



Shawnee State  

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UNIVERSITY

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Department of Nursing

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Student Handbook

2018-2019

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## PREFACE

This *Department of Nursing Student Handbook* is designed to share information, procedures, and policies specific to students enrolled in the nursing programs at Shawnee State University. The information presented here will be helpful as you negotiate your way through the nursing programs. Our expectation is that you will use this handbook as your first point of reference when you have questions concerning your program of study or academic policies. **Please retain this handbook throughout your enrollment with the Department of Nursing.**

It is important that you check the electronic version available through the Department of Nursing web portal at <http://www.shawnee.edu/acad/hs/nursing/Handbook.pdf>. You will receive emails when changes are made. The staff and faculty of the Department of Nursing are able to answer your questions, to assist you in planning your academic program, and to advise you as you make postgraduate plans. You can stop by the office of the Department of Nursing to schedule an individual appointment with your advisor or the Chairperson.

You are engaged in an exciting, challenging, and rewarding journey. While the primary responsibility for your success lies with you, many individuals stand ready to assist you in your efforts. We wish you continued success with your academic studies.

Department Chair, Faculty and Staff  
Department of Nursing  
Shawnee State University

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## **History of Nursing at Shawnee State University**

Shawnee State University's Associate Degree Nursing Program began in 1969 at the Ohio University Portsmouth Campus under the direction of Ms. Gladys Scott. Then in 1975, a merger of the Ohio University, Portsmouth Campus and the Scioto Technical College occurred which resulted in the creation of Shawnee State General and Technical College. Two years later in 1977, Shawnee State General and Technical College became Shawnee State Community College. After a nine-year period, in 1986, an act of the legislature created what is currently Shawnee State University.

In 1971, the first of many Associate Degree Nursing graduates took their place in community hospitals as nurses capable of functioning in a system traditionally staffed with diploma nurse graduates. As the Associate Degree Nursing Program continued to produce competent practitioners, previous skepticism was replaced with respect for the associate degree nurse. Although the basic ADN program prepares nurses to function as technical nurses caring for clients, Shawnee's graduates have assumed multiple roles in the many health care facilities across the nation. Additionally, many graduates have continued their education, pursuing higher degrees in nursing.

Since 1979, Shawnee Associate Degree Nursing Program has had full Ohio Board of Nursing approval. In 1995, Shawnee State University celebrated the twenty-fifth anniversary of the Associate Degree Nursing Program. Over the years, the ADN Program has become well known throughout the tri-state area for the quality of its graduates. In recognition of this quality, the National League of Nursing Accrediting Commission granted NLNAC Accreditation to the Associate Degree Nursing Program in the fall of 2001.

In fall 1998, the RN-BSN Program of Shawnee State University admitted its first class of students. The first graduating class was in spring 1999. Each subsequent year, the number of students admitted and progressing through the curriculum has grown. In fall 2001, the National League of Nursing Accrediting Commission granted NLNAC Accreditation for the RN-BSN Program. Responding to increasing temporal demands of the practicing nurse in the 21<sup>st</sup> century, the faculty has maintained flexibility in coursework, including online programming, to permit RNs to stay in the workforce while pursuing a professional degree.

A needs assessment conducted in during 2009 revealed area demands for more baccalaureate prepared nurses. In an attempt to meet this local need as well as confront the changes in science, technology, and nature and settings of nursing practice, Shawnee State University admitted its first class of BSN students in the fall 2012.

We would like to welcome you to Shawnee State University's Department of Nursing. The department chairperson and faculty are dedicated to maintaining the integrity and quality of our nursing programs. You have an opportunity to become part of the proud history and tradition of our University, our nursing programs, and the nursing profession.

## DEPARTMENT OF NURSING DIRECTORY

### Shawnee State University

	Office Number	Phone	Email
<b>Department Chairperson</b> Leeann Denning, DNP, RN	HS 110	351-3378	<a href="mailto:ldenning@shawnee.edu">ldenning@shawnee.edu</a>
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<b>Faculty</b> Christy Sherman, DNP, RN	HS 145	351-3586	<a href="mailto:csherman@shawnee.edu">csherman@shawnee.edu</a>
<b>Faculty</b> Janet Snedegar, MSN, RN, CNE	HS 207	351-3021	<a href="mailto:jsnedegar@shawnee.edu">jsnedegar@shawnee.edu</a>

## RESOURCES AT SSU

### Where to Go for Help

<b><u>Issue</u></b>	<b><u>Resource</u></b>
Department of Nursing (DON) WebSite	<a href="http://www.shawnee.edu/acad/hs/nursing/index.html">http://www.shawnee.edu/acad/hs/nursing/index.html</a>
APA Format	Clark Memorial Library, 351-3323 or WebSite <a href="http://library.shawnee.edu/ili/ILI-Citing2.html#APA">http://library.shawnee.edu/ili/ILI-Citing2.html#APA</a> Reading and Writing Center, Administration Building Room 031, 351-3488 or WebSite <a href="http://www.shawnee.edu/off/rw/index.html">http://www.shawnee.edu/off/rw/index.html</a>
Closed Classes	Instructor of the course; secretary for the department of the closed class may have information on wait lists
Computer Lab	Computer labs are available throughout campus and available on a first come, first serve basis. Some locations include Health Sciences Building, Room 112 and 239; Student Success Center, Rooms 111, 149, & 150; and some are available in the Clark Memorial Library.
Counseling & Psychological Services	Second floor of the University Center, 351-3213; or WebSite: <a href="http://www.shawnee.edu/off/cps/index.html">http://www.shawnee.edu/off/cps/index.html</a>
Health Clinic	Hatcher Hall, 1004 4 <sup>th</sup> St., 351-4362 or WebSite: <a href="http://shawnee.edu/off/hlth/gen.html">http://shawnee.edu/off/hlth/gen.html</a>
Learning Resource Center	(aka Skills Lab) Health Sciences, Rm. 201 &202
General Tutoring Services	Student Success Center, 351-3594; or WebSite <a href="http://shawnee.edu/off/sss/index.html">http://shawnee.edu/off/sss/index.html</a>
Inclement Weather Closing	Students are encouraged to sign-up for automated notifications, see MySSU for information. In addition, television radio stations are notified.
Learning Disabilities	Student Success Center, 351-3276 or WebSite <a href="http://shawnee.edu/off/ssc/disability.html">http://shawnee.edu/off/ssc/disability.html</a>
Resume Writing	Career Services, 351-3213 or WebSite <a href="http://shawnee.edu/off/car/index.html">http://shawnee.edu/off/car/index.html</a>
Test Anxiety	Counseling & Psychological Services, 2 <sup>nd</sup> floor of the University Center, 351-3213, or WebSite <a href="http://shawnee.edu/off/cps/facts.html">http://shawnee.edu/off/cps/facts.html</a>

## **University and Department Missions**

### **Shawnee State University**

#### **Mission Statement**

We prepare today's students to succeed in tomorrow's world.

#### **Vision**

We will be a best-value university offering a wide range of high-quality signature programs.

#### **Enduring Values**

##### *Student-Focused Service*

We place students at the center of everything we do and every decision we make.

##### *Community Engagement*

We value the diverse perspectives of the people with our community – on and off campus – and our role in enriching the lives of those who work, live, and discover.

##### *Authentic Dialogue*

We respect open, honest, and sincere two-way communication.

##### *Thoughtful Risk-Taking*

We value innovation and encourage those around us to dream big and explore new possibilities.

##### *Culture of Continuous Improvement*

We look for opportunities to improve.



**Department of Nursing**  
**Mission Statement**

The Department of Nursing is committed to the delivery of high quality education, provision of service to the community, and promotion of the profession of nursing.

Adopted: 6/9/98

Revised: 5/4/00

Revised: 2/3/11

Reviewed 3/16/18

## **Department of Nursing Philosophy**

Shawnee State University's Department of Nursing believes the client is influenced by cultural, biological, psychological, social, spiritual, and environmental dynamics that create the human experience. The client is an individual, family, group, community, or population and an integrated whole that is unique, adapts and grows, deserves respect, and has the right to make both independent and collaborative choices regarding healthcare.

The environment is the cultural, spiritual, social, economic, political, and physical surroundings affecting the client's safety and quality of the client's health. In turn, the client affects the environment and can alter the environment to enhance or diminish his/her ability to achieve a desired level of well-being.

Health is a state of wholeness which exists on a continuum across the life span. It is the result of cultural, biological, psychological, social, spiritual, and environmental dynamics interacting on different levels with varying emphases at different times. Health demands are met by assisting clients to achieve optimal outcomes.

Nursing is a profession that creatively uses knowledge from the sciences and humanities to plan, provide, and evaluate interventions grounded in evidence to compassionately meet the unique healthcare needs of the client. Nursing is an evolving science that integrates concepts, ideas, and theories through critical inquiry to develop an understanding of client responses to interventions. Nurses identify clinical problems and participate in the generation of new knowledge. Nurses assume leadership roles to identify and implement changes affecting the human experience.

Learning is a continuous process involving cognitive, affective, and psychomotor skills. Self-discovery and personal growth in the learning process are enhanced and encouraged in an environment of professional collaboration. The educational experience develops communication processes, clinical reasoning and judgment, analytical inquiry, creativity, and ethical comportment preparing the graduate for the complexities and challenges in nursing practice.

Nursing faculty are facilitators and coaches for learning. Nursing faculty encourage an appreciation and desire in each student for new knowledge and life-long learning. Graduate nurses are an integral part in the continuing development of the profession.

Approved: 3/97  
Revised: 10/25/00  
Revised: 2/3/11  
Reviewed: 3/16/18

4723-5-13(A) OAC

## **Department of Nursing Organizing/Conceptual Framework**

The organizing framework of the Department of Nursing at Shawnee State University reflects the philosophical beliefs of the faculty and directs the curricula of the Associate of Applied Science Degree in Nursing (ADN), the Registered Nurse to Bachelors in Science in Nursing Degree (RN-BSN), and the Baccalaureate in Nursing Degree (BSN) Programs.

All program curricula are designed with general education and nursing courses supporting program outcomes and university requirements. The organizing framework is established by three major concepts and seven processes. These concepts and processes are integrated and leveled through all courses in the ADN, RN-BSN, and BSN Programs and can be identified by curriculum mapping, course objectives/outcomes, descriptions, and syllabi. The concepts, human needs (based on Gordon's Functional Health Patterns), environment, and nursing are interrelated with the processes of clinical reasoning, research, nursing process, holistic caring, technology, cultural competency, and communication.

The **Associate of Applied Science Nursing Degree curriculum** is distinguished by concepts and processes from introductory to novice clinical levels of technical nursing. The three major concepts define the course content through logical progression and distribution of subconcepts. Curriculum complexity levels are further organized and emphasized by the cognitive domains of remembering, understanding, applying, and analyzing. The curriculum integrates pharmacology, pediatrics, and nutrition. Traditional teaching/learning activities are offered with online curricular support.

The **first year of the Associate of Applied Science Nursing curriculum** focuses on nursing care of culturally diverse clients. The concept of environment is introduced by the subconcept of nurses' self-care and management of care in a structured environment. Communication is introduced as an intra and interpersonal process with peers and the individual client. Technical nursing skills are introduced in on-campus and clinical laboratory settings with emphasis on specific human needs, subconcepts, and interrelated processes.

The **second year of the Associate of Applied Science Nursing curriculum** focuses on more complex holistic caring of the culturally diverse individual and their relationship with family and groups within the structured and unstructured environment. Technical skills remain a focused area of development with emphasis on specific human needs subconcepts and interrelated processes.

Definition of the three major concepts organizing the associate degree curriculum include:

- **Human needs** defined by Gordon's functional health patterns of health perception-health management, nutrition-metabolic, elimination, activity-exercise, sleep-rest, cognitive-perception, self-perception-self-concept, role-relationship, sexuality-reproduction, coping- stress tolerance, and value-belief.
- **Environment** defined by subconcepts nurses' self-care and management of care.
- **Nursing**, supported by ANA standards of care, defined by subconcepts novice clinician, provider of care, teacher, client advocate, coordinator of care, and member of profession with consideration of legal and ethical aspects.

The **Registered Nurse to BSN Degree curriculum** introduces the three major concepts at a higher complexity level by progressing and focusing on additional subconcepts in leadership/management, change agent, community advocate, educator, research application, and professional nursing. Emphasis is on the cognitive domain of analyzing with an introduction to the domains of evaluating and creating. The nursing curriculum is developed to maximize learning opportunities/environments for the registered nurse student.

The major concepts organizing the RN-BSN curriculum include:

- **Human needs** defined by Gordon's functional health patterns of health perception-health management, nutrition-metabolic, elimination, activity-exercise, sleep-rest, cognitive-perception, self-perception-self-concept, role-relationship, sexuality-reproduction, coping- stress tolerance, and value-belief.
- **Environment** defined by subconcepts population based care, community based care, public policy, organizational behavior, professional practice, and health care systems.
- **Nursing** defined by additional roles of manager-leader, change agent, community advocate, collaborator, educator, and research application. Nursing roles also emphasize the continuing commitment of the registered nurse student to lifelong learning and advancing the profession of nursing.

Definitions of the processes that are applied in both the ADN and Baccalaureate programs are:

- **Clinical reasoning:** The deliberative non-linear process of collecting, interpreting, analyzing, drawing conclusions about, presenting, and evaluating information that is both factually and belief based. In nursing this is demonstrated by clinical judgments, which include: ethical, diagnostic and therapeutic dimensions, and research. The Department of Nursing includes decision-making, research, and nursing process as components of critical thinking. (The nursing process is assessment, diagnosis, planning, implementation, and evaluation.)
- **Research:** The process of using research findings to improve patient care through the dissemination of scientific knowledge; critique of research studies; synthesis of research findings; determination of the applicability of findings for practice; development of an

evidence-based standards or guidelines; implementation of the standards or guidelines; and evaluation of the practice change with respect to staff, patients, and cost/resources.

- **Nursing Process:** The systematic, comprehensive decision-making process used by nurses to identify and care for actual and potential health problems.
- **Holistic caring:** The process of addressing client needs by focusing on the unity of body, mind, emotion, spirit, and environment.
- **Technology:** The process of implementing scientific advancements in provision of nursing care.
- **Cultural competency:** The process of applying the knowledge and skills needed to provide quality care to clients of different cultures.
- **Communication:** Intra and interpersonal processes which facilitate interactive sharing of information.

The **Baccalaureate in Nursing Degree curriculum** is distinguished by concepts and processes from introductory to novice levels of professional nursing. The three major concepts define the course content through logical progression and distribution of subconcepts. Curriculum complexity levels are further organized and emphasized by the cognitive domains of remembering, understanding, applying, analyzing, evaluating, and creating. The curriculum integrates preventive/wellness and nutrition. Traditional teaching/learning activities are offered with online curricular support.

The **first year of the BSN curriculum** focuses on introduction to foundational science and humanistic principles necessary for delivery of nursing care for people of all ages and cultures.

The **second year of the BSN curriculum** focuses on nursing care of culturally diverse clients. The concept of environment is introduced by the subconcept of nurses' self-care and management of care in a structured environment. Communication is introduced as an intra and interpersonal process with peers and individual clients. Technical nursing skills are introduced in on-campus and clinical laboratory settings with emphasis on specific human needs and interrelated processes. The subconcepts of professional nursing, client advocate, and client educator are introduced.

The **third year of the BSN curriculum** focuses on more complex holistic caring of the culturally diverse individual and the relationship with families, groups, and communities. Technical skills remain a focused area of development with emphasis on specific human needs and interrelated processes. Subconcepts from the second year are reinforced and the subconcepts of collaborator and research application are introduced.

The **fourth year of the BSN curriculum** reinforces the three major concepts as well as introduces a higher complexity level by progressing and focusing on additional subconcepts of community advocate, leadership/management, and change agent. The nursing curriculum is developed to maximize learning opportunities/environments for the novice professional nursing student.

Graduates of the ADN, BSN, and the RN-BSN curricula are educated to specific nursing roles, technical and professional, appropriate to program outcomes and objectives. The educational programs are organized to integrate a logical progression of complexity of knowledge of concepts and processes basic to nursing in a variety of settings and across the life span. The organizing framework as modeled in the programs, establishes the basis for curricula, and directs faculty and students in successfully accomplishing these outcomes.

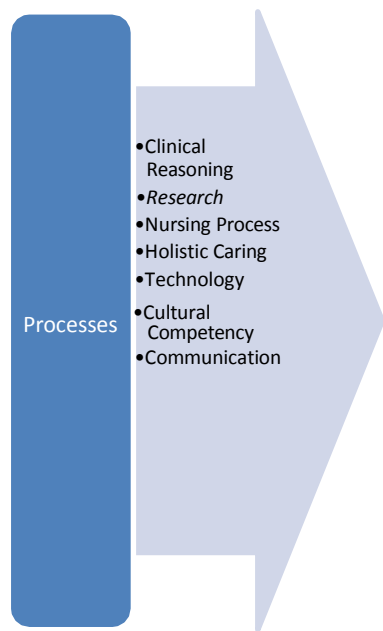
Adopted: 4/97

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Reviewed: 3/16/18

(A) OAC

**Associate Degree Nursing Program/Baccalaureate Degree Nursing Program  
Organizing/Conceptual Map  
Concepts, Sub-Concepts, and Processes  
CONCEPTS**



<b>Human Needs</b>	<b>Environment</b>	<b>Nursing</b>
<ul style="list-style-type: none"> <li>▪ Health Perception-Health Management</li> <li>▪ Nutrition-Metabolic</li> <li>▪ Elimination</li> <li>▪ Activity/Exercise</li> <li>▪ Sleep/Rest</li> <li>▪ Cognitive-Perception</li> <li>▪ Self-Perception-Self-Concept</li> <li>▪ Role Relationship</li> <li>▪ Sexuality-Reproductive</li> <li>▪ Coping-Stress Tolerance</li> <li>▪ Value-Belief</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nurses' Self-Care</li> <li>▪ Management of Care</li> </ul>	<ul style="list-style-type: none"> <li>▪ Novice Clinician</li> <li>▪ Provider of Care</li> <li>▪ Teacher</li> <li>▪ Client Advocate</li> <li>▪ Coordinator of Care</li> <li>▪ Member of the Profession</li> <li>▪ Legal &amp; Ethical Aspects</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Population Based Care</li> <li>▪ Community Based Care</li> <li>▪ Public Policy</li> <li>▪ Organizational Behavior</li> <li>▪ Professional Practice</li> <li>▪ Health Care Systems</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manager-Leader</li> <li>▪ Change Agent</li> <li>▪ Community Advocate</li> <li>▪ Collaborator</li> <li>▪ Educator</li> <li>▪ Research Application</li> </ul>

**All concepts and sub-concepts are applicable to the BSN curricula.**

**Only concepts above broken line apply to ADN curriculum.**

Adopted: 5/98

Revised: 10/00; 6/01; 2/04; 2/3/11.

Reviewed: 3/16/18

## **Bill of Rights and Responsibilities for Students of Nursing**

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, creed, sex, color, national origin, handicap, or marital status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information, which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior, which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violation of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should



be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations, which accrue to them by virtue of this membership and should enjoy the same freedom of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

## STATE OF OHIO

### LAW REGULATING THE PRACTICE OF NURSING

Sec. 4723.01 Revised Code of Ohio PRACTICE OF PROFESSIONAL NURSING DEFINED.

- (A) “Registered Nurse” means an individual who holds a current, valid license issued under this chapter that which authorizes the practice of nursing as a registered nurse.
- (B) “Practice of Nursing as a registered nurse” means providing to individuals and groups nursing care requiring specialized knowledge, judgment, and skill derived from the principles of biological, physical, behavioral, social, and nursing sciences. Such nursing care includes:
- (1) Identifying patterns of human responses to actual or potential health problems amenable to a nursing regime;
  - (2) Executing a nursing regimen through the selection, performance, management, and evaluation of nursing actions;
  - (3) Assessing health status for the purpose of providing nursing care;
  - (4) Providing health counseling and health teaching;
  - (5) Administering medication, treatments, and executing regimens authorized by an individual who is authorized to practice in this state and is acting within the course of the individual’s professional practice;
  - (6) Teaching, administering, supervising, delegating, and evaluating nursing practice;
- (C) “Nursing regimen” may include preventative, restorative, and health promotion activities.
- (D) “Assessing Health Status” mans the collection of data through nursing assessment techniques which may include interviews, observation, and physical evaluations for the purpose of providing nursing care.

4723.03 Revised Code of Ohio Prohibitions

No person shall engage in the practice of nursing as a registered nurse, the person as being a registered nurse, or use the title of “registered nurse,” the initials “R.N.,” or any other title implying that the person is a registered nurse, for a fee, salary, or other consideration, or as a volunteer, without holding a current, valid license as a registered under this chapter.

Exemptions from License or Certification Requirement This

chapter does not permit any of the following:

- (A) The practice of nursing by a student currently enrolled in and actively pursuing completion of a prelicensure nursing education program, if all of the following are the case:

- (1) The student is participating in a program located in this state and approved by the board of nursing or participating in this state in a component of a program located in another jurisdiction and approved by a board that is a member of the national council of state boards of nursing;
- (2) The student's practice is under the auspices of the program;
- (3) The student acts under the supervision of a registered nurse serving for the program as a faculty member or teaching assistant.

## **Department of Nursing Student Conduct Policy**

In accordance with the Ohio Board of Nursing Rule 4723-5-12-B, student conduct while providing nursing care must be professional at all times. The policy incorporates the standards for safe nursing care set forth in Chapter 5 of the Revised Code and includes, but is not limited to, the following requirements:

1. 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 client, and the clients' response to that care.
2. A student shall accurately and timely report to the appropriate practitioner errors in or deviations from the current valid order;
3. A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports or time records, reports, and other documents related to billing for nursing services.
4. A student shall implement measures to promote a safe environment for each client.
5. A student shall delineate, establish, and maintain professional boundaries with each client.
6. At all times when a student is providing direct nursing care to a client the student shall;
  - a. Provide privacy during examination or treatment and in the care of personal or bodily needs; and
  - b. Treat each client with courtesy, respect, and with full recognition of dignity and individuality;
7. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B) (20) of section 4723.28 of the Revised Code for a registered nurse.
8. A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code.
9. A student shall not:
  - a. Engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a client; or
  - b. Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental or emotional abuse;

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

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

11. A student shall not:
  - a. Engage in sexual conduct with a client;
  - b. Engage in conduct that may reasonably be interpreted as sexual;
  - c. Engage in any verbal behaviors that is seductive or sexually demeaning to a client; or
  - d. Engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a client.

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

12. A student shall not, regardless of whether the contact or verbal behaviors consensual, engage with a patient other than the spouse of the student in any of the following:
  - a. Sexual contact, as defined in section 2907.01 of the Revised Code;
  - b. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
13. A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.
14. A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
15. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.
16. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of physical or mental disability;
17. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;
18. A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice;
19. A student shall not have been adjudicated by a probate court of being mentally ill or mentally

incompetent, unless restored to competency by the court.

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

Approved by Faculty 10/20/2002

Amended 04/25/07; 02/05/15

Ohio Administrative Code 4723-5-12-(B)

## CODE FOR NURSES

The American Nurses Association (ANA) adopted its first formal code of ethics in 1950. Over the years, many of the specifics have evolved and been clarified, yet the essentials remain. (The International Council of Nurses (ICN) also has had a *Code of Ethics for Nurses* since 1953.) The Code has since been through two thoughtful and lengthy revision processes, which included seeking input from nursing leaders and staff nurses alike, and developing examples of how the new *Code* could be used in specific clinical situations. The most recent revised document, known as the *Code of Ethics for Nurses with Interpretive Statements*, gained final organizational approval in January 2015.

To access the ANA Code of Ethics with Interpretive Statements”

<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

### **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 promote health and safety, 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 principle of social justice into nursing and health policy.

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015



## STUDENT POLICIES

It is the responsibility of nursing students to familiarize themselves with regulations that apply to all university students. Students should refer to the most current undergraduate catalog for those policies and procedures currently in effect.

Nursing students are responsible for checking their Shawnee State University email account and Blackboard sites at least three times a week for updates, current information, and/or announcements.

### Academic Advising:

The Department of Nursing assigns each student to a faculty member for academic advisement upon the student's acceptance into their program. The faculty member provides academic advice, **but the final decisions about academic choices rest with the student.**

Students scheduled for 12-18 hours are considered full-time students. Students scheduled for fewer than 12 credits are considered part-time students. Permission of the registrar is required for registration of over 18 hours of credit, and a maximum of 21 hours may be attempted if permission is granted.

The purpose of this assignment is to assure that each student has a specific faculty member to assist with degree planning and any other necessary academic advice.

### Academic Advisement Procedure:

1. The initial degree plan is developed upon admission to the program. This degree plan is completed in a form marked "unofficial," as the complete official transcripts are not always available. The plan is then validated and adjusted as needed by the student's permanent advisor, who has access to the official transcripts.
2. The "Degree Checklist" is used to record courses for degree requirements. The original is placed in the student's advising file. It can be used to document completed courses and as a planning guide for additional required courses. It should be updated each semester by the faculty advisor.
3. Faculty advisors meet with their advisees at scheduled times (a minimum of two times each academic year). Every fall semester, students are advised on course schedules for the following spring semester. Every spring semester, students are advised for the upcoming summer semester and the following fall semester. Additional advising appointments are scheduled as needed.

4. Advising during the program consists of altering the degree plan as needed, verifying progress toward the degree, analyzing options for second degrees and minors, and determining that graduation requirements are met. The advisor also confers with the student regarding any possible difficulty maintaining the necessary 2.0 GPA and encourages students to identify remedial action if needed.
5. The advisor's notes are brief statements of plans for the next semester, changes in the degree plan, second-degree options, requests for appointments, and other circumstances that influence the progress to the completion of this program. If the students make no appointment during regular advising times, this, too, is noted. The notes are made at advising sessions and are kept in the student file. These notes should never be removed from the file. (See page 27 for Student Advising/Conference form)
  - Any person advising the student should make advisor's notes: the advisor, the Chairperson or any faculty member who is assisting with changes.

Approved: 4/9/99  
Reviewed: 5/25/01  
Revised 4/27/05; 5/4/11  
4723-5-12-(A)-7 OAC

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**Department of Nursing**  
**Student Advising and Conference Documentation**

**CONFERENCE DATE:** \_\_\_\_\_

PROGRAM:	ADN	BSN	RN-BSN
STUDENT: _____		ADVISOR/INSTRUCTOR: _____	
ID: _____			

**REASON FOR CONFERENCE:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**RECOMMENDATIONS:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STUDENT COMMENTS:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FACULTY SIGNATURE:** \_\_\_\_\_

**STUDENT SIGNATURE:** \_\_\_\_\_

### Academic Misconduct:

Academic misconduct is defined as any activity that tends to compromise the academic integrity of the institution or subvert the education process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided the student;
2. Providing or receiving information during exams and quizzes or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on fieldwork;
3. Plagiarism, whether it occurs in the classroom (i.e., through the use of term papers or laboratory reports from any source other than the student's own work) or anywhere else within the Shawnee State community;
4. Serving as, or enlisting the assistance of, a "ringer" or substitute for a student in the taking of examinations;
5. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
6. Alteration of university forms used to drop or add courses to a program or unauthorized use of those forms; and
7. Failure to report incidents of academic misconduct.

Any charge of plagiarism outside the classroom may be brought by the administrator, faculty advisor, or faculty representative affiliated or otherwise involved with the organization or activity within which the plagiarism allegedly took place.

When a faculty member decides to bring a charge of academic misconduct, the faculty member shall notify the chairperson of his/her department, or if no chairperson exists, his/her dean, before entering the charge against the student. Such chairperson or dean shall be available to consult with and advise the faculty member throughout the subsequent proceedings.

Academic misconduct may result in dismissal from a class with appropriate grades or a major program depending on the individual case and the decision of the faculty member. A student charged with academic misconduct may appeal the decision of the faculty member to an appeals committee.

The appeals committee is composed of five faculty members representing the College of Arts and Sciences and the College of Professional Studies. Three faculty members will represent the college in which the student is enrolled and two committee members represent the remaining college. The appeals committee also includes the provost (or designee) who will act as chairperson and who will have tie breaking voting power. If the student disagrees with the committee's decision, the student may request a hearing before an Academic Misconduct Hearing Panel.

Reference: Shawnee State University Student Handbook

Approved 5/4/11

## Absence for Non-Academic Reasons

### *Guideline*

These guidelines are designed to assist those students who, due to civic, military, medical, or emergency reasons, are unable to attend classes for a period of time exceeding five (5) class days. Students absent from classes for a period of five (5) or fewer days should consult with individual faculty and the Vice President for Student Affairs for assistance.

### *Expectations*

Students absent for an official university-sponsored function (under sponsorship of any university academic, administrative, or athletic unit) should provide documentation to the Vice President for Student Affairs, who will review the documentation and may issue an *Excused Absence* notation to the student for presentation to faculty.

Students who are excused from class for any reason are responsible for all work, materials, learning, experiences, and requirements listed in the course syllabus and from the instructor. Faculty should work with the individual student to allow appropriate time and support for the student to complete the work, materials, learning, experiences, and requirements.

### *Applicability of Guidelines*

#### *Military Service*

Students called to active duty in the Armed Services of the United States due to national, local, or state emergencies. “Activation” is defined as a written order to report for active duty. This applies to students who are current and former members of the United States Armed Forces, including Reserve Units, National Guard, and other such military organizations.

#### *Jury Duty and Legal Proceedings*

Students required to attend jury duty, a legal hearing, or as part of a proceeding as a party to legal action, for a period exceeding five (5) days.

#### *Medical Conditions, Including Illness and Accident*

Students subject to inpatient hospitalization to an accredited hospital or health care facility for a period exceeding five (5) days. Also includes students with an illness or medical condition requiring absence from the University for contagion, recovery, healing, or similar reasons for a period exceeding five (5) days

### *Emergency Reasons*

Students absent from class for a period of five (5) or more days for emergent, uncontrolled circumstances, such as:

Death of an immediate family member

Serious, documented, life-threatening illness of an immediate family member

Documented natural disaster or crisis event

### *Documentation Required*

#### *Military*

Students must submit a copy of the written orders showing activation, to the Vice President for Student Affairs for verification. A copy of the orders will be filed in the Vice President for Student Affairs Office. Written documentation will be forwarded to the Office of the Registrar.

#### *Legal Proceedings*

Students must provide copies of legal proceeding information, summons, or jury duty summons to the Vice President for Student Affairs. A copy of the documentation will be filed in the Vice President for Student Affairs Office.

#### *Medical Conditions Including Illness and Accident*

Students must present documentation from a treating physician or health care provider, accompanied by the appropriate history and documentation specifying the nature of the medical condition and the restrictions on attendance to the Vice President for Student Affairs. The University will review the documentation, and at its sole discretion, consult with appropriate University staff and other professionals external to the University who can assist in reviewing the request. The Vice President for Student Affairs will not retain copies of medical documentation, but will keep a record of the decision of excused or non-excused absence.

#### *Emergency Reasons*

Students must provide verified documentation of all emergency reasons, which may include:

Funeral notices published in local newspapers

Medical records demonstrating illness

Birth certificates, court records, or similar information documenting the immediate familial relationship

Public records or government agency documentation demonstrating the natural disaster or crisis event

### *Determination of Action*

The individual circumstances of the student will be evaluated by the Vice President for Student Affairs, in consultation with the Registrar, appropriate faculty member/s, Dean/s, and Chair/s.

A determination will be made as to the most appropriate action to benefit the student:

#### *Complete withdrawal*

The determination may include withdrawal to a specific point in the semester, to the date of the request, the beginning of the semester, or any date between.

In cases of military service, the withdrawal may be backdated to the start of the term.

#### *Individual course withdrawal*

The determination may include withdrawal to a specific point in the semester, to the date of the request, the beginning of the semester, or any date between.

In cases of military service, the withdrawal may be backdated to the start of the term.

The student, in consultation with the faculty member, will determine which courses, if any, from which to withdraw

#### *Continued enrollment with special grading options*

With the approval of the appropriate faculty member/s, the student may continue enrollment, with special grading options of Pass/Fail, Credit/Non-credit, or award of an Incomplete.

In the case of award for an Incomplete, the faculty member may specify a longer period of time, not to exceed one year, for a grade to be considered incomplete, before conversion to "F".

## Department of Nursing Attendance Policy

### *Class*

Class attendance is the responsibility of the student and is considered to be a valuable component of the nursing education process. Students are responsible for material presented in class. The student should refer to each course syllabus for specific class attendance policies and the Shawnee State University Catalog.

### *Clinical Practice*

Clinical/Lab attendance is mandatory to satisfy clinical hour requirements and to provide the student with the opportunity to practice cognitive, psychomotor, and affective skills in the performance of a variety of nursing settings with individuals or groups across the life span (OBN Rule 4723-5-13-(F)-8-b). A student can have no more than one clinical and or one lab absence per course. An absence will result in a clinical/lab make-up experience. It is the student's responsibility to review each course syllabus for specific procedures related to clinical/lab absence.

Approved: 5/4/11; Revised 5/1/15

Each student is responsible to complete the Clinical Absence Report Form prior to attending the next clinical and submitting it to their clinical instructor for signature. All absences must be reported to the clinical instructor and the department secretary. The Clinical Absence Report Form can be found in Appendix C.

### Leave of Absence Policy

The Department of Nursing curriculum is designed to be completed within a prescribed number of consecutive academic years. Once admitted, it is anticipated that the majority of students will progress through the curriculum as designed. Students in satisfactory academic standing, as defined in the Department of Nursing Student Handbook Grading Policy, who elect to interrupt the nursing sequence must complete a "Leave of Absence Form" using the procedures located in Appendix D or hardcopy from Department of Nursing Secretary.

Once a student is ready to re-enter the nursing sequence, the request is initiated by the student using the department form "Return from Leave of Absence Form" located in Appendix D. After receiving the Department Chairperson's approval and signature, the form is submitted to the Department of Nursing Secretary.

A student may remain out of sequence for one year only (excluding summer sessions). Nursing courses are only offered one time per academic year. All students who remain out of sequence for more than one year must apply for readmission. See specific Readmission policy for the program in which you are enrolled.

Progression for all students will be based on space and faculty availability and according to the following priorities:

1. Students progressing satisfactorily according to their plan of study.



2. Students progressing satisfactorily according to their plan of study prior to taking a one year leave of absence.
3. Students who were dismissed from the nursing program for failure to maintain satisfactory academic progression and apply for readmission.

Approved: 2/7/14

## Accommodations: Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended in 2008 require Shawnee State University to provide reasonable accommodations for students with documented disabilities which would not compromise the integrity of the academic program. Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Disability Services, Student Success Center, Massie Hall 740.351.3276. After meeting with the Coordinator, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities. If a student chooses to make a timely request for disability accommodations and/or fails to meet with the Coordinator of Disability Services and the professor, no disability accommodation(s) will be provided.

ADA Guidelines apply to all qualified disabled persons. A qualified disabled person is a person with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services, or the participation in programs or activities provided by a public entity and who can perform the “*essential function*” of the position. The following essential eligibility requirements for participation in the Department of Nursing (Standards/Factors and examples of necessary activities (**NOT** all inclusive) should be used to assist each student in determining whether accommodations or modifications are necessary.

### **Standard**

- Critical thinking abilities sufficient for clinical reasoning/judgment.
- Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- Communication abilities sufficient for interaction with others in verbal and written form.

### **Examples of Necessary Activities (NOT all inclusive)**

- Identify cause-effect relationships in clinical situations, develop nursing care plans.
- Establish rapport with clients and colleagues.
- Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client responses.

**Standard**

- Abilities sufficient to move from room to room and maneuver in small spaces.
- Abilities sufficient to provide safe and effective nursing care.
- Abilities sufficient to monitor and assess health needs.
- Abilities sufficient for observation and assessment necessary in nursing care.
- Abilities sufficient for physical assessment.

**Examples of Necessary Activities  
(NOT all inclusive)**

- Moves around in client's rooms, work spaces, and treatment areas, administer cardio-pulmonary procedures.
- Calibrate and use equipment, position Clients.
- Hears monitor alarm, emergency signals, auscultatory sounds, cries for help.
- Observes client responses.
- Perform palpation, functions of physical examination and/or those related to therapeutic intervention, eg., insertion of a catheter.

Reference: Shawnee State University ADA Compliance Statement @ <http://www.shawnee.edu/com/ada/statement.html>

Approved: 5/4/11

### Audio Recording:

Recording of lectures is not allowed without the permission of the instructor and other students in the class. Permission will always be granted to students who have a disability which makes such taping necessary. However, an individual student may request his/her questions or comments not be recorded and such a request will be honored.

### Canceled Classes and Clinical Experience

The decision to close the University due to a weather emergency will be made by 5:00 a.m. and announced through the media. In this event, all classes and clinical experiences for SSU's Department of Nursing students are canceled. In the event of inclement weather, students should check the University website at [www.shawnee.edu](http://www.shawnee.edu). All closings are posted on the website.

If the University closes or cancels classes after students have arrived in a clinical experience, the faculty and students may continue with the clinical experience. A decision to send students home will be made by the faculty member.

During inclement weather when the University has not officially canceled classes, individual faculty and students must make their own decision about whether they can travel to the University or clinical agency. In the event that a faculty member is unable to attend a class or clinical experience an alternate plan for students to meet objectives will be determined.

Communication between faculty and students during these emergency situations is vital and faculty will develop an emergency call plan with their clinical students.

### Clark Memorial Library:

The Shawnee State University's Library, a 69,000 square foot facility completed in 1991, houses the Department of Library/Media Services, seats 600, and offers five classrooms, 8 study rooms, a conference room, and a diverse selection of telecommunication, production, and audiovisual services.

SSU's library catalog is interactive with The Ohio Library and Information Network, OhioLINK, which is a consortium of 89 Ohio college and university libraries, and the State Library of Ohio, that work together to provide Ohio students, faculty and researchers with the information they need for teaching and research. Serving more than 600,000 students, faculty, and staff at 89 institutions, OhioLINK's membership includes 16 public/research universities, 23 community/technical colleges, 49 private colleges and the State Library of Ohio. Via OhioLINK,

users may directly request virtually any of the over 31 million items identified on the OhioLINK Catalog. A courier service assures delivery of OhioLINK materials to Clark Memorial Library within 3 working days of the request. There is no charge for the service.

The Clark Memorial Library has subscriptions to 1000 periodicals, some in current (paper), and some in retrospective (micro) formats.

In addition to traditional subscriptions, Clark Memorial Library offers access to electronic full-text articles from approximately 5000 periodicals. Users may browse journal issues using OhioLINK's Electronic Journal Center, Lexis-Nexis, or WorldCat and link to articles from citations. The library recommends the following resources:

- Lexis-Nexis Academic Universe offers a variety of full-text resources, including periodical articles. Periodicals and/or other resources covered in each file are listed under "Sources."
- OhioLINK's Electronic Journal Center (EJC) aggregates articles from nearly 2000 periodicals published by Academic Press, Elsevier, Johns Hopkins, Kluwer, Springer-Verlag, and Wiley. An "Alphabetical List of Journals" is available at the top of the *EJC* main menu. Links to articles in the *EJC* will appear when using OhioLINK databases running under the Dataware and ISI search engines.
- Links from citations to full-text articles in approximately 1200 periodicals appear in Periodicals Abstracts and ABI/Inform. Periodicals indexed are indicated in the Periodicals Abstracts Research II list and in the ABI/INFORM Global and Business Periodicals Global list.
- Via Health Reference Center Academic, Clark Memorial Library provides access to full-text medical literature from approximately 160 periodicals.
- FirstSearch provides several databases with full-text. Users can check to see if the full text of a specific periodical is available in FirstSearch by selecting the "Full Text Titles Only" view in a title search at Periodical Titles in OCLC FirstSearch. FirstSearch requires an authorization and password.
- SIRS Researcher provides selected full-text articles and other documents concerning contemporary social issues.
- Clark Memorial Library provides access to, but does not underwrite document delivery costs for articles from the 17,000 periodicals brokered by UnCover.

### *Library Hours*

The library is open 88 hours a week during the Fall and Spring semesters, 73 hours a week during the Summer semester, and 40 hours a week during breaks. Users come into the library to find books, articles, use resources (including reserves), use public computers, study, make copies, attend meetings, see exhibits, and relax. Students can search for information electronically and receive full-text at the desktop. Remote log-in to the Clark Memorial Library databases from labs, offices, and student/faculty homes is available.

### *Films/Software*

Within the Department of Nursing and the University Library, students have access to films/videos on a variety of topics including basic fundamental skills and advanced medical-surgical concepts.

The Department of Nursing also has a variety of computer assisted learning materials. In addition to the programs provided by the department, most of the student textbooks contain computer discs for supplemental instruction. Computers for student use are in the Clark Memorial Library and various campus labs including one on the second floor of the Health Sciences Building.

### Classification of Students:

Students who do not complete the program as outlined on page 23 of this handbook in a timely manner may be subject to new curriculum requirements in the nursing, non-nursing, and general education program. Subjects who do not progress as planned must meet with the Department of Nursing Chairperson to determine what options may be available to complete the degree.

### Clinical Facilities

The Department of Nursing uses a variety of clinical facilities within the community, such as: preschools, schools, extended care facilities, hospitals, and community clinics and services. In addition, nursing students will be required to visit clients in the community. Students must provide their own transportation to all clinical facilities which may be anywhere in the Scioto/Ohio River Valley region (i.e. up to 60 minutes driving time from Shawnee State University).

In order to meet accreditation requirements for clinical affiliates and to promote safety, health and welfare of patients, students are required to present a negative urine drug screen and state and federal criminal background checks prior to clinical assignment. (Minimum requirement for drug testing is a 5-panel screen which includes marijuana, cocaine, PCP, amphetamines and opiates.)

### Clinical Rules and Responsibilities

#### **Clinical Rules and Responsibilities**

**IMPORTANT:** IT IS THE STUDENT'S RESPONSIBILITY TO ENSURE THAT THE REQUIRED PHYSICAL FORM, TB TESTING RESULTS, AND CPR CERTIFICATION ARE IN EFFECT AT ALL TIMES THE STUDENT IS ENROLLED IN CLINICAL NURSING COURSES.

\* **NOTE:** Your nursing student photo ID must be worn at all times to the clinical agencies. Students will not be allowed in a clinical setting unless they have met all health and other requirements by the deadline for that semester. Students not meeting the deadline will also be administratively withdrawn from the clinical course.

### **Cardiopulmonary Resuscitation (CPR) Certification.**

Students entering a clinical course must submit proof of a basic life support provider's cardiopulmonary resuscitation certification. There are CPR classes taught at SSU each semester which will provide the proper type of certification. For students entering at the fundamental level, there will be time to achieve this certification prior to entering the first clinical area. However, if a student is entering at another level or has a certification which will expire within their scheduled semester, it is their responsibility to find an appropriate CPR class and achieve this certification prior to beginning of the semester.

Upon completion of this requirement, provide the Department of Nursing secretary with a copy of your CPR certificate for inclusion in your student file.

### **Pregnancy.**

For the health protection of the developing infant, any student who is pregnant must notify the course instructors, the coordinator and clinical instructor, prior to the beginning of the semester so clinical experiences can be planned with minimal exposure to known agents of fetal damage. Please also refer to **Health Rules/Responsibilities** in this handbook for more detailed information.

### **Standard Precautions.**

Standard precautions for clinical care include, but are not limited to the following procedures:

1. Hands should always be washed before and after contact with patients. Hands should be washed even gloves have been used. If hands come in contact with blood, body fluids, or human tissue they should be immediately washed with soap and water.
2. Gloves should be worn when contact with blood, body fluids, tissues, or contaminated surfaces is anticipated.
3. Gowns or plastic aprons are indicated if blood splattering is likely.
4. Masks and Protective Goggles should be worn if aerosolization or splattering is likely to occur such as in certain dental and surgical procedures, wound irrigations, post-mortem examinations, and bronchoscopy.
5. To minimize the need for emergency mouth-to-mouth resuscitation, mouth pieces, resuscitation bags, or other ventilation devices should be strategically located and available for use in areas where the need for resuscitation is predictable.
6. Sharp objects should be handled in such a manner to prevent accidental cuts or punctures. Used needles should not be bent, broken, reinserted into their original sheath or unnecessarily handled. They should be discarded intact immediately after use into an impervious needle disposal box which should be readily accessible (placed in all clinical areas, including patient rooms). All needle stick accidents, mucosal splashes or contamination of open wounds with blood or body fluids should be reported immediately.

7. Blood spills should be cleaned promptly with a disinfectant solution such as a 1:10 dilution of bleach. In homes, Clorox liquid bleach may be used. Other solutions may be used in clinical settings.
8. All patients' specimens should be considered biohazardous. Gloves should be worn. The specimen can be put in an intact sealable plastic bag.

Centers for Disease Control and Prevention @ [www.cdc.gov.niosh/topicsbbp](http://www.cdc.gov.niosh/topicsbbp)

### Communication between students and faculty:

The best means of communicating with faculty and staff is through your SSU email account unless specifically told otherwise by your course instructors. We do not maintain a list of non-SSU email accounts of students and rely on your SSU email and the home address/telephone number listed in your file. This email account is automatically set up for you and activated once you have your SSU computer account established. Therefore, be sure to check your SSU email 2-3 times a week and keep your address/telephone number current in your file through the Department Secretary and the Registrar's office.

### Computers:

As many of our classes are web-enhanced the Department of Nursing follows the recommendations for hardware, interconnectivity, and software from Information Technology Services. ITS recommends a computer running Windows 7 (or newer) or Mac OS 10.7 (or newer). For on campus connectivity, your computer or device will also need a wireless network card.

### Counseling

The University provides a variety of counseling services through the different offices of Student Affairs. Placement, financial aid, veteran, educational, personal, and vocational counseling are available to students free of charge.

### Counseling and Psychological Services

The Office of Counseling and Psychological Services provides a broad range of services to the students of Shawnee State University. Services are offered by licensed clinical counselors in a confidential setting. The focus of the services is developmental, remedial, and preventative in nature. Services are available to any student of the university community, whether they be full-time or part-time and they are free of charge. Counseling sessions may be on a one-time or continuing basis. Counseling and Psychological Services, located on the second floor of the University Center, is open Monday - Friday from 8:00 a.m. to 5:00 p.m. and evenings by appointment. Students are encouraged to schedule an appointment by calling 740.351.3608, but every attempt is made to accommodate students on a walk-in basis.



Common issues for seeking assistance include:

- Feelings of anxiety or depression
- Stress from academic or personal issues
- Misuse of alcohol or drugs
- Problems with food and eating
- Relationship troubles with family, friends, or significant others
- Difficulties managing time effectively
- Anxiety when taking tests

Available services include:

- Assessment and evaluation education/counseling
- Crisis intervention
- Individual and group counseling
- Marital/couple counseling
- Relaxation/stress management training
- Consultation
- Substance abuse
- Safe sex counseling
- HIV/AIDS testing/counseling
- Skills development workshops
- Education/prevention programs
- Referral services

Reference: Shawnee State University Catalog

Approved: 5/4/11

### Disability Services:

Shawnee State University provides a variety of special support services to all disabled students. A full range of services and equipment is available, and an individual plan of support is developed for each disabled student, particularly those who are identified as learning disabled. Documentation of the student's specific disability is required and placed on file.

If a student is physically challenged, the student is encouraged to register with the Department of Educational Needs Service. The staff is dedicated to helping the student with a successful college experience.

For further information regarding services offered visit the office, in the Student Success Center, Massie Hall, or call 740.351.3276.

## Dress Code:

The Student Dress Code Policy describes student appearance that conveys a professional image, while in clinical agencies. All students must adhere to the dress code policy when a uniform is needed for clinical study. Further detailed information on the dress code is contained in course syllabi or from clinical instructors

**ATTIRE:** The uniform for the Department of Nursing consists of the following:

- Approved uniform.
- Nursing student I.D. should be displayed visibly on left side of your lab coat
- All white socks or stockings
- Uniform freshly laundered, free of wrinkles, stains, and odors which is of the appropriate size and fit
- White lab coat long enough to cover one's lap which is only to be worn over the uniform outside the clinical area
- Additional uniforms may be purchased for size changes
- Maternity uniforms are available.
- All white leather shoes (no open toes, heels, or made of non-permeable materials)

Acceptable jewelry:

- Plain wedding bands (no rings with stones)
- Watch with a second hand is required (NO Smart Watches!)
- Earrings: One pair of plain round studs, pierced or clip-on. Ear lobes only
- No jewelry in other pierced body parts

Nails:

- Nails must be neat, cleaned, and support the functional use of hands and fingers
- Artificial fingernails and nail polish are prohibited
- Length of natural nails should be such that they are not visible from the palmer side of the hand

Hair:

- Hair must be clean, neatly groomed, and controlled
- Direct client caregivers must secure long hair away from the face
- Hair securing devices must be kept plain and simple.
- Facial hair must be kept neat and well-trimmed
- Neat, clean and appropriate color.

Additional uniform items:

- Stethoscope
- Black or blue ink pen
- Small notebook

Uniforms are worn only during clinical experiences and in transit to and from the clinical area, not while working in any other capacity. Uniforms are worn to all clinical experiences unless specified. Institutional policies in each clinical setting also apply to student dress and conduct.

While completing assignments or acquiring information before a clinical experience, a lab coat with the nursing student I.D. is worn over **appropriate street clothes** (no shorts, jeans, or sandals). The lab coat must be large enough to button over abdomen. Lab coats are not to be worn while giving patient care. When in the clinical area for obstetric experience, the lab coat is worn over the uniform or scrub only when leaving the obstetric unit.

Students participating in nursing lab, open lab hours, or community events are expected to wear the approved non-clinical uniform.

Shawnee State University's Department of Nursing expects all nursing students to project a professional image during client-centered activities. This includes:

- Personal and dental hygiene including deodorant and mouthwash.
- No perfume, cologne, or strongly scented cosmetics, and minimal make-up
- Hair should be clean, neatly arranged, controlled, an appropriate color, and above collar level with plain clips or bands as necessary.
- Beards, mustache, and side burns must be neatly trimmed and clean and must comply with the clinical agency during the clinical experience.
- All body art must be covered.

Nursing students must be aware that their conduct while in uniform conveys an image of the entire nursing profession. Conduct should be that of a responsible, mature adult. Any knowledge of an individual obtained while working as a member of a health team should be held in strictest confidence. Such knowledge must never be discussed in public places.

Furthermore, nursing students are not permitted to eat or chew gum in the clinical area. Smoking prohibited. When departing from an assigned clinical area, students must inform the clinical facility. Gifts are not accepted or exchanged with clients. Additional protocols for nursing student conduct can be found within the **Student Conduct Policy**.

**Cellular telephones/smart watches and all other electronic devices must be silenced during classroom and are not permitted in clinical areas.**

- **No cameras in clinical area including cellular telephone cameras**

Non-adherence to either the Student Dress Code and/or Student Conduct Policy may result in dismissal from the clinical area and/or an Unsatisfactory for that day. Continued infractions may result in dismissal from the program.

Institutional policies in each clinical setting also apply to student dress and conduct.

See also Shawnee State University Student Conduct Code pg.2, Section A: Interference with Educational Mission item #6.

Approved:2/26/98  
Revised: 5/25/01; 11/15/01; 6/3/02; 4/27/05  
Reviewed: 5/4/11

### Educational Technology Support:

Information Technology Services (ITS) recommends a computer running Windows 7 (or newer) or Mac OS 10.7 (or newer). For on campus connectivity, your computer or device will also need a wireless network card. More information regarding the support that ITS provides our students please visit [www.shawnee.edu/its](http://www.shawnee.edu/its)

The Department of Nursing uses Blackboard Course sites as web assisted supplemental instruction. The Blackboard Support Services offers both phone support and walk-in services Monday through Friday 9:00 a.m. – 5:00 p.m. The Blackboard Support Services is located within the ITS – Service desk. Additionally, online support can be found utilizing the Help feature within the Blackboard courses.

### Evaluation of Student:

Evaluation of students occurs in both the clinical and didactic areas. Purposes for evaluation include the facilitation of learning; diagnosis of learning deficits; to make decisions; to assess effectiveness; and to detect trends or themes.

Evaluation of student performance in clinical may include verbal and written evaluations, written clinical assignments, peer reviews, patient simulations, and preparations or presentations in pre and post conferences. In addition, clinical evaluation will include both formative and summative methods. A student's summative clinical evaluation is based on the clinical outcomes for the course in which the student is currently enrolled. Students receive their summative evaluation for clinical during a one-on-one conference with the faculty responsible for their clinical supervision. At the discretion of the clinical faculty, another faculty member may be present at this conference. Both the faculty and the student may add written comments to the summative evaluation, and both must sign and date the tool. The summative evaluation conference is held during the last week or during finals week of the semester. A Met/Not Met rating is assigned to clinical at this time. Completed and signed clinical evaluations will be filed in the student's file housed in the Department of Nursing.

In addition, didactic evaluations of students occur each semester for each nursing course. The most common method for evaluation is by exam. However, quizzes, worksheets, projects, papers, essays, or other methods may also be used for evaluation. It is the Department of Nursing's belief that multiple methods of evaluation provide better data for outcome achievement. Timing for didactic evaluations is at the faculty member's discretion depending on the course's outcomes.

### Summary of Potential Evaluation Methods Students – Clinical Evaluation

- Daily clinical evaluations by the faculty member (verbal and/or written)
- A written summative evaluation by the faculty member with a designation of Met/Not Met for the semester's clinical performance at the end of the semester
- Written clinical assignments/projects
- Preparedness for and presentations in pre and post conferences
- Patient simulations / Standardized patient examinations

- Other clinical evaluation methods as specified by the particular nursing course
- Skills laboratory evaluation

### Summary of Potential Evaluation Methods Students- Didactic Evaluation

- Written/computer examinations
- Quizzes, work sheets, essays, papers, etc.
- Discussion participation
- Projects
- Standardized patient examinations
- Other theory evaluation methods as specified by the particular nursing course

Approved: 5/4/11

Revised: 3/16/18

### Fees and Expenses:

Registration fees are payable at the Bursar's Office prior to the opening of classes and in accordance with instructions issued with your bill. For students registering during late registration, fees are assessed as part of the registration process and are due at that time. If you make changes to your class schedule, please be sure to come to the Bursar's Office to get a revised bill or **go to <http://www.shawnee.edu>, click on "Current Students," then click on "MySSU" and print a copy of your bill.** No additional bills will be mailed to you as a result of dropping and adding classes.

The Bursar's Office is located on the second floor of the University Center near the Offices of the Registrar and Financial Aid. Office hours are from 8:00 a.m. to 5:00 p.m. Monday through Friday and the telephone number is 740.351.3279.

Fees may be paid by cash, check, money order, Visa, or MasterCard. It is important for students to retain all fee receipts. Payment of fees owed is a prerequisite for continuing enrollment. Shawnee State University is not required to furnish services (registration, transcripts, etc.) to a student with unpaid fees.

#### *Semester Tuition*

Current fees for students are available from the Bursar's Office or by accessing the SSU website - <http://www.shawnee.edu/offices/student-accounts/tuition.aspx>. All fees are subject to change. Shawnee State University reserves the right to make, without prior notice, any fee adjustments that may become necessary.

#### *Reciprocity*

Pursuant to current reciprocal agreements between the University and Kentucky institutions, students residing in the following Kentucky counties — Boyd, Carter, Elliott, Fleming, Greenup, Lawrence, Lewis, Mason, Rowan — may attend Shawnee State at Ohio resident rates. This

reduction in fees is the result of a reciprocity agreement made by several colleges and universities in the area. This fee structure is subject to possible modification or cancellation.

#### *Miscellaneous Student Fees/Expenses*

In addition to tuition and room/board fees (see SSU website: - <http://www.shawnee.edu/offices/student-accounts/tuition.aspx>, SSU and the Department of Nursing have various miscellaneous student fees/expenses. Students should expect to purchase program uniform(s), a lab coat, a stethoscope, and a pair of white leather shoes for use in the program. Students will also purchase textbooks each semester for their different courses.

#### *Graduation Petition Fee*

See the above list for the graduation fee. Students are not billed for this fee. It is the student's responsibility to pay the fee when the petition to graduate is submitted. A student's eligibility to graduate is determined by the registrar after petitioning for graduation.

#### *Refunds*

Students who withdraw from a class within five (5) days of a semester's beginning will receive 100% tuition reimbursement for this class. Students who withdraw from a class within the first two weeks (14 days) will receive 90% tuition reimbursement. After the first two weeks of each semester, no refunds of tuition are provided.

References: Shawnee State University Catalog  
Shawnee State University Website

Approved:5/4/11

### Fingerprinting:

*Graduating Students:* Ohio Revised Code, Section 4723-09, requires that those applying to obtain a license or certificate issued by the Ohio Board of Nursing must obtain a criminal records check that is completed by the Bureau of Criminal Identification and Investigation (BCII), including a check of Federal Bureau of Investigation Records. Only electronic finger printing is accepted. Fingerprinting may be provided on campus and the student will be made aware when the service is available. Be certain to identify the Ohio Board of Nursing as the agency to receive the results. The results must go directly from the Bureau of Criminal Identification and Investigation to the Ohio Board of Nursing to be valid. If at all possible, the Department of Nursing will arrange for a fingerprinting service to be on campus sometime during the last semester prior to graduation.

### Grading Scale/Policy:

A: 94-100  
A-: 93.99-92  
B+: 91.99-90  
B: 89.99-84  
B-:83.99-82  
C+: 81.99-80  
C:79.99-78 PASS LINE  
C-: 77.99-70 FAILING LINE  
D+: 69.99-68  
D: 67.99-62  
D-: 61.99-60  
F: 59.99 OR BELOW

Revised by faculty: 2/19/16

### Incomplete Grade

A grade of incomplete in a nursing course must be requested by the student to the course instructor prior to the end of the semester and must be completed according to a time frame negotiated with course faculty. Incompletes must be converted to a grade within 30 calendar days after the semester or they are converted to “Fs.” This 30-day period begins the day after the last day of the semester.

**See University Course Catalog regarding additional Academic Policies and Programs @**

<http://catalog.shawnee.edu/index.php?catoid-43>

Approved: 5/25/01

Revised: 4/27/05; 5/4/1

Reviewed: 3/16/18

## Grievance Procedure

A student may grieve academic or non-academic situations.

### *Academic/Grade Appeals*

A student may challenge his/her grade as determined by a member of a faculty of the Department of Nursing during or within two semesters after the end of any credit course, qualifying or comprehensive examination, for which the student has been enrolled. A challenge to a grade may be pursued only on the basis of malice, bias, arbitrary or capricious grade determination, or impermissible discrimination. In no event shall a challenge be pursued on the basis of the standards employed in setting grades, so long as those standards are employed impartially.

When appealing a grade, the student should first attempt to resolve the question through consultation with the faculty member who assigned the grade. If the faculty member does not agree that an error was made, the student should attempt next to resolve the question through consultation with the Department of Nursing Chairperson. Having failed to resolve the matter after consultation with both the faculty member and the Department Chairperson, the student may consult with and/or file a challenge with the Dean of the College of Professional Studies, and then the Provost, in that order.

Anytime a student is uncertain about the best procedure to follow or the most appropriate person(s) or office to consult, they are again encouraged to seek advice from the University Ombudsperson, Dr. John Whitaker. His office is located on the second floor of the University Center or he can be reached at 740.351.3630. This service, through the efforts of the Ombudsperson, assists students primarily by serving as a single point of contact for information, mediation, and dispute resolution for conflicts that may arise. The Ombudsperson serves as a confidential and objective third party with easy access to university officials and records (except medical and counseling treatment records).

### *Non-Academic Grievances*

Non-academic grievances of policies and procedures of the Department of Nursing, related to matters other than discrimination, such as the application of interpretation of student policies must be initiated by making an effort to resolve the matter with the individual involved in the interpretation or decision. If the matter is not resolved, it must be submitted, in writing, to the appropriate Chair or Dean within 10 working days of the of the questioned decision or interpretation. A grievance not satisfactorily resolved within 10 working days of that appeal may then be submitted to the Provost. Disputes not satisfactorily resolved within 10 working days at this level may finally be appealed to the President, whose decision is final.

An official complaint against a member of the University's faculty bargaining unit, the Shawnee Education Association (SEA), is handled under the complaint procedure in the current negotiated labor agreement between the SEA and the University.

Any complaint against a faculty member that is received by any member of the university faculty, staff, or administration shall be referred to the appropriate Dean. The Dean shall attempt to informally resolve any matter that does not constitute a serious charge as set forth in the



following paragraphs.

The student shall be requested to sign and submit to the Dean a written statement detailing the nature of any serious charge, including, but not limited to, unfair grading policies or Professional behavior. Such written complaint shall constitute an Official Complaint within the meaning of the agreement between SSU and SEA, and all provisions of the current agreement apply.

Any complaint of alleged misfeasance or malfeasance of duties must refer to actions of the faculty member done in the performance of his or employment duties.

See Shawnee State University Catalog for an outline of the Compliant Procedure.

All records relating to the complaint and subsequent proceedings shall be retained until final disposition of the matter in the office of the Department Chairperson and/or Dean. In addition, upon conclusion of a formal investigation, the final report and related documents will be retained in accordance with the University's records retention schedule. Release of copies of such documents shall be handled in accordance with ORC Chapter 149, Ohio Public Records Act and Board of Trustee Policy 5.19, Requests for Access to/and Copies of Public Records.

References: Shawnee State University Catalog  
Shawnee State University Student Handbook  
Shawnee State Board of Trustee Policy 5.03

## Health Rules and Responsibilities Policy

### *Health*

- A. Each student will be notified of their responsibility for their own health care expenses.
- B. A pre-entrance physical exam must be on file at least one week prior to the first day of class. This pre-entrance physical exam must have been completed within three months of entrance.
- C. Maintenance of health is the responsibility of each student.
- D. The student should report any change in health status to the faculty.
- E. Proof of negative test for tuberculosis is required prior to first day of class and annually.
- F. Hepatitis B Vaccine **is strongly** recommended and annual Influenza Vaccine are required.
- G. Students must have immunizations against measles, mumps and rubella, diphtheria, tetanus, chickenpox, and polio.
- H. Students must meet policy requirements of clinical facilities being utilized, i.e. chest x-ray, immunizations, etc.
- I. A physician's report of a student's current health status may be requested by the Department Chairperson as indicated by the student's behavior and/or physical appearance.
- J. A physician's statement will be required following hospitalization or lengthy absence due to illness, indicating any restriction(s) that may be required.
- K. Students with any communicable illness must not attend clinical.

### *Maternity*

Pregnant students may continue in the program with written permission of their physician. For the protection of the student and University, it is required that:

- A. A statement from the student's physician should be submitted when the pregnancy is confirmed.

The physician's statement should include:

- Any medical restrictions that would interfere with performance of expected activities.
- The expected date of delivery.

- B. The student will be expected to report any changes in the status of the pregnancy or following delivery, accompanied by a physician's statement.

### *Accidents/Incidents*

If an accident or incident involving a client and a student occurs in the clinical area, an accident or incident report must be filed at the affiliate in accordance with their policies. Additionally, a health sciences incident report must be completed. The student will be responsible for giving the completed incident reports to the department chairperson.

If an accident or incident resulting in the need for medical attention occurs to a student in the clinical setting, the program faculty must be notified immediately. Medical attention may be provided by the clinical affiliate. However, the student will be responsible for any costs incurred as a result of that treatment.

Approved by Faculty 5/25/01, Reviewed 12/1/11, Revised 12/1/11  
Ohio Administrative Code 4723-5-12-(A)-6

## Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) Prevention and Protection for Students in the Department of Nursing

As a student preparing to enter the healthcare industry, it is essential that you are aware that you have chosen a healthcare program and career path that has the potential to bring you in contact with bloodborne pathogens such as Hepatitis B (HBV) and the human immunodeficiency virus (HIV). For this reason, Shawnee State University in conjunction with the Center for Disease Control and the Occupational Safety and Health Administration has developed a safety program to protect you against work related exposure to bloodborne disease producing organisms such as Hepatitis B and the human immunodeficiency virus (AIDS virus).

Although you will receive extensive education on how to protect yourself and others against exposure to these viruses once you begin your education in your Health Science Program, we want to provide you with essential information prior to your entry to emphasize to you the serious nature of your work and your responsibility to follow all safety precautions while you are in your program. While it is our responsibility to educate you in these safety procedures, it is your responsibility to realize their importance and to follow these safety procedures without exception.

Hepatitis B (previously called serum hepatitis) is a major infectious occupational health hazard in the healthcare industry. There are thousands of cases of Hepatitis B infections in the U.S. each year. Of these cases of hepatitis, some will result in death due to hepatitis-related cirrhosis, hepatitis-related primary liver cancer, and fulminate hepatitis not mention thousands of hepatitis-related hospitalizations. It has been estimated that 500-600 healthcare workers whose job entails exposure to blood are hospitalized annually, with over 200 deaths.

A safe, immunogenic, and effective vaccine to prevent hepatitis B infection is available and is recommended for all persons exposed to blood and body fluids, as you may be through your education or while working in the healthcare industry. This vaccine is generally available through your private physician, community hospital, and medical clinic or health department. As we believe that vaccination against Hepatitis B is essential for your protection, your Department Chairperson will be providing you with information concerning when you should obtain your vaccination. If you should choose not to obtain this vaccine, a formal statement must be signed stating that the vaccination was refused.

Unfortunately, there is not a vaccine for HIV at this time. However, if a vaccine becomes available while you are enrolled in your program, you will be informed of its availability and be encouraged to be vaccinated. For this reason, you will receive training approved by the Center for Disease Control and the Occupational Safety and Health Administration for your protection. Although the risk of HIV infection is extremely small, even a small risk emphasizes the need for mandatory safety precautions, which you will observe while you attend Shawnee State University.

If you have questions or concerns, please feel free to contact your physician concerning this matter or your Department Chairperson.

Reference CDC.gov

Approved: 1997

Reviewed: 5/4/11, 12/1/11

**Department of Nursing**  
**Decline of Hepatitis B Vaccine**

I understand due to my educational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given information concerning the availability of the Hepatitis B vaccine and the risk I take in choosing not to be vaccinated. However, I decline to obtain the Hepatitis B vaccination at this time. I understand by declining to be vaccinated, I continue to be at risk of acquiring Hepatitis B, a serious disease. If in the future I continue to have educational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can receive information on its availability.

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Student's Name (Please Print)

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Student's Signature

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Student's ID Number

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Date

Approved: 1997  
Reviewed: 5/4/11

## Illness in Classroom or Clinical Setting

### *EMERGENCY PROCEDURES - Classroom*

In the event of a critical illness, injury, or death of a Shawnee State student or employee within the classroom, **IMMEDIATELY SUMMON EMERGENCY ASSISTANCE TO WHERE THE VICTIM IS LOCATED.**

- Dial 9-911
- Notify Security at ext. 3232 or 740.351.3232
- Notify the Office of Student Affairs at ext. 3280 or 740.351.3280 during regular business hours.
- File an accident report with Security within 12 hours of the incident

### *EMERGENCY PROCEDURES – Clinical Setting*

In the event of a student becomes ill during clinical study, the instructional staff member shall refer the student to SSU's Student Health Clinic or the student's private health care provider for treatment. If the student's condition is one that warrants treatment in an Emergency Department, the instructional staff member, or designee, shall assist the student to the Emergency Department. All medical costs for the treatment are the responsibility of the student. If necessary, an incident report shall be filed following the policy of the institution. The student may also need to contact their academic advisor and course coordinator if the illness or injury necessitates a change in the student's current semester course attendance or future semester enrollment.

### *Needle Stick or Related Injury*

If a student sustains a "needle stick" or related injury, this incident shall be reported immediately to appropriate agency personnel, the instructional staff member supervising the student, and the Department Chairperson. The instructional staff member and student should complete any incident report forms required by the agency and the Health Science Incident Report. Any follow-up testing and treatment expenses that are incurred are the responsibility of the student

References: Shawnee State University Faculty Handbook  
Shawnee State University Department of Nursing Online Student Handbook

Approved: 5/4/11

Learning Resource Center (Skills Lab and Simulation Lab):

The Learning Resource Center meets the needs of faculty and students throughout the curriculum. As part of course requirements students will attend lab sessions as specified in course syllabi. Students learn fundamental and advanced skill content, nursing assessment, and nursing intervention through both low and high fidelity simulation. Additionally, students have access to the low fidelity skills lab on an individual basis to meet their specific learning needs. Periodically, students may be asked to return to the lab to remediate over specific skill content, when deemed appropriate by clinical faculty.

To provide up to date equipment and supplies for our students, a laboratory fee is assessed for nursing courses. Fee statements will be processed through the Bursar's office.

## Math Policy

Because the practice of nursing includes all aspects of client care, it is important for the practitioner to be competent in the calculation and administration of medications. In order to assess and evaluate the student's competency in the area, the student must demonstrate competency in calculating medication dosages by passing a dosage calculation exam for selected nursing courses with a minimum score of 90%. The student will be permitted a maximum of three (3) attempts to successfully meet this requirement. Students will receive one quiz grade for the first attempt of the dosage calculation exam. A third examination failure (less than 90%) constitutes a course clinical failure. The student would receive an Unsatisfactory rating on the clinical evaluation tool resulting in course failure.

Specific timeline regarding administration of dosage calculation exam will be outlined in applicable course syllabi.

Students should be prepared for the dosage calculation exam by using the required guidelines and resources as outlined in course syllabi.

### Dosage Calculation Exam Rules:

1. Only the calculators that are provided by the course instructors may be used.
2. Decimal Rule: zero always before a decimal, zero never after a decimal
3. All answers must be labeled with correct unit of measurement. Failure to label will be interpreted as an incorrect answer.
4. Rounding: The final answer will be rounded as follows: (Note: rounding is completed on the final answer only):
  - a. If final answer is less than one, the answer should be rounded off to hundredths.  
Example:  $0.6666 = 0.67$
  - b. If the final answer is greater than one, the answer should be rounded off to tenths.  
Example:  $1.812 = 1.8$
  - c. If the answer is in drops, round to the nearest whole number per standardized rounding rules.
5. Abbreviations: The Department of Nursing will adhere to the Joint Commission "Do Not Use Abbreviation List" [http://www.jointcommission.org/assets/1/18/Do Not Use List.pdf](http://www.jointcommission.org/assets/1/18/Do_Not_Use_List.pdf)

Approved by Faculty 9/30/99  
Revised and Approved by Faculty 10/15/99  
Revised by Faculty 5/25/01  
Revised by Faculty 4/27/05  
Revised by Faculty 11/21/14  
Revised and Approved by Faculty 2/17/17  
Refer to Ohio Administrative Code 4723-5-12-(A)-2 a,b

### Name/Address/Telephone Changes:

Students are to notify the Department of Nursing secretary as well as the Office of the Registrar of any change in name, address, or telephone number.

### Nursing Pins:

Shawnee State University Nursing pins are available to senior students preparing to graduate. The order forms are available in the semester of graduation from the Department of Nursing Secretary.

### Online Learning Resources:

Computer labs across the University provide Department of Nursing students access to multiple online resources. In addition, these and other resources are available from off campus computers wherever Internet access is available. Below are a few of the important items to consider if off campus access is desired:

- A dedicated computer or laptop that stores the student's work
- Microsoft Word processing software
- Adobe Acrobat reader
- PowerPoint software (recommended)
- Cable or high speed Internet connection (highly recommended)

### Picture Identification Cards:

All University students are required to have a Shawnee State University photo card which serves as their photo ID and library card. Students can get their photo ID made in the Student Business Office located in the University Center. These are to be worn as identification badges during all clinical lab experiences.

A fee of \$10 is charged for a replacement ID.

### Professional Licensure:

Successful completion of the nursing programs by prelicensure students leads to the eligibility to sit for the NCLEX (National Council of State Boards Licensure Examination) to obtain licensure as a registered nurse (RN) in the state where they apply for licensure upon successful completion of the exam.

Information necessary to take that examination will be distributed prior to graduation during the prelicensure student's last semester in the nursing program. Practice as an RN is prohibited in



Ohio until the graduate is officially notified of successful completion of the licensure examination.

Each applicant for licensure will be required to answer questions on the application related to certain past behaviors or legal history. Among areas applicant must report to the Ohio Board of Nursing are whether the individual seeking licensure has been convicted of, found guilty of, pled guilty to, pled no contest to, or received treatment in lieu of conviction for the following:

1. A misdemeanor committed in the course of practice
2. Any felony
3. A crime involving gross immorality or moral turpitude
4. A misdemeanor drug law violation

If the applicant for licensure examination must answer any of the above questions “yes,” the applicant is asked to submit explanatory documents with the application, address the envelope to “Manager, Compliance Unit,” Ohio Board of Nursing, and mark the envelop “Confidential.” Based upon the documentation submitted and further investigation, the Board will determine whether the candidate will be permitted to take the licensure examination or will be licensed.

The following crimes are automatic bars to licensure for applicants who entered a prelicensure education program on or after June 1, 2003:

- Aggravated murder
- Murder
- Voluntary manslaughter
- Felonious assault
- Kidnapping
- Rape
- Aggravated robbery
- Aggravated burglary
- Sexual battery
- Gross sexual imposition
- Aggravated arson

### Progression and Completion Policy:

Progression through all nursing programs requires that each student maintain a "C" in each required nursing and non-nursing course. For each nursing course offered in the Department of Nursing, a student must meet the following requirements in order to pass the course with a "C" or better:

- Performance in laboratory/clinical areas must be satisfactory based on the Clinical Evaluation.
- A grade of "C" or better is required in all nursing courses and in all required non-nursing support course.
- Once admitted to the Nursing Program, a student may repeat only one semester in the nursing curriculum. Students in this situation have the right to appeal to the Admission, Progression, and Graduation committee.

Additionally, for progression through the curriculum each student must maintain current immunization status, TB testing and CPR certification for health care providers.

To complete the program and graduate, each student must have a 2.00 GPA in the last semester of their nursing program courses and have completed all required nursing and non-nursing courses. Furthermore, nursing students may be required to take a standardized assessment test in order to meet both the course and the program graduation requirements.

The following checklist may be helpful. In order for students to be eligible for the nursing degree for their program, the student must have:

1. earned a minimum of 2.0 cumulative grade point average.
2. completed the minimum number of semester credit hours required for their degree.
3. completed the specific course requirements as identified for obtaining the Associate Degree/Bachelor of Science Degree in Nursing.
4. completed all general education requirements as required.
5. Fulfilled the University's residency credit regulations.
6. Filed an application for graduation with the Office of the Registrar according to dates posted by that office.

Approved: 5/25/01  
Revised: 5/4/11  
4723-5-12-(A)-1-3-(a)(b)-4 OAC

### Progression Policy: Testing Across the Curriculum

Research indicates standardized NCLEX-like exams and completion of individualized remediation throughout nursing programs improve students' predictive success for NCLEX RN (Nibert, Young, & Britt, 2006; Morrison, Adamson, Nibert, & Hsia, 2008). A score of 900 or above is the recommended performance on the HESI exams for NCLEX RN success and is the standard for the HESI specialty exams and the HESI RN Exit Exam (HESI, 2010, p. 27).

To improve mastery of content, any student scoring <900 on an exam is required to complete and submit an individualized remediation plan with printed confirmation to the course instructor by the end of that semester's finals week or by arrangement with the instructor. The individualized remediation plan is sent to the student by HESI after the exam. Students who do not comply with this remediation policy will not progress to the next level. In the last semester of the nursing program, all remediation for specialty exams given that semester must be completed prior to sitting for the RN Exit HESI.

#### **HESI Exit Exam**

The HESI RN Exit exam will be administered a minimum of two weeks prior to final exam week to assist students in preparation for the NCLEX RN exam. A score of 900 is considered recommended performance for NCLEX RN success. The student will have two opportunities to obtain a score of 900 on the RN Exit HESI. Any student who scores < 900 on the first RN Exit HESI exam will complete the individualized remediation plan associated with that exam before taking the RN Exit HESI the second time.

A student scoring <900 on the second RN Exit HESI must complete the HESI individualized remediation plan for that exam and an approved formal remediation course. At completion of all remediation, the Shawnee State University Department of Nursing will submit documentation to the Board of Nursing confirming eligibility for the NCLEX RN.

Effective 01/2012

Approved 11/21/2011

### Readmission Policy

In a single semester, a student who has been unsuccessful in either a nursing course(s) or a required non-nursing course(s) is considered to be a candidate who may apply for readmission. Readmission will be allowed one (1) time only.

It is the sole responsibility of the student seeking readmission to initiate the readmission process within one semester of leaving the nursing program. The student must fully complete and submit the Application for Student Request for Readmission to the Admission, Progression, and

Completion (APG) Committee of the Department of Nursing. Readmission forms are available from the Department of Nursing secretary or online in the Department of Nursing Student Handbook.

The decision to readmit the student will be made using the following criteria:

- Space and faculty availability during the semester requested for readmission
- College GPA of 2.5 or better is required
- Results of a possible personal interview with the APG Committee

Additional considerations may include determination of any revisions that have been made in the curriculum, nursing courses, and policies.

Final decisions, which may include specific conditions and recommendations, lie with the nursing faculty. However, applicants may be temporarily readmitted by the Department Chairperson during breaks between terms or in the summer pending final approval by the faculty.

Applicants may be required to repeat and/or audit nursing and/or other selected general education courses. They may also be required to successfully pass competency exams in theory and/or clinical skills. The APG committee will make the determination of these possible requirements on an individual basis.

Approval for readmission is valid only for the semester and year specified by the nursing faculty. If the student does not accept the space when it is available, the student must then reapply for a different entry date. The student is personally notified by the Department Chairperson of the approval/non-approval of the application and request for readmission. If the application and request are approved, the student may be required to have the Department of Nursing's medical history evaluation form and physical exam completed by a physician/nurse practitioner prior to the readmitted semester.

If the application and request are approved, the student will be assigned a faculty advisor. The frequency and times of the meetings with this advisor will be held at the recommendation of the APG committee, faculty advisor, and/or Chairperson (but will be no less than twice a semester).

Approved: 5/4/11

## Department of Nursing Application Form for Readmission

The student must submit this form with all information completed to the Chairperson of the Department of Nursing when requesting readmission into the program and comply with the program's readmission policy. It is recommended that the Department Chairperson receive this form at least three (3) months prior to the starting date of the semester requested for readmission.

Pathway for Readmission:   ADN\_\_\_\_\_   BSN\_\_\_\_\_RN-BSN\_\_\_\_\_

1. Name of Student\_\_\_\_\_Student ID#: \_\_\_\_\_

2. Current Address\_\_\_\_\_

3. Home Telephone Number\_\_\_\_\_

4. Date of Request\_\_\_\_\_

5. Semester/Year of last enrollment in the Nursing Program\_\_\_\_\_

6. Reason for withdrawal/dismissal from the Baccalaureate Nursing Program\_\_\_\_\_

\_\_\_\_\_

7. Semester/Year requested for readmission \_\_\_\_\_

8. Catalog number(s) and title(s) of nursing course(s) and general education course(s) for which you are seeking readmission.

\_\_\_\_\_

9. Catalog number(s) and title(s) of any course(s) in which you are now enrolled or have completed since your withdrawal/dismissal\_\_\_\_\_

\_\_\_\_\_

10. If not enrolled at Shawnee State University, are you currently enrolled at another college or University? \_\_\_\_\_

If yes, please name the institution and courses in which you are enrolled.

\_\_\_\_\_

11. What have you been involved with, in relation to academic course work, work experience, etc., since your withdrawal/dismissal from the Associate Degree Nursing Program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Outline your plan for academic success:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student's Signature

Date

Approved by Faculty 11/5/99  
Revised and approved by Faculty 10/2/00  
Reviewed by Faculty 5/25/01

### Skill Development Supplies:

Student lab fees are used to purchase disposable skill development supplies for every student on a semester basis. Supplies needed to practice the skills being introduced during the semester are provided. The campus skills laboratory is open Monday through Friday from 8:00 a.m. to 4:00 p.m. when school is in session. Open lab times, when students can practice their skills, are posted outside the laboratory at the beginning of each semester. Faculty may also arrange for the lab to be open during evening and weekend hours as needed.

In addition, the Department of Nursing has a High Fidelity Simulation Laboratory housed on the East Campus of Southern Ohio Medical Center. In this lab, students are provided opportunities to integrate classroom concepts with clinical practice in a safe environment where the emphasis is on establishing a sense of salience, situated cognition, and appropriate actions in particular situations. Using simulated client scenarios, students are encouraged to develop and integrate knowledge, skills, and ethical comportment within specific clinical situations. Hours in the High Fidelity Simulation Laboratory are scheduled by faculty each semester and vary from nursing course to nursing course. There are no open lab hours for the High Fidelity Simulation Laboratory.

### Student Nurses' Association:

The Student Nurses' Association (SNA) is an organization of nursing students. Options for the school chapter to join the state and national Student Nurses' Association are available. Membership is not mandatory; however, it does provide advantages to each member. This can be the students' initial involvement with a professionally based organization. Some of the benefits of membership include:

1. Attendance to state and national conventions.
2. Greater awareness of issues and concerns important to nursing.
3. A discount on the subscription price of American Journal of Nursing.
4. Eligibility to complete for SNA sponsored scholarships.
5. Association with other student nurses on a regional, state, and possible a national level.
6. An opportunity to influence health care through involvement in legislative activities.

### Student Signatures on Charts, Records, Progress Notes, etc.:

SSU nursing students should sign records, etc. in the following manner:

Name, SSU SN or for example B. Smith, SSU SN

### Student Success Center:

Student advising and referral services provides counseling services for students who have academic and/or personal issues that may be interfering with their learning experience. The Student Success Center is located in Massie Hall and has office hours Monday through Friday, 8:00 a.m. to 5:00 p.m., and evening by appointment. Please call 740.351.3594.

The Student Success Center is home to the largest open computer lab at Shawnee State. Currently, there are three different computer labs with nearly ninety computers. Students can obtain assistance in using computers. The computers are networked via a Windows 7 server, which allows for quick user friendly access to e-mail, OhioLINK, and World Wide Web browsing. In addition, to the computers, the Success Center offers scanning of graphics and text. There is also a Color LaserJet HP Printer for student use (a minimal fee of \$0.50 per page for color prints).

### Student Support Services

Student Support Services is funded by the U.S. Department of Education and provides support services to first generation college students, low-income college students, and students with disabilities. Help is provided in the areas of:

- Individual and group tutoring in math and English
- Assistance completing financial aid, scholarship, and loan applications
- Career counseling and occupational information
- Instructional materials and supplies available for loan
- Graduate school counseling and campus visitations
- Study groups and informal support networks
- Workshops on personal and academic issues
- Individual help with reading and writing

### Testing:

Policies to be followed by all students and faculty in nursing classes in the Department of Nursing include the following: (Exceptions may be made by faculty discretion)

1. No late entry into exams without faculty permission. No extra time may be given for taking the exam.
2. No children are allowed during testing.
3. All electronic communication devices should be turned off. Personal calculators are not permitted. No mechanical pens or pencils are permitted.
4. No food or drinks are permitted during exams.
5. Students are requested to not bring books, backpacks, or purses to exam if possible. If students do bring these items, they will be requested to place them in a designated area of the room and retrieve them following the exam.
6. Hats may not be worn or be in student's possession during the exam except to meet religious or cultural needs. This requirement must be communicated to the course faculty prior to the exam.
7. Students may not leave the room when exam is in progress. If a student must leave the classroom, the exam and answer sheet must be turned in to the proctor.
8. If a student demonstrates academic dishonesty, the student will receive a grade of 0 on the exam and may receive a grade of F for the course.
9. When applicable, students must return exams and answer sheets.
10. Students may be required to show their SSU ID when turning in their exam and answer sheet.



## Testing Modifications:

### *Policy*

In accordance with Section 504 of the Rehabilitation Act of 1973, the Department of Nursing of Shawnee State University is committed to making both their nursing programs fully accessible to students with disabilities. Faculty along with the staff of the Student Success Center are dedicated to providing the educational and physical accessibility support necessary for students to achieve their academic goals.

Services are available for all students with disabilities with disabilities at the University, whether full-time or part-time. The Department and/or the Student Success Center provides reasonable accommodations, auxiliary aids, and support services that are individualized and based upon disability documentation, functional limitations, and a collaborative assessment of needs.

Although no modifications will be made to the content of a test itself, some accommodations that do not affect the intent of the test can be made to the procedures in administration of tests as well as the manner in which students respond to the tests. Testing accommodations may include:

- Distraction reduced environments
- A computer or adaptive
- Reader or scribe
- Extended time
- Alternate formats (taped or enlarged print)

To make exam accommodation arrangements, the student must meet with the instructor(s) at the beginning of each semester to discuss their disability and exam accommodation arrangements. The instructor(s) may choose to provide the student with the appropriate exam accommodation(s) in the classroom or at another site under his/her supervision.

Approved: 5/25/01  
Reviewed: 5/4/11

### *Procedure*

In accordance with requirements of the Rehabilitation Act of 1973, the National Council of State Boards of Nursing, Inc., and the Ohio Board of Nursing, Shawnee State University's Department of Nursing has developed a procedure for responding to the special needs of students with disabilities who are admitted into their nursing programs. Disabilities which should be brought to the Department's attention include, but are not limited to, the following: physical, mental, hearing or visual impairments, learning disabilities, attention deficit disorder/hyperactivity (ADHD), conditions necessitating the use of medication or snacks, and/or use of any kind of special equipment or aids.

To allow sufficient time to secure the required documentation of a disability and the necessary equipment, the student must notify the Department, in writing, at the time he/she accepts their admission offer. Documentation required must include the following letters:

1. A letter from the student that includes the type of disability involved and the **specific modification** desired. The modification requested must be appropriate to the specific disability.
2. **Documentation from an appropriate professional practitioner** submitted directly to the Department of Nursing and to the Student Success Center which must be on the practitioner's letterhead, typed, dated, signed, and otherwise legible. The name, title, and professional credentials of the evaluator, including information about licensure or certification as well as the area of specialization must be clearly stated in the documentation. This letter must confirm the **specific diagnosis** of the disability and detailing each diagnostic test administered, if applicable, with the test results, including the practitioner's interpretations. This letter must state the **specific activities affected** by the disability and the **impact** the disability has upon the student's ability to take written and/or skills exams. **Testing must have been administered within the last three years.**

**Additionally, if the disability is a learning disability:**

This diagnosis must be based on a comprehensive assessment battery with the resulting diagnostic report to include a diagnostic interview, and assessment of aptitude/cognitive ability, academic achievement, and information processing. Actual test scores (state as grade equivalents, standard scores, and percentiles) from identified, formalized evaluation instruments must be provided.

The practitioner must provide an interpretative diagnostic summary which includes: 1) evidence that the evaluator ruled out other explanations for academic problems; 2) a description of how the learning disability was determined, i.e., use of patterns in cognitive ability, achievement, and information processing; 3) a description of the limitation to learning caused by the disability and the degree to which the student's testing performance may be affected; and 4) an explanation as to why specific accommodations are needed and how the accommodations will mediate the specific disability.

**Additionally, if the disability is ADHD:**

The diagnosis must be consistent with the diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) (or subsequent editions) and be indicated by the documented evidence of both early and persistent patterns of inattention or hyperactivity-impulsivity. The practitioner providing documentation to the board must confirm the diagnosis in accordance with the criteria and provide clear evidence that (1) the current symptoms have been present for at least six months; (2) the impairment is present in two or more settings; (3) significant impairment in social, academic, or occupational

functioning exists; and (4) the symptoms cannot be better accounted for by another mental or pervasive development disorder.

The practitioner must have made the diagnosis following an assessment of intellectual ability, memory function, and attention or tracking tests and continuous performance tests. The practitioner must provide (1) actual test scores (stated as grade equivalents, standard scores, and percentiles); (2) an interpretative diagnostic summary indicating other diagnoses or explanation for the symptoms or behaviors have been ruled out; (3) a description as to how patterns of behaviors across the life span and across settings are used to determine the presence of ADHD; (4) a statement as to whether the student was evaluated while on medication and whether the prescribed treatment produced a positive response; (5) a statement regarding the substantial limitation to learning that results from ADHD and the degree to which the student's test performance may be affected; and (6) a statement as to why specific accommodations are needed and how the accommodation will mediate the ADHD.

After reviewing the request for modifications, the Department of Nursing along with the Student Success Center will determine the specific testing modifications to be employed. The following modifications to the examination procedures may be made:

- Additional testing time
- Provision for testing in a separate room if there will be verbalization either by the student or a reader
- Assignment of a sign language interpreter to aid in explaining the directions; a reader to read the examination questions and answers; and/or a recorder to mark the selected answers
- Equipment provisions such as adjustable height table, enlarged keyboard, modified colors for item text and background, adjustable swivel arm for the keyboard, screen magnification, etc.
- Use of aids such as a non-programmable calculator, ruler, magnifying glass, colored overlays, etc.

If the student becomes disabled while within the program of study, the student should contact the Department immediately to ascertain the procedures to follow.

Approved: 5/25/01  
Reviewed: 5/4/11

### Tutoring:

Student tutors are available through the Student Success Center on an “as needed” basis by student request. Contact the Student Success Center at 351.3594 for names and phone numbers of tutors.

### Educational Technology Support (aka UIS):

Educational Technology Support has a staff of fifteen to maintain the computer services and networks for the University. All students and faculty have a MySSU account that allows email and Internet access both on campus and at home. University Information Services offer technical support to the Shawnee State campus during the hours of 8:00 a.m. – 8:00 p.m. Monday through Thursday and 8:00 a.m. – 5:00 p.m. on Friday.

Assistance with problems associated with computers, printers, telephones, or accounts is provided. Technical assistance is now offered for urgent calls after normal working hours. A UIS representative is available 8:00 p.m. – 10:00 p.m. Monday through Thursday and 5:00 p.m. – 9:00 p.m. on Friday to assist with any problems that need immediate attention. University Information Services also conducts workshops on a regular basis for faculty needing assistance with computer technology.

### Writing Format Policy:

The Department of Nursing uses the American Psychological Association (most current edition) format for all written assignments. A useful, user-friendly website for implementation of APA format is <http://owl.english.purdue.edu/owl/resource/560/01/>. If students feel they need specific assistance in writing they may either visit the University’s Reading and Writing Center in the Administrative Building, room 031 on Monday-Thursday from 12:00 p.m. to 4:00 p.m. or browse their website at <http://www.shawnee.edu/off/rw/infoforstudents.html>.

Approved: 5/25/01  
Revised: 5/4/11

**SHAWNEE STATE UNIVERSITY**

**DEPARTMENT OF NURSING**

**STUDENT HANDBOOK**

**SECTION I**

**ASSOCIATE DEGREE NURSING**

## **Shawnee State University**

### **End of Program Student Learning Outcomes**

#### **Associate Degree Nursing Program**

1. Integrate the principles of biological, behavioral, natural, and social sciences with nursing practice to provide holistic care to individuals and families.
2. Provide safe, competent care grounded in evidence-based practice, for multiple individuals and families, with multidisciplinary teams, in various health care settings.
3. Demonstrate accountability and responsibility for nursing practice within the legal and ethical standards for the profession of nursing.
4. Organize an environment in which therapeutic nursing interventions reflect culturally competent nursing care.
5. Collaborate as a member of a multidisciplinary team to provide holistic nursing care based on assessment of human needs of individuals and families.
6. Integrate current technology to provide safe and effective nursing care for individuals, and families.
7. Organize activities that promote professional development and individual nursing practice.
8. Advocate for individuals, families, and groups of individuals.
9. Organize teaching plans that contribute to the education of individuals, families, and groups of individuals.

Approved by faculty 5-10-01

Revised by faculty 10-31-08; 9-09

Revised by faculty 1-22-10

Reviewed: 3/16/18

Ohio Administrative Code 4723-5-13-(A)

## ADN COURSE DESCRIPTIONS

(CLINICAL AND LAB CONTACT HOURS ARE CALCULATED AT A 3:1 RATIO TO CREDIT HOURS)

### ADNR 1114 - Introduction to Nursing Credits: 3

This introductory nursing course provides a foundation for the socialization into the profession of nursing. The history and evolution of nursing, with an introduction to the healthcare system and exploration of the roles of nurses and other healthcare professionals, are discussed. Legal and ethical aspects of practice are presented with an emphasis on individual values clarification and philosophy. Health promotion across the lifespan is emphasized, including nursing concepts of math, informatics, and clinical reasoning. An overview of the associate degree nursing programs organizational framework is offered as orientation.

*Prereq: Admission to ADN program. Coreq: ADNR1183 Lecture hour, 3.0.*

### ADNR 1183 - Fundamentals of Nursing Credits: 6

Introduction to the use of the nursing process to enable the individual to maintain or regain the ability to meet human needs across the life span. Fundamental skills and related scientific principles of nursing are presented. A beginning study of alteration in culturally diverse human needs through the process of holistic caring. The student is introduced to the teaching/learning process and the role of the nurse as teacher.

Laboratory practice provides the opportunity to develop beginning skills in both technical and communication concepts of nursing. *Prereq: Admission to the ADN program. Coreq: ADNR 1114, BIOL 1130, PSYC 1101, and UNIV 1100. Lecture hours, 4.0 Lab hours, 6.0. Course/Lab Fee \$*

### ADNR 1194 - Nursing Care Adults/Children 1 Credits: 6

Focuses on alterations in the concepts of human needs for culturally diverse individuals across the life span in a variety of health care and community settings. Clinical practice opportunities include holistic caring, critical thinking/decision-making with application of technological innovations. *Prereq: ADNR 1183, ADNR 1114, BIOL 1130, PSYC 1101, and UNIV1100 for ADN students; or admission to LPN-RN program for licensed LPNs, BIOL1130, and PSYC 1101. Coreq: BIOL 1131, PSYC 1130, and ADNR 1254. Lecture hours, 4.0 and Lab hours, 6.0. Course/Lab Fee \$*

### ADNR 1254 – Nursing Care/Behavioral Health Client Credits: 3

Applies the nursing process to culturally diverse clients/families at risk for mental health and behavioral aberrations. Communication and group processes are utilized for teaching/learning experiences in a multidisciplinary milieu. Critical thinking, holistic caring, and clinical decision making are employed in addressing alterations of functional health patterns with emphasis on health perception-health management, cognitive-perception, self-perception/self-concept, coping-stress tolerance, role-relationship, and value-belief. Clinicals include experiences within the community setting. *Prereq: ADNR 1114, ADNR 1183, PSYC 1101, BIOL 1130, and UNIV 1100. Coreq: ADNR 1194, BIOL 1131, PSYC 1130. Lecture Hours 1.5. Lab Hours, 4.5. Course/Lab Fee \$*

ADNR 2205 - Nursing Care Adults/Children 2 Credits: 6

Applies the nursing process to culturally diverse individuals and their families across the life span. Human needs and responses to progressively complex conditions are explored. Critical thinking and clinical decision making are emphasized within a variety of health care delivery systems. *Prereq: ADNR 1194, ADNR 1254, BIOL 1131, BIOL 3750, and PSYC 1130. Coreq: ADNR 2253, CHEM 1121, and ENGL 1101/1102. Lecture Hours 4.0. Lab Hours 6.0. Course/Lab Fee \$*

ADNR 2253 - Nursing Care/Childbearing Family Credits: 3

Applies the nursing process to the study of the childbearing cycle and the newborn. The concepts of human needs, communication, and the role of the nurse providing care to culturally diverse families in acute care and home health care settings are discussed. Nursing interventions and technology needed to provide family-centered nursing in low and high risk situations are introduced. *Prereq: ADNR 1194, ADNR 1254, BIOL 1131, BIOL 3750 and PSYC 1130. Coreq: ADNR 2205, CHEM 1121, and ENGL 1101/1102. Lecture hours, 1.5. Lab hours, 1.5. Course/Lab Fee \$*

ADNR 2284 - Nursing Care Adults/Children 3 Credits: 6

Applies the nursing process to culturally diverse individuals and their families across the life span experiencing human needs alterations. Human responses to life threatening critical conditions are explored to integrate previously identified alterations, as well as alterations in self-perception, self-concept, role relationship, and health perception-health management patterns. It is a culmination of concepts and processes taught in the ADN curriculum. Specifically, it is the application of legal and ethical decision making issues for groups of clients in the delivery of nursing care. Critical thinking and clinical decision making are emphasized within a variety of health care delivery systems. *Prereq: ADNR 2205, ADNR 2253, CHEM 1121, and ENGL 1101/1102. Coreq: ADNR 2225, STAT 1150, and SOCI 1101. Lecture hours, 4.0. Lab hours, 6.0. Course/lab Fee \$*

ADNR 2225 - Current Issues in Nursing Credits: 2

Focuses on health care and practice issues significant for associate degree nurse graduates practicing nursing in today's world. Ethical, legal, and political concerns as well as continuing education requirements are explored in this internet assisted course. *Prereq: ADNR 2205, ADNR 2253, CHEM 1121, and ENGL 1101/1102. Coreq: ADNR 2284, STAT 1150, and SOCI 1101. Lecture hours, 2.0.*



**Shawnee State University  
Department of Nursing  
Associate Degree Nursing Program  
Course of Study**

*All courses must be completed in this sequence during or before the semester shown.*

<b>Level I</b>	<b>Course</b>	<b>Credit Hrs.</b>	<b>Lecture Hrs.</b>	<b>Lab Hrs</b>
ADNR 1183	Fundamentals of Nursing	6	4	6
ADNR 1114	Introduction of Nursing	3	3	0
BIOL 1130	Principles Anatomy/Physiology I	4	3	2
PSYC 1101	Introduction to Psychology	3	3	0
UNIV 1100	First Year Experience	1	1	0
<b>Total</b>		<b>17</b>		
<b>Level II</b>				
	<b>Course</b>			
ADNR 1194	Nursing Care of Adults and	6	4	6
ADNR 1254	Nursing Care of the Behavioral Health Client	3	1.5	4.5
BIOL 1131	Principles Anatomy/Physiology II	4	3	2
PSYC 1130	Lifespan Development for Health	3	3	0
<b>Total</b>		<b>16</b>		
<b>Summer</b>				
BIOL 3750	Microbiology	4	3	3
<b>Total</b>		<b>4</b>		
<b>Level III</b>				
ADNR 2205	Nursing Care of Adults and	6	4	6
ADNR 2253	Nursing Care of the Childbearing	3	1.5	4.5
CHEM 1121	Principles of Chemistry	4	3	3
ENGL 1101/1102	Discourse and Composition (A/B)	3	3	0
<b>Total</b>		<b>16</b>		
<b>Level IV</b>				
ADNR 2284	Nursing Care of Adults and	6	4	6
ADNR 2225	Current Issues in Nursing	2	2	0
STAT 1150	Principles of Statistics	3	3	0
SOCI 1101	Introduction to Sociology	3	3	0
<b>Total</b>		<b>14</b>		

**Total Curricular Hours: 67**

**SHAWNEE STATE UNIVERSITY**

**DEPARTMENT OF NURSING**

**STUDENT HANDBOOK**

**SECTION II**

**BACCALAUREATE DEGREE NURSING**

## **Baccalaureate Degree Nursing Program End of Program Student Learning Outcomes**

### **Outcome I**

Level 4:

Synthesize theories and concepts from liberal education to build an understanding of the human experience.

Level 3:

Integrate theories and concepts from liberal education into nursing practice.

Level 2:

Use theories and concepts from liberal education to communicate effectively.

### **Outcome II**

Level 4:

Demonstrate leadership and communication skills to effectively facilitate client safety and quality outcomes within the context of the inter-professional team.

Level 3:

Apply basic leadership and communication skills to facilitate client safety and quality outcomes in a small intraprofessional group.

Level 2:

Explain leadership and communication skills needed to effectively facilitate client safety and quality outcomes.

### **Outcome III**

Level 4:

Integrate current evidence, clinical reasoning, and perspective the client in the delivery of compassionate care.

Level 3:

Discuss the relationship among current evidence, clinical reasoning, and perspective of the client in the delivery of compassionate care.

Level 2:

Retrieve current evidence to support delivery of compassionate care to the client.

#### **Outcome IV**

Level 4:

Integrate knowledge and skills from information and client care technologies in the delivery of safe and effective care.

Level 3:

Use knowledge and skills from information and client care technologies in the delivery of safe and effective care.

Level 2:

Use knowledge and skills from information and client care technologies in delivery of safe and effective care.

#### **Outcome V**

Level 4:

Demonstrate basic knowledge of healthcare policy, finance, regulatory agencies, healthcare trends, and the role of the professional nurse to influence change in the healthcare system.

Level 3:

Discuss basic principles of healthcare policy, finance, regulatory agencies, healthcare trends, and the role of the professional nurse in the healthcare system.

Level 2:

Identify basic principles of healthcare policy, finance, regulatory agencies, and healthcare trends.

#### **Outcome VI**

Level 4:

Use intra and interprofessional communication and collaborative skills to deliver evidence based, client-centered care.

Level 3:

Identify teambuilding and collaborative strategies when working with intra and interprofessional teams.

Level 2:

Recognize the unique nursing perspective to intraprofessional teams to optimize client outcomes.

## **Outcome VII**

Level 4:

Apply the nursing process to diverse populations to manage alterations in health, promote wellness, and reduce health disparities.

Level 3:

Apply the nursing process to diverse groups to manage alterations in health and promote wellness.

Level 2:

Apply the nursing process to individuals in select groups to manage alterations in health and promote wellness.

## **Outcome VIII**

Level 4:

Evaluate client-centered care based on the *ANA Code of Ethics* and the *Essentials of Baccalaureate Education for Professional Nursing Practice*.

Level 3:

Provide client-centered care based on the *ANA Code of Ethics* and the *Essentials of Baccalaureate Education for Professional Nursing Practice*.

Level 2:

Discuss client-centered care based on the *ANA Code of Ethics* and the *Essentials of Baccalaureate Education for Professional Nursing Practice*.

## **Outcome IX**

Level 4:

Evaluate professional nursing care for the client throughout the lifespan and within various healthcare environments.

Level 3:

Provide professional nursing care for individuals and family groups throughout the lifespan and within various healthcare environments.

Level 2:

Provide professional nursing care for the individual adult client within various healthcare environments.

Approved: 10-15-10

Reviewed: 3/16/18

## BSN COURSE DESCRIPTIONS

(CLINICAL AND LAB CONTACT HOURS ARE CALCULATED AT A 2:1 RATIO TO CREDIT HOURS)

BSNR 2130 Introduction to Professional Nursing Practice (3 credit hour lecture) Explores the meaning of professional nursing practice with an introduction to beginning processes necessary to the effective and compassionate practice of nursing. Presents clinical reasoning, evidence based practice, and nursing process using a theoretical basis to provide holistic care and respect cultural diversity in nursing practice. Introduces the use of technology in both client-centered care and professional communication.

BSNR 2160 Fundamentals of Professional Nursing Practice (6 credit hours: 4 lecture, 1 lab, 1 clinical) Applies clinical reasoning, evidence based practice, nursing process, holistic caring, technology, cultural diversity, and communication to meet human needs of clients across the lifespan. Introduces fundamental concepts and skills to manage and promote the health of individuals from select groups in various structured healthcare environments.

BSNR 2230 Pharmacology in Professional Nursing (3 credit hours lecture) Explores the nurse's professional role as client advocate and educator in managing the human responses to pharmacological interventions as a component of holistic nursing care. Examines basic pharmacological principles, drug classes, pharmacological interventions and the nursing process, and polypharmacy as foundational concepts. Explores legal, cultural, and ethical issues related to pharmacology. Addresses the role of vitamins, herbals, supplements, and over the counter medications in pharmacological interventions.

BSNR 2270 Adult I: Nursing Management of the Adult with Acute Illness (7 credit hours: 4 lecture, 1 lab, 2 clinical) Focuses on holistic nursing care of adults with acute illnesses. Technical skills and the nursing process are integrated in on-campus and clinical laboratory settings with emphasis on specific human needs and interrelated processes. Clinical reasoning and beginning therapeutic nursing interventions are introduced in care of culturally diverse clients. The subconcepts of professional nursing, client advocate, and client educator are introduced in the professional nursing care of clients experiencing non-complex alterations of health.

BSNR 3130 Nursing Care of the Child and Family (3 credit hours: 1.5 lecture, .4 lab, 1.1 clinical) Introduces the student to nursing care of children, infancy through adolescence, and their families. Explores the physiological, developmental, and psychosocial changes that occur with alterations in health. Integrates concepts from liberal education including family theory to manage health care and human needs of children experiencing potential and actual problems. Emphasizes the role of the professional nurse in promoting wellness, managing alterations, and providing culturally competent holistic care within the context of the family.

BSNR 3140 Professional Nursing Care of the Client with Alterations in Mental Health (4 credit hours: 2 lecture, 2 clinical) Emphasizes theories and concepts related to the holistic care of individuals and families from diverse populations who have alterations in mental health. Using the nursing process to address alterations in human needs, students participate in an interprofessional approach in the provision of nursing care to individuals and families across the lifespan. Emphasis is placed on interpersonal functioning and ethical issues that are relevant to mental health care within various health care environments.

BSNR 3230 Professional Nursing Care of Childbearing Families (3 credit hours: 1.5 lecture, .4 lab, 1.1 clinical) Introduces professional holistic nursing care for culturally diverse childbearing families. Follows the childbearing family through pre-pregnancy, antepartal, intrapartal, postpartal, and neonatal periods. Addresses women's health issues and genetic considerations. Presents evidence based practice, health care policies and financing trends, ethical, and legal concepts specific to the childbearing family.

BSNR 3270 Adult II: Advanced Nursing Management of the Adult with Acute and Chronic Illness (7 credit hours: 4 lecture, 1 lab, 2 clinical) Focuses on more complex holistic nursing care of the acute and/or chronically ill adult and the relationship with family and diverse groups. Technical skills and the nursing process are used in on-campus and clinical laboratory settings with emphasis on specific human needs and interrelated processes. Clinical reasoning and therapeutic nursing interventions are applied in care of culturally diverse clients, families, and groups. The subconcepts of professional nursing, client advocate, and client educator are used in the professional nursing care of clients experiencing alterations in health.

BSNR 3301 - Dimensions of Prof. Nursing Practice Credits: 3

This course examines the conceptual foundations and historical events in the development of baccalaureate nursing practice including the various roles of the professional nurse (manager-leader, change agent, consumer advocate, collaborator, research consumer, educator, and member of the profession) and an implementation of a project that educates populations and promotes healthy behaviors. This course will also examine the legal and ethical issues specific to nursing and health care. In addition, skills for success including online learning strategies, introduction of relevant software, utilization of APA format, completion of literature searches, and professional writing techniques will be explored. *Prereq: Admission to RN-BSN program or non-degree students with instructor permission. 3 lecture hours*

BSNR 3330 - Theoretical Basis of Professional Nursing Practice Credits: 3

This course examines the history and evolution of nursing theory. The RN student will investigate selected nursing theories with emphasis on the mid-range theories as a basis for making judgments and decisions in nursing practice. Critical thinking skills are developed as an essential component of professional practice. *Prereq: Admission to RN-BSN program or non-degree students with instructor permission. 3 lecture hours*

BSNR 3341 - Care of Diverse Populations Credits: 3

This course examines the cultural influences on beliefs, values, and practices in relation to health, illness, and health-seeking behaviors. This course applies the nursing process and critical thinking to clients with respect for diversity and individual differences. Trans-cultural nursing research, critical analysis of issues, consideration of health literacy, teaching/learning principles, and trends in international and global health are discussed. Concepts relating to goals and objectives designed to guide national health promotion and disease prevention efforts are incorporated. *Prereq: Admission to RN-BSN program or non-degree students with instructor permission. 3 lecture hours*

BSNR 3343 Introduction to Nursing Research (3 credit hour lecture) Investigates the significance of research in nursing with emphasis on the scientific approach and its application in evidence based professional nursing practice. Addresses major components of the research process with a focus on the professional nurse as a consumer of research. Clinical reasoning is emphasized in the analysis of current research and appraisal of evidence for nursing practice

BSNR 3363 Health Assessment, Education, and Promotion (3 credit hours: 2 lecture, 1 lab)

Includes assessment of physical, mental, basic psychosocial, and functional status of the client. Provides the framework for the systematic collection, organization, interpretation, integration, and communication of data reflecting the human needs of individuals across the lifespan. National Health Objectives provide the organizing framework for promotion of health and reduction of risks that impact clients. Integration of clinical laboratory provides a setting for practicing and developing clinical reasoning. Emphasis is placed on the development of psychosocial and physical assessment skills related to the role of the professional nurse.

BSNR 4170 Adult III: Advanced Nursing Management of the Adult with Complex Illnesses (7 credit: 4 lecture, 1 lab, 2 clinical) Focuses on holistic nursing care of the adult with complex alterations in health and the relationship with family and diverse groups. Technical skills and the nursing process are used in on-campus and clinical laboratory settings with emphasis on specific human needs and interrelated processes. The three major concepts of human needs, environment, and nursing are integrated at a higher complexity level. Additional subconcepts of community advocate, leadership/management, and change agent are introduced in the professional nursing care of culturally diverse clients through clinical reasoning and therapeutic nursing interventions.

BSNR 4230 Contemporary Issues in Professional Nursing (3 credit hour lecture) Explores contemporary issues in professional nursing. Examines legal, ethical, and policy issues with societal and health care trends that shape health care and the nursing profession. Analyzes the relationship and influence of nursing's history on contemporary issues and the future of professional nursing.

BSNR 4260 Advanced Clinical Reasoning (6 credit hours: 2 lecture, 1 lab, 3 clinical) Emphasizes the nursing process and prioritization of nursing care through advanced clinical reasoning for optimal health outcomes across the lifespan for individuals, families, and groups/populations. Focuses on evidence based practice and cost effective professional nursing care to meet the diverse human needs of clients within an ever changing health care environment. Integrates professional nursing roles of community advocate, leader/manager, and change agent.

BSNR 4430 - Health Care Planning and Policy Credits: 3

This course explores the nurse's role in health care policy and planning and information systems. There is an overview of issues in health care policy and planning, including the socio-political and economic context of health and health-seeking behaviors. Health care policy and planning at the local, state, and federal levels are examined. Ethical dimensions of public policy formulations implementations are highlighted. The application of computer technology in health care and nursing is explored. *Prereq: BSNR 3301 and Admission to RN-BSN program Coreq: BSNR 3330 3 lecture hours. GEP Education Course GEP (WI).*



BSNR 4445 - Evidence-Based Practice in Credits: 3

This course investigates review strategies for assembling the conscientious, explicit, and judicious use of current best evidence in making decisions about the nursing care of clients experiencing a chronic disease. Students conduct a systematic review of published research to answer a clinically-based nursing question. Emphasis is placed on the principles of physiological, psychosocial, cultural, and spiritual diversity across the lifespan as they affect the perception, management, and coping skills of patients and families faced with chronicity and disease sequelae. Centers for evidence-based practice (EBP) research will be investigated. *Prereq: BSNR 3341 and BSNR 3343 and BSNR 3363 and BIOL 3650. Admission to RN-BSN program. 3 lecture hours GEP Education Course GEP (WI)*

BSNR 4452 - Issues in Aging and Quality of Credits: 2

This course focuses on current issues in promoting quality of life with healthy aging, at both a regional and national level coming from a multidimensional view. Current theories on aging from a biological, psychological, and sociological perspective are introduced and discussed. The impact of the cultural beliefs, spirituality, and traditions in the older adult is explored. Relationship challenges, such as intimacy and sexuality are discussed. Special emphasis is also placed on the multidisciplinary aspects and the conscientious, explicit, and judicious use of current best evidence in making decisions for the care of older adults who are vulnerable and marginalized. The multidisciplinary needs of populations, such as older adults who are socially isolated, HIV+, incarcerated, homeless, institutionalized, mentally impaired, and/or neglected and abused, are explored. *Prereq: BSNR 3363 and Admission to RN-BSN program. Coreq: BSNR 4445 2 lecture hours*

BSNR 4453 Leadership and Management in Professional Nursing (3 credit hour lecture) Explores theories of leadership/management, organizations, change, conflict, and power. Investigates the collaborative role of the professional nurse in leadership and management based on the knowledge of health care policy, finance, regulatory agencies, and health care trends. Incorporates evidence related to leadership and management.

BSNR 4454 Community Health Nursing (4 credit hours: 2 lecture, 2 lab) Prepares student for population focused practice in community health nursing. Concepts related to community, public health, health promotion, illness prevention, roles of the community health nurse, and National Health Objectives are examined. The student works with aggregates, including families, in the community setting, collaboratively, as a member of a multidisciplinary team. Emphasis is on community assessment, program planning, and application of primary, secondary, and tertiary interventions to promote health for identified populations within the community.

### Pre-licensure BSN Course of Study by Semester

Course	Cr. Hrs.	Lecture Cr. Hrs.	Lab Cr. Hrs.	Clinical Cr. Hrs.
<b>Freshman Fall Semester</b>				
UNIV 1100 First Year Experience: Univ. Found.	1	1		
ENGL 1101 Discourse & Composition	3	3		
PSYC 1101 Intro. to Psychology	3	3		
CHEM 1121 Intro. to Chemistry	4	4		
Suggest Fine Performing Arts (GEP)	3	3		
<b>Total Semester Credit Hrs. = 14</b>				
<b>Freshman Spring Semester</b>				
Suggest Oral Communication (GEP)	3	3		
PSYC 1130 Lifespan Development for HS.	3	3		
ENGL 1105 Composition and Argumentation	3	3		
SOCI 1101 Intro. to Sociology	3	3		
BIOL 1130 Anatomy & Physiology I	4	4		
<b>Total Semester Credit Hrs. = 16</b>				
<b>Summer Semester</b>				
BIOL 3750 Microbiology	4	4		
<b>Total Semester Credit Hrs. = 4</b>				

<b>Sophomore Fall Semester</b>				
BSNR 2130 Intro to Professional Nursing	3	3		
BSNR 2160 Fund. of Professional Nursing	6	3	1	2
BSNR 3363 Health Appraisal Physical Assess.	3	2	1	
BIOL 1131 Anatomy & Physiology II	4			
<b>Total Semester Credit Hrs. = 16</b>				
<b>Sophomore Spring Semester</b>				
BSNR 2230 Pharmacology in Professional Nursing	3	3		
BSNR 2270 Adult I: Adults with Acute Illness	7	4	1	2
BIOL 3650 Pathophysiology	3			
MATH 1500 Statistics	3			
<b>Total Semester Credit Hrs. = 16</b>				
<b>Junior Fall Semester</b>				
BSNR 3130 Prof. Nsg. Care of the Child & Family	3	1.5	0.1	1.4
BSNR 3140 Prof. Nsg. Care of Client with Mental Health Alt.	4	2	0	2
BSNR 3343 Intro. to Nsg. Research	3	3		
GEP Suggest Literature GEP	3			
GEP Suggest Ethical Insight and Reasoning	3			
<b>Total Semester Credit Hrs. = 16</b>				
<b>Junior Spring Semester</b>				
BSNR 3230 Prof. Nsg. Care of Childbearing Families	3	1.5	0.4	1.1
BSNR 3270 Adult II: Adv. Nsg. Mgt. of Adults with Acute/Chronic Illness	7	4	1	2
GEP Suggest Engaged Citizenry	3			
<b>Total Semester Credit Hrs. = 13</b>				

<b>Senior Fall Semester</b>				
BSNR 4170 Adult III: Adv. Nsg. Mgt. of Adults with Complex Illness	7	4	1	2
BSNR 4453 Leadership Management in Prof. Nsg.	3	3		
GEP Suggest historical Perspectives	3			
Elective	3			
<b>Total Semester Credit Hrs. = 16</b>				
<b>Senior Spring Semester</b>				
BSNR 4230 Cont. Issues in Prof. Nsg.	3	3		
BSNR 4260 Adv. Clinical Reasoning	6	2	1	3
BSNR 4454 Community Health Nsg.	4	2	2	
GEP Suggest Global Perspectives	3			
<b>Total Semester Credit Hrs. = 16</b>				
<b>Program Total Hrs.</b>	<b>127</b>			

Approved for 4/21/17

## RN-BSN Course of Study by Semester

Semester	Course	Title	Hours
Fall	BSNR 3363	Health Assessment	3
Fall	BSNR 3301	Dimensions of Professional Nursing	3
Fall	BSNR 3343	Introduction to Nursing Research	3
Fall	BSNR 4430	Health Care Planning and Policy and Information Mgt.	3
Fall	BSNR 4454	Community Health Nursing	4
Semester	Course	Title	Hours
Spring	BSNR 3341	Care of Diverse Populations	3
Spring	BSNR 3330	Theoretical Basis of Professional Nursing Practice	3
Spring	BSNR 4445	Evidence Based Practice in Health Care	3
Spring	BSNR 4452	Issues in Aging and Quality of Life	2
Spring	BSNR 4453	Leadership and Mgt. in Professional Nursing Practice	3

## APPENDIX A Information Access

### Shawnee State University

[www.shawnee.edu](http://www.shawnee.edu)

**Telephone:** 740.354.3204

Department of Nursing 740.351.3210

**Fax:** 740.351.3354

Postal Address

940 Second Street

Portsmouth, OH 45662

### National League for Nursing

[www.nln.org](http://www.nln.org)

**Telephone:** 800.669.1656

**Postal Address**

61 Broadway

New York, NY 10006

### National League for Nursing Accrediting Commission

[www.nlnac.org](http://www.nlnac.org)

**Telephone:** 404.975.5000

**Fax:** 404.975.5020

**Postal Address**

3343 Peachtree Road NE

Suite 500

Atlanta, GA 30326

### American Association of Colleges of Nursing

[www.aacn.nche.edu](http://www.aacn.nche.edu)

**Telephone:** 202.463.6930

**Fax:** 202.785.8320

**Postal Address**

One Dupont Circle, NW, Suite 530

Washington, DC 20036

### Accreditation Commission for Education in Nursing

[www.acenursing.org](http://www.acenursing.org)

**Telephone:** 404-975-5000

**Fax:** 404-975-5020

**Postal Address**

3343 Peachtree Road. NE, Suite 850

Atlanta GA 30326

### The Ohio Board of Nursing

[www.state.oh.us/nur/index.htm](http://www.state.oh.us/nur/index.htm)

**Telephone:** 614.466.3947

17 South High Suite 400

Columbus, OH 43266-0316

### American Nurses Association

[www.ana.org](http://www.ana.org)

**Telephone:** 800.274.4ANA (4262)

**Fax:** 202.651.7001

**Postal Address**

600 Maryland Avenue, SW

Suite 100 West

Washington, DC 20024

### Ohio Nurses Association

[www.ohnurses.org](http://www.ohnurses.org)

**Telephone:** 800.430.0056

**Fax:** 614.237.6014

**Postal Address**

4000 East Main Street

Columbus, OH 43213-2983

### Library Resources

Shawnee State's web page give students access to the SSU Library catalog and to OhioLINK resources.

OhioLINK is a

statewide library and information network linking universities, colleges, technical and community colleges, and the State Library of Ohio.

The main features of OhioLINK include:

- An online central catalog of the holdings member libraries.

- A document delivery service for books, periodicals articles, and other materials.

- User initiated online borrowing

OhioLINK's home page is:

[www.ohiolink.edu](http://www.ohiolink.edu). You can also

reach them via telnet to

cat.ohiolink.edu or 130.108.120.25

**APPENDIX B**  
**Department of Nursing**  
**Statement of Understanding**

**I have read the Department of Nursing Student Handbook and understand its contents.**

Student Name: \_\_\_\_\_  
(Please Print)

Student Signature: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

Program:     ADN \_\_\_\_\_     BSN \_\_\_\_\_     RN-BSN \_\_\_\_\_

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

Approved: 10/14/99  
Revised: 5/4/11  
Reviewed: 3/16/18

**APPENDIX C**  
**Department of Nursing**  
**Clinical Absence Report Form**

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_ Course: \_\_\_\_\_

Date of Absence: \_\_\_\_\_ Clinical Instructor: \_\_\_\_\_

Reason(s) for absence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Previous absences:

Theory: \_\_\_\_\_

Clinical: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**TO BE COMPLETED BY FACULTY**

Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Faculty Signature**

\_\_\_\_\_  
**Date**

**SUBMIT TO CLINICAL INSTRUCTOR PRIOR TO RETURNING TO NEXT SCHEDULED CLINICAL**

Approved: 9/25/90  
Reviewed: 5/4/11



## APPENDIX D

### Shawnee State University Department of Nursing

#### Leave of Absence Procedure

1. Department Chair will meet with all students who are requesting a Leave of Absence and direct the student to complete the “Leave of Absence” Form. The Department Chair will explain to the student that:

*Acceptance of a Leave of Absence Request does not constitute withdrawal from classes. Student will still need to comply with university policies to withdraw from classes. Students who do not withdraw from classes risk receiving failing grades in all registered classes.*

Upon receipt of the completed form, the Department Chair will forward copies of the completed form to the Student, Student’s Advisor, and the Student’s file.

2. Department Chair will meet with all students who are requesting a Return from Leave of Absence and direct the student to complete the “Return from Leave of Absence” Form. The Department Chair will explain to the student that:

*The student will be subject to any changes in class or clinical requirements in place at the time of my return.*

Upon receipt of the completed form, the Department Chair will forward copies of the completed form to the Student, Student’s Advisor, and the Student’s file.

Approved by Faculty 1/20/17

**Shawnee State University  
Department of Nursing**

Leave of Absence Form

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone Number: \_\_\_\_\_ SSU Email: \_\_\_\_\_

Requested Leave Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

*Note: Acceptance of a Leave of Absence Request does not constitute withdrawal from classes. Student will still need to comply with university policies to withdraw from classes. Students who do not withdraw from classes risk receiving failing grades in all registered classes.*

**I certify that all information in this request is truthful. The leave of absence policy and ramifications of taking a leave of absence have been explained to me, and I have had an opportunity to ask questions. I assume responsibility for all ramifications that may result from taking a leave of absence. I also understand that I will be subject to any changes in class or clinical requirements in place at the time of my return.**

\_\_\_\_\_  
Signature Date: \_\_\_\_\_

-----  
For Department Use Only:

Date Received: \_\_\_\_\_ Date Reviewed by Committee: \_\_\_\_\_

Date Student Notified: \_\_\_\_\_

APG Chair Signature: \_\_\_\_\_

Department of Nursing Chair: \_\_\_\_\_

*Copy to Student, Student's Advisor, and Student's File*

Approved by Faculty 1/20/17

**Shawnee State University  
Department of Nursing**

Return from Leave of Absence Form

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone Number: \_\_\_\_\_ SSU Email: \_\_\_\_\_  
\_\_\_\_\_

Leave Start Date: \_\_\_\_\_ Requested End Date: \_\_\_\_\_

**I certify that all information in this request is truthful. I also understand that I will be subject to any changes in class or clinical requirements in place at the time of my return.**

\_\_\_\_\_  
Signature

**Date:** \_\_\_\_\_

-----  
For Department Use Only:

Date Received: \_\_\_\_\_ Date Reviewed by Committee: \_\_\_\_\_

Date Student Notified: \_\_\_\_\_

APG Chair Signature: \_\_\_\_\_

Department of Nursing Chair: \_\_\_\_\_

*Copy to Student, Student's Advisor, and Student's File*

Approved by Faculty 1/20/17