- Any behavior that affects one or more parameters of safe clinical practice and/or jeopardizes the well-being of patients, patients’ families, health team members, peers, or faculty
- Any behavior which violates professionalism qualities such as, but not limited to, acts which violate patient confidentiality, or solicitation of patient for services leading to personal gain.

**STUDENT HEALTH POLICIES**

Pre-entrance medical records and completion of medical requirements are mandatory.

The Department of Nursing works in collaboration with the Employee Health Department of The Christ Hospital Health Network. Through this partnership, students are able to obtain a physical examination, drug screening, immunizations, yearly flu vaccines, yearly TB testing, and health screening requirements. Students pay a one-time fee for this service. This fee is included in tuition costs.

Students must bring all vaccination and health records to Employee Health of The Christ Hospital Health Network for entry into the system.

**Physical Examination**

Students are required to obtain a physical exam through Employee Health of The Christ Hospital Health Network, documenting evidence of good physical and mental health, date of the exam, and physician’s signature prior to the beginning of the nursing program.

**Drug Screening**

A negative urine drug screen is required and must be completed at Employee Health. Additional testing may be required per agency policy and/or suspicion of drug or alcohol
use at student’s expense.

Health Screening and Immunization Requirements
A. Requirements prior to ENTRY into the nursing program includes:
   1. Tuberculin (TB) Test
      a. If a student has a positive TB test, documentation must be provided of the
         amount of induration at the skin test site and a chest X-ray showing no
         evidence of disease must be on file. The chest X-ray is valid for a period of
         time as designated per clinical agency.
   2. Documentation with dates of the following vaccines/immunizations:
      a. One Tetanus-Diphtheria-Pertussis (Tdap) booster after the age of 12 years
         must include Pertussis and be within last ten (10) years. Documentation of
         Booster must be provided if over ten (10) years.
      b. Two doses of the measles, mumps, and rubella (MMR) vaccine
      c. Varicella (Chicken Pox) vaccine proof of immunity through one of the
         following:
            i. Physician statement of having history of Chicken Pox disease
            ii. Two doses of the Varicella vaccine
            iii. A copy of actual lab results indicating a positive Varicella titer (value over
                1.10)
      d. At least two (2) doses of the three-dose Hepatitis B vaccine series are
         required prior to the start of the first clinical day. Series must be completed.
   3. If documentation of the above vaccines cannot be obtained, titers will be drawn.
B. Requirements after admission to the nursing program
   1. An annual TB test is required during the annual TB screening period for The
      Christ Hospital Network.
   2. An annual flu vaccine is required by the date specified by the clinical agency.
      a. If the student is not able to receive the vaccine, a physician’s letter must be
         provided including the reason (i.e. allergy).
      b. The student must follow the protective stipulations of The Christ Hospital
         Health Network and the clinical agency.
C. Clinical agencies may also require additional immunizations and it is the student’s
   responsibility to schedule the immunization(s), pay for the immunization(s), and
   provide official proof of having met the immunization requirement
D. If one or more of the above health requirements are not complete by the due date,
   the student will be suspended from class and clinical.

Medical Situations
Any condition that impairs functioning and/or for which the student nurse is currently
being treated is to be individually evaluated by the faculty member, BSN Program
Director, and the Associate Dean, Nursing or designee in regard to the student’s ability to give patient care.

**Infectious Conditions:** If a student has symptoms of an acute communicable disease, arrangements are to be made for the student to be taken home or, if necessary, admitted to the hospital.

**Surgery:** If elective surgery is performed, upon return the student must be able to assume his or her full responsibility the first day of the return to class or clinical. A medical release submitted to the BSN Program Director or designee, permitting a return to the College is required.

**Hospitalization:** Students who have been assigned to clinical areas and who have been hospitalized must provide a medical release to the BSN Program Director or designee, upon return to class or clinical.

**Illness and Convalescence:** Any student under the care of a physician for an illness or condition that prevents attendance and/or full participation in the clinical experience is required to have a medical release signed by a physician stating that the student is capable of performing clinical activities with or without limitations. The medical release provides data for a final decision on a student’s return to clinical by the faculty and BSN Program Director or designee.

**Medical Releases**

**Medical Release Without Limitations:** A release stating that the student may return to clinical duty without limitations implies that, in the physician’s opinion, the student’s performance and function will not be a safety risk to patients, healthcare members or other students.

The release, signed by the student’s physician should state: “(Student name) may return to clinical without limitations on (date).”

A medical release without limitations is required for a student to return to full participation in clinical activities.

**Medical Release With Limitations:** A medical release that includes limitations should have a detailed listing of the limitations and the timeframe for the limitations.

The student’s return to full participation in clinical activities may be denied. It will be up to the discretion of the clinical faculty and the BSN Program Director or designee, to decide if the restrictions will interfere with patient safety and student safety and performance.
Blood Borne Pathogen Exposure Procedure (updated 8/16)

Assessment and treatment for needle stick occurrences at The Christ Hospital will be provided by The Christ Hospital Disability Management Department (according to TCHHNS Blood and Body Fluid Exposure Protocols 2.21.116 10/2013).

In the event of an injury with a student involving exposure to blood borne pathogens (i.e. needle sticks) the following procedure will be followed in order:

1. The student takes care of the wound by cleansing and dressing if necessary.
2. The student communicates to their clinical faculty and the Charge Nurse about the incident.
3. The student will complete an incident report, according to agency policy, in collaboration with the clinical faculty at the agency where the event occurred.
   a. For events at TCH, an employee incident report is filled out and at other agencies a visitor's incident report is filled out.
4. The student reports to TCH Emergency Department (ED), whether off site or on site.
   a. At TCH the student fills out the information located in the BLUE envelope provided by the TCH ED.
5. The student will then proceed to TCH Lab for blood work. The TCH Lab will complete the lab test and call all results to 1-866-665-2917.
6. TCH Lab and the off-site lab will communicate with each other related to results and then the TCH Lab communicates with the student.
7. In the event of a positive lab result from the patient for HIV or other blood borne pathogens, or if the source patient is unknown, the student will:
   a. Call the ED Charge Nurse at 513-585-0783
   b. Then report to the TCH ED for follow up treatment and/or prophylaxis.

Student Injury

In the event a student sustains an injury during the clinical experience;

1. The student should report injury to clinical faculty.
2. The policy at the clinical agency for reporting such injuries should be followed.

A. If an injury occurs at The Christ Hospital (adapted from The Christ Hospital Policy: 4.20.113 5/2015)
   1. If a visitor is injured on the premises of the hospital or the Medical Office Building in Mount Auburn, contact Safety and Security at 5-2222. The responding officer will investigate the event, complete a report and communicate this information to the risk management department. The visitor should be encouraged to receive an initial evaluation in the TCH Emergency Department to determine the extent of injury and whether treatment will be necessary.
2. The visitor should be advised that the hospital Emergency Department will obtain all usual health insurance information at the time of registration and that the visitor’s applicable insurer will be billed for this evaluation by the hospital and by physicians, such as the emergency room doctor and radiologist, for any necessary diagnostic testing and treatment.

3. Patient and visitor incidents at all other TCH Network locations should be reported using the organization’s electronic incident reporting system. If a patient/visitor’s injury is serious enough to require diagnostic testing or treatment not available at the location, call 911 for transportation to the nearest emergency department.

4. Risk Management will evaluate the circumstances of visitor incidents and may extend payment to health care providers for medical care or treatment not covered by health insurance which is reasonably related to an injury and to visitors for documented out-of-pocket expenses directly related to the injury.

Financial Responsibility

The College does not assume financial responsibility for illnesses and injuries experienced by students in conjunction with their clinical experience.

A. Visits to the emergency room for illness or injury occurring while in the role of student will not be covered by the hospital or the College. The student will be billed for services and Workers’ Compensation will not be applied.

B. Assessment and treatment for needle stick occurrences at an offsite clinical facility will be provided according to the protocols of that specific facility.

C. Costs for expensive or prolonged treatment or laboratory diagnostic work will not be assumed by the College.

D. The student shall assume the cost of routine laboratory work taken for any condition existing prior to or at the time of entrance to the College.

E. Any dental work incurred is at the student’s expense.

OHIO BOARD of NURSING LICENSURE PROCEDURES

Licensure Requirements

Prospective student nurses are advised that, when applying for the state licensure examination, there is a requirement to indicate whether or not they have ever been convicted of a felony or diagnosed with and/or treated for psychotic disorders. A positive response to this question may disqualify the candidate for licensure. The Ohio Board of Nursing (OBN) makes all eligibility decisions.

Application Process (Updated 8.9.16)

Completion of the Application

The Ohio Board of Nursing Application for Licensure by Examination to Practice Nursing in Ohio must:

- Include the correct **College Program Code**: US20510000
- Submit the completed application to the Ohio Board of Nursing (OBN) in the form required by the Board with the applicable licensure fee to the Board, as set forth in Section 4723.08 of the Revised Code
- Costs associated with the application are subject to change and are the responsibility of the student.

**Completion of Background Check**

- Submit to FBI (federal) and BCI (civilian) background checks that result in findings that the applicant has not been convicted of, pled guilty to, or had a judicial finding of guilt for any violation set forth in Section 4723.09 of the Revised Code;
- The Ohio Revised Code requires those applying for a license or certificate issued by the Ohio Board of Nursing (Board) to submit fingerprints for an FBI (federal) and BCI (civilian) criminal records check completed by the Bureau of Criminal Identification and Investigation (BCI).
- The Board cannot, by law, complete the processing of your application until the Board receives BOTH background check reports.
- The applicant must request that BOTH reports be sent to the Board DIRECTLY from BCI, or they will not be accepted by the Board.

**Completion of Pearson Registration**

- Complete the registration process for examination required by Pearson VUE, the testing service that administers the NCLEX Exam.
  - Visit [http://www.pearsonvue.com/nclex/](http://www.pearsonvue.com/nclex/) to review the most up to date candidate bulletin.
  - The NCLEX examination fee is approximately $200. Costs associated with the NCLEX-RN® are subject to change and are the responsibility of the student.

**Completion of Program Requirements**

- After completion of all program requirements the Department of Nursing will submit the Certification of Program Completion Letter
- The name on the program completion letter must match the name on your application for licensure. The name on your diploma is the name that we use on the completion letters. Make sure that you use the same name on your application.
Authorization to Test (ATT)

- After all applications and fees have been received, the student will receive an Authorization to Test (ATT) number.
- This number is used to register for a test date with Pearson VUE.

Accommodations for the NCLEX-RN® Exam

- In accordance with requirements of the National Council of State Boards of Nursing (http://www.ncsbn.org/), the OBN has developed a procedure for maintaining the psychometric integrity of the examination while responding to the special needs of applicants with disabilities who are eligible for admission to the NCLEX-RN® exam.
- Disabilities should be brought to the Board’s attention as early as possible (6 months preferred) before the time the applicant wishes to test.

All correspondence and inquiries should be addressed to the Operations Manager at the Ohio Board of Nursing, 77 South High Street, Columbus, OH 43266-0316, 614/466-9800.

If you plan to become licensed in a state other than Ohio, you will need to follow that state’s guidelines for licensure but the NCLEX registration/examination is the same for all states.
Appendix A: Definition of Terms

The following glossary outlines definitions for terms not previously addressed in either the Philosophy and/or Conceptual Framework of the Nursing Programs. As a constantly evolving document, additions, clarifications, and revisions are to be expected. Addendums to the BSN Program Handbook glossary will be announced and published should changes occur during an academic year.

**Accountability:** The state of being answerable for one’s actions. Professional nurses and students answer to themselves, the patient, the profession, the employing institution, and society for the effectiveness of nursing care performed.

**Advanced Standing:** Admission to the program at a point other than the initial admitting point with academic credit awarded by a program for prior clinical experience and coursework.

**Capstone:** Active learning project that is ongoing throughout a course of study that requires significant effort in planning and implementation, and culminates in a final paper and presentation (Duke Law, 2013)

**Clock Hour:** Allotted time for the presentation of and activities used to address theoretical content. A clock hour is a 50 minute period.

**Clinical or Service Learning Experience:** An experience within a nursing course that includes direct and indirect care activities designed to meet student learning outcomes.

**Clinical Evaluation Categories:**
- **Satisfactory:** Student has met minimum requirements for safe and effective practice.
- **Unable to Evaluate:** Adequate learning opportunities have not been available for the
student to meet minimum requirements for safe and effective practice. 
Unsatisfactory: Student has not met minimum requirements for safe and effective practice.

**Clinical or Service Learning Hours (Total):** Time within a nursing course which incorporates the following experiences as defined by the Ohio Board of Nursing (OBN):

**Clinical Experience (Direct Care):** An activity planned to meet student learning outcomes and to provide a student with the opportunity to practice cognitive, psychomotor, and affective skills in the supervised delivery of nursing care to an individual or group of individuals who require nursing care.

**Laboratory Experience (Indirect Care):** An activity planned to meet student learning outcomes and to provide a student with the opportunity to practice cognitive, psychomotor and affective skills in the performance of nursing activities or tasks in a simulated clinical environment.

**Observational Experience (Indirect Care):** An assigned learning experience, planned to meet student learning outcomes, during which a student observes the delivery of care to patients, but does not participate in providing nursing care.

**Clinical Immersion:** A curricular model in which a student gains increasing competency and accountability throughout a nursing program of study, culminating in immersion in the clinical arena during senior year. (Diefenbeck, Plowfield, & Herrman, 2006)

**Clinical Instruction:** Faculty planned learning opportunities for students during direct and indirect care experiences.

**Clinical Integration Seminar:** Didactic seminars that accompany clinical immersion experiences. These seminars help students to synthesize concepts from the perspective of their clinical immersion experiences.

**Clinical Intensive:** Senior year clinical experiences in which the student is immersed in the clinical setting for up to four days per week. The Clinical Intensive experience is accompanied each semester by the Clinical Integration Seminar.

**Clinical Judgment:** Interpretations and inferences that influence actions in clinical practice, impacting safety and quality of care. (Nielsen & Lasater, 2013)

**Clinical Agency/Facility/Site:** The entire location where the assigned direct or indirect care takes place.

**Communication Skills:** Consists of effective self-expression and exchange of information for meeting one’s needs in the classroom and clinical setting.

**Community:** A segment of the external environment composed of individuals, families, and local and/or global groups.
Competency: The demonstration of the requisite knowledge, skills, and attitudes in the performance of a nursing activity.

Competency Skills Testing: Testing incorporated into a nursing course as a means of assessing a level of competency for identified skills as required by the course.

Concept-based Curriculum: A curriculum built around nursing concepts that provides the learner with an understanding of essential components of nursing practice without becoming saturated with content about specific disease processes and facts specific to each clinical specialty area. Links are created as concepts are applied to various practice arenas and situations. (Giddons, 2013)

Conceptual Framework: Key concepts and basic themes drawn from the philosophy of the nursing program, which form the basis for the curriculum.

Continuity of Care: Coordination of services to provide an uninterrupted provision of care to a patient through all phases of care.

Course: A group of related learning experiences which are directed toward achievement of specific student learning outcomes.

Student learning outcomes: The cognitive, psychomotor, and/or affective knowledge, attitudes, and skills to be learned by a student upon completion of a course. They are also the culmination of all learning experiences for a particular course.

Critical Thinking: Active, purposeful, organized, cognitive process used to carefully examine one’s thinking for critical analysis and synthesis of available information utilized in making appropriate clinical judgments based on evidence.

Curriculum: All theory components (classroom), clinical components (direct care), and laboratory experiences (indirect care) that must be successfully completed for admission to licensure examinations.

Evidence: Information that supports or disputes a variety of scenarios in healthcare, for example the efficacy of treatment or the use of a diagnostic tool (Giddons, 2013).

Evaluation Methods: Evaluation of learning across courses may include, but is not limited to use of the following methods: analysis of written work, comprehensive final examinations, direct observation of students in a variety of clinical areas, mid-semester and final evaluation conferences, return demonstrations, skill competency testing, standardized testing, student self-evaluation, unit examinations.

Guidance: The act or process of assisting a student to achieve competent performance and/or successfully meet course/program outcomes.
Health Policy: A form of public policy, decided upon by governments or other authorized entities, that is the result of choices and resource allocations made to support health-related goals and priorities (Giddons, 2013)

Healthcare Informatics: The science that encompasses information science and computer science, and supports the storage, analysis, and dissemination of healthcare information (Giddons, 2013)

Interprofessional Healthcare Team: The interdisciplinary healthcare team.

Lifelong Learning: The type of learning that is facilitated by active learning strategies such as problem-based or team-based learning (Rowles & Russo, 2009)

Nurse Generalist: A professional nurse capable of beginning practice in a variety of health care delivery settings.

Outcome Assessment: An ongoing and evolving system of processes and activities that assesses student learning through the curriculum and results in continuous improvement of student learning.

Patient: The recipient of nursing care or services. May be individuals, families, groups or communities.

Philosophy: Beliefs about the nature of the individual, society or community, nursing, health, teaching, and learning.

Preceptor: A licensed nurse who meets Ohio Board of Nursing requirements, who provides supervision of a student’s clinical experience at the clinical agency in which the preceptor is employed. A preceptor implements the clinical education plan to no more than two students at any one time and at the direction of an assigned faculty member.

Program Goals: Statements that identify the ends toward which the efforts of the program are directed.

Quality Improvement: Systematic and continuous actions which lead to measurable improvement in healthcare services and health status of targeted patient groups (United States Department of Health and Human Services, 2013)

Regulatory Environments: The definition of the obligations and boundaries of nursing and healthcare practice, and the regulation and enforcement of these obligations and boundaries (AACN, 2008).

Service Learning: A hands-on experience in which the student provides service to assist a community or population while engaging in a reflective learning experience that meets student learning outcomes (National Service Learning Clearinghouse, 2013)
Skills/Simulation Lab: An area provided for the enhancement of student learning through demonstration, practice, remediation, simulation, and evaluation of skills and assessment techniques.

Student Learning Outcomes: Cognitive, psychomotor and affective knowledge, behaviors, and skills to be learned by a student upon completion of the entire program.

Teaching Strategies: A system of instructional processes designed to assist students to meet student learning outcomes towards the achievement of program outcomes.

Unit: A subdivision of a course.