Associate Degree Nursing Program

ADN

Department of NURSING STUDENT HANDBOOK 2014-2015

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Shawnee State University

Department of Nursing
Student Handbook

Section I

General Information

Welcome and Introduction

Welcome to the Shawnee State University Department of Nursing.

This handbook will answer some of the many questions you might have. Please review these policies, guidelines, and general information. If questions arise that are not addressed in this handbook, please see faculty or your advisor. The nursing faculty support that your educational experience during the program will be personally rewarding and gratifying.

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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 hospital 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 21st 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.

History of Collegiate Nursing Education

in Portsmouth, Ohio

1952 Associate Degree Nursing Pilot Program - Mildred Montag

1969 Ohio University - Portsmouth Campus (OUP)
Admitted 1st Nursing Students

1971 1st Class Associate Degree Nursing Students Graduate

1975 Shawnee General and Technical College
Merge of Ohio University Portsmouth & Scioto Technical College
Associate Degree Nursing and Practical Nursing Programs

1977 Shawnee State Community College (SSCC)

1979-2001 Full Ohio Board of Nursing Approval

1986 Shawnee State University (SSU)
Practical Nursing Program moves to SCJVS
(Scioto County Joint Vocational School)

1998 Bachelor of Science Nursing added to SSU Nursing Program
1st RN to BSN Students Admitted

1999 1st Class of BSN Students Graduate

2001 30th Class Associate Degree Nurses Graduate in Portsmouth
14th Class of SSU ADN Students Graduate
Initial NLNAC Accreditation Granted for both ADNR and RN-BSN Programs

2002 Class of 2002 Graduates!
Golden Anniversary Associate Degree Nursing 1952-2002

2007 36th Class Associate Degree Nurses Graduate in Portsmouth
20th Class of SSU ADN Students Graduate
NLNAC Reaccredited both ADN and RN-BSN Programs for 8 years.

Shawnee State University
Mission Statement

Shawnee State University-the regional state university of Southern Ohio-prepares students for the changing needs of business, industry, education, and society through its diversified degree programs. Recognizing the importance of knowledge, values, and cultural enrichment, Shawnee State University is committed to providing education that fosters competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. To enrich the lives of the community, the University provides opportunities for continuing personal and professional development, intellectual discovery, and appreciation for the creative and performing arts.

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

Approved: 6/9/98
Revised: 5/4/00
Revised: 2/3/11
OBN Approved: 4/2013
ACEN Approval: Pending

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
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 some 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 (NLNAC, 2010). (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 some 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, the RN-BSN, and the 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
Revised: 10/00; 5/10/01; 6/14/01; 2/26/04; 3/06; 10/1/10; 2/3/11
4723-5-13-(A) OAC
OBN Approved: 4/2013
ACEN Approval: Pending

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

CONCEPTS

Processes

- Clinical Reasoning
- *Research*
- Nursing Process
- Holistic Caring
- Technology
- Cultural Competency
- Communication
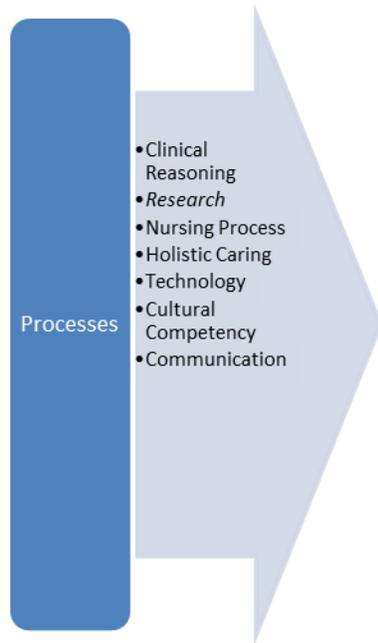
Human Needs	Environment	Nursing
▪ Health Perception-Health Management ▪ Nutrition-Metabolic ▪ Elimination ▪ Activity/Exercise ▪ Sleep/Rest ▪ Cognitive-Perception ▪ Self-Perception-Self-Concept ▪ Role Relationship ▪ Sexuality-Reproductive ▪ Coping-Stress Tolerance ▪ Value-Belief	▪ Nurses' Self-Care ▪ Management of Care	▪ Novice Clinician ▪ Provider of Care ▪ Teacher ▪ Client Advocate ▪ Coordinator of Care ▪ Member of the Profession ▪ Legal & Ethical Aspects
- - - - - - - - - - - - - - -	▪ Population Based Care ▪ Community Based Care ▪ Public Policy ▪ Organizational Behavior ▪ Professional Practice ▪ Health Care Systems	▪ Manager-Leader ▪ Change Agent ▪ Community Advocate ▪ Collaborator ▪ Educator ▪ Research Application

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

Approved OBN 4/2013

ACEN approval: Pending

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  61 Broadway,
  New York, NY 10006
- **Accreditation Commission for Education in Nursing**
  http://acenursing.org/contact-us/
  Telephone 1.404.975.5000
  FAX 1.404.975.5020
  Postal Address
  Accreditation Commission for Education in Nursing
  3343 Peachtree Road NE, Suite 850
  Atlanta, Georgia 30326

- **American Association of Colleges of Nursing**
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  Telephone 202.463.6930
  FAX 202.785.8320
  Postal Address
  American Association of Colleges of Nursing
  One Dupont Circle, NW, Suite 530
  Washington, DC 20036
  77 South High Street 17th Floor

- **The Ohio Board of Nursing**
  http://www.state.oh.us/nur/index.htm
  Telephone 614.466.3947
  Columbus, OH 43266-0316
- **American Nurses Association**
  http://www.ana.org
  Telephone: 1-800-274-4ANA (4262);
  FAX: 202.651.7001
  Postal Address
  600 Maryland Avenue, SW
  Suite 100 West
  Washington, DC 20024
- **Ohio Nurses Association**
  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 gives students access to the SSU Library catalogue 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 of member libraries.
- Online access to research and reference databases.
- A document delivery service for books, periodical articles, and other materials.
- User-initiated online borrowing. OhioLINK's home page is   http://www.ohiolink.edu/ . You can also reach us via telnet to cat.ohiolink.edu (or 130.108.120.25).

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 lnstitution'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 violations 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 freedoms 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.

Department of Nursing

Student Conduct Policy

In accordance with the Ohio Board pf 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.

Department of Nursing

Grading Policy

Grading Scale

The numerical and letter grade scale presently used in the Department of Nursing for all grading is as follows:

100 - 91	**A**	
90.99 - 90	**A-**	
89.99 - 89	**B+**	
88.99 - 81	**B**	
80.99 - 80	**B-**	
79.99 - 79	**C+**	
78.99 - 76	**C**	**Passing**
75.99 - 75	**C-**	**Failing**
74.99 - 74	**D+**	
73.99 - 71	**D**	
70.99 - 70	**D-**	
69.99 and below	**F**	

A grade of "C" (78.99 - 76 or above) is the minimum passing grade for **all** required nursing and non-nursing courses.

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.

See University catalog regarding academic dishonesty, collaboration, and plagiarism.

Approved by faculty 5-25-01
Revised by faculty 4-27-05
Ohio Administrative Code 4723-5-12-(A)-3-(a)(b)

Department of Nursing

Progress and Completion of the Nursing Programs Policy

Progression through the course of study for the program 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 clinical areas must be satisfactory. A student may receive an unsatisfactory for a variety of reasons such as jeopardizing patient safety, unethical conduct, failure to attend labs, or failure to make up an excused clinical absence, etc. If a student receives an unsatisfactory for the clinical component, the student will receive a course grade of an **"F"** regardless of the theory grade.

- Theory grade in each course must average to a **76% or better**.

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

To graduate, each student must have a 2.00 GPA in the last semester of the ADN Program and have completed all required nursing and non-nursing courses. Additionally, students of the ADN Program must pass a standardized assessment test (See Exit Exam Policy on page 21) given in ADNR 2284 in order to meet both the course and the program graduation requirements.

Approved by Faculty 5/25/01
Ohio Administrative Code 4723-5-12-(A)-1-3-(a)(b)-4

Department of Nursing
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

Department of Nursing

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.

The student should first attempt to resolve the question through consultation with the faculty member who assigned the grade. The student should attempt to resolve the question through consultation with the department chair to which the faculty member reports. Having failed to resolve the matter after consultation with both the faculty member and the department chair, the student may consult with and/or file a challenge with the college dean, and then the provost, in that order.

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 or 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 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 unprofessional behavior. Such written complaint shall constitute and "Official Complaint" within the meaning of the agreement between Shawnee State University and the Shawnee Education Association, 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 her employment duties.

See Shawnee State University Catalog for an outline of the Complaint 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.

References: Shawnee State University Catalog
Adopted by Faculty 5/25/01
Ohio Administrative Code 4723-5-12-(A) - 8

Writing Format Policy

The Department of Nursing uses the American Psychological Association (most current edition) format for all written assignments. A website link for APA format is available on the Department website.

Approved by Faculty 5/25/01

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, the Shawnee State University Catalog.

Clinical Practice

Clinical attendance is mandatory to satisfy clinical hour requirements and to provide the student with the opportunity to practice cognitive, psychomotor, and/or affective skills in a variety of nursing functions (OBN Rule 4723-5-13, 4b). Therefore, clinical absences will result in clinical practice make-up days. It is the student's responsibility to review each course syllabi for specific clinical absence policies and to submit to the clinical instructor a completed copy of the Clinical Absence Report Form found in the Department of Nursing Handbook.

Faculty approved by 5/25/01
Revised by Faculty by 11/15/01
Ohio Administrative Code 4723-5-12-(A)-6

Academic Integrity

Academic Integrity is defined as rigid adherence to a code of behavior within the professional academic environment. Violators of academic integrity include, but are not limited to, cheating, plagiarism, and violation of the code of ethics of nursing. Refer to Shawnee State University Catalog.

Department of Nursing
Health Rules and Responsibilities Policy

I.   **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 and annual Influenza Vaccine **are strongly** recommended.
  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.

II. **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.

III. **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

TO: Students Entering College of Health Science Programs

FROM: College of Health Science

SUBJECT: Information Concerning Student Protection Against Exposure to
Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV), While
Enrolled in College of Health Science Programs

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 virus (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 the College of Health Sciences, 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 these programs. 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 and C are major infectious occupational health hazards in the healthcare industry. There are thousands of cases of hepatitis B virus (HBV) infection 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 to mention thousands of hepatitis-related hospitalizations.

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 no vaccine against the AIDS virus at this time. However, if a vaccine becomes available while you are enrolled in these programs 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 you physician concerning this matter or your department chairperson.

Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require Shawnee State University to provide reasonable academic adjustments or accommodations for students with documented disabilities which would not compromise the integrity of the academic program. Examples of documented disabilities include physical, psychiatric, and/or learning impairments that substantially limit one or more major life activities of the student. 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.

Guidelines for Students - Americans with Disabilities Act

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 accommodation or modification is necessary.

Standard	Some Examples of Necessary Activities (not all inclusive)
Critical thinking abilities sufficient for clinical judgment.	Identify cause-effect relationships in clinical situations, develop nursing care plans.
Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport with patients/clients and colleagues.
Communication abilities sufficient for interaction with others in verbal and written form.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.
Abilities sufficient to move from room to room and maneuver in small spaces.	Moves around in patient's rooms, work spaces, and treatment areas, administer cardio-pulmonary procedures/
Abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment; position patients/clients.
Abilities sufficient to monitor and assess health needs.	Hears monitor alarm, emergency signals, auscultatory sounds, cries for help.
Abilities sufficient for observation and assessment necessary in nursing care.	Observes patient/client responses.
Abilities sufficient for physical assessment.	Perform palpation, functions of physical examination and/or hose related to therapeutic intervention, e.g., insertion of a catheter.

Department of Nursing

Testing Modification 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 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 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 modification 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 equipment
- Reader or scribe
- Extended time
- Alternate formats (taped or enlarged print)

To make exam accommodation arrangements, the student must meet with the instructor(s) <u>at the beginning of each semester</u> 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 by faculty 5/25/01

Department of Nursing

Testing Modification 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's Department of Nursing has developed a procedure for responding to the special needs of students with disabilities who are admitted into either nursing program. 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 the 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 modifications** desired. The modifications 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:
   The 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 (stated as grade equivalents, standard scores, and percentiles) from identified, formalized evaluation instruments must be provided.

Testing Modification Procedure

   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 this 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 developmental 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 explanations 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 applicant 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 applicant'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 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

- **Testing Modification Procedure**

- 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 by Faculty 5/25/01

Department of Nursing

Liability Insurance

Shawnee State University provides medical professional liability for students while in the clinical area.

University liability insurance will not cover a student for performing services for which he or she has not been educated nor when a student is employed as an unlicensed assistant personnel or LPN.

Reference: University Controller's Office.

Department of Nursing

Student Advisement Policy

The Department of Nursing assigns each student to a faculty member for academic advisement upon the student's acceptance into the programs. The faculty member provides academic advice; **but 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 credit hours are considered part-time students. Permission of the registrar is required for registration of over 18 hours of credit.

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

Department of Nursing

Student 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.

Student Advisement Procedure cont'd:

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 student makes 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.

    ▪ Any person advising the student should make advisor's notes: the advisor, the Chairperson, or any faculty member who is assisting with changes.

Approved by Faculty 4/9/99
Reviewed by Faculty 5/25/01
Revised by Faculty 4/27/05
Ohio Administrative Code 4723-5-12-(A)-7

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:_____

Approved by Faculty 2/5/09
Reviewed, Revised by Faculty 4/26/13

Shawnee State University

Department of Nursing

Dress and Conduct Policy

The Uniform and Conduct Policy describe the student appearance that conveys a professional image, while in clinical agencies.

DRESS:

The uniform for the ADN Program consists of the following:
- Approved uniform.
- University student I.D. should be displayed visibly on left side of vest or lab coat
- All white socks or stockings
- Uniform freshly laundered, free of wrinkles, stains, and odors which is of the appropriate size and fit
- Additional uniforms may be purchased for size changes
- Maternity uniforms are available.
- All white shoes (no open toes, heels, or made of cloth)

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

Stethoscope, black or blue ink pen, and a 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.

Dress and Conduct Policy

While completing assignments or acquiring information before a clinical experience, a lab coat with the University student I.D. is worn over **appropriate street clothes** (no shorts or sandals). The lab coat must be large enough to cover your uniform or scrub. 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.

PROFESSIONAL APPEARANCE:

- Personal and dental hygiene including deodorant and mouthwash.
- No perfume, cologne, or strongly scented cosmetics, and minimal make-up
- Fingernails must be short, clean, and smooth with no polish or artificial nails
- 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.

CONDUCT:

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 should not be discussed in public places as this would be a violation of HIPAA.

No eating or gum chewing in the clinical area. Smoking is prohibited.

When departing from assigned clinical area, students must inform clinical faculty.

Gifts are not accepted or exchanged with clients.

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

Pagers and/or cellular phones must be turned off during classroom and clinical hours.

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 by Faculty 2/26/98
Revised by Faculty 5/25/01
Revised by Faculty 11/15/01
Revised by Faculty 6/03/02
Revised by Faculty 4/27/05
Ohio Administrative Code 4723-5-12-(B)

Shawnee State University

Student Services

Counseling and Psychological Services
The Counseling Center offers programs that meet your personal and developmental needs and enhance your growth. Typically, services are provided to students who are experiencing short-term, situational, or crisis-oriented personal concerns which interfere with their academic progress or personal life. These services are provided through individual, group, and couple counseling. Assessment and evaluation services are also available, as well as specialized skills development group programs. The center also offers referral services to other professionals and agencies in the community. All services are confidential.

The Counseling Center is located on the second floor of the University Center, and students are welcome to walk in or call the Center at 740.351.3213. The Center is open Monday through Friday, 8:00 a.m. to 5:00 p.m. Students are encouraged to schedule an appointment by calling 740-351-3213. However, every attempt will be made to accommodate students on a walk-in basis. All services provided by the Office are **confidential** and **free of charge**.

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 your specific disability is required and placed on file in this office prior to the start of your classes.

If you are physically challenged, you are encouraged to register with the Department of Educational Needs Service. The staff is dedicated to helping make your college experience successful.

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

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 the Massie Building 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 for more information.

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, seating 600, and offering two classrooms, 11 study rooms, a conference room, and a diverse selection of telecommunication, production, and audiovisual services, this facility meets a broad range of student needs. SSU library catalog is interactive with the OhioLINK Central Catalog, which contains cataloging records representing the holdings of 76 of Ohio's college and University libraries. Via OhioLINK, users may directly request virtually any of the 31 million items identified on the

OhioLINK Central 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 this service.

The Clark Memorial Library has subscriptions to 1000 periodicals, some in current (paper), and some in retrospective (micro) formats. A title search on the Beartrack Catalog will show holdings information, including a check-in record, for each subscription.

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 and WorldCat, users may link to articles from citations. We particularly recommend 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 Periodical 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 logon to the Clark Memorial Library from labs, offices, and student/faculty homes and mobile access is available.

Student Success Center
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 NT 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 $.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

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. Some films may be taken home after 4pm and returned by 8am the following morning.

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 are available in various campus labs and the library for student use.

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 demonstrated during the semester are provided. The college laboratory is open Monday through Friday during posted open lab times. Please see the Lab Coordinator for more information as to open lab schedules. Faculty may also arrange for the lab to be open during evening and weekend hours as needed.

Online Learning Resources
The Associate of Applied Science students use the resources available in the Department of Nursing and across campus on a regular basis.

University Information Services

University Information Services (UIS) has a staff of fifteen to maintain the computer services networks for the University. All students and faculty have a BEARnet account that allows email and Internet access both on campus and at home locally. University Information Services offers technical support to the Shawnee State campus during the hours of 8:00 a.m. - 8:00 p.m. Monday through Thursday or 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.

Educational Technology Support

The Associate of Applied Science in Department of Nursing uses Blackboard course sites as web assisted supplemental instruction. The Work Center provides technical support services for students and faculty using Monday-Friday 9-5 telephone support. Additionally, twenty-four hour a day, seven days a week support is maintained for the Blackboard platform.

Reference: Shawnee State University Catalog
Approved by Faculty 5/25/01
Ohio Administrative Code 4723-5-12-(A)-7

Department of Nursing
Campus/Classroom Emergency/Illness Procedure

In the case of a classroom emergency please contact the nearest faculty member or university employee for assistance and directions.

You may refer to the Shawnee State University Student Handbook on-line for further information.

Ohio Administrative Code 4723-5-12-(A)-6

Department of Nursing

Financial Aid

An extensive financial aid program is available to help the student meet the expenses of a college education. The financial aid program is administered by the Financial Aid Office and includes four categories: scholarships, grants, loans, and employment. (Refer to the University Catalog for additional information about financial aid).

Adopted by Faculty 5/25/01
Ohio Administrative Code 4723-5-12-(A)-5

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:

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. Receive Imprint, the magazine of the National Student Nurses' Association.
6. Association with other student nurses on a regional, state, and possible a national level.
7. An opportunity to influence health care through involvement in legislative activities.

SHAWNEE STATE UNIVERSITY

DEPARTMENT OF NURSING

STUDENT HANDBOOK

SECTION II
ASSOCIATE DEGREE NURSING

Shawnee State University

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

Department of Nursing

Associate of Applied Science in Nursing

Program of Study

Department of Nursing	CREDITS	TERM TAKEN	TRANSFER	DEGREE CHECK
Non-Nursing Courses				
Associate Degree				
Biology Sequence				
• BIOL 1130 Principles Anatomy/Physiology I	4	_____	_____	_____
• BIOL 1131 Principles of Anatomy/Physiology II	4	_____	_____	_____
▪ BIOL 3750 Microbiology	4			
▪ CHEM 1121 Intro to General Chemistry	4	_____	_____	_____
▪ AHNR 1135 Health and Wellness	2	_____	_____	_____
▪ ENGL 1101 Discourse and Composition **OR**	5	_____	_____	_____
▪ ENGL 1102 Composition and Research	3	_____	_____	_____
▪ ENGL 1105 Composition and Argumentation	3	_____	_____	_____
▪ PSYC 1130 Intro to Psychology	3	_____	_____	_____
▪ PSYC 1131 Human Growth/Development	3	_____	_____	_____
▪ SOCI 1101 Intro to Sociology	3	_____	_____	_____
▪ Approved Elective	3	_____	_____	_____
Non-Nursing Credit Hour Total	**36-38**	_____	_____	_____
		_____	_____	_____
Nursing Courses				
Associate Degree				
ADNR 1114 Perspectives in Nursing	2	_____	_____	_____
ADNR 1183 Fundamentals of Nursing	7	_____	_____	_____
ADNR 1194 Nursing Care of Adults and Children 1	7	_____	_____	_____
ADNR 2205 Nursing of Adults and Children 2	6	_____	_____	_____
ADNR 1197 Transition to Registered Nursing * LPN's only	3	_____	_____	_____
ADNR 2225 Current Issues in Nursing	2	_____	_____	_____
ADNR 2231 Nursing the Childbearing Family	3	_____	_____	_____
ADNR 1254 Nursing Care of the Behavioral Health Client	3	_____	_____	_____
ADNR 2284 The Nurse as Coordinator of Care	7	_____	_____	_____
Nursing Credit Hour Total	37	_____	_____	_____
ADN Program Total	**72-76**			

Department of Nursing

ADN Readmission Policy

1. A student who has been previously accepted and enrolled in the ADN Program and has been unsuccessful in either a nursing course or a required non-nursing course is considered to be a candidate who may apply for readmission into the respective programs. Readmission will be offered to the programs no more than **one** time.

2. All applicants for readmission into the programs are considered on an individual basis first by the Admissions, Progression, and Graduation Committee. This committee then makes its recommendation to the nursing faculty and department chairperson for the final decision

3. It is the sole responsibility of the student seeking readmission to initiate the application process within one semester of leaving the nursing program. The student must fully complete and submit the Application Form for Student Request for Readmission to the Chairperson of the Department of (Readmission form is available upon request from the Department of Nursing Office)

4. A decision to readmit the student will be made utilizing the following criteria:

   a. Space and faculty availability during the quarter requested for readmission.

   b. Determination of any revisions that have been made in the ADN curricula, nursing courses, policies, and/or requirements.

   c. A possible personal interview with the Admission, Progression, and Graduation Committee and/or Department Chairperson.

   d. Submission of a reason for readmission and an outline to include evidence of the probability of academic success.

   e. 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.

   f. A college GPA of 2.5 or better is required.

5. Applicants may be required to:
    a.   repeat and/or audit nursing and/or other selected general education courses
    or
    b.   successfully pass competency exams in theory and/or clinical skills

    The Admission, Progression, and Graduation Committee will make determination of this on an individual basis.

6. 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 of Nursing Chairperson of the approval/non-approval of the application and request for readmission.

7. If the application and request are approved, the student may also 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 quarter.

8. 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 Admission, Progression, and Graduation Committee, faculty advisor, and/or Chairperson (but will be no less than twice a semester).

Faculty Approved 11/94
Revised 12/94
Revised 3/95
Revised 11/5/99
Revised 10/2/00
Revised by Faculty 5/25/01
Revised by Faculty 10/31/08
Refer to Ohio Administrative Code 4723-5-12-(A)-2-a,b

Application Form for Readmission to the ADN Program

Department of Nursing

Application Form for Readmission to the ADN Program

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. If applying for readmission to ADNR 1183, application must be received by posted deadline.

1. Name of Student _____SSU ID#_____

2. Current Address_____

3. Home Telephone Number_____

4. Date of Request_____

5. Semester/Year of last enrollment in the Associate Degree Nursing Program_____

6. Reason for withdrawal/dismissal from the Associate Degree 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.

    _____

Application Form for Readmission to the ADN Program

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

Department of Nursing

Clinical Absence Report Form - ADN

Name_____   Course_____

Date of Absence_____   Clinical Instructor_____

Reasons for Absence_____

_____

_____

_____

Previous Absences:

  Theory _____

  Clinical _____

_____   _____
  Student Signature   Date

- -

TO BE COMPLETED BY FACULTY

Recommendations_____

_____

_____

_____

_____

_____   _____
Faculty Signature   Date

SUBMIT TO CLINICAL INSTRUCTOR PRIOR TO RETURNING TO CLINICALS.

Revised 1997

Refer to Ohio Administrative Code 4723-5-12-(A)-6

Department of Nursing

Math Requirement

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, each semester of nursing in the ADN Program will contain a dosage calculation quiz that requires a 90% to pass. If less than 90% is achieved, the student must submit documentation to the Course Coordinator outlining a plan for improvement.

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

Department of Nursing

Student Hepatitis B Vaccine Declination

I understand that 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 that 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.

_____

Student's Name (Please Print)

_____

Student's Signature

_____

Date

Approved by Faculty 1997

I have read the Department of Nursing student Handbook and understand the contents.

Student_____

Program   ADN_____

Date_____

10-14-99