



Student Handbook 2025-2026

Preface

This *School 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 School of Nursing.**

It is important that you check the electronic version available through the School of Nursing web portal at <https://www.shawnee.edu/areas-study/college-professional-studies/nursing/nursing-student-handbooks>

You will receive notification if changes are made. The staff and faculty of the School 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 School of Nursing to schedule an individual appointment with your advisor or the Director.

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.

Sincerely,

Director, Shawnee State University School of Nursing
Faculty, Shawnee State University School of Nursing
Staff, Shawnee State University School of Nursing

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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 and the accreditation continues with the Accreditation Commission for Education in Nursing (ACEN). 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 demand 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. The BSN program is also accredited through the Accreditation Commission for Education in Nursing (ACEN).

We would like to welcome you to Shawnee State University's School of Nursing. The School Director 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.

School of Nursing Directory

	Office Number	Phone	Email
Director of Nursing Kimberely Dinsey-Read, PhD, MSN, MBA, RN	HS 110	(740) 351-3446	kdinseyread@shawnee.edu
School Administrative Assistant II Annette Johnson	HS 108	(740) 351-3210	ajohnson@shawnee.edu
Nursing Skills Lab Coordinator Shaina Elrod BSN, RN	HS 206	(740) 351-3589	selrod@shawnee.edu
Faculty Catherine Bailey, DNP, RN	HS 207	(740) 351-3298	cbailey@shawnee.edu
Faculty Jessica Carrington, MSN RN	HS 113	(740) 351-3383	jcarrington@shawnee.edu
Faculty, Director of MSN Program Adair Carroll, DNP, RN	HS 141	(740) 351-3249	acarroll2@shawnee.edu
Faculty Alicia Fink, MSN, APRN, FNP-BC	HS 140	351-3449	afink@shawnee.edu
Faculty Paul (AJ) Foit, MSN, RN, CEN, NRP, EMSI EMSI	HS 142	(740) 351-3238	pfoit@shawnee.edu
Faculty Ruby LaBello MSN, RN	HS 141	(740) 351-3449	rgray@shawnee.edu
Faculty, Undergraduate Program Director Heather Johnson, MSN, RN	HS 121	(740) 351-3585	hjohnson@shawnee.edu
Faculty Kayleigh Meier, MSN, RN	HS 144	(740) 351-3585	kmeier@shawnee.edu
Faculty Christy Sherman, DNP, RN	HS 145	(740) 351-3586	csherman@shawnee.edu
Faculty Janet Snedegar, MSN, RN	HS 207	(740) 351-3021	jsnedegar@shawnee.edu
Faculty Dawn Summers, PhD, RN	HS 103	(740) 351-3552	dsummers@shawnee.edu

Resources at Shawnee State University

School of Nursing (SON) Website: <https://www.shawnee.edu/areas-study/college-health-human-services/school-nursing>

APA Format: Clark Memorial Library, 351-3323 or Website <http://library.shawnee.edu/ili/ILI-Citing2.html#APA> Reading and Writing Center, Administration Building Room 031, 351-3488 or Website <https://www.shawnee.edu/areas-study/writing-center>

Closed Classes Instructor of the course; Administrative Assistant II for the School

Computer Lab: Computer labs are available throughout campus and available on a first come, first serve basis. Some locations include Health Sciences Building, Room 239; Student Success Center, Rooms 111, 149, & 150; and in the Clark Memorial Library.

Counseling & Psychological Services: Southeast corner of campus near Shawnee Turf soccer field; 740-355-7102 or Website <https://www.shawnee.edu/bear-care>

School of Nursing Skills Lab: Health Sciences, Rm. 201 & 202

General Tutoring Services: Student Success Center, 351-3594; or Website <https://www.shawnee.edu/areas-study/student-success-center>

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: Accessibility Services 740-351-3608 or Website <https://www.shawnee.edu/campus-life/accessibility-services>

Resume Writing Career Services, 351-3037 or Website <https://www.shawnee.edu/career-services>

Test Anxiety: Counseling & Psychological Services, Southeast corner of campus near Shawnee Turf soccer field; 740-355-7102 or Website <https://www.shawnee.edu/bear-care>

SSU and School of Nursing Mission

SSU Mission Statement: We prepare today's students to succeed in tomorrow's world.

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

SSU 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 here.

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 make what we do well today even better tomorrow

Shawnee State University will educate students by means of free, open, and rigorous intellectual inquiry to seek the truth. It is the University's duty to equip students with the opportunity to develop the intellectual skills they need to reach their own, informed conclusions. Shawnee State is committed to not requiring, favoring, disfavoring, or prohibiting speech or lawful assembly. The University is committed to creating a community dedicated to an ethic of civil and free inquiry, which respects the autonomy of each member, supports individual capacities for growth, and tolerates the differences in opinion that naturally occur in a public higher education community. Shawnee State has a duty to treat all faculty, staff, and students as individuals, to hold them to equal standards, and to provide them with equality of opportunity, with regard to those individual's race, ethnicity, religion, sex, sexual orientation, gender identity, or gender expression.

Adopted June 27, 2025 by the Shawnee State University Board of Trustees.

School of Nursing Mission Statement: The School 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; 2/3/18
Reviewed: 3/16/18; 3/19/21

School of Nursing Philosophy

Shawnee State University's School 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 mentors 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: 03/1997

Revised: 10/25/2000; 2/3/2011; 04/22/2022

Reviewed: 3/16/2018; 3/19/2021; 03/17/2023

4723-5-13(A) OAC

Bill of Rights and Responsibilities for Students of Nursing

1. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes, or economic status.
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. Students should be encouraged to develop the capacity for critical judgment and engage in an autonomous, sustained, and independent search for truth.
5. Students should be free to take reasoned exception in an informed, professional manner to the data or views offered in any course of study. However, students are accountable 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 advocate for themselves and other students in the construction, delivery and evaluation of the curriculum.
9. Institutions should have a clearly written published policy as to the disclosure of private and confidential information which should be a part of a student's permanent academic record in compliance with state and federal laws.
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 conduct which it considers essential to its educational mission, community life, and its objectives and philosophy. These may include, but are not limited to, policies on academic dishonesty, plagiarism, punctuality, attendance, and absenteeism.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct. Standards of conduct should be formulated with student participation, clearly written and published in advance through an available set of institutional regulations. It is the responsibility of the student to know these regulations.
15. The nursing program should have readily available a set of clear, defined grievance procedures.
16. As citizens and members of an academic community, students are exposed to many opportunities and

they should be mindful of their corresponding obligations.

17. Students have the right to belong to or refuse membership in any organization.
18. Students have the right to personal privacy in their individual/personal space to the extent that their wellbeing and property are respected.
19. Adequate safety precautions should be provided by nursing programs, for example, adequate street and building lighting, locks, patrols, emergency notifications, and other security measures deemed necessary to ensure a safe and protected environment.
20. Dress code, if present in school, should be established with student input in conjunction with the school administration and faculty. This policy ensures that the highest professional standards are maintained, but also takes into consideration points of comfort and practicality for the student.
21. Grading systems should be carefully reviewed initially and periodically with students and faculty for clarification and better student-faculty understanding.
22. Students should have a clear mechanism for input into the evaluation of their nursing education and nursing faculty.
23. The nursing program should track their graduates' success in finding entry-level employment as registered nurses and make this information available to all who apply and enroll.
24. The nursing program should provide comprehensive, clear and concise information related to student loans, scholarships and any other student financial aid.

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006). Further amendments were adopted by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX.

<https://www.nсна.org/nsna-code-of-ethics.html>

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" means 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 Unlicensed practice

- A) No person shall engage in the practice of nursing as a registered nurse, represent the person as being a registered nurse, or use the title "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 nurse under this chapter.
- B) No person shall engage in the practice of nursing as a licensed practical nurse, represent the person as being a licensed practical nurse, or use the title "licensed practical nurse," the initials "L.P.N.," or any other title implying that the person is a licensed practical nurse, for a fee, salary, or other consideration, or as a volunteer, without holding a current, valid license as a practical nurse under this chapter.
- C) No person shall use the titles or initials "graduate nurse," "G.N.," "professional nurse," "P.N.," "graduate practical nurse," "G.P.N.," "practical nurse," "P.N.," "trained nurse," "T.N.," or any other statement, title, or initials that would imply or represent to the public that the person is authorized to practice nursing in this state, except as follows:
 - 1) A person licensed under this chapter to practice nursing as a registered nurse may use that title and the initials "R.N.";
 - 2) A person licensed under this chapter to practice nursing as a licensed practical nurse may use that title and the initials "L.P.N.";

- 3) A person authorized under this chapter to practice nursing as a certified registered nurse anesthetist may use that title, the initials "C.R.N.A." or "N.A.," and any other title or initials approved by the board of nursing;
 - 4) A person authorized under this chapter to practice nursing as a clinical nurse specialist may use that title, the initials "C.N.S.," and any other title or initials approved by the board;
 - 5) A person authorized under this chapter to practice nursing as a certified nurse-midwife may use that title, the initials "C.N.M.," and any other title or initials approved by the board;
 - 6) A person authorized under this chapter to practice nursing as a certified nurse practitioner may use that title, the initials "C.N.P.," and any other title or initials approved by the board;
 - 7) A person authorized under this chapter to practice as a certified registered nurse anesthetist, clinical nurse specialist, certified nurse-midwife, or certified nurse practitioner may use the title "advanced practice registered nurse" or the initials "A.P.R.N."
- D) No person shall employ a person not licensed as a registered nurse under this chapter to engage in the practice of nursing as a registered nurse. No person shall employ a person not licensed as a practical nurse under this chapter to engage in the practice of nursing as a licensed practical nurse.
- E) No person shall sell or fraudulently obtain or furnish any nursing diploma, license, certificate, renewal, or record, or aid or abet such acts.

Amended by 131st General Assembly File No. TBD, HB 216, §1, eff. 4/6/2017.
Amended by 129th General Assembly File No.194, HB 303, §1, eff. 3/20/2013.
Effective Date: 04-10-2001; 04-07-2005

School of Nursing Student Conduct Policy

In accordance with the Ohio Board of Nursing Rule 4723-5-12-C, 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 patient, and the patients' 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 patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
 - 4) A student shall implement measures to promote a safe environment for each patient.
 - 5) A student shall delineate, establish, and maintain professional boundaries with each patient.
 - 6) At all times when a student is providing direct nursing care to a patient the student shall;
 - a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality;
 - 7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B) (20) of section 4723.28 of the Revised Code for a registered nurse.
 - 8) A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code.
-
- 1) A student shall not:
 - a) Engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a patient;
or
 - b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental or emotional abuse;
 - 2) A student shall not misappropriate a patient's property or:
 - a) Engage in behavior to seek or obtain personal gain at the patient's expense;
 - b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
 - c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
 - d) Engage in behavior that may reasonable be interpreted as inappropriate involvement in the patient's personal relationships
 - 3) A student shall not:
 - a) Engage in sexual conduct with a patient;
 - b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
 - c) Engage in any verbal behaviors that is seductive or sexually demeaning to a patient; or
 - d) Engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a patient.

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

A student shall not:

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

- 4) 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.
- 5) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule 1 controlled substance.
- 6) 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.
- 7) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of use of drugs, alcohol, or other chemical substances.
- 8) 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;
- 9) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;
- 10) A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice;
- 11) 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.
- 12) 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.
- 13) A student shall not prescribe any drug or device to perform or induce abortion, or otherwise perform or induce an abortion.
- 14) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
- 15) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
- 16) 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.
- 17) 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.
- 18) 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; 02/01/2022
Ohio Administrative Code 4723-5-12-(C)

Code of Ethics for Nurses

SECTION IV: REGULATIONS ON STUDENT CONDUCT

American Nurses Association 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 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 *2025 Code of Ethics for Nurses*, consists of the 2015 nine provisions with edits and the addition of a tenth provision that focuses on global ethical issues in nursing.

To access the ANA Code of Ethics with Interpretive Statements”

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

Provision 1: Dignity and Respect

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

Provision 2: Primary Commitment

A nurse’s primary commitment is to the patient, recipient(s) of nursing care, whether an individual, family, group, community, or population.

Provision 3: Trust and Advocacy

The nurse promotes, establishes a trusting relationship and advocates for, and protects the rights, health, and safety of the patient recipient(s) of nursing care.

Provision 4: Responsibility and Accountability for Practice

The nurse has authority, accountability, and responsibility for nursing practice and are responsible and accountable for their practice; makes decisions; and takes action consistent with their obligations to promote health, prevent illness, and to provide optimal care.

Provision 5: Duties to Self

The nurse owes the same moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence. 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: Ethical Work Environments

The Nurses, through individual and collective effort, establishes, maintains, and improves the ethical

environment of the work setting that affects nursing care and the well-being of nurses. and conditions of employment that are conducive to safe, quality health care.

Provision 7: Knowledge Development and Social Policy

The nurse, in all roles and settings, Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns. research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8: Collaborative Relationships

The nurse collaborates Nurses build collaborative relationships and networks with nurses, other healthcare and nonhealthcare disciplines, professionals and the public to achieve greater ends. protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9: Commitment to Society and Social Justice

The profession of nursing, collectively through its Nurses and their professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principle of work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing. into nursing and health policy.

Provision 10: A Global Nursing Community

Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well0being, and flourishing.

American Nurses Association (2025), Code of Ethics for Nurses with Interpretive Statements, codeofethics.ana.org/provisions

SECTION I: Student Policies and Procedures

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 School 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:

The initial degree plan is developed upon admission to the program/first session with the student's assigned academic advisor. The plan is then validated and adjusted as needed by the student's faculty advisor, who has access to advising documents in J1Web.

The "Advising Worksheet" is a guide for degree requirements. It is accessible via J1Web. The faculty advisor should review it each semester to document completed courses and plan additional required courses.

Faculty advisors meet with their advisees at scheduled times (a minimum of two times each academic year). Students are advised on course schedules for the following spring semester every autumn semester. Every spring semester, students are advised for the upcoming summer semester and the following autumn semester. Additional advising appointments are scheduled as needed.

Advising during the program involves 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. For students in the BSN program, the advisor will verify that the student has completed two writing-intensive courses to satisfy the general education program requirements for a baccalaureate degree. 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.

The advisor's notes and 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 are recorded in the electronic advising system. If the students make no appointment during regular advising times, this, too, is noted. The notes made at advising sessions are stored in the electronic system under the student's ID number. A Student Advising/Conference Documentation form can be utilized and added to the student's file if needed. The notes remain with the student's file per the Record Retention Policy. (See page 21 for Student Advising/Conference form)

Any person advising the student should enter advising notes in the electronic system: the advisor, the director, or any faculty member who is assisting with changes.

Approved:4/9/99 Reviewed:5/25/01 Revised 4/27/05; 5/4/11; 02/10/2025 4723-5-12-(A

Faculty can Document advising encounters via AVISO, or may use:

Student Advising and Conference Documentation

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

Conference date: _____

REASON FOR CONFERENCE: _____

RECOMMENDATIONS: _____

Writing Intensive Courses (2): _____

STUDENT COMMENTS: _____

FACULTY SIGNATURE: _____

STUDENT SIGNATURE: _____

Approved 5/4/11 Revised: 02/10/2025

Academic Misconduct:

Academic misconduct refers to any conduct that evidences deceit, dishonesty or fraud to obtain an unfair advantage over other students, or violation of the academic standards and policies of the University.

Procedures

- 1) Once an instructor suspects a violation of academic misconduct, the instructor shall conduct a preliminary investigation and determine whether a violation is likely to have occurred. Adjunct and newer faculty are encouraged to consult with their respective School Director or program Coordinator for assistance in these matters.
- 2) If the instructor concludes that there is not sufficient evidence that a violation has likely been committed, the process terminates.
- 3) If the instructor concludes that a violation has likely been committed, the instructor must contact the Dean of Students/designee to ascertain whether the student has a history of previous academic misconduct violations.
- 4) The instructor, Dean of Students, or their designee may notify the Registrar of the charge. The Registrar will place a hold on registration changes to that specific course. The student will not be allowed to drop or change credit/non-credit status unless the charge is dismissed or overturned on appeal.
- 5) The Instructor notifies the student(s) and arranges a meeting to discuss the allegations. Notification should be sent to the student through the student's university provided email with reasonable time to prepare and respond. The student may have the Student Ombudsperson present to advise, but not represent the student at this meeting. If the student fails to respond within 5 business days, the instructor can proceed without meeting with the student and act based on the information available. At this meeting the instructor should:
 - Describe the charges against the student;
 - Review the student materials and information that led the instructor to conclude that a violation(s) has likely been committed;
 - Explain possible sanctions that could be proposed by the instructor as result of the likely violations;
 - Listen to the student(s) argument against the charge, if any, and weigh any provided documentation in the decision to proceed.
- 6) If the instructor decides to proceed on the charge of academic misconduct, the instructor then considers sanctions and options based on the severity of the violation (see below). The instructor will email the student within 3 business days of the meeting with the sanction and information for appealing the decision. In this e-mail, the faculty should advise the student that the student has 5 business days to review the information and either accept responsibility for the violation or appeal the decision to the appropriate Academic Dean. The instructor will then complete the Academic Misconduct Reporting Form, in the Maxient judicial software system that is maintained by the Dean of Students.

Severity

The severity of the violation will determine the sanction. There are three categories for severity:

- 1) **Incidental Misconduct**- Non-intentional actions that may happen as a result of inattention; negligence of the proper ways of citation of materials; or a simple misunderstanding of the instructions of an assignment. Example sanctions for such misconduct can include: a written warning; redo of an assignment for full or partial credit; or a zero on the assignment.
- 2) **General Misconduct**-Willful and deliberate acts of academic misconduct that include: plagiarism,

violations of course rules, providing or receiving unauthorized assistance, or other forms of misconduct. Example sanctions for such misconduct can include: a zero on the assignment; an additional assignment with or without credit; or an F in the class.

- 3) **Severe Misconduct**-Especially serious actions of academic misconduct that include: repeated general offenses, graduate misconduct, theft, compensation, collusion, a pattern of multiple offenses or other more severe activities. Sanctions for such misconduct can include: An F in the class or expulsion from degree program or major. These cases will also be forwarded to the Dean of Students where additional sanctions may be levied. These additional sanctions may include: academic probation; disciplinary probation; or university suspension.

Appeal Process

The student may appeal decisions of the faculty member by notifying in writing the Academic Dean of the college of the class where the offense occurred in writing. All appeals must be in writing and must state the specific ground(s) for the appeal. The student is limited to one appeal and that decision is final. The written appeal must be received within five (5) business days from the date when the notice of sanction is issued by the instructor.

Grounds for Appeal: An appeal may be based only on one or more of the following grounds:

1. Procedural error;
2. Discovery of substantial new facts that were unavailable at the time of the meeting with the instructor;
3. Disciplinary sanction imposed is grossly disproportionate to the violation.

Appeal Proceedings

1. The Academic Dean may dismiss the appeal if it is not based upon one or more of the allowable grounds.
2. The Academic Dean may request additional information.
3. The Academic Dean may uphold, reject or modify the faculty member's determination of academic misconduct and/or sanction.
4. The decision of the Academic Dean will be in writing and will be based on a review of the record including any acquired additional information the dean requested.
5. A written decision will typically be made within five (5) business days and will be sent to the student's University email address.

Reference: Shawnee State University Student Handbook Student Code of Conduct (Effective May 2020)

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 Dean of the appropriate college for assistance.

Expectations

Students absent as described in these guidelines should provide documentation to the Dean of the appropriate college, 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.

Students enrolled in courses with minimum attendance requirements because of accreditation, licensure, or other reasons are expected to meet all attendance requirements of the course. If the student is unable to make up the missed hours for any reason, s/he may be permitted to withdraw from the course.

Applicability of Guidelines

The following situations entitle students to an excused absence:

University-Sponsored Activities

Students representing Shawnee State University at an official function or in an official capacity, e.g., official athletic competitions, scholastic competitions, student activity competitions and governing activities.

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.

Civic Duty

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 a 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

University-sponsored activities: The participant's name will be included on an official attendance list provided by the faculty sponsor, coach, or other university official.

Military: Students must submit a copy of the written orders showing activation, to the Dean of the appropriate college for verification. A copy of the orders will be filed in the appropriate Dean's Office. Written documentation will be forwarded to the Office of the Registrar.

Civic Duty: Students must provide copies of legal proceeding information, summons, or jury duty summons to the Dean of the appropriate college. A copy of the documentation will be filed in the appropriate Dean's 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 Dean of the appropriate college. 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 Dean's office 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 Dean of the appropriate college, who may consult with the Registrar, appropriate faculty member/s, and Director. 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".

If a student disagrees with the Dean's determination that the absence is not excused or believes that the faculty member did not follow the Dean's determination of an excused absence, she or he may follow the Academic Concerns Guidelines.

<http://shawnee.edu/offices/provost/academic-policies/absence-policies.aspx>

School of Nursing Attendance Policy

Class

Class attendance is mandatory and considered a valuable component of the nursing education process. Students can be absent for no more than 7.5% of the planned course class hours to be successful in the course. Tardiness and early exits will count toward the percentage. The student must notify the instructor before the missed lecture of their absence. Students are responsible for the material presented in class. Students should refer to each course syllabus for specific class attendance policies.

Clinical Practice

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/lab absence per course and requires appropriate documentation from a healthcare provider. An absence will result in a clinical/lab make-up experience. Make-up options are at the discretion of the course instructor. Missed clinical/lab time must be made up in the appropriate setting. If a student has more clinical hours to make up than are remaining in the semester, the student is at risk of failing the course. It is the student's responsibility to review each course syllabus for specific procedures related to clinical/lab absence. If a student presents to the clinical site ill, the clinical instructor may send the student home at their discretion.

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

Approved 5/4/11 Revised 5/1/15; 9/18/2020; 11/19/2020; 11/17/2023; 04/18/2025

Leave of Absence Policy

The School 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 School 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 the School of Nursing Administrative Assistant II.

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

All students must apply for readmission. Students who remain out of the program for three semesters, excluding Summer, must repeat their previous semester of nursing courses. Students who remain out for 4 semesters or longer, excluding Summer, must repeat the entire program. See the 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:

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

Refer to Appendix C: Leave of Absence Procedure

Approved by Faculty 05/09/2025

Accommodations: Students with Disabilities

A person with a disability is someone who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such a mental or physical impairment, or, is regarded as having such an impairment. Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, define disability and require provision of certain academic accommodations for students and workplace accommodations for employees. In addition, these laws require that all public areas meet the requisite accessibility standards.

Shawnee State University prohibits discrimination against any individual because of race, color, genetic information, religion, age, disability, national origin, ancestry, sex, pregnancy, sexual orientation, veteran status or military status.

The Office of Accessibility Services at Shawnee State University offers support and empowerment to students with disabilities as they embark on their academic and professional goals.

Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Accessibility Services (740-351-3163) or email SSUaccessibility@shawnee.edu

After meeting with the coordinator, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any classroom or 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 Accessibility Services and the professor, no disability accommodation(s) will be provided.

The following essential eligibility requirements for participation in the School of Nursing (Standards/Factors and examples of necessary activities are **NOT** all inclusive, and should be used to assist each student in determining whether accommodations or modifications are necessary.

Standard	Examples of Necessary Activities (NOT all Inclusive)
Critical thinking abilities sufficient for clinical reasoning/judgement	Identify cause-effect relationships in clinical situations, develop nursing plan of care
Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds	Establish rapport with 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 client responses
Abilities sufficient to move from room to room and maneuver in small spaces	moves around in client's rooms, work spaces, treatment areas, administer CPR
Abilities sufficient to provide safe and effective nursing care	Calibrate and use equipment, position patients
Abilities sufficient for observation and assessment necessary in nursing care	Observes for client responses
Abilities sufficient for physical assessment	Perform palpation, functions of physical examination and or those related to therapeutic intervention, e.g. insertion of a catheter.

Reference: Shawnee State University ADA Compliance Statement @ <https://www.shawnee.edu/sites/default/files/documents/university-ada-statement-for-course-syllabi.pdf>
 Revised 8/2018; 7/7/2022

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 School of Nursing students are canceled. In the event of inclement weather, students should check the University Website at 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 Clark Memorial Library provides a number of resources and services to students. Through the library website (<https://www.shawnee.edu/areas-study/clark-memorial-library>), students have access to over three hundred databases, and thousands of electronic books and journals. Electronic resources are available 24/7, including off campus through authentication with the student's SSU network credentials. In addition to borrowing books from the library's own print collection, students have access to OhioLINK. OhioLINK, a statewide consortium of university & college libraries in Ohio, offers borrowing from other member libraries, greatly expanding the number of items available to our patrons. We also offer interlibrary loan which allows students to access and/or borrow materials from libraries around the world at little or no cost. To aid students in identifying and using the library's resources, the librarians curated research guides for Nursing and other specific disciplines that are easily accessible in Blackboard.

The librarians are happy to provide research consultations. Students are able to meet with a librarian to discuss research problems or needs they may have related to their paper or project. Available by appointment and both in person and online, these personal, user-specific meetings allow librarians and students to collaborate on research projects at no cost to the students. Students can schedule a research appointment via the link on the library homepage or by going to <https://shawnee.libwizard.com/f/researchconsultation>

Within the library, desktop and laptop computers are available for student use, and printing is currently free. Study rooms, located on all three floors, are available on a first come, first served basis. The Bear Cave is a study space located in the hallway outside the library. Open 24/7 while classes are in session and regular library hours during breaks, the Bear Cave features desktop computers and a printer, as well as tables and outlets for personal devices. Students only need to swipe their Bear Card to gain entry.

The library is open 64 hours a week during the Fall and Spring semesters, 40 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.

You are encouraged to make use of the library spaces, resources, and services.

Within the School 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 School of Nursing also has a variety of computer assisted learning materials. In addition to the programs

provided by the School, most of the student textbooks contain online resources 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 in the sequential order of their individual program may be subject to new curriculum requirements in the nursing, non-nursing, and general education program. Students who do not progress as planned must meet with the School of Nursing Director to determine what options may be available to complete the degree.

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 ID must be worn at all times to the clinical agencies. Students will not be allowed in a clinical/lab setting unless they have met all health and other requirements by the deadline for that semester. Students not meeting the deadline will be administratively withdrawn from the clinical course.

Clinical Facilities

The School 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, negative state and federal criminal background checks, and any other requirement as mandated by the clinical agency prior to clinical assignment. (Minimum requirement for drug testing is a 10-panel screen)

Scheduling Clinical Experiences/Courses

In order to protect the health of newborn babies, students are not permitted to schedule clinical assignments (i.e. Medical-Surgical, Mental Health, etc.) and Mother/Baby clinical to follow on the same day. There must be a minimum of 12 hours between these clinical assignments.

Faculty Approved 4/16/2021

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:

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.

Gloves should be worn when contact with blood, body fluids, tissues, or contaminated surfaces is anticipated.

Gowns or plastic aprons are indicated if blood splattering is likely.

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.

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.

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.

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.

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

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. The School of Nursing does not maintain a list of students' non-SSU email accounts and rely on the 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, it is necessary to check your SSU email 2-3 times a week and keep your address/telephone number current in your file through the School Administrative Assistant II and the Registrar's office.

Personal Computers (Class and Clinical/Lab)

You could be asked at any time to connect to electronic resources during class, so students are required to bring a laptop or tablet to each lecture and lab. Chromebooks are not compatible with required software and

should not be used. The School of Nursing follows the recommendations for hardware, interconnectivity, and software from Information Technology Services. ITS recommends a computer running Windows 10 (**or newer**) or Mac OS 10.7 (**or newer**). For on campus connectivity, your computer or device will also need a wireless network card.

ITS supported wireless access across campus via SSUnet. Student are offered free or discounted Microsoft® Office suite and Microsoft® Windows Operating System.

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

Professionals in the Bear Care Clinic will provide on-site screening, self-help, mental health resources, and telehealth sessions with licensed independent mental health providers. The Team will triage students and make referrals to the most appropriate levels of care including in-person counseling appointments with mental health providers with Compass Community Health's facility located one mile from campus, crisis centers in the region, and emergency room care provided by Southern Ohio Medical Center. .

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 test

Cardiopulmonary Resuscitation (CPR) Certification

A front and back copy of the student's American Heart Association (AHA) Basic Life Support (BLS) card verifying certification of completion of an adult, infant, and child cardiopulmonary resuscitation course is required before the first day of nursing courses. Certificate of completion from the AHA will also be accepted. A current BLS card is required for clinical, therefore, the date of certification must be evident. AHA courses for BLS are offered at SSU each semester.

CPR courses must contain both a written and skills assessment to satisfy the SSU Nursing requirement. **Courses that are completed entirely online will not meet this requirement.**

Upon completion of this requirement, provide the School of Nursing Administrative Assistant II with a copy of your CPR certificate for inclusion in your student file.

Approved 11/17/2021

Dress Code

The Student Dress Code Policy promotes a professional student image while in clinical agencies. All students must adhere to the dress code policy. Further detailed information on the dress code may be provided in course syllabi or by clinical instructors

The uniform for the School of Nursing consists of the following:

1. Approved nursing uniform designated by the School of Nursing.
2. Nursing student I.D. should be displayed on the left side of your outer layer of clothing (lab jacket or uniform top) where it is visible.
3. All white socks (covering ankle) or stockings
4. The uniform is to be freshly laundered, free of wrinkles, stains, and odors, and the appropriate size and fit.
5. Lab jacket is to be worn over the uniform outside the clinical/patient care area only
6. Lab jackets must be worn over the nursing uniform when traveling to and from the clinical area, in non-patient care areas at the clinical site, while on campus, and when traveling to and from the nursing labs.
7. Additional uniforms may be purchased for size changes
8. Maternity uniforms are available for purchase
9. All white leather shoes (no open toes, open heels, or shoes made of non-permeable materials)
10. Personal Hygiene:
 - o Personal hygiene including deodorant
 - o Dental hygiene
 - o No perfume, cologne, or heavily scented cosmetics
11. Acceptable jewelry:
 - o Plain wedding bands (no rings with stones)
 - o Watch with a second hand is required (Smart Watches are prohibited)
 - o Earrings: One plain round stud, pierced or clip-on, per ear

- o No jewelry in other pierced body parts

12. Nails:

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

13. Body art

- o All body art (i.e. Tattoos) must be covered

14. Hair:

- o Hair must be clean, neatly groomed, and controlled
- o Students must always secure long hair up, above the collar, and away from the face during clinical.
- o Hair-securing devices must be kept plain and simple
- o Facial hair must be kept neat and well-trimmed

15. Additional uniform items:

- o Stethoscope
- o Black or blue ink pen
- o 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 (including

simulation) unless otherwise specified. Institutional policies in each clinical setting also apply to student dress and conduct.

Students participating in nursing lab or community events are expected to wear the approved lab uniform.

The approved SSU School of Nursing lab uniform consists of:

- Navy blue polo shirt
- Khaki scrub pants

- Closed-toe, closed-heel shoes
- Follow the clinical uniform regarding hair, nails, jewelry, tattoos, and identification
- Students may wear a plain sweatshirt or jacket while seated, but it must be removed when performing skills.
- Students may wear a plain white long-sleeved shirt under their blue polo for warmth.

Students practicing in the open lab must wear professional casual attire. Students must wear their SSU Nursing clinical badge to practice in the open lab.

Nursing students must be aware that 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 the strictest of confidence and must never be discussed in public places.

Furthermore, nursing students are not permitted to eat or chew gum in the clinical area. Smoking is prohibited. Students must inform clinical faculty when departing from an assigned clinical area. 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 in the classroom and lab areas and are not permitted in clinical areas. No cameras in the 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 may count as a clinical absence 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, Section A: Interference with Educational Mission item #6.

Approved: 2/26/98 Reviewed: 5/4/11

Revised: 5/25/01; 11/15/01; 6/3/02; 4/27/05; 3/18/2022; 04/18/2025

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

The School 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 the Student

Evaluation of students occurs in both the clinical and didactic areas. Purposes for evaluation include facilitating learning; diagnosing learning deficits; making decisions; assessing effectiveness; and detecting trends or themes.

Evaluation of student performance in clinical practice and laboratory settings may include verbal and written evaluations, written clinical assignments/projects, peer reviews, patient simulations, standardized patient examinations, skills laboratory evaluation, preparations or presentations in pre and post conferences, and other clinical evaluation methods as specified by the particular nursing course. In addition, clinical evaluation will include both formative and summative methods.

Faculty members reserve the right to have a student immediately removed from the learning environment based upon unsafe student behaviors and/or clinical performance.

Failure to notify the instructor/lab supervisor prior to missing a scheduled appointment for a skills exam will constitute one failure. Skills Remediation: At any point, students may self-refer for supplemental skill practice. Students who perform below expected level of achievement in clinical or lab will be required to remediate in order to ensure patient safety and achieve success in the course. When a skill deficit is identified, remediation should take place prior to the next scheduled clinical day and/or skill evaluation.

Faculty will conduct formative evaluations at midterm and at any time during the semester deemed necessary. If a student displays unsatisfactory/unacceptable behaviors and/or clinical performance or is failing to meet clinical objectives, the nursing instructor may initiate a remediation plan with the student. This will be documented on the clinical/laboratory evaluation tool and signed by both the instructor and the student. This remediation plan with documentation will serve as a learning contract between the student and the instructor. The Plan will include the behavior(s) which led to the contract, goals, expected outcomes, strategies and/or interventions to achieve the goals, and related consequences of not meeting the goals. The student and the nursing instructor will specify a date when they will meet to evaluate the student’s progress with the plan. Inability to meet the terms of the contract by the agreed upon date will result in a clinical failure for the clinical and/or laboratory portion of the course.

Midterm Evaluation: faculty and student to complete documentation for remediation of underscored areas.

Underscored Area		Remediation Strategy

Student Signature _____ **Date:** _____

Faculty Signature _____ Date: _____

A summative clinical evaluation based on the course clinical objectives will be conducted during a one-on-one conference between the clinical faculty and the student. 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 at the end of the clinical rotation at which a final mean score will be assigned. If a student does not meet the clinical practice or laboratory performance expected level of achievement for a course, the student will receive a course grade of a D or an F. If a student receives a clinical/lab failure, and their cumulative course grade is below a 78%, the grade recorded on the student's transcript will be an "F". If a student receives a clinical/lab failure and their cumulative course grade is 78% or above, the student's recorded grade will be a D. The student can earn no higher than a D for the course grade. Completed and signed clinical evaluations will be filed in the student's file housed in the School 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, discussion participation, or other methods may also be used for evaluation. It is the School 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. Students are required to demonstrate a C (78%) or higher in any required undergraduate nursing course. A student who receives a grade below C (78%) in a nursing course must repeat the course and earn a grade of C or better before progressing to the next level.

Faculty Approved: 5/4/11
Revised 3/16/18; 4/28/2021; 3/15/2024

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 <https://www.shawnee.edu/admission/tuition-fees>

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, SSU and the School of Nursing have various miscellaneous student fees/expenses. Students should expect to purchase program uniform(s), a lab coat/warm up jacket, 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

Fingerprinting

Annual Federal and State Criminal Background check must be completed for all School of Nursing Students. *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 record check that is completed by the Bureau of Criminal Identification and Investigation (BCII), including a check of state and 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.

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. Incomplete grade(s) will change to an 'F' and affect the student's GPA if not completed by the agreed upon completion date.

See Registrar's website regarding additional Academic Policies.

<https://www.shawnee.edu/admission-and-financial-aid/registrar/forms-policies#incomplete-grade>

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 grade appeal may be submitted if the student believes that the instructor has committed an error in the calculation or assignment of the final course grade. Examples of situations that may merit a grade appeal include miscalculations of a total grade, assignment of the wrong grade at the end of the term, or failure to adhere to policies stated on the syllabus or in assignment criteria. Grade changes occur only when there is clear and convincing evidence that the instructor committed an error in assigning the course grade. Any other issue or complaint that the student has against a faculty member should be addressed as prescribed in the University's Collective Bargaining Agreement.

Students are strongly encouraged to contact the student ombudsperson when considering whether to submit a grade appeal. The ombudsperson can inform the student of his or her rights and of any relevant policies and procedures and help guide them during the process.

A grade assigned during the fall semester may be appealed no later than the end of the second week of the

spring semester, and a grade assigned during the spring or summer may be appealed no later than the end of the second week of the fall semester.

There are three steps to the grade appeal process:

1. Appeal to instructor
2. Appeal to Department Chair
3. Appeal to Academic Dean

For more detailed information about each step, see SSU Academic Policies and Appeals: Academic Concerns <https://www.shawnee.edu/about-us/university-policies/academic-policies-and-appeals/academic-concerns#grade-appeal>

Non-Academic Grievances

Non-academic grievances of policies and procedures of the School 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 Director 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 unprofessional 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.

All records relating to the complaint and subsequent proceedings shall be retained until final disposition of the matter in the office of the School Director 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.

Approved 02/16/2024

Health Rules and Responsibilities Policy

Health Insurance Requirement for Clinical Practicums

Policy Statement:

All students enrolled in clinical practicums through the School of Nursing are required to maintain **active health insurance coverage** throughout the duration of their clinical placement. This requirement is mandated by our clinical partners and is intended to protect students in the event of illness or injury during clinical activities.

Policy Requirements:

1. Students must have valid health insurance coverage that remains active for the entire clinical placement period.
2. Proof of insurance must be submitted to the **School of Nursing Office Administrative prior to the start of classes.**
3. Students who fail to submit proof of insurance **will not be permitted to attend clinical practicum.**

Responsibility:

It is the student's responsibility to ensure compliance with this policy. Questions or concerns should be referred to the **Director of the Undergraduate Program** in the School of Nursing.

Health

Each student will be notified of their responsibility for their own health care expenses.

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.

Maintenance of health is the responsibility of each student. The student should report any change in health status to the faculty.

Proof of negative test for tuberculosis is required prior to first day of class and annually.

Hepatitis B Vaccine **is strongly** recommended and annual Influenza Vaccine are required.

Students must have immunizations against measles, mumps and rubella, diphtheria, tetanus, chickenpox, polio, and other diseases as required by the clinical agency.

Students must meet policy requirements of clinical facilities being utilized, i.e., chest x-ray, immunizations, urine drug screen, etc.

A health care provider's report of a student's current health status may be requested by the School Director as indicated by the student's behavior and/or physical appearance.

A health care provider's statement will be required following hospitalization or lengthy absence due to illness, indicating any restriction(s) that may be required.

Students with any communicable illness must not attend clinical.

Maternity

Pregnant students may continue in the program with written permission of their health care provider. For the

protection of the student and University, it is required that:

A statement from the student's health care provider should be submitted when the pregnancy is confirmed.

The health care provider's statement should include:

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

The student will be expected to report any changes in the status of the pregnancy or following delivery, accompanied by a health care provider'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 School Director.

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

[Student Handbook 2025-2026.docx](#) Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) Prevention and Protection

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 Health Care Provider, community hospital, and medical clinic or health department. As we believe that vaccination against Hepatitis B is essential for your protection, your School Director 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 Health Care Provider concerning this matter or your School Director. Reference CDC.gov Approved: 1997; Reviewed: 5/4/11, 12/1/11

Declination 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.

Student's Name (Please Print)

Student's Signature

Student's ID Number

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 Department of Public Safety 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 Southern Ohio Medical Center Portsmouth Family Health Center at 1248 Kinneys Ln, Portsmouth, OH for urgent care services 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.

Reference: Faculty Resource Guide, 2024

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 School Director. 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

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:

Only the calculators that are provided by the course instructors may be used.

Decimal Rule: zero always before a decimal, zero never after a decimal

All answers must be labeled with correct unit of measurement. Failure to label will be interpreted as an incorrect answer.

Rounding: The final answer will be rounded as follows: (Note: rounding is completed on the final answer only):

If final answer is less than one, the answer should be rounded off to hundredths.

Example: 0.6666 = 0.67

If the final answer is greater than one, the answer should be rounded off to tenths.

Example: 1.812 = 1.8

If the answer is in drops, round to the nearest whole number per standardized rounding rules.

Abbreviations: The School of Nursing will adhere to the Joint Commission "Do Not Use Abbreviation List"

<https://www.jointcommission.org/en-us/knowledge-library/support-center/standards-interpretation/do-not-use-list-of-abbreviations>

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 Change

Students are to notify the School of Nursing Administrative Assistant II 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 School of Nursing Administrative Assistant II.

Online Learning Resources

Computer labs across the University provide School 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. The SSU photo ID or other approved ID (as outlined in new program orientation) is to be worn as identification badges during all clinical and lab experiences.

SSU will charge a fee for replacement of SSU Photo 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:

- A misdemeanor committed in the course of practice
- Any felony
- A crime involving gross immorality or moral turpitude
- 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 envelope "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.

Please see Ohio Board of Nursing website for a list of Potentially Disqualifying Offenses that may prohibit licensure <https://nursing.ohio.gov/licensing-and-certification/background-check/list-of-potentially-disqualifying-offenses>

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 School 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, drug screening, 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:

- earned a minimum of 2.0 cumulative grade point average.
- completed the minimum number of semester credit hours required for their degree
- completed the specific course requirements as identified for obtaining the Associate Degree/Bachelor of Science Degree in Nursing
- completed all general education requirements as required
- Fulfilled the University's residency credit regulations
- 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

Progression Policy: Testing Across the Curriculum

Some courses within the programs may require students to complete a standardized exam. To improve mastery of the content, all students must complete a remediation plan by the end of that semester's finals week or by arrangement with the instructor. Students who do not comply with this remediation policy will not progress to the next semester in the program. In the last semester of the nursing program, all remediation for specialty exams given that semester must be completed before sitting for the standardized exit exam.

Standardized exams are given in the final semester of the program as outlined in the syllabus. All students must complete the scheduled live review or an alternate faculty-approved review course before the program completion certificate will be submitted to boards of nursing.

Approved 11/21/2011

Effective 01/2012
Reviewed/Revised 11/2019; 9/2021; 04/18/2025

Progression Policy: Intermission Course Readiness

During semester intermissions (i.e.: winter and summer break) students will be assigned coursework to be completed before the next semester. This work will count for a grade in the upcoming course. Assignments will vary, depending on the course. Students in the final course of the program may be assigned activities

Approved 04/18/2025

HESI Policy: ADN

Shawnee State University’s Associate Degree in Nursing (ADN) curriculum incorporates standardized tests within each course of the curriculum. These tests are used to assess student’s knowledge, clinical reasoning, and readiness for professional practice as they progress through their nursing education. The standardized tests may be used for formative purposes or may contribute to the overall course grade. The weight of standardized testing in determining final grades will be determined by individual course instructors and be stated within the course syllabi.

Standardized tests require additional human and technological support and may be scheduled outside of regularly scheduled class time. Test schedules will be included in the course syllabi.

After each standardized test, students will receive feedback on their performance, highlighting strengths and areas for improvement. All students will be required to participate in a remediation plan, which may include additional coursework, review sessions, tutoring, or clinical practice. Students who do not complete the remediation plan will not progress to the next semester in the program and remediation may contribute to a course grade.

The following standardized tests require a benchmark. Students who fail to achieve the benchmark will be required to take ADNR 2999 Topics in Nursing, a one credit hour course the following semester:

- Fundamentals of Nursing V2: Given in Level 2 ADNR 1260. A composite score less than 800 will require the student to take ADNR 2999 Topics in Nursing, a one credit hour course during Level 3 semester.
- Med-Surg V2: Given in Level 3 ADNR 2160. A composite score less than 800 will require the student to take ADNR 2999, Topics in Nursing, a one credit hour course during Level 4 semester.

These courses will require additional credit hours (up to 2 credit hours) to successfully complete the ADN program and may require additional tuition payments not covered by financial aid.

ADN Curriculum HESI Plan

Course	HESI Plan
ADNR 1120 Introduction to Nursing	

ADNR 1160 Fundamentals of Nursing	Fundamentals V1 (<i>formative</i>): Weeks 11-12, remediation completed over break.
ADNR 1260 Nursing Care Adults/Children 1	Fundamentals V2 (<i>summative</i>): (5-10% of total grade) Weeks 7-9, remediation completed in 2 weeks (Failure to benchmark a composite score of 800 requires completion of ADNR 2999 Topics in Nursing, a one credit hour course during Level 3 semester). Pharmacology (Custom) (<i>formative</i>): Weeks 11-13, remediation completed by end of finals week. Med-Surg V1 (<i>formative</i>): Week 14, remediation completed over break.
ADNR 1230 Nursing Care Mental Health	Mental Health V1 (<i>formative</i>): Weeks 7-9, remediation completed in 2 weeks. Mental Health V2 (<i>summative</i>): (5% of total grade) Weeks 11-13, remediation completed by finals week.
ADNR 2130 Nursing Care Childbearing Family	OB V1 (<i>formative</i>): Weeks 7-9, remediation completed in 2 weeks. OB V2 (<i>summative</i>): (10% of total grade) Weeks 11-13, remediation completed by finals week. Pharmacology (Custom) (<i>formative</i>): Final's week, remediation completed over break.
ADNR 2160 Nursing Care Adults/Children 2	Pediatrics V1 (<i>formative</i>): Weeks 7-9, remediation completed in 2 weeks. Pediatrics V2 (<i>summative</i>): (3-5% of total grade) Weeks 11-13, remediation completed by finals week. Med-Surg V2 (<i>summative</i>): (3-5% of total grade) Week 14, remediation completed over break. (Failure to benchmark a composite score of 800 requires completion of ADNR 2999 Topics in Nursing, a one credit hour course during Level 4 semester).
ADNR 2220 Transition into Nursing Practice	HESI Compass Pharmacology V1 (<i>formative</i>): Weeks 7-9, remediation completed in 2 weeks. Pharmacology V2 (<i>summative</i>): (10% of total grade) Weeks 11-13, remediation completed in 2 weeks.
ADNR 2260 Nursing Care Adults/Children 3	HESI Exit 1 (<i>summative</i>): Weeks 7-9, remediation completed before Exit 2/HESI Compass remediation HESI Exit 2 (<i>summative</i>): Final's week, remediation completed. All students complete review course. (average of both HESI Exit exams = 15 % of total grade)

Formative HESI's can be part of a course grade, but no more than 2% of the total course grade. Summative HESI's can be between 3% to 15% of course grade (post % of grade in course syllabus). HESI Exit 1 & 2: average of both HESI Exit exams will be summative course grade) The course grade will use HESI's conversion score.

Benchmarks = Fundamentals V2 and Med-Surg V2 require a composite score of 800 or above. If a student does not meet the benchmark, the student will be required to take ADNR 2999 Topics in Nursing, a one credit hour course the following semester.

Standardized tests require additional human and technological support and may be scheduled outside of regularly scheduled class time. Test schedules will be included in the course syllabi.

Remediation will include all essential packets, case studies, and other assigned activities by instructor. *Students who do not comply with this remediation policy will not progress to the next semester in the program. In the last semester of the nursing program, all remediation for specialty exams given that semester must be completed prior to sitting for the standardized exit exam (SSU SON Student Handbook pages 45-46).*

BSN:

BSN Programmatic HESI Plan

Semester	Course	HESI
Fall-Sophomore	BSNR 2120-Health Assessment	Formative-Health Assessment HESI
	BSNR 2130-Intro Prof. Nsg.	
	BSNR 2160-Fundamentals	Formative-Fundamentals (V1)HESI
Spring-Sophomore	BSNR 2230-Pharm	Formative-Pharmacology HESI (V1)
	BSNR 2260-Adult I	V2-Fundamentals HESI (Summative) Formative-Pathophysiology HESI
Fall-Junior	BSNR 3130-Pediatrics	V1 (Mid-term assessment only, for student remediation) V2-Pediatric HESI (Summative)
	BSNR 3140-Mental Health	V1(Mid-term assessment only, for student remediation) V2-Mental Health HESI (Summative)
Spring-Junior	BSNR 3270-Adult II	Formative-Med/Surg HESI (V1) Dosage Calculation (V1) (Summative)
	BSNR 3230-Maternity	V1(Mid-term assessment only, for student remediation) V2-Maternity HESI (Summative)
	BSNR 3343-Intro Nsg. Research	V1 (Mid-term assessment only, for student remediation) V2-Research HESI (Summative)
Fall-Senior	BSNR 4170-Adult III	Formative-Critical Care HESI (V2) Dosage Calculation (V2) (Summative)
	BSNR 4220-Nsg Issues	
Spring-Senior	BSNR 4260-Clinical Reasoning	Pharm HESI (V2) (Summative) Exit HESI (V1/V2) (Summative)
	BSNR 4453-Leadership	Formative-Management HESI (there is a Mgt/Community)
	BSNR 4454-Community Nursing	V1 (Mid-term assessment only, for student remediation) V2-Community Nursing HESI (Summative)

1. Full HESI course use
 - a. Version 1 given at mid-term (outside of class time)
 - i. HESI Friday: Week 7 Friday – Version 1
 - ii. *Weeks may be fluid based on academic calendar*
 - b. Version 2 given at end-of-semester
 - i. Week 13 – Version 2
 - ii. Week 13 – Formative HESIs
 - iii. *Weeks may be fluid based on academic calendar*
2. Formative HESI course (BSNR 2120, 2160, 2260, 3270, 4453) Grade Adjustment Clause –
 - a. Students may be eligible for a grade adjustment based on performance on the Formative HESI administered in the following courses: BSNR 2120, 2160, 2260, 3270, and 4453. Grade adjustments will be applied as follows:
 - i. HESI Score 800–849: Receive an increase of 3% of the lowest unit exam score
 - ii. HESI Score 850–899: Receive an increase of 4% of the lowest unit exam score
 - iii. HESI Score 900 or above: Receive an increase of 5% of the lowest unit exam score
 - b. Example:
 - i. If a student’s lowest exam score is 72% and they scored between 800–849 on the Formative HESI: $72 \times 0.03 = 2.16 \rightarrow$ Adjusted score = 74.16%

- ii. Note: This is a percent-based increase (e.g., 3% of 72), not a flat increase of 3 percentage points.
3. Summative HESI course use
 - a. In courses where V1 and V2 are used for summative evaluation, V1 is for formative assessment only and not used toward the course HESI grade. V1 should be used to direct student remediation in preparation for V2.
 - b. All V2 HESI versions are summative grades (use HESI conversion score and included as a percentage of course grade)
 - c. Course grade percentage to be between 5-10%. *For the Exit HESI in BSNR 4260, The average of both Exit HESIs will be 10-15% of the course grade. *
 - d. The dosage Calculation HESI given in 3270 and 4170 may be used in place of a course designed dosage calculation quiz. If a student scores below of 900 on the HESI Dosage Calculation exam, the School of Nursing dosage calculation math policy will be followed for student demonstration of competency.
 4. HESI Conversion
 - a. If a conversion score is needed, the score provided by HESI should be used as this score is based on the proprietary calculations of HESI based on the difficulty level of questions each student answers.
 5. HESI remediation
 - a. All students are required to complete the assigned remediation activities as part of a structured plan to support academic success. These activities are designed to reinforce foundational knowledge and skills necessary for success in upcoming nursing courses.
 - b. This remediation plan represents a collaborative effort between teaching faculty and academic support services to help close identified learning gaps. Completion of these assignments is mandatory and will be counted as part of the grade in the related course during the next semester.
 - c. A copy of the student plan must be provided to the academic advisor as part of academic advising.

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) that affects program sequence. Readmission will be allowed one (1) time only to any nursing program at Shawnee State University; the student must meet with an academic success coach or designee to develop an academic success plan. Applications for readmission must be submitted within three (3) days of final grade submission.

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 Graduation (APG) Committee in the School of Nursing. Readmission forms are available from the School of Nursing Administrative Assistant II or online in the School of Nursing Student Handbook.

Students who are unsuccessful in one program following the allowed readmission will not be granted acceptance to another nursing program at SSU for a minimum of 2 years and must meet with an academic success coach or designee to develop an academic success plan.

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

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

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

Final decisions, which may include specific conditions and recommendations, lie with the nursing faculty and/or Director of the School of Nursing.

Applicants may be required to repeat a 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 School Director 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 School of Nursing's medical history evaluation form and physical exam completed by a physician/nurse practitioner before 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 Director (but will be no less than twice a semester).

If re-admitted, the student will meet the curriculum requirements effective at the time of re- admission. (4723-5-12, 2 OAC)

Approved 5/4/2011 Revised 4/2024, 2/2025



Application Form for Readmission

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

Pathway for Readmission: ADN _____ BSN _____ RN-BSN _____

Name of Student _____ Student ID#: _____

Current Address _____

Telephone Number _____

Date of Request _____

Semester/Year of last enrollment in the Nursing Program _____

Reason for withdrawal/dismissal from the Nursing Program _____

Semester/Year requested for readmission _____

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

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

If not enrolled at Shawnee State University, are you currently enrolled at another college or University?

Yes _____ No _____

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

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

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

Social Media Guidelines

Purpose:

To maintain HIPAA and FERPA standard on confidentiality

To establish a guideline of dignity and professionalism in our roles as representatives of Shawnee State University, our clinical affiliates, and the nursing profession.

I. Definitions

1. Social networking site: Spaces in the internet where users can create a profile and connect that profile to others (individuals or entities) to create a personal network. Examples include but are not limited to Facebook, Instagram, LinkedIn, and Twitter.
2. Weblog: A website, usually in the form of an online journal, maintained by an individual with regular commentary on any number of subjects. It may incorporate text, audio, video clips, and any other types of media.
3. Professionalism in nursing means providing top-quality care to patients, while also upholding the values of accountability, respect, and integrity and following established codes of conduct for our profession.

II. Statements, Agreements and Student Guidance on Professionalism

1. The Shawnee State University Nursing Student Handbook includes the Code for Nurses¹ as written by the American Nurses Association (ANA) which is signed by all students during program orientation. Specifically, Provision 7 and Provision 9 of the Code for Nurses speak of the role of nurses as patient advocates as well as role models of the community, setting a high standard of professionalism for all who strive to enter the profession. Provision 7 states, "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 9 states "The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy."
2. Additionally, student conduct is governed by the Shawnee State University Department of Nursing Student Conduct Policy, which is also included in the SSU Nursing Student Handbook and is signed by all students during program orientation. Students may be subject to disciplinary action for comments and actions that are either unprofessional or violate patient privacy.

III. Guidelines for ethical/professional behavior

1. As professionals, our postings within social network sites are subject to the same professionalism standards as any other personal interactions. The permanence and written nature of these postings make them even more subject to scrutiny than most other forms of communication.
2. Remember that statements made by you within online networks will be treated as if verbally made in a public place. Statements made on social media are admissible in courts of law, and can often be taken out of context by those viewing them, or shared, downloaded or redistributed without your knowledge or consent.
4. Use of these social networking sites or weblogs can have legal ramifications. Comments made

¹ American Nurses Association (2015). Code of ethics for nurses with interpretive statements. <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

regarding care of patients or that portray yourself or a colleague in an unprofessional manner may be used in court or other disciplinary proceedings (e.g. State Professional Licensing Boards).

7. Unprofessional postings by others on your page may reflect poorly on you. You are encouraged to monitor others' postings on your profile and work to ensure that the content would not be viewed as unprofessional. It may be useful to block postings from individuals who post unprofessional content.

8. Keep in mind that statements and photos posted within these sites are often viewable by future employers, and even if deleted can be recovered under certain circumstances. It is common for potential employers to search for the social network profiles of potential hires. Employees have been terminated for postings on social networking sites.

IV. Confidentiality

1. Comments made on social network sites can expose individuals to potential legal liability for, among other things, breach of duty of care, invasion of privacy, and breach of contract.

2. Measures taken to protect patient privacy in any public forum apply to social networking as well.

3. Online discussions of patients, even in general or vague terms, should be avoided, even if all identifying information is excluded. It is possible that someone could recognize the patient to whom you are referring based upon the context and treatment information. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, sex, national origin, diagnosis, date of evaluation, or type of treatment may still allow the reader to recognize the identity of a specific individual.

4. Under no circumstances should photos of patients or photos depicting the body parts of patients be displayed online. Remember, even if you have permission, such photos may be downloadable and forwarded by others.

V. Patient contact

1. Interactions with patients within social networking sites are strongly discouraged. They may create a dual relationship, which can be damaging to the nurse-patient relationship, and can also carry legal consequences.

2. Private patient information obtained on a social networking site should not be entered in the patient's medical record without the patient's knowledge and consent.

VI. Social media in clinical settings

1. You are expected to familiarize yourself with and comply with social networking policies at each of the program clinical affiliates where you are assigned.

2. Refrain from accessing personal social networking sites while at work or in clinical work areas.

3. Do not post on social media that you are "checking in" at a clinical site. Do not post pictures of the lab or clinical site.

VII. Procedure

Violation of these policies may result in disciplinary action up to and possibly including dismissal from the program. This guideline will be interpreted consistent with federal and state constitutions and laws, and SSU's Freedom of Expression policy and procedure.

Approved 4/21/2023

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 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 School 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:

- Attendance to state and national conventions.
- Greater awareness of issues and concerns important to nursing.
- A discount on the subscription price of American Journal of Nursing.
- Eligibility to complete for SNA sponsored scholarships.
- Association with other student nurses on a regional, state, and possible a national level.
- 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

The Student Success Center is on campus to help you succeed. The hub of learning and academic support services, the staff is there to provide support should you have specific tutoring or advising needs, or just need

a space to think. Tables are provided where you can study alone or with a group. Learning support includes academic coaching, peer tutoring, and supplemental instructions. Computers are available for you use.

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.

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

See <https://www.shawnee.edu/ssu-student-support-services>

Testing

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

- No late entry into exams without faculty permission. No extra time may be given for taking the exam due to late entry.
- All electronic communication devices should be turned off or placed in airplane mode. Personal calculators are not permitted.
- Smart watches, smart glasses, and other communication-capable electronic devices are prohibited during all exams and quizzes.
- No food or drinks are permitted during exams.
- Students are requested not to bring books, backpacks, or purses to the exam if possible. If students bring these items, they will be requested to place them in a designated area of the room and retrieve them following the exam.
- 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 before the exam.
- No bulky clothing or coats/jackets are permitted to be worn during an exam.
- Students may not leave the room when the exam is in progress. If a student must leave the classroom, the exam and answer sheet must be turned in to the proctor.
- 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.
- When applicable, students must return exams and answer sheets.
- Students may be required to show their SSU ID when turning in their exam and answer sheet.

- No children are allowed during testing.
- All exams will be computerized.
- If a student must be absent on an exam day, the make-up exam may consist of at least 25% different questions and include open-ended or other question formats. The student must provide an excuse (doctor's note, police report, etc.) to make up the exam.
- Lockdown browsers must be installed on the student's laptop before the exam/quiz and must be utilized. Using a personal hotspot is not permitted; students must connect to the SSU Wi-Fi.

Approved: 04/18/2025

Testing Modifications

In accordance with Section 504 of the Rehabilitation Act of 1973, the School 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 at the University, whether full-time or part-time. The School 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 the administration of tests as well as how 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. It is the student's responsibility to schedule exams at the beginning of each course to ensure the availability of the testing site and notify their instructor of the scheduled exam dates. All exams should be scheduled during the first week of the course but must be scheduled no later than two weeks before the exam. Any exams not completed on the same day scheduled in the course will be considered late exams without the instructor's permission. Exams should be scheduled for the entire length of time allotted by the student's accommodations.

Approved: 04/18/2025

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 School 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 School'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 School, in writing, at the time he/she accepts their admission offer. Documentation required must include the following letters:

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.

Documentation from an appropriate professional practitioner submitted directly to the School 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 School 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 School 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.

Information Technology Services (IT Services)

Information Technology Services maintains the computer service 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. – 5:00 p.m Monday through Thursday, and Fridays from 9 am – 4 pm.

Blackboard Support is available 24 hours per day, 7 days per week by calling 740-351-3682

Campus Housing WIFI Support is available 24 hours per day, 7 days per week by calling 1-855-895-5302

Assistance with problems associated with computers, printers, telephones, or accounts is provided. Technical assistance can be obtained by completing a Help Ticket Form <https://www.shawnee.edu/areas-study/clark-memorial-library/information-technology-services/forms/it-service-desk-get-help> University Information Services also conducts workshops on a regular basis for faculty needing assistance with computer technology.

Writing Format Policy

The School 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 https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. If students feel they need specific assistance in writing they may either visit the University's Reading and Writing Center in the Clark Memorial Library Room 120 on Monday-Thursday from 10:00am to 2:00pm. or browse their Website at <http://shawnee.edu/offices/writing-center/>

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

SECTION II: Associate Degree in Nursing Program (ADN)

Associate of Applied Science in Nursing (ADN) Organizing Framework

The Shawnee State University School of Nursing **Associate of Applied Science Nursing Degree (ADN)** program faculty believe the organizing framework reflects the mission of the University and School of Nursing, as well as the philosophical metaparadigm of client, environment, health, nursing, and learning.

The ADN curricula is designed with general education and nursing courses that support university requirements and program outcomes with the goal to prepare nursing students for basic practice as a registered nurse. The organizing framework is guided through contemporary professional guidelines by utilizing the Quality and Safety Education for Nurses Institute (QSEN) competencies of: (qsen.org)

Patient-Centered Care: *Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.*

Teamwork and Collaboration: *Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.*

Evidence-Based Practice (EBP): *Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.*

Quality Improvement (QI): *Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.*

Safety: *Minimize risk of harm to patients and providers through both system effectiveness and individual performance.*

Informatics: *Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.*

Graduates of the ADN program will develop these competencies through learning the knowledge, skills, and attitudes necessary to provide high quality safe nursing care. The curriculum content is developed through identified health concepts and progresses from novice to expert clinical levels as defined by Benner's Novice to Expert Model. The curriculum is further leveled with complexity by utilizing Blooms Taxonomy of remembering, understanding, applying, analyzing, evaluating, and creating. This progression and leveling can be identified by curriculum/course mapping, course/clinical objectives, and unit objectives.

Approved: 04/22/2022

ADN End of Program Student Learning Outcomes

Upon graduation the ADN student will:

1. **Patient-Centered Care:** Plan patient-centered care to individuals and families using principles of science (biological, behavioral, natural, and social) with integration of patient preferences, values, and needs.
2. **Teamwork and Collaboration:** Practice within nursing and inter-professional teams to achieve quality patient outcomes through use of effective communication and decision-making.
3. **Evidence-Based Practice (EBP):** Prioritize nursing care using best practices reflecting current evidence, clinical expertise, and patient identified preferences.
4. **Quality Improvement (QI):** Connect data with improvement methods to develop and evaluate

- interventions to continuously enhance patient care systems.
5. **Safety:** Employ strategies to reduce risk of harm to those within the health-care environment.
 6. **Informatics:** Use information and technology to promote safety, support clinical judgment, and enhance communication

Approved by faculty 5-10-01

Revised by faculty 10-31-08; 9-09; 1-22-10; 4/22/22

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 1120: Introduction to Nursing

Course Credit: 2 credit hours (Lecture = 2 credit hours; Lab = 0 credit hours; Clinical = 0 credit hours) (Semester Clock Hours: Lecture 28; Lab 0; Clinical 0. Total Lab/Clinical Clock Hours: 0)

Course Description: This introductory Associate Degree Nursing Program (ADN) course provides a foundation into the profession of nursing. The history of nursing as a profession and the roles of nurses are explored. Quality and Safety Education for Nurses (QSEN) competencies are introduced. Human growth and development across the lifespan are emphasized. Nursing concepts of legal and ethical issues, drug calculations, informatics, and clinical judgement are presented. *Prereq: Admission to ADN program. Credits 2, Lecture hours 2.*

ADNR 1160: Fundamentals of Nursing

Course Credit: 6 credit hours (Lecture = 4.5 credit hours; Lab = 0.81 credit hours; Clinical = 0.69 credit hours) (Semester Clock Hours: Lecture 63; Lab 31.5; Clinical: 27; Total Lab/Clinical Clock Hours 58.5)

Course Description: This course prepares students entering the Associate Degree Nursing Program (ADN) to provide nursing care to individuals across the lifespan, while providing a foundation for subsequent nursing courses. Students will apply Quality and Safety Education for Nurses (QSEN) competencies of patient centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. Application of knowledge and skills occurs in the nursing skills laboratory and the clinical setting. *Prereq: Admission to the ADN Program. Credits 6, Lecture hours 4.5, Lab hours 1.5. Course/Lab Fee \$*

ADNR 1230: Nursing Care of the Mental Health Client

Course Credit: 3 credit hours (Lecture = 2 credit hours; Lab = 0.23 credit hours; Clinical = 0.77 credit hours) (Semester Clock Hours: Lecture 28; Lab 9; Clinical 30; Total Lab/Clinical Clock Hours 39)

Course Description: This course prepares students entering the Associate Degree Nursing Program (ADN) to apply mental health and behavioral health concepts to individuals and families across the lifespan. Application of knowledge and skills occurs in clinical experiences within the community setting. *Prereq: ADNR 1160, ADNR 1130, or Admission to LPN-RN Program. Credits 3, Lecture hours 2, lab hours 1. Course/Lab Fee \$*

ADNR 1260: Nursing Care of Adults and Children I

Course Credit: 6 credit hours (Lecture = 4 credit hours; Lab = 0.5 credit hours; Clinical = 1.5 credit hours) (Semester Clock Hours: Lecture 56; Lab 19.5; Clinical 58.5; Total Lab/Clinical Clock Hours 78).

Course Description: The first in a series of three medical surgical nursing courses, this Associate Degree Nursing Program (ADN) course prepares students to apply clinical judgement in the care of adults and children

with health alterations. Students will apply Quality and Safety Education for Nurses (QSEN) competencies of patient centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. Application of knowledge and skills occurs in the nursing skills laboratory and the clinical setting. *Prereq: ADNR 1160, ADNR 1130, BIOL 1130, PSYC 1101, or admission to LPN-RN Program. Credits 6, Lecture hours 4, Lab hours 2. Course/Lab Fee \$*

ADNR 2160 - Nursing Care Adults/Children II

Course Credit: 6 credit hours (Lecture = 4 credit hours; Lab = 0.67 credit hours; Clinical = 1.33 credit hours) (Semester Clock Hours: Lecture 56: Lab 26: Clinical 52: Total Lab/Clinical Clock Hours 78)

Course Description: The second in a series of three medical surgical nursing courses, this Associate Degree Nursing Program (ADN) course applies clinical judgement and nursing process to provide nursing care to individuals across the lifespan. Students will apply Quality and Safety Education for Nurses (QSEN) competencies of patient centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. Critical thinking and clinical decision making are emphasized. Application of knowledge and skills occurs in the nursing skills laboratory and the clinical setting. *Pre-req: ADNR 1260, ADNR 1230, BIOL 1131, BIOL 3750, and PSYC 1130. Credits: 6, lecture hours 4, lab hours 2. Course/Lab Fee \$*

ADNR 2130: Nursing Care of the Childbearing Family

Course Credit: 3 credit hours (Lecture = 2 credit hours; Lab = 0 credit hours; Clinical = 1 credit hours) (Semester Clock Hours: Lecture 28: Lab 0: Clinical 39: Total Lab/Clinical Clock Hours 39)

Course Description: This course prepares the Associate Degree of Nursing (ADN) student to apply clinical judgment to the care of the childbearing woman throughout the lifespan and the newborn. Nursing interventions and technology needed to provide family-centered nursing in low and high-risk situations are introduced. Application of knowledge and skills occurs in the laboratory and clinical settings. *Prereq: ADNR 1260 and ADNR 1230. Credits 3, lecture hours 2, lab hours 1. Course/Lab Fee \$*

ADNR 2220: Transition to Nursing Practice

Course Credit: 2 credit hours (Lecture = 2 credit hours; Lab = 0 credit hours; Clinical = 0 credit hours) (Semester Clock Hours: Lecture 28: Lab 0: Clinical 0: Total Lab/Clinical Clock Hours: 0)

Course Description: A focus on health care and practice issues significant for associate of applied science nurse graduates practicing nursing in today's world. Ethical and legal principles are applied in provision of evidenced base care. Students will integrate previously learned concepts to demonstrate entry level registered nurse (RN) competence for national licensure examination. *Prereq: ADNR 2160 and ADNR 2130. Credits 2, Lecture hours 2*

ADNR 2260: Nursing Care of Adults and Children III

Course Credit: (Lecture = 4 credit hours; Lab = 0.33 credit hours; Clinical = 1.67 credit hours) (Semester Clock Hours: Lecture 56: Lab 14: Clinical 70: Total Lab/Clinical Clock Hours 84)

Course Description: The third in a series of three medical surgical nursing courses, this Associate Degree of Nursing (ADN) course utilizes Quality and Safety Education for Nurses (QSEN) competencies to provide nursing care to diverse individuals and their families across the lifespan. This course is the culmination of concepts and processes taught in the ADN curriculum, including patient-centered care, teamwork and collaboration, evidence-based practice, safety, and informatics. Application of knowledge and skills occurs in the nursing skills laboratory and the clinical setting. In addition, clinical judgement will be used to demonstrate proficiency in providing nursing care against National Council of State Boards of Nursing (NCSBN) standards. *Prereq: ADNR 2160, ADNR 2130, BIOL 3650, ENGL 1101 or 1102. Credits 6, lecture hours 4, lab hours 2. Course/Lab Fee \$*

ADN Program Course of Study

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

	Name of Course	Course Total Credit Hours	Theory Credit Hours (Clock Hrs)	Lab Credit Hours (Clock Hrs)	Clinical Credit Hours (Clock Hrs)	Total Lab & Clinical Credit Hours (Clock Hrs)	Total Course Clock Hours
Level I	ADNR 1120: Introduction to Nursing	2	2 (28)				28
	ADNR 1160: Fundamentals of Nursing	6	4.5 (63)	0.81 (31.5)	0.69 (27)	1.5 (58.5)	121.5
	BIOL 1130: Anatomy & Physiology I	4	3 (42)	1 (28)			70
	PSYC 1101: Intro to Psychology	3	3 (42)	3 (42)			
	UNIV 1100: Academic Development Skills	1	1 (14)	1 (14)			14
Level II	ADNR 1260: Nursing Care of Adults & Children I	6	4 (56)	0.5 (19.5)	1.5 (58.5)	2 (78)	134
	ADNR 1230: Nursing Care of the Mental Health Client	3	2 (28)	0.23 (9)	0.77 (30)	1 (39)	67
	BIOL 1131: Anatomy & Physiology II	4	3 (42)	1 (28)			70
	PSYC 1130: Lifespan for Dev. Health Sciences	3	3 (42)	3 (42)			42
Summer	BIOL 3750 Microbiology	4	3 (42)	1 (42)			84
Level III	ADNR 2160: Nursing Care of Adults & Children II	6	4 (56)	0.67 (26)	1.33 (52)	2 (78)	134
	ADNR 2130: Nursing Care of Childbearing Family	3	2 (28)		1 (39)	1 (39)	67
	BIOL 3650 Pathophysiology	3	3 (42)				42
	ENGL 1101 or 1102: Discourse and Composition	3	3 (42)				42
Level IV	ADNR 2220: Transition to Nursing Practice	2	2 (28)				28

	Name of Course	Course Total Credit Hours	Theory Credit Hours (Clock Hrs)	Lab Credit Hours (Clock Hrs)	Clinical Credit Hours (Clock Hrs)	Total Lab & Clinical Credit Hours (Clock Hrs)	Total Course Clock Hours
	ADNR 2260: Nursing Care of Adults and Children III	6	4 (56)	0.33 (14)	1.67 (70)	2 (84)	140
	SOCI 1101: Intro to Sociology	3	3 (42)				42
	STAT 1150: Principles of Statistics	3	3 (42)				42
	Total	Program Credit Hours 65	Nursing Theory Clock Hours 343	Nursing Lab Clock Hours 100	Nursing Clinical Clock Hours 276.5	Nursing Lab & Clinical Clock Hours 376.5	Nursing Total Clock Hours 719.5
Total Program Clock Hours = 1,167.5							

LPN-ADN Course of Study

	Name of Course	Course Total Credit Hours	Theory Credit Hours (Clock Hours)	Lab Credit Hours (Clock Hours)	Clinical Credit Hours (Clock Hours)	Total Lab & Clinical Clock Hours	Total Course Clock Hours
Pre-Requisite	AHNR 1130 Transition to Registered Nursing*	3	2 (28)	1 (28)		28	56
	BIOL 1130: Anatomy & Physiology I	4	3 (42)	1 (28)			70
	PSYC 1101: Intro to Psychology	3	3 (42)				42
	UNIV 1100: First Year Experience (can be taken Level II)	1	1 (14)				14
Level I Advanced Standing Credit	ADNR 1120** Intro to Nursing	2					
	ADNR 1160** Fundamentals of Nursing	6					
Level II	ADNR 1260: Nursing Care of Adults & Children I	6	4 (56)	0.5 (19.5)	1.5 (58.5)	2 (78)	134
	ADNR 1230: Nursing Care of the Behavioral Health Client	3	2 (28)	0.23 (9)	0.77 (30)	1 (39)	67
	BIOL 1131: Anatomy & Physiology II	4	3 (42)	1 (28)			70
	PSYC 1130: Lifespan for Dev. Health Sciences	3	3 (42)				42
Summer	BIOL 3750 Microbiology	4	3 (42)	1 (42)			84
Level III	ADNR 2160: Nursing Care of Adults & Children II	6	4 (56)	0.67 (26)	1.33 (52)	2 (78)	134
	ADNR 2130: Nursing Care of Childbearing Family	3	2 (28)		1 (39)	1 (39)	67
	BIOL 3650: Pathophysiology	3	3 (42)				42
	ENGL 1101 or 1102: Discourse and Composition	3	3 (42)				42
Level IV	ADNR 2260: Nursing Care of Adults and Children III	6	4 (56)	0.33 (14)	1.67 (70)	2 (84)	140
	ADNR 2220: Current Issues in Nursing	2	2 (28)				28
	STAT 1150: Principles of Statistics	3	3 (42)				42
	SOCI 1101: Intro to Sociology	3	3 (42)				42
	Total Nursing	Program Credit Hours 65	Nursing Theory Clock Hours 252	Nursing Lab Clock Hours 68.5	Nursing Clinical Clock Hours 249.5	Nursing Lab & Clinical Clock Hours 318	Nursing Total Clock Hours 570
Total Program Clock Hours = 1,060							

*AHNR 1130 Not Included in Total Credit Hours, Nursing Theory, Lab, and Clinical Hours

**ADNR 1160 (6 credit hours) and ADNR 1120 (2 credit hours) awarded for advanced standing for LPN-ADN program

SECTION III: Bachelor of Science in Nursing Program (BSN)

Bachelor of Science in Nursing (BSN) Organizing Framework

The organizing framework of the School of Nursing at Shawnee State University reflects the philosophical beliefs of the faculty and directs the curricula of 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 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 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 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 the 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 School 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.

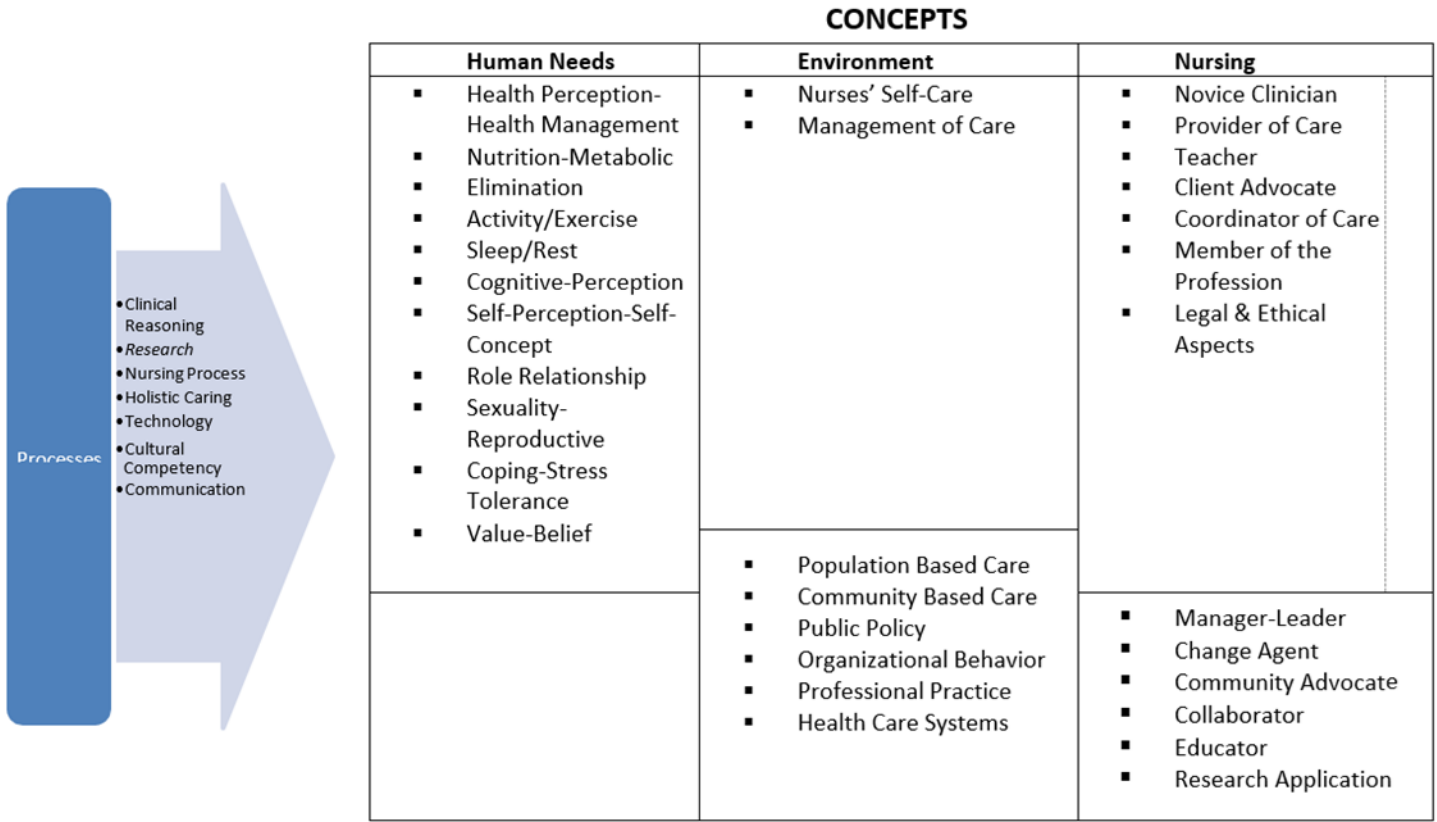
The **third year of the BSN curriculum** focuses on more complex holistic caring of the culturally diverse individual and the relationship with families, groups, and communities. Technical skills remain a focused area of development with emphasis on specific human needs and interrelated processes. Subconcepts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

Baccalaureate Degree Nursing Program Organizing/Conceptual Map

Concepts, Sub-Concepts, and Processes



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

Adopted: 5/98

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

Reviewed: 3/16/18

BSN 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 2120: Health Assessment, Education, and Promotion (2 Credits)

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. **Prereq:** Admission to the Baccalaureate Program and BIOL 3750 **Course/lab fee:** \$

BSNR 2130: Introduction to Professional Nursing Practice (3 credits) 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. **Prereq:** Admission to the Baccalaureate Nursing Program and BIOL 3750

BSNR 2160: Fundamentals of Professional Nursing Practice (6 credit hours) 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. **Prereq:** Admission to the Baccalaureate Nursing Program and BIOL 3750. **Course/lab fee:** \$

BSNR 2230: Pharmacology in Professional Nursing (3 credit hours) 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. **Prereq:** BSNR 2120, BSNR 2130, BSNR 2160 AND BIOL 1131 **Course/lab fee:** \$

BSNR 2260: Adult I: Nursing Management of the Adult with Acute Illness (6 credit hours) 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. **Prereq:** BSNR 2120, BSNR 2130, BSNR 2160 and BIOL 1131. **Course/lab fee:** \$

BSNR 3130: Nursing Care of the Child and Family (3 credit hours) 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. **Prereq:** BSNR 2230, BSNR 2260, and BIOL 3650 **Course/lab fee:** \$

BSNR 3140: Professional Nursing Care of the Client with Alterations in Mental Health (4 credit hours)

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. **Prereq:** BSNR 2230, BSNR 2260, and BIOL 3650. **Course/lab fee:** \$

BSNR 3230: Professional Nursing Care of Childbearing Families (3 credit hours) 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. **Prereq:** BSNR 3130, BSNR 3140 and BSNR 3343. **Course/lab fee:** \$

BSNR 3270 Adult II: Advanced Nursing Management of the Adult with Acute and Chronic Illness (7 credit hours) 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. **Prereq:** BSNR 3130, BSNR 3140, and BSNR 3343. **Course/lab fee:** \$

BSNR 3301: Dimensions of Prof. Nursing Practice (3 credit hours)

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.

BSNR 3330: Theoretical Basis of Professional Nursing Practice (3 credit hours)

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.

BSNR 3341: Care of Diverse Populations (3 credit hours)

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.

BSNR 3343: Introduction to Nursing Research (3 credit hours) 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. **Prereq:** BSNR 2230, BSNR 2260, BIOL 3650.

BSNR 3345: Principles of Nursing Research and Evidence-Based Practice (4 credit hours) This course is an introduction to principles and methods of nursing research and application of research evidence to nursing practice. **Prereq:** Admission to RN-BSN Program, STAT 1150

BSNR 4170: Adult III: Advanced Nursing Management of the Adult with Complex Illnesses (7 credit hours) 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. **Prereq:** BSNR 3230 and BSNR 3270. **Course/lab fee:** \$

BSNR 4220: Contemporary Issues in Professional Nursing (2 credit hours) 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. **Prereq:** BSNR 4170 and BSNR 4453 **Course/lab fee:** \$

BSNR 4260: Advanced Clinical Reasoning (6 credit hours) 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. **Prereq:** BSNR 4170 and BSNR 4453. **Course/lab fee:** \$

BSNR 4430: Health Care Planning and Policy (3 credit hours) 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:** Admission to RN-BSN program, or non-degree students with instructor permission.

BSNR 4452: Issues in Aging and Quality of Life (2 credit hours) This course focuses on current issues facing the aging adult and promotion of optimal quality of life. Provision of ethical, legal, and evidence based collaborative care of the aging adult will be explored. National healthcare goals and objectives will be discussed. **Prereq:** Admission to RN-BSN program.

BSNR 4453: Leadership and Management in Professional Nursing (3 credit hour) 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. **Prereq:** BSNR 3230 and BSNR 3270 -OR- Admission to the RN-BSN Program

Course/lab fee: \$

BSNR 4454: Community Health Nursing (4 credit hours) 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. **Prereq:** BSNR 4170 and BSNR 4453 -OR- Admission to the RN-BSN Program and BSNR 4453. **Course/lab fee:** \$ **General Education Program Course** GEP (Capstone)

BSN Program of Study

Name of Course	Course Total Credit Hours	Theory Credit Hours (Clock Hrs)	Lab Credit Hours (Clock Hrs)	Clinical Credit Hours (Clock Hrs)	Total Lab & Clinical Credit Hours (Clock Hrs)	Total Course Clock Hours
Level I: Freshman Fall Semester						
UNIV 1100 First Year Experience: University Foundations	1					
ENGL 1101 Discourse & Composition or ENGL 1102	3					
PSYC 1101 Introduction to Psychology	3					
BIOL 1130 Anatomy & Physiology I	4					
GEP Suggest Oral Communication GEP	3					
Total	14					
LEVEL I: Freshman Spring Semester						
STAT 1150 Principles of Statistics	3					
PSYC 1130 Lifespan Development	3					
ENGL 1105 Comp. & Argument.	3					
BIOL 1131 Anatomy & Physiology II	4					
SOCI 1101 Introduction to Sociology	3					
Total	16					
LEVEL II: Sophomore Summer Semester						
BIOL 3750 Microbiology	4					
Total	4					
LEVEL II: Sophomore Fall Semester						
BSNR 2120 Health Assessment, Educ. & Promotion	2	1.5 (21)	0.5 (13)		0.5 (13)	34
BSNR 2130 Introduction to Professional Nursing	3	3 (42)				42
BSNR 2160 Fund. of Professional Nursing Practice	6	3 (42)	1 (26)	2 (52)	3 (78)	120
CHEM 1121 Introduction to Chemistry	4					
Total	15					

Name of Course	Course Total Credit Hours	Theory Credit Hours (Clock Hrs)	Lab Credit Hours (Clock Hrs)	Clinical Credit Hours (Clock Hrs)	Total Lab & Clinical Credit Hours (Clock Hrs)	Total Course Clock Hours
LEVEL II: Sophomore Spring Semester						
BSNR 2230 Pharmacology in Professional Nursing	3	3 (42)				42
BSNR 2260 Adult I: Nsg Mgmt of Adult with Acute Illness	6	3 (42)	1 (26)	2 (52)	3 (78)	120
BIOL 3650 Pathophysiology	3					
GEP Suggest Fine Arts GEP	3					
Total	15					
LEVEL III: Junior Fall Semester						
BSNR 3130 Prof. Nsg Care of Child and Family	3	1.5 (21)	0.12 (3)	1.38 (36)	1.5 (39)	60
BSNR 3140 Prof. Nsg. Care of Client with Alterations in Mental Health	4	2 (28)		2 (52)	2 (52)	80
BSNR 3343 Intro to Nursing Research	3	3 (42)				42
GEP Suggest Literature GEP	3					
GEP Suggest Ethical Insight and Reasoning GEP	3					
Total	16					
LEVEL III: Junior Spring Semester						
BSNR 3230 Prof. Nsg. Care of Childbearing Families	3	1.5 (21)	0.23 (6)	1.27 (33)	1.5 (39)	60
BSNR 3270 Adult II: Advanced Nsg. Mgmt of the Adult with Acute and Chronic Illness	7	4 (56)	1 (26)	2 (52)	3 (78)	134
GEP Suggest Engaged Citizenry	3					
Total	13					
LEVEL IV: Senior Fall Semester						
BSNR 4170 Adult III: Adv. Nsg. Mgt. of the Adult with Complex Illness	7	4 (56)	1 (26)	2 (52)	3 (78)	134
BSNR 4453 Leadership Management in Professional Nursing	3	3 (42)				42
GEP	3					

Name of Course	Course Total Credit Hours	Theory Credit Hours (Clock Hrs)	Lab Credit Hours (Clock Hrs)	Clinical Credit Hours (Clock Hrs)	Total Lab & Clinical Credit Hours (Clock Hrs)	Total Course Clock Hours
Suggest Historical Perspectives						
Total	13					
LEVEL IV: Senior Spring Semester						
BSNR 4220 Contemporary Issues in Professional Nursing	2	2 (28)				28
BSNR 4260 Adv. Clinical Reasoning	6	2 (28)	0.46 (12)	3.54 (92)	4 (104)	132
BSNR 4454 Community Health Nursing (Capstone)	4	2 (28)	0.73 (19)	1.27 (33)	4 (52)	80
GEP Suggest Global Perspect.	3					
Total	15					
Total	Program Credit Hours 121	Nursing Theory Clock Hours 539	Nursing Lab Clock Hours 157	Nursing Clinical Clock Hours 454	Nursing Lab & Clinical Clock Hours 611	Nursing Total Clock Hours 1150

Approved 2/3/11
Revised: 2/19/16; 10/21/16; 2/15/19

RN-BSN Program of Study

Shaded = Previous Credit Awarded

Name of Course	Course Total Credit Hours	Theory Credit Hours (Clock Hours)	Lab Credit Hours (Clock Hours)	Clinical Credit Hours (Clock Hours)	Total Lab & Clinical Clock Hours	Total Course Clock Hours
Required Lower Division Nursing Courses (ADN or Diploma Block Credit Awarded)	35					
SOCI 1101: Intro to Sociology	3	3 (42)				42
PSYC 1130: Lifespan for Dev. Health Sciences	3	3 (42)				42
CHEM 1121: Principles of Chemistry	4	3 (42)	1 (42)			84
BIOL 3750 Microbiology	4	3 (42)	1 (42)			84
GEP: Natural Science (<i>minimum 7 Cr. hours</i>) BIOL 1130: Anatomy & Physiology I BIOL 1131 Anatomy & Physiology II	7	6 (84)	2 (56)			140
GEP: Quantitative STAT 1150: Principles of Statistics	3	3 (42)				42
GEP: Human Behavior PSYC 1101: Intro to Psych.	3	3 (42)				42
GEP: Oral Communication	3	3 (42)				42
GEP: Comp. & Argument.	6	6 (84)				84
GEP: Fine Arts	3	3 (42)				42
GEP: Literature	3	3 (42)				42
GEP: Ethical Insight and Reasoning	3	3 (42)				42
GEP: Engaged Citizenry	3	3 (42)				42
GEP: Historical Perspectives	3	3 (42)				42
GEP: Global Perspectives	3	3 (42)				42
BIOL 3650: Pathophysiology	3	3 (42)				42
Elective	3	3 (42)				42
BSNR 3301	3	3 (42)				42
BSNR 3330	3	3 (42)				42
BSNR 3341	3	3 (42)				42
BSNR 4430	3	3 (42)				42
BSNR 3345	4	4 (56)				56
BSNR 4452	2	2				28

Name of Course	Course Total Credit Hours	Theory Credit Hours (Clock Hours)	Lab Credit Hours (Clock Hours)	Clinical Credit Hours (Clock Hours)	Total Lab & Clinical Clock Hours	Total Course Clock Hours
		(28)				
BSNR 4453	3	3 (42)				42
BSNR 4454 Community Health Nursing (Capstone)	4	2 (28)	0.73 (19)	1.27 (33)	4 (52)	80
Total Nursing	Program Credit Hours 120	Nursing Theory Clock Hours 322	Nursing Lab Clock Hours 19	Nursing Clinical Clock Hours 33	Nursing Lab & Clinical Clock Hours 52	Nursing Total Clock Hours 374
RN-BSN Pathway Clock Hours						1312
Prior Learning Clock Hours						771
Total RN-BSN Pathway Clock Hours						2083

APPENDIX A: General Information

<p>Shawnee State University www.shawnee.edu Telephone: 740-354-3204 School of Nursing 740-351-3210 940 Second street Portsmouth, OH 45662</p>	<p>The Ohio Board of Nursing https://nursing.ohio.gov/ Telephone: 614-466-3947 8995 East Main Street Reynoldsburg, Ohio 43068</p>
<p>American Nurses Association www.ana.org Telephone: 800-274-4ANA 600 Maryland Avenue, SW Suite 100 West Washington, DC 20024</p>	<p>American Association of Colleges of Nursing https://www.aacn.org/ Telephone: 202-463-6930 655 K Street, NW, Suite 750 Washington, DC 20036</p>
<p>Ohio Nurses Association www.ohnurses.org Telephone: 614-969-3800 3510 Snouffer Rd Columbus, OH 43235</p>	<p>Accreditation Commission for Education in Nursing (ACEN) https://www.acenursing.org/ Telephone: 404-975-5000 3390 Peachtree Rd NE Suite 1400 Atlanta, GA 30326</p>



APPENDIX B: School of Nursing Clinical/Lab Absence Form

Student Name: _____ ID# _____ Course: _____

Date of Absence: _____ Clinical/Lab Instructor: _____

Reason(s) for Absence:

Previous Absences:

Theory: _____

Clinical: _____

Lab: _____

Student Signature: _____ Date: _____

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 C: Leave of Absence Policy

The School 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 School 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 the School of Nursing Administrative Assistant II.

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

All students must apply for readmission. Students who remain out of the program for three semesters, excluding Summer, must repeat their previous semester of nursing courses. Students who remain out for 4 semesters or longer, excluding Summer, must repeat the entire program. See the 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:

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

Refer to Appendix C: Leave of Absence Procedure

Approved by Faculty 05/09/2025



Request for 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. Students 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. I have read the **Leave of Absence Policy** and understand the ramifications of taking a leave of absence. I have taken the 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 School of Nursing Use Only:

Date Received: _____

Date Reviewed by Committee: _____

Date Student Notified: _____

APG Chair Signature: _____

School of Nursing Director: _____

Copy to Student, Student’s Advisor, and Student’s File
Approved by Faculty 1/20/17; 05/09/2025

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.



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 School of Nursing Use Only:

Date Received: _____ Date Reviewed by Committee: _____

Date Student Notified: _____

APG Chair Signature: _____

School of Nursing Director: _____

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

APPENDIX D: Confidentiality of Information

SHAWNEE STATE UNIVERSITY SIMULATION LAB

PRINT NAME: _____ STUDENT ID _____

During your experiences in the Simulation Lab, you will observe the performance of other individuals managing healthcare events. As a participant in these activities, in whatever role, you are asked to maintain and hold confidential all information regarding the performance of specific individuals and the details of the specific scenarios.

By signing below, you acknowledge to having read and understood this statement and agree to maintain the strictest confidentiality about any observations you make and details of the scenarios.

SIGNATURE: _____ DATE: _____

Video recording and photography

Simulation sessions may be recorded for the purposes of debriefing, feedback, internal review and/or quality improvement. These recordings are only viewable in the SOMC Simulation Lab. All recordings will be deleted in 30 days unless written permission is obtained to utilize the recording for another purpose such as research or teaching or as required by law. Should any photography be taken during the session written permission prior to the session is required.

By signing below, you acknowledge that you will be under video surveillance during engagement in simulated patient care scenarios.

SIGNATURE: _____ DATE: _____



APPENDIX E: Student Handbook Statement of Understanding

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

Student Name: _____ (Please Print)

Student Signature: _____

Student ID Number: _____

Program: ADN _____ BSN _____ RN-BSN _____
(Check Appropriate Program)

Date: _____

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