

DIVISION OF NURSING
STUDENT HANDBOOK

2008-2009

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I. DIVISION OF NURSING

Introduction

“What is this needful thing? To have high principles at the bottom of all. Without this, without having laid our foundation, there is small use in building up our details.”

Florence Nightingale as cited in Ulrich (1992), pg. 40.

Welcome to the Walsh University Division of Nursing. We espouse excellence in nursing education and practice. This manual contains current information, policies, and procedures developed to ensure your success as a member of the Division. Since Nursing is an art and a science, it is expected that your association with the Division is built upon mutual professional and personal growth and teamwork. We prepared this handbook to provide an overview of the Division of Nursing program of study.

A. ACCREDITATION

The Walsh University Division of Nursing is accredited by the National League for Nursing Accrediting Commission and approved by the Ohio Board of Nursing. See the *Walsh University Student Catalog* at <http://walsh.edu/universitycatalogs.htm>

B. MISSION STATEMENT

The mission of the Walsh University Division of Nursing is to provide excellence in nursing education grounded in human experience. The Division of Nursing prepares the graduate to practice nursing within the framework of Judeo-Christian values promoting health in diverse communities.

C. PHILOSOPHY

We, the Nursing faculty of Walsh University, affirm the philosophy and mission of this institution with its Judeo-Christian traditions. We believe that the Division of Nursing is an integral part of Walsh University and that the liberal arts education orientation of the University enhances nursing education.

We believe the nurse is an open, complex system who is in constant interaction with an ever-changing environment. The goal of the nurse is to engage the client in a therapeutic relationship. Guided by the methodology of nursing process, the nurse assists the client in promoting, maintaining, restoring, and reorganizing health or supporting death with dignity. Accountability and responsibility, critical thinking, communication, science and liberal arts knowledge, and therapeutic nursing intervention form the foundation of nursing practice.

We believe the primary focus of the nurse is the client. The client may be an individual, family, or community. We view the client as a unique, complex, open system, with biological, psychosocial, cultural, and spiritual subsystems. We believe the client possesses the freedom and responsibility to think, to choose, and to act.

We view the client as constantly interacting with an ever-changing environment throughout the life span to achieve homeostasis. We believe that the environment includes both the internal and external milieu and that homeostasis is the complex, dynamic process of adaptation to maintain health. Alteration of health or illness occurs when homeostasis is disrupted. We believe the client exists on a continuum of health from conception to death.

We believe that the process of education provides an environment that stimulates the learner to think critically, communicate effectively, and act compassionately, responsibly, and maturely as a contributing member of the profession and society. We believe that nursing education belongs in an institution of higher learning where students are integrated into academic life and have the opportunity to participate in campus activities. Education in an institution of higher learning provides general and professional experiences that facilitate an understanding and respect of people, cultures, and environments. Nursing education provides the basis for life-long learning.

Learning involves the acquisition of knowledge, skills, interests, and values resulting in changes in behavior. The faculty espouses the following principles of learning: (1) learning is influenced by past experiences, values, and skills; (2) the student is responsible for learning and assuming an active role in the process; (3) a climate of trust and mutual respect enhances learning; (4) learning develops critical thinking processes; (5) learning is facilitated by activities that promote application of concepts and provide the learner with opportunities for success; and (6) learning is a life-long process.

The faculty believes that the graduate has an academic background in the sciences and liberal arts. The graduate is able to incorporate values into nursing practice and is accountable to the client, the profession, and other health care professionals and to self. The graduate has a foundation for continuing education and higher education. The graduate is able to apply the nursing process while giving care to diverse clients in health care settings. The baccalaureate degree graduate applies knowledge from the sciences and liberal arts to the practice of nursing. Further, the Baccalaureate graduate assumes current and evolving nursing roles in community health, research, and leadership to promote the practice of nursing and the advancement of health care.

D. GOALS AND OBJECTIVES

The goal of the Walsh University Baccalaureate of Science in Nursing curricula is to prepare a graduate who is responsible and accountable for the application of critical thinking, communication principles, science and liberal arts knowledge, and therapeutic nursing intervention with diverse clients in an evolving health care system. The graduate is able to function in the role of caregiver, manager and coordinator of care, and leader. The four-year pre-licensure curriculum prepares the graduate to become licensed as a registered nurse. The curriculum for the registered nurse meets the adult-learner needs of the student who acquired fundamental nursing education in a diploma or associate degree program. The graduate of the BSN Program is accountable and responsible for competent nursing practice and has the foundation for life-long learning.

Baccalaureate of Science Degree in Nursing Program; Characteristics of the Graduate

Upon completion of the Baccalaureate of Science in Nursing Program the graduate is able to:

1. integrate critical thinking principles with the application of nursing process when applying knowledge and skills of therapeutic nursing intervention with diverse clients in an evolving health care system
2. utilize communication skills at all levels of interaction within diverse health care systems.
3. synthesize knowledge of science and liberal arts within the practice of nursing.
4. accept increasing accountability and responsibility for community, research, and leadership roles in nursing
5. participate in continuing professional development and nursing education at the graduate level.

E. ORGANIZING STRUCTURE

A. Curriculum Model

The organizing structure of the Walsh University Division of Nursing is based on General Systems Theory across the life span. The major concepts of this structure are client, environment, health, and nurse.

Each **client** is a unique, complex system comprised of interrelated and interdependent components - biological, psychosocial, cultural, and spiritual - which can be studied and integrated into a unified whole. As an open system, the client confronts continual change throughout the life span by constant interaction with the internal and external environment. The client seeks to achieve a balance, or homeostasis, among the various forces operating within and upon the system. Well-being is dependent upon the balance that is achieved. Disrupted homeostasis results in altered health or illness.

Sequential stages of development occur throughout the client's lifespan. Each developmental stage is characterized by the emergence of a qualitatively different level of functioning. The extent the level of functioning is achieved influences progression through subsequent developmental stages. The client as a system cannot be considered apart from development; developmental change affects all the components that comprise the system.

The **environment** consists of internal and external stressors that, in turn, affect the system. An open system is continually interacting with the ever-changing environment in order to achieve homeostasis. A change in one system affects all other interacting systems. The focus of the Division of Nursing curricula is on the client and nurse in interaction with the environment to promote, maintain, restore, or reorganize health, or to support death with dignity.

Change is characteristic of life. In order to meet system needs, the client as a system must be adaptive in order to function. Adaptation is the response to change as the client constructively copes with stressors imposed internally and externally. The client as a system must be adaptive in order to function. Adaptation to change maintains or improves an individual's healthy reactions to stressful environmental factors.

Health is a state of biological, psychosocial, cultural, and spiritual well being of the client that occurs through adaptation to the environment. A state of health occurs along a continuum from a high level of health to death. The client's position on this continuum will vary in response to changes in the environment. Adaptation is dependent upon the client's ability to use innate or acquired mechanisms for coping. Thoughts, actions, and choices influence the client's position on any point along the health continuum. Purposeful intervention of a nurse facilitates a client's adaptation to stressors.

The **nurse**, as a member of the health care system, interacts with the client to promote, maintain, restore, and reorganize health and/or a dignified death. The interaction of the nurse and client involves communication at the biological, psychosocial, cultural, and spiritual message level and receiving feedback in kind. To accomplish this, the nurse must have a strong knowledge base from the sciences and liberal arts.

Nursing process is the systematic, goal directed methodology for organizing and implementing care to meet clients' needs. Accountability and responsibility, critical thinking, communication, science and liberal arts knowledge, and therapeutic nursing intervention form the foundation for nursing practice. The nurse supports the client's right to exercise freedom of choice and maximum participation in health care. The nurse is responsible for safe nursing practice and accountable to the client, the nursing profession, other health care professionals, and to self. Nursing practice occurs in any setting to improve or maintain the health of individuals, families, or communities.

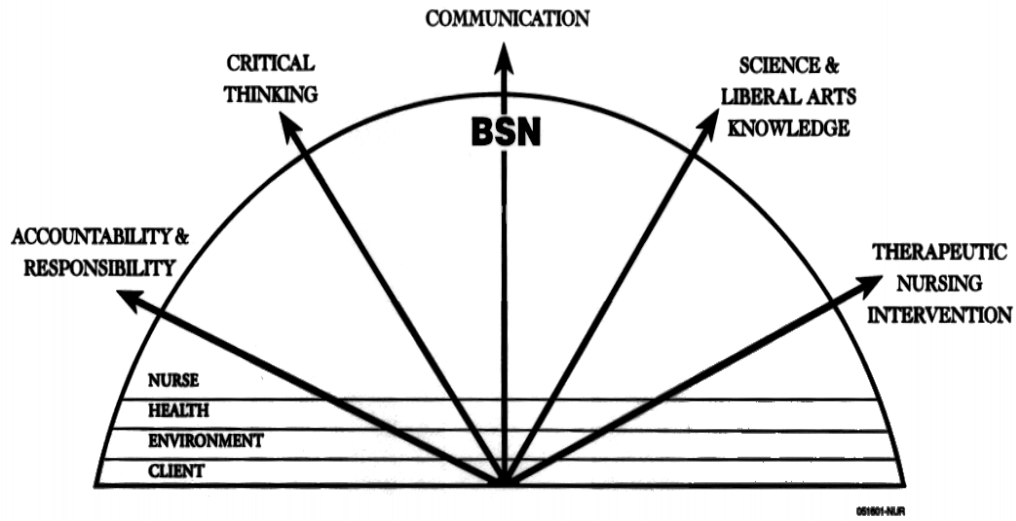
Walsh University Division of Nursing offers a Bachelor of Science degree. The Bachelor of Science in Nursing (BSN) degree can be obtained through two curricular options. Option A (BSN) is a

four-year pre-licensure curriculum that is designed to prepare graduates of the program to become a registered-licensed nurse. Option B (RN-BSN) is a designed for the registered nurse that is designed to build on individual student's current knowledge and experiences to meet the changing needs of nursing career development within an evolving health care system. Both options provide the foundation for continuing education and study at the graduate level.

The BSN curricula prepare the student to function in the role of caregiver, manager and coordinator of care, and leader in a variety of settings with diverse populations. The courses focus on the application of critical thinking, clinical decision-making, nursing theories, research, community health concepts, and leadership skills. A wide variety of health care concerns and therapeutic nursing interventions are addressed in the courses. Clinical application takes place in varied health care settings with clients in all stages of the life span. Personal and professional growth occurs throughout the curricula and culminates in a capstone course aimed at synthesizing professional identity.

The organizing structure contains identifiable horizontal and vertical curriculum strands. The horizontal strands cross the curriculum with the major concepts of nursing, client, environment, health, and nurse. The vertical strands are accountability and responsibility; critical thinking; communication; science and liberal arts knowledge; and therapeutic nursing intervention. These concepts are developed and refined as the student progresses through study. Because the client is the center of nursing practice, this concept is the focal point for the other horizontal strands and the point of convergence for the vertical strands of the curricula. The vertical strands extend beyond the parameters of the programs of study to denote life-long learning. The Walsh University Division of Nursing Curriculum Model depicts the relationship of the strands throughout the options

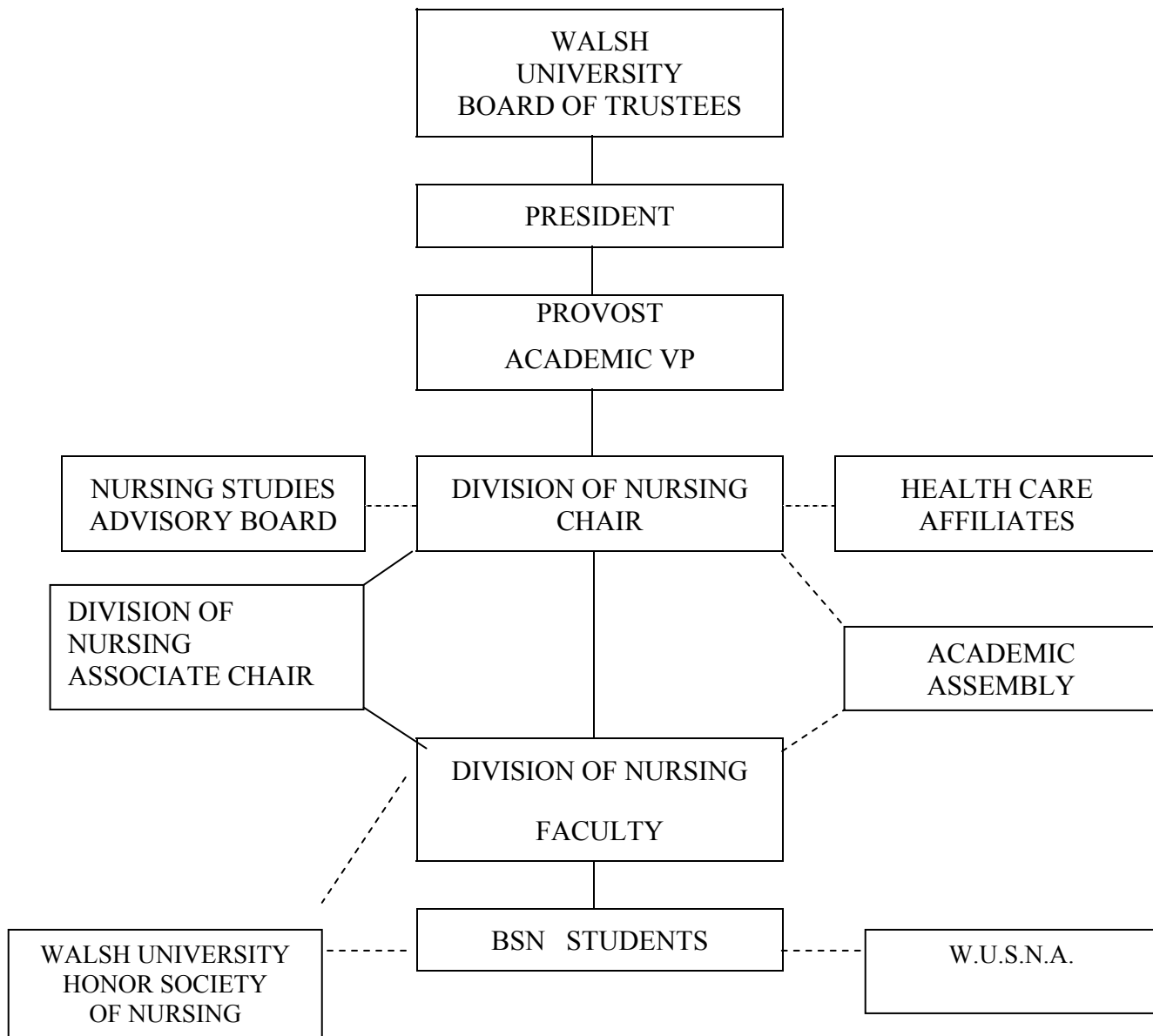
NURSING PROGRAM MODEL



B. Walsh University Administrative Structure

WALSH UNIVERSITY WALSH NURSING PROGRAM

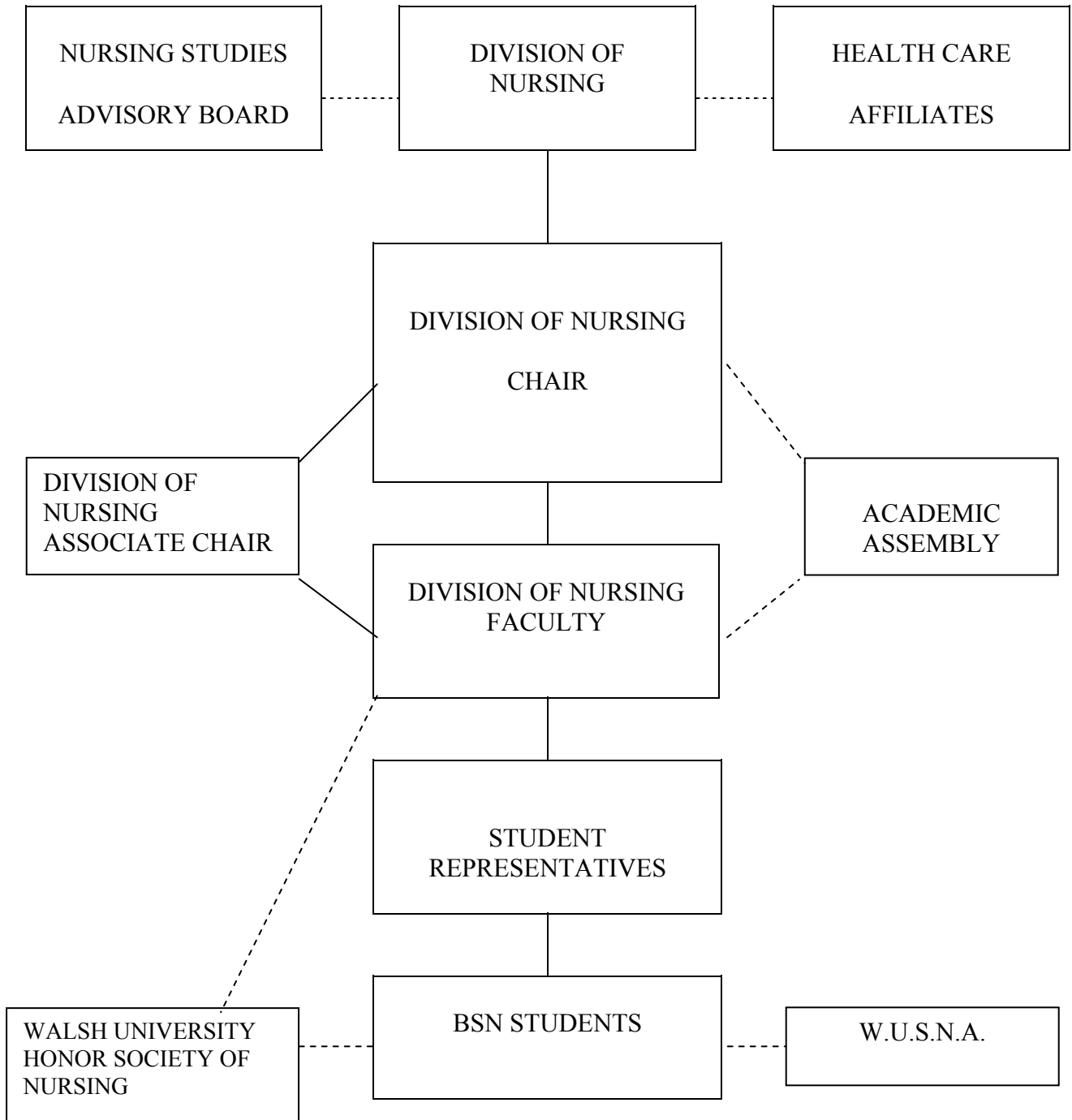
DIVISION OF NURSING



C. Division of Nursing Structure

**WALSH UNIVERSITY
WALSH NURSING PROGRAM**

DIVISION OF NURSING STRUCTURE



F. GLOSSARY OF TERMS

Accountability: the state of being responsible and answerable for the action of one's self and/or others that is included in one's professional role.

Adaptation: a response to change by which the system copes with stressors imposed internally and externally in an attempt to achieve homeostasis.

Altered Health: disrupted homeostasis or illness. The terms "altered health" and "illness" are used synonymously in this curriculum.

Baccalaureate of Science Degree Nurse (BSN): a registered nurse who has a Bachelor of Science Degree in Nursing. This nurse has a broad academic preparation in the sciences and liberal arts. The BSN nurse can apply the principles of accountability and responsibility; critical thinking; communication; science and liberal arts knowledge; and therapeutic nursing intervention with diverse clients in evolving health care systems. This nurse can assume community, research, and leadership roles that promote the practice of the nursing profession.

Change: a process of transformation that occurs on a continuum ranging from spontaneous to planned.

Client: a unique, complex system, constantly interacting with a changing environment throughout the life span to achieve balance and well being; a totality with interrelated and interdependent subsystems -- biological, psychosocial, cultural, and spiritual; may be an individual, family, or community.

Clinical Decision Making: drawing valid conclusions and then acting appropriately based on those conclusions.

Communication: the sending and receiving of messages that includes the use of informatics and other technology.

Community: an aggregate of individuals with a shared common feature or characteristic.

Competent Practice: nursing care that reflects application of knowledge and skills, thereby maintaining, promoting, reorganizing, or restoring the biological, psychosocial, spiritual and cultural well-being of the client.

Conflict: the internal or external discord that results from differences in ideas, values, or feelings between two or more people.

Critical Thinking: purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, inference, and explanation.

Development: sequential periods with each characterized by the emergence of a qualitatively different level of functioning.

Environment: the sum total of the internal and external stressors imposed upon the systems.

Evidenced based practice: Nursing practice based on research findings.

Family: whoever the client identified as family.

General Systems Theory: an explanation of the relationships that occur between the whole and its parts in order to achieve the goal of homeostasis.

Health: a state of biological, psychosocial, cultural, and spiritual well being that occurs through adaptation to the environment. The terms "health" and "well-being" are used synonymously in this curriculum.

Health Continuum: the dynamic, changing state of well being that occurs throughout the client's lifetime from conception until death.

Health Care System: a group of subsystems that consists of people, structure, and process involving goals, norms, and values related to health and health care.

Health Maintenance: interventions designed to prevent further alteration of health

Health Promotion: interventions designed to enhance the health of the client by decreasing the probability of experiencing an alteration of health.

Health Reorganization: interventions designed to promote the adaptation of the client to an altered level of health.

Health Restoration: interventions that involve early detection of altered health and measures to support the adaptive responses during the period of altered health.

Homeostasis: a dynamic balance between the system's internal and external environments.

Individual: a complex, biological, psychosocial, cultural, and spiritual being who is responsible for thoughts and actions, who has the freedom of choice, and who, as an open system, interacts constantly with the changing environment throughout the life span in order to achieve homeostasis. The term individual implies the person within the context of the family.

Learner: an individual with a particular style of acquiring knowledge, skills, and attitudes.

Learning: an active psychological, life-long process that is evident by changes in behaviors due to the acquisition of knowledge, skills, interests, and values.

Leadership: a process of interpersonal influence through which goals are established and accomplished.

Life Span: a series of stages from conception to death in which development occurs.

Liberal Arts: the studies in a college or university intended to provide general knowledge and to develop intellectual capacities.

Mentor: an experienced nurse who serves as a trusted role model and guide.

Need: a requirement in the system that stimulates a response to maintain homeostasis.

Nursing: a system of knowledge which is both science and art that prescribes a process of assessment, diagnosis, planning, implementation, and evaluation aimed at the maintenance, promotion, restoration, and reorganization of the client's health or to support death with dignity.

Nursing Process: a methodology for organizing and delivering nursing care that meets the needs of the client. This methodology is conceptualized as having the following interrelated and interdependent steps: assessment, diagnosis, planning, implementation, and evaluation.

Open System: a system that interacts with its environment via a constant exchange of information and energy.

Preceptor: an experienced nurse with expert knowledge, clinical competence and effective communication who is able and willing to teach, lead, mentor, and supervise baccalaureate nursing students.

Registered Nurse: an individual who has met the educational and testing requirements for licensure to practice nursing as defined in the Nurse Practice Act.

Research: a scientific process of inquiry and/or experimentation that involves a purposeful, systematic study of phenomena, issues, or concerns.

Responsibility: a component of accountability involving activities and obligations related to a particular role.

Roles: a set of expected behaviors, normatively defined, that serves to make behavior predictable.

Science: knowledge concerning general truths or the operation of general laws acquired through a method of inquiry using principles and procedures of the systematic pursuit of knowledge.

Stressor: any factor that disturbs homeostasis.

System: a set of interrelated and interdependent parts that forms a unified whole.

Therapeutic Nursing Intervention: the application of nursing knowledge and skills.

Well-being: health.

II. PRE-NURSING PROGRAM INFORMATION

A. Categories

1. Direct Admit – students who are invited to scholarship day and/or enrolled in the Honors Program will be directly admitted into the nursing major upon admission to Walsh University.
2. Pre-nursing – students are admitted to Walsh University as Pre-nursing majors. Students must complete the following courses with a cumulative grade point average of 2.75 or better in order to progress to the nursing major:

BIO 209	Anatomy & Physiology I
BIO 209L	Anatomy & Physiology I Lab
BIO 210	Anatomy & Physiology II
BIO 210L	Anatomy & Physiology II Lab
CHEM 109	General Organic and Biochemistry I
CHEM 109L	General Organic and Biochemistry I Lab
CHEM 110	General Organic and Biochemistry II
CHEM 110L	General Organic and Biochemistry II Lab
NURS 220	Theoretical Concepts of Nursing

In addition to the 2.75 gpa, no grade can be below a C.

III. BACCALAUREATE PROGRAM INFORMATION

A. Purpose of program

The Walsh University BSN pre-licensure curriculum provides the nursing student with courses that increase in complexity for the purpose of preparing for the role of and for licensure as a professional nurse. The Walsh University Division of Nursing also offers an RN-BSN completion program which builds on the previous education and experience of the professional nurse. The program provides baccalaureate level nursing content to enhance the practice of professional nursing. The RN-BSN completion program provides a solid foundation for graduate level study.

B. Curriculum – BSN-PL

WALSH UNIVERSITY
Division of Nursing
2008-2009
BSN Curriculum: Eight Semester Planning Tool

	FALL SEMESTER	Prerequisite Co requisite*	SPRING SEMESTER	Prerequisite Co requisite*
YEAR 1	Psych 210 Human Development 3 cr Bio 209 (A&P I)(core req) 4 cr Chem 109 4 cr Eng 101 Composition I * 3 cr Math 103 * 3 cr FYI 1 cr Total 18 cr		<i>Nursing 220PL (Theoretical Concepts)</i> 3 cr BIO 210 (A&P II)(core req.) 4 cr Chem 110 4 cr English 102 Composition II * 3 cr Math 104 Algebra II * 3 cr Total 17cr	34 credits
YEAR 2	<i>Nursing 230PL (Assessment)</i> 4 cr <i>Nursing 240 PL(Clinical Pharmacology)</i> 3 cr Bio 290 Pathophysiology 3 cr Bio 206 (Microbiology) 4 cr Foreign Language 102 * 3 cr Total 17 cr	<i>N220PL, BIO 209,210</i> <i>Chem 109 & 110</i>	<i>Nursing 310PL (Foundations of Nursing)</i> 5 cr NS 207 (nutrition) 3 cr Philosophy Tier I 3 cr Theology Tier I 3 cr History Tier I 3 cr Total 17 cr	All N200PL Level, Pathophysiology* Nutrition* 34 credits Total 68 credits
YEAR 3	<i>Nursing 320PL (Mental Health)</i> or Nursing 340PL(Families I) 4 cr <i>Nursing 330PL(Acutely ill I)</i> 4 cr Math 221 (Stats) (core req.) 3 cr Music/Art Tier I 3 cr Literature Tier I 3 cr Total 17 cr	N310PL, Psych 210* <i>N310PL, Bio 206(Micro)</i> <i>N310PL, NS207, BIO380</i>	<i>Nursing 320PL (Mental Health)</i> or Nursing 340PL(Families I) 4 cr <i>Nursing 335PL(Acutely ill II)</i> 4 cr S/B Science Tier I 3 cr Theo Tier II 3 cr Elective 1 cr Total 16 cr	N310PL, Psych 210* <i>N310PL, BIO206(Micro)</i> <i>N310PL,NS207,BIO380</i> 33 credits Total 101 credits
YEAR 4	<i>Nursing 410PL (Research)</i> 3 cr <i>Nursing 420PL(Aggregates)</i> or <i>Nursing 425PL(Families II)</i> 4 cr <i>Nursing 430PL (Leadership)</i> or <i>Nursing 440PL (Critically III)</i> 5 cr Phil 304 (Bioethics) 3 cr Total 15 cr	All N300PL Level, Math 221* <i>N410PL *</i> <i>All N300PL Level</i> <i>All N300PL Level</i> <i>All N300 PL Level</i>	<i>Nursing 420PL (Aggregates)</i> or <i>Nursing 425PL (Families II)</i> 4 cr <i>Nursing 430PL (Leadership)</i> or <i>Nursing 440PL (Critically III)</i> 5 cr <i>Nursing 450PL (Professional Capstone)</i> 2 cr Tier II requirement 3 cr Total 14 cr	All N300PL Level, N410PL <i>All N300PL Level</i> <i>All N300PL Level</i> <i>All N300PL Level</i> <i>Semester of Graduation</i> 29 credit hours Total 130 credits

* Students may be exempt based on placement testing

Revised 5/07

C. Course Descriptions – BSN-PL

Go to the *Walsh University Catalog* at <http://walsh.edu/universitycatalogs.htm> for required courses, and complete course descriptions.

Nurs 220PL Theoretical Concepts for Nursing Practice

This course presents the history of the nursing profession and the socioeconomic and political factors that have influenced the evolution of the profession and the scope of nursing practice.

Nurs 230PL Health Assessment and Promotion for Nursing Practice

The major focus of this course is nursing health assessment with emphasis on adult clients as they adapt to stressors in the internal and external environment.

Nurs 240PL Clinical Pharmacology and Nursing Management

This course provides the student with a sound basis for the clinical application of pharmacology.

Nurs 310PL Foundations of Nursing with the Older Adult

Assessment and analysis of the health status of older adults is learned as the basis for planning, implementing, and evaluating nursing care.

Nurs 320PL Nursing to Promote Mental Health

The focus of this course is therapeutic nursing intervention with clients of all ages at varying points on the mental health continuum.

Nurs 330PL Nursing of the Acutely Ill Adult I

This course introduces the nursing student to biological, psychosocial, cultural and spiritual responses to acute illness as the client experiences internal and external environmental stressors.

Nurs 335PL Nursing of the Acutely Ill Adult II

This course continues to introduce the nursing student to biological, psychosocial, cultural and spiritual responses to acute illness as the client experiences internal and external environmental stressors.

Nurs 340PL Nursing with Families I

This course focuses on communication and therapeutic nursing interventions with family as client on the health continuum who are in varying stages of growth and development, including childbearing.

Nurs 410PL Nursing Research

The purpose of this course is to introduce the nursing student to the research process applied to the practice of nursing in an effort to promote, maintain, restore, and reorganize health, or to support death with dignity

Nurs 420PL Nursing with Aggregates

This course focuses on using critical thinking to examine the role of the nurse with aggregates in the community.

Nurs 425PL Nursing with Families II

This course focuses on communication and therapeutic nursing interventions with family as client on the health continuum who are in varying stages of growth and development, including childrearing.

Nurs 430PL Leadership in Nursing

This course emphasizes the role of communication, interpersonal interaction, critical thinking, decision-making, adaptability, accountability, responsibility, and the role of leadership in nursing.

Nurs 440PL Critically Ill

This course is designed to introduce the senior nursing student to critical care concepts and advanced technical skills in order to provide therapeutic nursing interventions to promote, maintain, restore, and reorganize health, or support death with dignity with the critically ill client.

Nurs 450PL Professional Capstone

The capstone course will highlight all the professional endeavors of the student's past and present academic and work achievements.

Core and Related Courses – see Appendix I or go to the *Walsh University Catalog* at <http://www.walsh.edu/pdf/UndergradCat0607.pdf>

Students must have a minimum of 125 credit hours to graduate.

BACHELOR OF SCIENCE IN NURSING
School for Professional Studies

Major Curriculum Sheet
 (General Education Core Requirements Listed Separately)
 Walsh University
 2007-2008

Student: _____ Advisor _____

Prior college coursework may be used to fulfill requirements in the prerequisites, general education core and elective credits.

Lower division Nursing Escrow 25 Credit Hours

Nursing Electives ___ Credit Hours

Nursing Requirements 29 Credit Hours

Semester Taken	Final Grade	Course	Credit hours
		NURS 300RN Theoretical Concepts for Nursing Practice	3
		NURS 301RN Health Assessment and Promotion for Nursing Practice	4
		NURS 302RN Critical Thinking in Clinical Decisions	5
		NURS 340RN Nursing with Families	3
		NURS 410PL Nursing Research	3
		NURS 420PL Nursing with Aggregates* fulfills Diversity & Program Requirements	4
		NURS 430PL Nursing Leadership	5
		NURS 450PL Professional Capstone	2

Additional Requirements 11 Credit Hours

		MATH 221 Statistics* fulfills reduced core & program requirements	3
		CHEM 200 Aspects of Clinical Chemistry* fulfills reduced core & program requirements	4
		BIO 402 BIO upper-division electives (300 or higher)* fulfills reduced core & program requirements	4

Core requirements 18 Credit Hours

		PHIL _____	3
		THEO _____	3
		ENG 102	3
		ENG 200 level or higher	3
		SOC 101 OR PSYCH 110 OR ECON OR GFA	3
		HIST _____	3

Electives 42 Credit Hours

E. Course Descriptions – RN-BSN

Go to the *Walsh University Catalog* at <http://walsh.edu/universitycatalogs.htm> for required courses

Nurs 300RN Theoretical Concepts for Nursing Practice

This course presents the history of the nursing profession and the socioeconomic and political factors that have influenced the evolution of the profession and the scope of nursing practice.

Nurs 301RN Health Assessment and Promotion for Nursing Practice

The major focus of this course is nursing health assessment with emphasis on adult clients as they adapt to stressors in the internal and external environment.

Nurs 302 Critical Thinking in Clinical Decisions

This course focuses on the critical thinking process as the student integrates nursing, liberal arts, and science theories.

Nurs 340RN Nursing with Families

This course focuses on using critical thinking to examine the role of the nurse with families. Knowledge of family health risks and health promotion is emphasized.

Nurs 410RN Nursing Research

The purpose of this course is to introduce the nursing student to the research process applied to the practice of nursing in an effort to promote, maintain, restore, and reorganize health, or to support death with dignity

Nurs 420RN Nursing with Aggregates

This course focuses on using critical thinking to examine the role of the nurse with aggregates in the community.

Nurs 430RN Nursing Leadership

This course emphasizes the role of communication, interpersonal interaction, critical thinking, decision-making, adaptability, accountability, responsibility, and the role of leadership in nursing.

Nurs 450 Professional Capstone

The capstone course will highlight all the professional endeavors of the student's past and present academic and work achievements.

IV. DIVISION OF NURSING POLICIES AND PROCEDURES

A. Progression Policy

The Division of Nursing adheres to the academic standing policies of the University as set forth in the *Walsh University Catalog*. <http://walsh.edu/universitycatalogs.htm> The student majoring in nursing must achieve a "C" or better in all required nursing courses in order to continue in the major. If a student receives a grade of "C-" or below in a nursing or science course (Anatomy & Physiology I&II, Chemistry 109&110, Nutrition, Pathophysiology, Microbiology) the student must repeat that course. A failed nursing course may be repeated only one time to meet a grade of C requirement. A C- or below in a second nursing course will result in automatic dismissal from the nursing program. For all students, the program of study must be completed with the last nursing course taken.

Disciplinary Action

The Division of Nursing adheres to all disciplinary policies of the University. These policies can be found in the *Walsh University Student Handbook* at <http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf> and the *Walsh University Catalog* <http://walsh.edu/universitycatalogs.htm>.

Disciplinary Actions/ Dismissal from the Nursing Program

Reasons for immediate disciplinary dismissal from the Nursing Program include, but are not limited to, the following:

1. Dishonesty such as cheating, stealing, lying, plagiarism, falsifying records.
2. Evidence of substance abuse or dependency on alcohol or drugs.
3. Possession, use, or sale of drugs illegally.
4. Physical or psychological abuse of clients.
5. Physical or psychological abuse of faculty, other students, or members of the health care team.

The student will be notified verbally and in writing of specific grounds for which disciplinary proceedings are based. The student will be given an opportunity for a hearing with the involved faculty. If necessary, an appeal may be made in writing to the Chair of the Division of Nursing. Following that hearing, the student may appeal the decision to the Provost/Academic Vice President

Refer to the *Walsh University Student Handbook*

<http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf> under academic policies for penalties and appeals process.

B. Grading Scale

The Division of Nursing adheres to the University grading system (see the *Walsh University Handbook* <http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf>) The nursing faculty have developed a percentage range corresponding to the University system. The following percentage range will be used in all nursing courses:

<u>Grade</u>	<u>%</u>
A	95-100
A-	93-94
B+	90-92
B	87-89
B-	85-86
C+	81-84
C	77-80
C-	75-76
D+	73-74
D	71-72
D-	69-70
F	68 and below

All tests and papers will be graded according to the above range. Refer to each Course Syllabus for policy related to late submission/test grading.

C. Test Taking Policy

1. Only one test during the semester may be made up.

2. The student must call off at least one hour prior to missing a test. Failure to call off will result in a 10 point grade reduction.
3. The student is responsible for contacting the instructor within 24 hours to arrange for a make up test. The make up test must be retaken within 72 hours of the original test date. All makeup exams will be at the instructors' convenience.
4. There will be no modification of the rescheduled test date. Failure to take a rescheduled test as arranged will result in a score of "0" (zero).
5. After the nursing instructor distributes tests and closes the classroom door, no tests will be available.
6. There will be no test maps before examinations.
7. Review of exams will be at the discretion of the faculty.
8. There will be no posting of answer sheets. Grades will be posted on Sakai within a week of the exam.

D. Documentation of Papers and Projects

The student must submit all papers and projects in the form and style as indicated in the most recent edition of *The American Psychological Association (APA)*. All papers will be submitted through the drop box on Sakai, unless noted otherwise by the faculty of a course.

E. Assessment Technologies Institute Comprehensive Assessment and Review Program

All pre-licensure BSN students are required to participate in the Assessment Technologies Institute (ATI) comprehensive assessment and review program (CARP). The ATI CARP is a comprehensive testing and review program designed to provide students with various learning tools that will assist them throughout the curriculum in 1) learning course content, (2) identifying specific strengths and weaknesses, (3) reviewing specialty content, (4) improving test taking abilities, and (5) preparation for NCLEX® success. The ATI CARP is comprised of assessment tests (both practice and proctored), a DVD review series on specialty content, and review books that work in tandem to aid the students in review and remediation of the nursing curriculum.

Beginning on entrance to the nursing major in the sophomore year, assessment testing will involve the following:

- Two orientation assessments at beginning of sophomore year: Self-assessment Inventory and Test of Essential Academic Skills.
- Assessment of critical thinking at the beginning and end of the program.
- Online proctored assessment tests related to content mastery of specialty areas to be given at the end of each of the following courses:
 - NURS240 (Pharmacology Content Mastery Assessment)
 - NURS 310 (Fundamentals Content Mastery Assessment)
 - NURS320 (Mental Health Content Mastery Assessment)
 - NURS335 (Medical-Surgical Content Mastery)
 - NURS340 (Maternal-Newborn Content Mastery)
 - NURS425 (Nursing Care of Children Content Mastery)
 - NURS 420 (Community Health Content Mastery)
 - NURS430 (Nursing Leadership Content Mastery)

- RN Comprehensive Predictor at end of program to determine readiness for NCLEX® success.

Students failing to achieve the desired proficiency level designated for each course with the first proctored assessment test are accountable for their own remediation through individual study of the review materials provided by ATI and non-proctored practice testing. In addition, student results on the proctored tests may be used as part of the course grade. Please refer to the individual course syllabus for specific information.

Since the ATI CARP is a program requirement, each student will be required to participate in testing and remediation, if needed, each semester. Instructions for ordering the ATI CARP program will be provided on the first day of class. The total cost of the ATI CARP is the responsibility of the student and will be scheduled in divided payments due each semester. Students who fail to order the required material by the required deadline will be administratively withdrawn from the course.

F. Classroom Attendance Policy

Nursing is a practice discipline and as such, clinical, laboratory, and classroom experiences are an integral part of each course. Attendance at all classes and labs is expected of all students. After careful thought and one written warning to the student, an instructor may administratively withdraw a student from a course after nine cumulative hours of unexcused absence. The student will receive only one warning. The student is expected to attend class and is responsible for the material presented in class. The student should refer to individual course syllabus for specific attendance policy. If course-work is time-restricted or requires participation with others, equivalent learning activities cannot be substituted. See the *Walsh University Catalog* for attendance policy. <http://walsh.edu/universitycatalogs.htm>

G. Clinical Policies

Clinical Overview:

1. Nursing as an applied discipline requires nursing courses to have both a classroom and clinical component. All clinical experiences are arranged between the clinical facility and Walsh University by written agreement. Transportation to the clinical sites is the responsibility of the students.
2. While participating in clinical experiences, students are expected to conduct themselves in a professional manner.
3. The clinical instructor will give the Administrative Assistant in the Division of Nursing a copy of the clinical rotation schedule at the beginning of each semester. This schedule will be used to contact a student in the clinical area if an emergency arises.
4. At the end of each semester, the clinical faculty will complete a clinical evaluation of their clinical students. This summary becomes part of the student's general file.
5. At the end of each semester, the clinical faculty is responsible for evaluating the clinical unit(s). The evaluation becomes part of the course report. (Refer to Appendix II, faculty evaluation of clinical unit)

6. At the end of each semester, the student is responsible for evaluating the clinical unit(s). The evaluation becomes part of the course report. (Refer to Appendix II, student evaluation of clinical unit)

Clinical Experience

Clinical hours are at a ratio of 3 to 1. In nursing courses with a clinical component, each course syllabus will have written clinical expectations that are specific to that course. In addition to the specific course clinical expectations there are general policies which apply to nursing students in all clinical settings. These include evaluation procedures, appearance, demeanor, transportation, parking, attendance/absences, and communication.

Attendance/Absences in the Clinical Area

In courses with a clinical component, the student must fulfill all clinical requirements. In the event that a student is absent or late from a particular clinical experience, course faculty will determine how the student will make up the missed learning opportunity. The following procedure should be followed regarding clinical absence/lateness:

- a. The student must notify the clinical agency of absence or lateness prior to the start of the clinical day.
- b. The student will give name, school, and area of assignment.
- c. The student will obtain the name of the person to whom they reported off.
- d. If a student is absent from clinical, a clinical absenteeism form will be completed by the student and submitted to the clinical instructor along with documentation of reason (doctor's excuse, etc.) prior to the next clinical day or as designated in the course syllabus. (See appendix III)

*Failure to follow the above procedure will be documented on the clinical evaluation under accountability and responsibility.

An unsatisfactory (U) will be given for each clinical/University laboratory day missed.

An unsatisfactory (U) will be given for each clinical /University laboratory day for which the student is late.

The student is responsible for his/her own health and for protecting the well being of others. When ill, the student must consider whether it is prudent to attend clinical at the risk of exposing others to the illness. If the student believes medical attention is needed, he or she should contact a private physician or the health service on campus.

A student who is or becomes ill in the clinical area will be sent home. A clinical absence will be counted if the student has been in the clinical area less than 50% of the scheduled clinical time. If the illness or injury is of an emergency nature, the student will be taken to a hospital emergency room for treatment. The student assumes responsibility for the cost of medical treatment and transportation. Clinical absences will be made up during finals week. A clinical lab fee will be assessed for this make-up day. See course syllabus for additional make-up work requirements.

Any student who has not completed a clinical nursing course for two consecutive semesters will be required to successfully complete skills testing prior to enrolling in a clinical nursing class.

Confidentiality/HIPPA

Confidentiality is a critical element in allowing students access to client records. Students must respect the privacy of clients and their medical records. Failure to maintain confidentiality will result in dismissal from the clinical experience and potential legal liability as established by HIPPA regulations.

Clinical Evaluation

All clinical courses require evaluation of student performance. Refer to specific Course Syllabus for Evaluation Guidelines/Tool. The student must pass both the clinical and theory components of a course. Passing clinical performance is defined as meeting clinical objectives in the laboratory /facility.

If unsatisfactory performance occurs, the following protocol will be implemented. The student will:

- a. receive a “U” documented on the clinical evaluation tool.
- b. develop a plan of action to remedy performance deficits. The plan of action must be developed and submitted by a date set by the faculty. (See appendix IV)
- c. jeopardize their course grade if the same or similar performance continues.
- d. receive an “F” in the course regardless of other course grades if they have received three (3) unsatisfactory clinical ratings.
- e. have a written record of the conference and the plan of action attached to the clinical evaluation tool and placed in the student’s file; a copy of the written record of the conference and plan of action will be given to the student.
- f. have the right to respond in writing on the written record of the conference.
- g. have the right to appeal a grade or academic decision that he/she believes to be in error or unfair (see “Appeals” in the *Walsh University Catalog*.)
<http://walsh.edu/universitycatalogs.htm>

H. Incomplete Policy

An incomplete grade form must be completed by the faculty and student and submitted to the office of the Registrar. If a course has not been completed because of illness or some other extenuating reason, an incomplete (“IN”) grade may be assigned by the faculty member. To have this “IN” grade removed, the student must satisfy all course requirements before the end of the following semester. Any course not completed by this time will result in the “IN” grade being converted to an “F”. No student will be allowed to graduate with an “IN” on the official record.

I. Appeals Process

If a student disagrees with a grade earned in a course, he or she must initially discuss the matter with the faculty member of the course. If the student continues to disagree with the faculty members’ decision, he or she may continue the appeals process by writing a formal letter of appeal to the Division of Nursing Chair within 10 working days. See the *Walsh University Student Handbook* for the appeals process at:

<http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf>

J. Communication Policy

The student is responsible for information that is posted on the nursing class bulletin boards, listed in the course syllabus, announced in class/lab/clinical, posted on Sakai and on Walsh University email, as well as presented in the *Walsh University catalog* <http://walsh.edu/universitycatalogs.htm> and Division of Nursing Handbook.

When documenting as a Walsh University student the following applies: The BSN student’s correct signature is the first initial of the first name, the last name, and the initials WUSN (Walsh University Student Nurse) (example: M. Smith, WUSN). The RN-BSN student’s correct signature is the first initial of the first name, the last name, and the initials RN, WUSN (example: M. Smith, RN, WUSN).

Lines of communication are in place to help the student deal with problems that may arise. Refer to the Administrative Structure and the Division of Nursing Structure for the channel of communication. For problems in the clinical area the student is expected to follow the chain of command. A problem related to clinical/laboratory performance should be first discussed with the clinical instructor involved. Problems in the classroom should be addressed to the classroom teacher. If the problems remain unresolved, the student should then contact the Chair of the Division of Nursing. The student wishing to pursue the matter further should then contact the Provost/Academic Vice President.

K. Class Cancellation Policies

If classes at the University are canceled, all nursing classes and clinicals are canceled. The cancellation of classes is normally announced before 7:00 A.M. on radio stations designated by Walsh University officials at the beginning of the academic year.

Delayed Start, Inclement Weather Policy, Clinical Days

Dependent on weather conditions, a delayed start to the beginning of the clinical day may be instituted. Delayed start means that the clinical day will begin at a predetermined time later than 7:00 a.m. The decision of a delayed clinical time will be decided by the course instructors and the Chair of the Division, by 6:00 a.m. Clinical faculty members will be notified by the course instructor; each faculty member will then communicate this to the students in each rotation via the established call-off list. However, both students and faculty may have left home to travel to the clinical areas prior to the time Walsh University officially cancels classes. If the University is officially canceled, the clinical day is canceled. When the University is not closed, students and faculty will report to the designated meeting point at each clinical facility by the designated time.

During the delay time, students and faculty will listen/watch for the closing announcement of Walsh University on the local radio stations:

AKRON	ALLIANCE
WAKR AM (1590) WONE FM (97.5) WQMX FM (94.9)	WDPN AM (1100) WDJP FM (92.5)
CANTON	CLEVELAND
WHBC AM (1480) and FM (94.1) WROK FM (106.9)	WTAM AM (1100) WGAR FM (99.50)

NEW PHILADELPHIA/DOVER	
WJER AM (1450) and FM (92.5)	

Details are also available from the **University Closing Information Line: 330-490-7005.**

The actual announcement of closings or postponements will take one of four forms:

1. “Walsh University classes meeting after xx:xx will meet as scheduled.”

All faculty and staff report as usual. Classes will begin at the announced time.

2. “Daytime classes are canceled. All personnel should report.”

All staff report as soon as they can safely make their way to work. Anyone who does not report must take the day as a vacation day.

3. “Daytime classes are canceled. Only essential staff should report.”

Only staff involved in grounds and maintenance, food service, security, and dormitory supervision should report to work. An effort will be made to provide some form of transportation for such staff if necessary.

4. “Evening and School of Professional Studies classes are canceled.” (Announcement made at 3:30 p.m.)

See the *Walsh University Student Handbook* at <http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf>

L. Americans with Disabilities Act

The Americans with Disabilities Act of 1990 is a comprehensive civil right act, which provides protection to individuals with disabilities. A disabled person is defined as someone who:

1. has a physical or mental impairment,
2. has a record of such an impairment,
3. and/or is regarded as having such an impairment

In order to be granted protection under the Americans with Disabilities Act students must self-identify to the faculty and provide current and comprehensive documentation concerning the nature and extent of the disability.

Assisting students does not mean lowering standards and expectations. All students are ultimately responsible for their own academic achievement. Each student must be responsible for class attendance, assignments, and all other course materials. It is up to the individual student to seek outside help and to utilize agreed upon classroom adjustments.

Information from pamphlets distributed by the American Council on Education, One DuPont Circle, Suite 800, Washington, D.C. 20023-1193.

If you require reasonable accommodation because of a physical, mental, or learning disability, you must contact student services within the first two (2) weeks of the semester for evaluation.

M. Graduation

All students are required to complete all measures of program assessment.

A candidate for the BSN degree must:

1. File an application in the Registrar's office by the posted deadline.
2. Have a minimum of 125 semester hours of credit.*
3. Fulfill all requirements of the core curriculum and the nursing major.
4. Achieve a minimum cumulative grade point average of 2.00, as well as a minimum of "C" (2.00) in each nursing course and required science course.

***Note:** 32 of the last 38 semester hours must be taken at Walsh University, 15 of these must be in upper division nursing courses.

N. Licensure (OBN criteria)

The Ohio Board of Nursing requires all students who enter a pre-licensure program to submit their fingerprints to the state Bureau of Criminal Identification and Investigation (BCI&I) and the Federal Bureau of Investigation (FBI) six to nine months prior to completing their nursing education. Students who wish to seek licensure in other states may be subject to similar requirements in those states.

Convictions, guilty pleas or judicial findings of guilt for any of the following crimes, classified as "egregious felonies" by the Ohio Board of Nursing will preclude students from being licensed in Ohio and may preclude them from being licensed in other states as well:

- | | | |
|--------------------------|---------------------------|-----------------------|
| ▪ Aggravated Murder | ▪ Kidnapping | ▪ Aggravated arson |
| ▪ Murder | ▪ Rape | ▪ Aggravated robbery |
| ▪ Voluntary manslaughter | ▪ Sexual battery | ▪ Aggravated burglary |
| ▪ Felonious Assault | ▪ Gross sexual imposition | |

The Ohio Board of Nursing may also deny any application for licensure if the student has pleaded guilty to, been convicted of, or had a judicial finding of guilt for any of the following:

- ANY felony
- ANY crime involving gross immorality or moral turpitude
- ANY misdemeanor drug law violation
- ANY misdemeanor committed in the course of practice

Other than the automatic licensure bars described above, the Board is unable to give definitive answers regarding licensure prior to entry into or during participation in a nursing education program. The Board does not have the authority to make a determination or adjudication until an application has been filed. In addition, the Board is unable to advise, speculate or give informal answers to the question of licensure prior to the time that the application is filed.

If an applicant has a criminal history, the Board conducts a thorough investigation of any grounds that may exist for licensure denial at the time that the application is filed. The Board may consider whether the applicant has made restitution and/or has been rehabilitated. However, the Board's primary mission is protection of the public, so the Board must determine an applicant's risk to the public as a licensed nurse. If the Board of Nursing licenses an individual with a history of other than one of the above crimes, the individual's license may permanently and publicly reflect that there was Board action taken on the license (i.e. Punishment).

In order to sit for the NCLEX-RN, the student must:

1. submit fingerprints to Bureau of Criminal Identification and Investigation (BCI & I) six to nine months prior to completing their nursing education program. (See Appendix V)
2. obtain an application packet from the Ohio Board of Nursing (or in the jurisdiction you wish to be tested), **and** register to take the test with NCS Pearson. To download the application for licensure go to: <http://www.nursing.ohio.gov>
3. submit the correctly completed applications with the correct fees to 1) the Ohio Board of Nursing and 2) NCS Pearson by the indicated deadlines. (***Notify the Board of Nursing in the jurisdiction you wish to be tested of any physical, mental, or emotional disability to request special accommodations – Refer to the Ohio Board of Nursing website <http://www.nursing.ohio.gov> under “licensure: frequently asked questions”*). (See Appendix VI)
4. successfully complete an onsite multi-day NCLEX-RN review course at the student’s expense.
5. verify education in the form of a certificate of completion (submitted by the Division of Nursing Chair on successful completion of program requirements).
6. receive an Authorization to Test (ATT) letter which contains your authorization number, identification number, and an expiration date from the NCS Pearson.
7. schedule a testing date with NCS Pearson testing site after receipt of ATT.
8. bring official identification with photo and signature and the ATT letter to the testing site.

The address for the Ohio Board of Nursing is:
17 S. High St.
Suite 400
Columbus, Ohio 43215-7410

V. STUDENT REQUIREMENTS

A. Professional Conduct/Integrity Policy

Academic Integrity

The nursing student/faculty must be aware of the rights that accompany responsibilities, and must be honest with themselves and others. Integrity is demanded of those who truly share in the principle of human dignity. An ever-changing profession, nursing makes heavy demands on those men and women with inquiring minds who wish to achieve their full potential as a nurse. As a nurse, you will accept a lifetime commitment to helping others, a commitment that should bring you satisfaction. The Division of Nursing adheres to the University Integrity Policy found in the *Walsh University Catalog*. <http://walsh.edu/universitycatalogs.htm> and the *Walsh University Student Handbook* at <http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf> It is expected that students will demonstrate professional behavior in the clinical settings and will abide by Walsh University policies/procedures as well as the clinical settings’ policies/procedures.

- a. The student may obtain assignments at the times designated in the course syllabus. No family/friends may accompany students to the clinical area.
- b. Smoking policies of each facility must be followed.
- c. Professional conduct is expected at all times. (See Appendix VII)

- d. Students are not authorized to be in any healthcare facility unless for clinical experience or picking up assignments.

Ohio Board of Nursing (OAC) 4723-5-12-J Student Conduct Policy

Walsh University nursing students will adhere to policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723. of the Revised Code and the rules adopted under that chapter, including, but not limited to the following:

(1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.

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

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

(4) A student shall implement measures to promote a safe environment for each client.

(5) A student shall delineate, establish, and maintain professional boundaries with each client.

(6) At all times when a student is providing direct nursing care to a client the student shall:

(a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and

(b) Treat each client with courtesy, respect, and with full recognition of dignity and individuality.

(7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section [4723.28](#) of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section [4723.28](#) of the Revised Code for a practical nurse;

(8) A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code;

(9) A student shall not:

(a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client;

(b) Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

(10) A student shall not misappropriate a client's property or:

(a) Engage in behavior to seek or obtain personal gain at the client's expense;

(b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense;

(c) Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or

(d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships.

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

(11) A student shall not:

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

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

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

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

(13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section [4729.01](#) of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.

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

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

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

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

(18) A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice;

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

(20) A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion;

(22) A student shall not assist suicide as defined in section [3795.01](#) of the Revised Code.

(23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its faculty or preceptors, or to the board.

Effective: 02/01/2008

B. Substance Abuse Policy

The Division of Nursing requires that nursing students at all times be capable of providing safe and effective patient care. To that end, the Division of Nursing is committed to a substance-free workplace and environment. This means that nursing students must not be impaired by any substance during any part of the nursing program, including classroom work, laboratory assignments, and community based clinical settings in which nursing students participate. Although the Division of Nursing has no intention of intruding into the personal lives of students, it cannot ignore a situation that would jeopardize the quality of education being provided and could create an unsafe environment.

Therefore, any situation where a nursing student's ability or performance is impaired by a chemical or natural substance will be dealt with by the procedures set forth below. The Division of Nursing defines such chemical or natural substance to include (but not be limited to) alcohol, over-the-counter medications, controlled substances, inhalants, synthetic designed drugs, or other illegal drugs.

Procedures:

- i. Any nursing student undergoing medically prescribed treatment involving a chemical or natural substance which may limit the nursing student's ability to perform the required tasks must report that treatment to his/her professor prior to participating in activities in the classroom, laboratory, or clinical setting. Upon such disclosure, the faculty member shall accommodate the student's potential impairment in that setting. Failure to report this to the faculty may be cause for appropriate disciplinary action under these procedures. It is the nursing student's responsibility to determine from his/her physician whether a prescribed substance may impair performance. Any information provided by the nursing student shall be kept confidential.
- ii. Whenever a faculty member has reason to suspect that a nursing student is impaired, the faculty member should ask another faculty member or nurse from the clinical agency to confirm the impairment if available.
- iii. Within one (1) working day of such action by the faculty, the faculty member shall advise the Division of Nursing Chair in writing of the action. The student shall be provided at the same time a copy of the advisement.
- iv. Within three (3) working days of receiving that written report, the Division of Nursing Chair shall schedule a meeting with the nursing student. Until such time as that meeting is held, the nursing student shall be temporarily suspended from the program and shall not be permitted to attend any activity in the classroom, laboratory, or clinical setting.
- v. At the scheduled meeting with the nursing student, he/she shall be given an opportunity to explain the incident and demonstrate evidence that he or she was not impaired at the time of the incident. If the incident is explained to the satisfaction of the Division of Nursing Chair, the absence shall be marked excused and the nursing student shall be permitted to make up any missed work.

- vi. If an incident is not explained to the satisfaction of the Division of Nursing Chair, or if the nursing student does not attend the scheduled meeting, the incident shall be noted on the nursing student's record, a warning issued, and the student will be referred to the Judicial System of the University. All missed work must be completed. After a second incident, the nursing student shall be suspended from the Division of Nursing's program for one year and shall be readmitted only upon demonstration of appropriate counseling and/or medical treatment.
- vii. If a nursing student is readmitted to the Division of Nursing's program upon demonstration of appropriate counseling and/or medical treatment and demonstrates that his or her ability or performance is impaired by a chemical or natural substance while participating in activities in the classroom, laboratory, or clinical setting, he or she shall be entitled to the procedures set forth in Paragraphs 3 through 6 above. However, if that incident is not explained to the satisfaction of the Division of Nursing Chair, or if the nursing student does not attend the scheduled meeting, the nursing student shall be subject to dismissal from the program.
- viii. It shall be the responsibility of each nursing student who observes or has knowledge of another nursing student in a condition which impairs his/her abilities in the classroom, laboratory, or clinical setting to promptly report the fact to the responsible faculty member. Failure to report that observation or knowledge may subject that nursing student to discipline.

The Division of Nursing earnestly solicits the understanding and cooperation of all nursing students in implementing the Policy and Procedures set forth herein. Questions regarding these Policy and Procedures should be directed to the Division of Nursing Chair, with assurance that all inquiries will be kept confidential. See the *Walsh University Student Handbook* at www.walsh.edu for the University substance abuse policy.

C. Confidentiality/FERPA

The Walsh University Division of Nursing follows the Family Educational Right and Privacy Act of 1974 (FERPA). This federal law is designed to protect the privacy of education records. It also provides guidelines for appropriately using and releasing student education records. It is intended that students' right be broadly defined and applied. Therefore, we consider the student as the "owner" of his or her education record, and the institution as the "custodian" of that record. See the Walsh University FERPA policy at <http://walsh.edu/ferpa.htm>, the *Walsh University Student Handbook* at <http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf> or the Walsh University Catalog at <http://www.walsh.edu/multiculturalaffairs.htm>. Files for the nursing student will be created upon admission to the program: 1) general file, 2) advising file. All files are kept in the Division of Nursing office.

Students may see their files upon request. This must be done in the presence of a faculty member. (Refer to the *Walsh University Student Handbook* <http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf>)

D. Mandatory Health Requirements

To protect the well-being of clients and nurses, many agencies require that agency personnel have periodic diagnostic tests and current immunizations. These procedures are required for the nursing

faculty and students. Prior to laboratory/clinical nursing courses, the following requirements are at the student's expense:

1. Initial 2-step PPD followed by annual PPD. If the student is a known positive, after an initial negative chest x-ray, no further testing is required as long as the student is asymptomatic. However, the student must adhere to clinical agency policy and may be required to sign a facility form concerning tuberculosis positive reaction.
2. Tetanus within the past ten (10) years.
3. Rubella (3-day Measles). The student must show serologic proof of immunity.
4. Rubeola (7-day Measles). The student must show serologic proof of immunity.
5. Infectious Parotitis (Mumps). The student must show serologic proof of immunity.
6. Varicella (Chicken Pox). The student must show serologic proof of immunity.
7. Hepatitis B Vaccine. Students are recommended to have the Hepatitis B Vaccine series or must sign a waiver.
8. Current American Heart Association Healthcare Provider Basic Cardiopulmonary Life Support (BCLS) course and certification that is current throughout the program. Copy of provider card must be retained in files.
9. Current Ohio Registered Nurse Licensure for all faculty and RN-BSN students.
10. Fingerprinting is required each year. Drug screening may be required by selected clinical agencies.
11. An individual who is sensitive to latex must submit a physician's statement allowing him/her to work in the health care environment.

The above information must be submitted to the Division of Nursing Office prior to employment or admission to the nursing program and must be updated prior to the beginning of classes each fall semester. Students will not be permitted to attend class if health care data is not up to date.

The University health nurse can coordinate the administration of the tetanus, rubella, and rubeola immunizations, PPD and HBV series to faculty and students. Please call Walsh University Health Services for further information.

Pregnancy

Students are responsible for their own health and the health of their unborn child. When a student is aware of her pregnancy, either confirmed or non-confirmed, it is her responsibility to inform her clinical faculty member and the course coordinator. The student must notify the appropriate course coordinator in writing of the pregnancy as soon as the pregnancy is confirmed. Examples of diagnoses or treatment regimes that may jeopardize the unborn include but are not limited to: radiation and viral infections. The student will be responsible for being aware of potential risks to her or her unborn child related to clinical assignments. It is her responsibility to discuss this with the instructor so that necessary assignment changes may be made. Class or clinical time missed because of the pregnancy will be handled in the same

manner as other absences. Course objectives must be met to successfully complete the course. The student may be asked to provide a physician's work slip noting his/her approval of the student continuing clinical work

E. Universal/Safety Precautions

a. Universal Precautions

Because medical history and examination cannot reliably identify blood and body fluid-borne pathogens, Universal Precautions (blood and body fluids precautions) must be consistently used with all clients.

Appropriate barrier precautions should be applied to prevent skin and mucous membrane exposure to blood, body fluids containing visible blood, semen and vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid, and amniotic fluid. Methods for the prevention or transmission of non blood-borne pathogens should also be applied.

b. Barrier Precautions

1. Wash hands before and after patient contact and immediately upon contact with human tissue, blood, and body fluids.
2. Wear gloves when touching human tissue, blood and body fluids.
3. Wear gloves when handling items that have been soiled with blood or body fluids.
4. Wear gloves and protective eyewear when performing venipuncture or other vascular access procedures.
5. Wear masks, protective eyewear and waterproof gowns during procedures likely to generate droplets/splashes of blood or body fluids.
6. While wearing gloves, avoid handling items with contaminated gloves.
7. Remove gloves and other barriers without touching exposed surfaces.
8. Wash hands immediately after gloves are removed.
9. Mouth-to-mouth resuscitation masks designed with a barrier system should be used to provide emergency treatment

c. Protocol for Needle-stick/Blunt Injury/Mucous Membrane Splash

1. All exposures to blood or body fluids with visible blood are to be reported immediately to the clinical instructor. If the injury occurs at a clinical facility, the clinical instructor notifies the infection control coordinator and follows the clinical facility policy.
2. Immediately cleanse the needle-stick or cut with soap and water. If mouth, nose or eyes are involved, rinse with saline or sterile irrigant.
3. Complete incident reports as required. (facility and University)
4. If the source client/person has AIDS, is positive for HIV antibody or HbsAg, or refuses testing the student should consult a private physician or campus health service as soon as possible after exposure.

5. Medical management of exposure as recommended by CDC and the U.S. Public Health Service: For further information, contact the Center for Disease Control and Prevention at www.cdc.gov.
6. The student is responsible for reporting the incident, seeking medical care and all financial obligations incurred due to the incident.
7. Neither the clinical facility nor Walsh University is responsible for follow-up care.

F. Uniform Requirements

1. The Walsh University Division of Nursing has an official uniform. Uniforms are expected to be kept clean in good repair. Divisions of Nursing uniforms are to be worn to all clinical sites in accordance with agency policy. For clinical experience in any setting, the student is expected to:
 - a. wear suitable attire as identified by the course faculty and the policies of the agency.* The attire must be clean and pressed.
 - b. wear a Walsh University nursing student name pin;
 - c. wear shoes appropriate to agency policies and clinical practice activities which are clean and polished;
 - d. wear a watch which measures seconds;
 - e. wear no fragrance (perfumes, after shave, or highly scented lotions);
 - f. wear no body jewelry, except a plain wedding band;
 - g. arrange hair to be away from the face without decorative hair ornaments, and off the collar,
 - h. have nails that are clean and do not extend over the ends of the fingers. No artificial nails or nail polish are permitted;
 - i. have no visible body tattoos.

*When obtaining an assignment prior to the clinical experiences, the student is expected to present a professional appearance by adhering to the above standards. In the BSN pre-licensure option, the acceptable attire is the burgundy knit shirt and khaki pants, lab coat, name pin, and facility identification badge if required. Acceptable dress for other situations includes business-like attire or dress slacks (no denim, sandals, tennis shoes, halter tops, t-shirts or shorts), designated laboratory coat, name pin, and facility identification badge if required. See course syllabus for specific uniform requirements.

G. Transportation/Parking

The student is responsible for his/her own transportation to and from all agencies used for clinical experiences. Parking arrangements will be explained in each course during orientation to the clinical agency. Students must adhere to the clinical facilities' parking policy. Students not adhering to facility policies and/or rules will incur a clinical "U" for the day.

VI. FEES AND EXPENSES

A. Professional Liability

All student nurses are required to have and maintain nursing liability insurance and will be billed for liability coverage insurance annually. All nursing faculty are encouraged to have professional liability insurance. Walsh University provides professional liability coverage for faculty while performing faculty duties.

B. Uniforms

All students will be required to purchase the Walsh University uniform at the beginning of the sophomore year. The Division of Nursing makes arrangements with a local uniform shop to provide uniforms including the burgundy polo shirt, khaki dress pants, burgundy scrub pants and top, white lab coat and name pin. A long-sleeve white undershirt may also be purchased. Uniform tops and lab coat will be embroidered with “Walsh University”.

C. Clinical Equipment

Clinical equipment will be provided for use in laboratory settings on campus. Students are required to purchase a stethoscope prior to the spring semester of their sophomore year for Nursing Fundamentals. Stethoscopes may be purchased through a yearly fundraising event sponsored by W.U.S.N.A. Students must also have a watch with a second hand. Other equipment such as bandage scissors, hemostats, and pen lights are recommended but not required.

D. Immunizations

Prior to laboratory/clinical nursing courses, the student must provide proof of positive titers for the following communicable diseases: Rubeola (Measles), Mumps, Rubella, and Varicella (Chicken Pox). If the student has a negative titer for any of the above, the student must show proof of vaccination against the disease. The student must also have a yearly TB test and have had a tetanus shot within the last ten (10) years. The student is responsible for the cost of these vaccinations and yearly TB test. Walsh University Health Services provides yearly TB tests at no cost to the student. Other vaccinations are available upon request, but will be at the students’ expense.

E. CPR Certification

Prior to laboratory/clinical nursing courses, the student is required to be certified in the American Heart Association’s Healthcare Provider course of cardiopulmonary resuscitation (CPR). This certification must be renewed every two (2) years. Walsh University provides several certification and recertification courses each summer prior to the fall semester. American Heart Association Healthcare Provider courses may be taken at any local hospital.

F. Background Checks/Fingerprinting

Yearly BCI fingerprinting is required of all nursing students. Students will not be permitted to attend clinical experiences until results from the background checks have been received by the Division of Nursing.

G. ATI CARP

See above for the ATI CARP requirements. Since the ATI CARP is a program requirement, each student will be required to participate in testing and remediation, if needed, each semester. The total cost of the ATI CARP is the responsibility of the student and will be scheduled in divided payments due each semester.

H. NCLEX-RN Review Class

The graduate nurse is required to complete an onsite multi-day NCLEX-RN review course as part of the Walsh University Division of Nursing curriculum. This review course is at the student's expense and will be scheduled by the graduating class.

I. Graduation Fees

The student will apply for Graduation according to University policy. All fees for graduation are the responsibility of the student. See the *Walsh University Website* at <http://walsh.edu/graduationdeadlines.htm> for graduation application and deadlines

VII. STUDENT SERVICES

The student is referred to the *Walsh University Catalog* <http://walsh.edu/universitycatalogs.htm> and the *Walsh University Student Handbook* for information on rules, regulations and policies pertaining to students.
<http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf>

A. Office of Student Affairs

a. Student Financial Aid (Grants, Loans/Work-Study/Scholarships)

The student is eligible to participate in the broad range of financial aid programs, including Pell and Ohio Instructional Grants, Guaranteed Student Loans, University Work Study, and other scholarships. Information on these financial aid programs is available at the Student Service Center. Refer to the *Walsh University Student Handbook* at <http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf>, the Walsh University Website at <http://www.walsh.edu/studentaffairs.htm> or the *Walsh University Catalog* at <http://www.walsh.edu/pdf/UndergradCat0607.pdf>

b. Campus Ministry

The services of Campus Ministry are available to all Walsh students. Campus Ministers are available for personal counseling by appointment. Other Campus Ministry concerns include social justice, retreats, liturgy, peer ministry, services related to birthdays and holidays. Contact the Campus Ministry office for more information. See the *Walsh University Student Handbook* at <http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf> and the Walsh University Website at <http://www.walsh.edu/campusministry-2.htm>

c. Academic Advising

All nursing students will be assigned an academic advisor. The nursing student will find the name of their academic advisor on a computer-generated list on the Cavalier Center. While the advisor guides the student in fulfilling the requirements for completing a nursing degree, the ultimate responsibility for choosing appropriate courses lies with the student.

The nursing student and advisor meet at least once each semester during the time set aside for academic advising to discuss the nursing student's academic progress. During the designated period of academic advising, students are responsible for making an appointment with their academic advisor for assistance with scheduling classes. The nursing student is responsible for clarifying information and having the pre-registration form signed by their advisor in order to be eligible to register for the next semester's classes. Academic advising of a student will be documented. The documentation becomes part of the student's advising file.

d. Academic Support

The Learning Resource Center (LRC) is available to all students enrolled in Walsh University. The LRC houses resources for writing assistance, as well as tutoring in other subject matter. If you require reasonable accommodation because of a physical, mental, or learning disability, you must contact student services within the first two (2) weeks of the semester for evaluation. See the Americans with Disabilities Act above for further information. See the *Walsh University Student Handbook* at <http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf> and the Walsh University Catalog at <http://www.walsh.edu/pdf/UndergradCat0607.pdf>

e. Additional Support Services

In addition to Campus Ministry and Academic Services, additional support is available to all students of Walsh University. See *Walsh University Catalog* <http://walsh.edu/universitycatalogs.htm> and the *Walsh University Student Handbook* sections on: Career Services, Health Center (<http://www.walsh.edu/healthservices.htm>), Office of Student Affairs (<http://www.walsh.edu/studentaffairs.htm>), Athletic Office (<http://www.walsh.edu/athletics.htm>), Counseling Center (<http://www.walsh.edu/counselingservices.htm>), International Student Office (<http://www.walsh.edu/multiculturalaffairs.htm>) and Office of Campus Diversity. <http://www.walsh.edu/pdf/STUDENTHANDBKREV0121406.pdf> or go to the Walsh University Website at <http://www.walsh.edu/studentupportservic.htm>

f. Nursing Scholarship Information

Scholarships specific to nursing are frequently available. See the Division of Nursing bulletin board for Nursing Scholarship criteria

B. Student Leadership

a. Division of Nursing Meeting Representative

Each fall semester, students from each level of the pre-licensure option elect one classmate to represent them at Division Meetings. RN-BSN students elect one classmate to represent the class at Division Meetings. At the same time an alternate is elected to attend meetings when the representative is unavailable. Students are notified of the scheduled meeting times, called as a reminder, and emailed. Each student representative receives the agenda for meetings and the committee minutes. Students are encouraged to notify their representatives of any student concerns. Representatives in turn notify the nursing student body of information from the faculty.

b. Curriculum Meeting Representative

Each fall semester, one student from the upper-class pre-licensure option and one student from the RN-BSN option are elected to represent the student body at Curriculum Meetings. Students are notified of the scheduled meeting times, called as a reminder, and emailed. Each student representative receives the agenda for meetings and the committee minutes.

c. Walsh University Student Nurses Association (WUSNA)

Full membership in the Walsh University Student Nurses Association is comprised of BSN students. Associate membership is open to pre-nursing students, nursing alumni and other Walsh University students with an interest in nursing related activities. W.U.S.N.A. works closely with the Walsh University Student Governance Structure and is a service based organization. Each year the membership elects a President, Vice President and Secretary/Treasurer. Members may also serve on committees within the organization. A Division of Nursing Faculty member serves as an advisor to the organization.

d. Walsh University Honor Society for Nurses (WUHSN)

Each candidate for membership in W.U.H.S.N. is required to meet the criteria for the undergraduate category of membership. Students are required to have completed 50 percent of the nursing curriculum, have at least a 3.0 GPA on a 4.0 grading scale, rank in the upper 35% of the graduating class and meet the expectation of academic integrity

e. Outstanding Nursing Student

During the spring semester, the nursing faculty will select one outstanding graduating student from each of the program options (pre-licensure and RN-BSN). The top three students with the highest overall GPA will be considered for this award.

IX. POLICIES SPECIFIC TO THE RN-BSN STUDENT

a. RN Licensure

The RN-BSN students must have verification of their current Ohio R.N. licensure. The R.N. must be in good standing with the Ohio Board of Nursing. The student in the RN-BSN nursing program option must have a current registered nurse license according to the law regulating the practice of nursing found in section 4723.7 of the Ohio Revised Code.

1. Suspension/Revocation of License

If this license is revoked or suspended, the student must withdraw from the program or be dismissed. In the event that the license is reinstated, the student may apply for re-admission to the program.

b. Professional Liability Insurance

All student nurses are required to have and maintain nursing liability insurance and will be billed for liability coverage insurance annually.

c. Clinical Supervision of RN-BSN students

RN-BSN students work with preceptors in the clinical setting. (See Appendix VIII, preceptor agreement and guidelines) Faculty will coordinate site visits with students and preceptors to review clinical objective attainment. Faculty members can be reached during all clinical times as needed.

d. Clinical RN-BSN Evaluation by Preceptor

The RN-BSN option uses an evaluation tool individualized for all clinical courses. This evaluation tool is implemented by the student, faculty and/or preceptor. The evaluation is signed by all involved. A copy becomes part of the student's record. (Refer to Appendix VIII, student evaluation of preceptor and preceptor evaluation of student)

e. Portfolio Process Policy

An RN-BSN student may portfolio up to two nursing courses if he/she has sufficient experience and prior education to meet the objectives of those courses. The following nursing courses are excluded from the portfolio process: NURS300, NURS340, NURS410 and NURS450. Students must enroll in Humanities 200, Experiential Learning Assessment at the School for Professional

Studies before beginning the portfolio. The courses chosen for portfolio must be approved by nursing faculty members before registering for Humanities 200. (See Appendix IX)

Within one year after taking the Humanities 200 course, the portfolio process must be completed.

**APPENDIX I
CURRICULUM REQUIREMENTS:
BACHELOR OF SCIENCE DEGREE IN NURSING
PRE-LICENSURE**

BACHELOR DEGREE-CORE CURRICULUM REQUIREMENTS

Please check one: BA BS BSE BSN Name: _____

College Level Proficiencies
(Proficiencies fulfilled by placement test or completion of course) The Placement test score must be higher than the minimum listed requirement. (Example: If the placement is ENG 200 or above – the proficiency will be ENG 102 and will be satisfied.)

Check proficiency courses successfully taken.

ENGLISH 102 Proficiency
Check the appropriate proficiency for this requirement. List date completed.

ENG 100: Date: _____ ENG 101: Date: _____
ENG 102: Date: _____

Foreign Language 102 Proficiency
Check the appropriate proficiency for this requirement. List date completed.

_____ 101 Date: _____
_____ 102 Date: _____

MATH 104 or higher Proficiency
Check the appropriate proficiency for this requirement List date completed.

MATH 100 Date: _____ MATH 103 Date: _____
MATH 104 Date: _____

Diversity and Service Learning Applications

The Diversity and Service Learning Requirements may be satisfied by Tier I, II or Major Courses.

DIVERSITY Requirement – List the course completed that fulfills this requirement.

Semester/year _____ Grade _____
Course Title _____

SERVICE LEARNING Requirements –List the course completed that fulfills this requirement.

Semester/year _____ Grade _____
Course title _____

TIER I REQUIREMENTS – 25 CREDIT HOURS

Humanities, Letters, Fine Arts and Sciences

Some major requirements may be fulfilled in both the major and the core requirements below.

Select one course from the Humanities, Letters and Fine Arts listed below.

Course Title	Credit Hrs	Grades	Semester/year completed
THEO _____	3	_____	_____
PHIL _____	3	_____	_____
HIST _____	3	_____	_____
ENG (literature) _____	3	_____	_____
ART or MUSIC _____	3	_____	_____

Science requirements include a 3 credit hour lab course, plus two Social and Behavioral Science courses. (Examples of Social/Behavioral Science: Psychology, Economics, Sociology, Government and Foreign Affairs)

Course Title	Credit Hrs	Grades	Semester/year completed
SCIENCE _____	3	_____	_____
S/BSC _____	3	_____	_____
S/BSC _____	3	_____	_____

TIER II REQUIREMENTS – 12 CREDIT HOURS

The Heritage Series

Some major requirements may be fulfilled in both the major and the core requirements below.

Course Title	Credit Hrs	Grades	Semester/year completed
I. Contemporary Challenges _____	3	_____	_____
(Course No. Course title)			
II. Traditions (Select two courses. At least on THEO is required)			
THEO _____	3	_____	_____
_____	3	_____	_____
(Course No. Course title)			
III. Integration/Response			
_____	3	_____	_____
(Course No. Course title)			

NOTE – See catalog for list of courses designated as Tier I, Tier II (Heritage Series), Diversity, and Service Learning

BACHELOR OF SCIENCE IN NURSING (FOUR YEAR)

Major Curriculum Sheet
(General Education Core Requirements Listed Separately)
Walsh University
2007-2008

Student: _____

Advisor _____

Two boxes appear before each course listing. The first box is for the semester when the course was taken. The second box is for the final grade received in that course. (Example: [F- YR] [B+] indicates the course was completed in the fall semester of current year with a grade of B+)

NURSING REQUIREMENTS

54 credit hours

Semester Taken	Final Grade	Course	Credit hours
		NURS 220PL Theoretical Concepts for Nursing Practice	3
		NURS 230PL Health Assessment and Promotion for Nursing Practice	4
		NURS 240PL Clinical Pharmacology and Nursing Management	3
		NURS 310PL Foundations of Nursing with Older Adult* fulfills Service Learning & Program Requirements	5
		NURS 320PL Nursing to Promote Mental Health	4
		NURS 330PL Nursing with Acutely Ill Adult I	4
		NURS 335PL Nursing with Acutely Ill Adult II	4
		NURS 340PL Nursing with Families I	4
		NURS 410PL Nursing Research	3
		NURS 420PL Nursing with Aggregates* fulfills Diversity & Program Requirements	4
		NURS 425PL Nursing with Families II	4
		NURS 430PL Nursing Leadership	5
		NURS 440PL Nursing with the Critically Ill Adult	5
		NURS 450PL Professional Capstone	2

Additional Requirements

35 Credit Hours

		CHEM 109 General, Organic & Biochem I	4
		CHEM 110 General, Organic & Biochem II	4
		BIO 206 Microbiology	4
		NS 207 Nutrition	3
		BIO 380 Pathophysiology	3
		PYSCH 210 Human Development* fulfills Tier I & Program Requirements	3
		PHIL 304 Bioethics	3
		MATH 221 Statistics	3
		BIO 209 Anatomy & Physiology I (lab science)* fulfills Tier I & Program Requirements	4
		BIO 210 Anatomy & Physiology II (lab science)	4

Electives

_____ Credit Hours

Up-to-date record

Date									
Credits									
GPA									

APPENDIX II

EVALUATION FORMS

**WALSH UNIVERSITY
DIVISION OF NURSING
FACULTY EVALUATION OF CLINICAL UNIT**

Unit: _____ Agency: _____

Course: _____ Date: _____

Conference Attendance: _____

Environment for Student Learning

Rating: (1) Always (2) Usually (3) Sometimes (4) Never (5) Not Applicable

1.	Are students permitted to assess the health status of clients according to level of capabilities?
2.	Are students permitted access to data for client assessment?
3.	Are students permitted to utilize nursing actions for health promotion according to level capabilities?
4.	Does the unit apply the full nursing process in client care?
5.	Does the unit maintain up-to-date, individualized care plans?
6.	Are students permitted to initiate change consistent with their level capabilities?
7.	Does the unit have nurse role models who demonstrate responsibility and accountability in client care?
8.	Does the unit permit students to engage in self-directed learning activities?
9.	Does the unit have role models who demonstrate leadership skills?
10.	Does the unit demonstrate integration of concepts from a variety of sciences?
11.	Are supplies and equipment adequate?
12.	Are there references for student learning on the unit?
13.	Is conference space provided on the unit?

Additional comments by faculty/health care personnel:

STUDENT EVALUATION OF THE CLINICAL UNIT

Facility and Unit:	Course:	Semester:
--------------------	---------	-----------

Rating: A - Always; B - Usually; C - Sometimes; D - Never; E - Not Applicable

A-4	B-3	C-2	D-1	E-0	MEAN	
						1. I was able to meet the course objectives on this unit.
						2. Relationships with staff facilitated learning.
						3. Staff was positive role models in the clinical area.
						4. Self-confidence and skill level in nursing practice were increased.

OTHER COMMENTS
(Use back if necessary.)

Describe the positive aspects of your learning experiences:

Describe how learning experiences could be improved:

APPENDIX III

CLINICAL ABSENTEE FORM

**WALSH UNIVERSITY
DIVISION OF NURSING**

CLINICAL ABSENTEEISM FORM

Return to: Clinical instructor at time designated by instructor*

Course:
Name:
Instructor:
Date of Absence(s):
Reported absences to: Name: _____ Agency: _____
Nature of clinical experience missed:
Reason(s) given: <input type="checkbox"/> self illness/problems <input type="checkbox"/> family illness/problems <input type="checkbox"/> other, please specify
Brief summary of the reason(s) for absence by student is required:
Comments by instructor:
Instructor's signature:
Student's signature:
Date:

***To be attached to clinical evaluation form.**

APPENDIX IV

DEFICIENCY NOTIFICATION BY INSTRUCTOR

**Walsh University
Division of Nursing**

DEFICIENCY NOTIFICATION BY INSTRUCTOR

Student: _____

Date: _____

Course: _____
Course name and number

This is to inform you a deficiency in: Lecture Clinical lab Clinical
for the following reason(s):

Correction Plan:

Immediate and sustained improvement in all of the above areas, as well as continued satisfactory performance in all the areas in which you presently are not deficient, is necessary to pass the course.

Instructor signature

Date

I acknowledge receipt of this notification. Further, my signature does not mean I agree or disagree with the above.

Student signature

Date

Original: Division File
Copy: Student

APPENDIX V

OHIO BOARD OF NURSING CRIMINAL RECORDS CHECKS

OHIO BOARD OF NURSING CRIMINAL RECORDS CHECKS (Candidates for Examination and Endorsement)

Effective June 1, 2003, candidates who wish to sit for the NCLEX-RN examination are required to submit their fingerprints to the Bureau of Criminal Identification and Investigation (BCI&I). Fingerprinting may be arranged through local law enforcement agencies such as the local police department, the sheriff, or the highway patrol. The website www.usacops.com provides a list of sheriffs and police departments by state/county. Fingerprinting may also be arranged through fingerprint services that offer National WebCheck, an internet-based program that will report results with approximately two to four business days. An internet search under “National WebCheck” should produce a list of fingerprint service providers. The website http://www.aopha.org/pdf_files/Publication_200616652952.pdf lists all WebCheck facilities in the state of Ohio. It is the applicant’s responsibility to make these arrangements. If fingerprint cards are needed, they may be obtained along with an examination application by contacting the OBN. **If you are downloading a copy of the application from this website, please request that fingerprint cards be mailed to you when you submit the application.**

BCI&I results, if using the fingerprint cards, are mailed to the OBN within approximately 30 days, and the FBI results within approximately four (4) to six (6) months. Therefore, it is recommended that students submit their prints to BCI&I at least six (6) to nine (9) months prior to completing their nursing education, unless using a National WebCheck service. This will insure that the application to test can be processed timely, and that delays in making a candidate eligible to test will be minimized. No applicant will be made eligible to test without the required criminal records check being completed and in their file.

CRIMINAL RECORDS CHECK REPORTS MUST BE MAILED BY BCI&I TO THE BOARD. THEY ARE NOT TO BE MAILED BY THE APPLICANT.

APPLICATIONS FOR EXAMINATION AND ENDORSEMENT MAY BE DOWNLOADED BY GOING TO FORMS ON THIS WEBSITE.

APPENDIX VI

**REQUEST FOR ACCOMODATIONS TO THE
NCLEX-RN EXAMINATION**

Request for Accommodations to the NCLEX Examination Procedures

To allow sufficient time to secure the required documentation of a disability, it is recommended that the applicant notify the Board, in writing, six months prior to the date the applicant wishes to test, but no later than at the time the licensure application is submitted to the Board.

Documentation required must include the following letters/documentation:

1. **A letter from the applicant**, which includes the type of disability involved, and the specific accommodations desired. The accommodations requested must be appropriate to the specific disability. The letter must include the applicant's full name, address, telephone number, name and location of the nursing education program, and the preferred test date and test center.
2. **A letter from the Director/Designee of the nursing education program in which the applicant is enrolled or has completed** submitted directly to the board stating whether or not the instructional staff of the program recognized a need for accommodations in testing procedures. This letter must further state what, if any, accommodations were actually provided for the student while enrolled in the program.
3. **Documentation from an appropriate professional practitioner** submitted directly to the Board 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 detail each diagnostic test administered, if applicable. With the test results. This letter must state the specific activities affected by the disability and the impact the disability has upon the applicant's ability to take the NCLEX examination. **Testing must have been administered within the last three years.**

Please note that accommodations will not be granted if you have taken the NCLEX examination without accommodations initially. You must request them prior to taking the examination for the first time.

If you have questions about accommodations, please contact the Board at 614-466-3947 or at licensure@nur.state.oh.us

APPENDIX VII
PROFESSIONAL CONDUCT POLICY

**WALSH UNIVERSITY
DIVISION OF NURSING
PROFESSIONAL CONDUCT POLICY**

<i>Program Policy</i>	<i>Assessment Methods</i>	<i>Action</i>
1. A student shall report and document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.	Direct observation by instructor. Staff feedback. Student report to staff and instructor. Student's written assessment and care plan. Pre & Post-conference. Student documentation of client care.	Student "Plan of Action" Follow clinical evaluation guidelines.*
2. A student shall accurately and timely report to the appropriate practitioner errors in or deviations from the prescribed regimen of care.	Direct observation by instructor. Staff feedback Client communication.	Student "Plan of Action" Follow clinical evaluation policy.* Follow clinical facility policy regarding reporting and documentation of errors.
3. A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice.	Direct observation by instructor. Staff feedback Faculty review of documentation. Client communication.	Follow clinical evaluation guidelines.* Follow disciplinary dismissal policy**
4. A student shall implement measures to promote a safe environment for each client.	Direct observation by instructor. Clinical evaluation guidelines. Clinical facility policy.	Follow clinical evaluation guidelines.* Follow clinical facility policy. Incident report. (Remedial action as indicated: skill practice, content review, clinical simulation program, etc.)
5. A student shall delineate, establish, and maintain professional boundaries with each client. (Based on 4723-2-09 of Ohio Administrative Code.)	Direct observation by instructor. Written coursework Staff feedback. Client communication.	Follow clinical evaluation guidelines.* Follow clinical facility policy.
6. At all times when a student is providing direct nursing care to a client the student shall: a. Provide privacy during examination or treatment and in the care of personal or bodily needs; and b. Treat each client with courtesy, respect, and with full recognition of dignity and individuality.	Direct observation by instructor. Staff feedback. Documentation of client care on clinical evaluation. Client and family communication.	Follow clinical evaluation guidelines. Follow clinical facility policy.
7. A student shall not:	Direct observation by instructor.	Follow disciplinary dismissal policy.**

<i>Program Policy</i>	<i>Assessment Methods</i>	<i>Action</i>
<ul style="list-style-type: none"> a. Engage in behavior that causes or may cause physical, verbal, or mental or emotional abuse to a client; or b. Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, or mental or emotional abuse. 	<p>Staff feedback. Documentation of client care on clinical evaluation. Client and family communication. Ombudsman report.</p>	
<p>8. A student shall not misappropriate a client's property or:</p> <ul style="list-style-type: none"> a. Engage in behavior to seek or obtain personal gain at the client's expense; b. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense; c. Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or d. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships; <p>(The client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in the above items.)</p>	<p>Direct observation by instructor. Staff feedback. Documentation of client care on clinical evaluation. Client and family communication. Ombudsman report.</p>	<p>Follow disciplinary dismissal policy.**</p>
<p>9. A student shall not:</p> <ul style="list-style-type: none"> a. Engage in sexual conduct with a client; b. Engage in conduct that may reasonably be interpreted as sexual; c. Engage in any verbal behavior that is seductive or sexually demeaning to a client; or d. Engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a client; <p>(The client is always presumed</p>	<p>Direct observation by instructor. Staff feedback. Documentation of client care on clinical evaluation. Client and family communication. Ombudsman report.</p>	<p>Follow disciplinary dismissal policy.**</p>

<i>Program Policy</i>	<i>Assessment Methods</i>	<i>Action</i>
incapable of giving free, full, or informed consent to sexual activity with the student.)		

APPENDIX VIII

PRECEPTOR FORMS

Division of Nursing
Preceptor Guidelines

- A. Faculty Guidelines – select a preceptor based on the following
1. Completion of an approved professional nursing education program
 2. Experience for at least two years in the practice of nursing as a registered nurse and either one or both of the following
 - a. Current specialty certification in accordance with Rule 4723-9-03 of the Administrative code; or
 - b. Demonstrated expertise in the area of clinical practice in which the preceptor provides supervision to a nursing student
 3. A baccalaureate degree in nursing is preferred, and
 4. Current active licensure as a registered nurse in the jurisdiction or foreign country where the supervision of a nursing student’s clinical experience occurs

AND

5. Orient preceptor to Walsh University Division of Nursing program
 6. Provide preceptors with the following information:
 - a. Clinical objectives
 - b. Students names and phone numbers
 - c. Course description and objectives
 - d. Phone number where faculty member can be reached
 - e. Phone number of the Division of Nursing
 - f. Course calendar
 - g. Methods of instruction for preceptor role (i.e., role modeling, facilitation, guidance, and prioritization)
 7. Faculty members are expected to visit each student site at least twice a semester
 8. Students in clinical nursing courses using preceptors must choose or be assigned: a clinical site other than a unit where they are employed, a different nurse manager as a preceptor than during their employment, a preceptor who is not their subordinate during employment outside the academic setting.
- B. Preceptor guidelines
1. Orient student to facility
 2. Familiarize student with unit functioning
 3. Explain key points specific to the area
 4. Supervise students activities while at agency including assignment
 5. Provide learning experiences that help meet clinical objectives
 6. Help develop any necessary skills and unfamiliar procedures
 7. Allow for student development of critical thinking skills
 8. Work with the student to identify and set priorities, solve problems, make decisions, manage time, delegate tasks, and interact with others
 9. Provide student with formative evaluation
 10. Provide formal and informal feedback
 11. Report to faculty member when student is: absent, not meeting clinical objectives, or additional incidents
 12. Assist student to acquire new knowledge and skills in area
 13. When appropriate, allow student to attend in-services and meetings with preceptor

Reference: Ohio Board of Nursing Rules and Regulations 4723-5-18, 19 and 4723-5-20.

WALSH UNIVERSITY

**Division of Nursing
Preceptor Agreement**

The Preceptor Guidelines were developed to clarify the role of nursing faculty members and the individual assuming the role of preceptor for our students. To ensure that you and the faculty understand your roles, we ask that you read the attached Guidelines and sign this form indicating that you have read and accept the responsibilities outlined in this document. Please ask questions of our faculty member to clarify your questions. If you need to speak with someone in the Division of Nursing, please call 330-490-7251.

By signing this document, you have agreed to accept the responsibilities as described by the Ohio Board of Nursing under Rules and Regulations 4723-5-10 Qualifications of Administrative, Faculty, and Instructional Personnel for a Professional Nursing Education Program and the guidelines from Walsh University Division of Nursing.

Date: _____

Facility: _____

Faculty Member: _____

Preceptor: _____

Student Evaluation of Preceptor

Student's Name: _____

Course: _____

Semester: _____ Year: _____

Preceptor's Name: _____

Credentials: _____

Work Address: _____

Work Phone: _____

Directions: Circle the number that best describes the contributions of your preceptor to the development of your knowledge and skills this semester.

During your precepting experience, your preceptor:	Agree					Disagree
1. Reviewed the course objectives and your individual objectives at the beginning of the semester.	1	2	3	4	5	
2. Provided an adequate orientation to the clinical setting.	1	2	3	4	5	
3. Role-modeled professional practice & behaviors.	1	2	3	4	5	
4. Provided appropriate learning experiences that enabled you to utilize knowledge and skills learned in class.	1	2	3	4	5	
5. Provided sufficient number of learning experiences appropriate for the course requirements and as available.	1	2	3	4	5	
6. Provided clinical experiences that prepared you for future practice as a beginning professional nurse.	1	2	3	4	5	
7. Created conditions that were conducive to your self-learning and self-evaluation.	1	2	3	4	5	
8. Observed you directly when appropriate and provided constructive feedback.	1	2	3	4	5	
9. Was easily accessible and allocated sufficient time for consultation.	1	2	3	4	5	
10. Periodically reviewed your progress toward the achievement of course objectives.	1	2	3	4	5	
11. Evaluated your overall performance and shared it with you and the faculty member.	1	2	3	4	5	

Please rate your overall level of satisfaction with elements of the precepting experience.

Excellent

Poor

- | | | | | | |
|---------------------------|---|---|---|---|---|
| 12. The preceptor | 1 | 2 | 3 | 4 | 5 |
| 13. The staff. | 1 | 2 | 3 | 4 | 5 |
| 14. The clinical setting. | 1 | 2 | 3 | 4 | 5 |

Finally, please circle the number of the kind of recommendation you would make for future students based on your experiences this semester.

15. Recommendation of this type of preceptor experience to future students?
1. Highly Recommend
 2. Recommend
 3. Recommend with reservations
 4. Do not recommend

Thank you for completing this preceptor evaluation. Please return to Course Faculty.

**WALSH UNIVERSITY
DIVISION OF NURSING
RN-BSN**

Evaluation by Preceptor

Course: _____

A = Superior B=Above Average C=Average D=Below Average E=Does Not Apply

A	B	C	D	E	Clinical Objectives
					1. Identify communication strategies that enhance critical thinking in the clinical arena.
					2. Recognize the professional accountability and responsibility of clinical reasoning that is self-directed, self-disciplined, self-monitored, and self-corrected.
					3. Raise vital questions and problems in the clinical arena formulating them clearly and precisely.
					4. Formulate judgments after the analysis of relevant assessment data in health care situations using abstractions or concrete evidence to interpret the information.
					5. Analyze ethical dilemmas by identifying the principles, assumptions, alternative actions, implications, and consequences of decisions in health care.
					6. Present written documentation of clinical decisions that are supported with research, critical thinking, and the foundational knowledge based of the liberal arts and sciences.
					7. Demonstrate critical thinking skills by arriving at well-reasoned conclusions and solutions by testing them against relevant criteria and standards.
					8. Apply the systematic skill of critical reasoning and judgment in the execution of therapeutic nursing interventions.

Comments:

Signature of Preceptor

Date

WALSH UNIVERSITY
Division of Nursing
Registered Nurse – Baccalaureate Program
Nursing 302: Critical Thinking in Clinical Decisions

Evaluation by Preceptor

A = Superior B = Above Average C = Average D = Below Average E = Does Not Apply

A	B	C	D	E	Clinical Objectives
					1. Recognize the professional accountability and responsibility of clinical reasoning that is self-directed, self-disciplined, self-monitored, and self-corrected
					2. Identify communication strategies that enhance critical thinking in the clinical arena.
					3. Raise vital questions and problems in the clinical arena formulating them clearly and precisely.
					4. Formulate judgments after the analysis of relevant assessment data in health care situations using abstractions or concrete evidence to interpret the information.
					5. Analyze ethical dilemmas by identifying the principles, assumptions, alternative actions, implications, and consequences of decisions in health care.
					6. Present written documentation of clinical decisions that are supported with research, critical thinking, and the foundational knowledge based of the liberal arts and sciences.
					7. Demonstrate critical thinking skills by arriving at well-reasoned conclusions and solutions by testing them against relevant criteria and standards.
					8. Apply the systematic skill of critical reasoning and judgment that requires the integration of nursing, liberal arts, and science knowledge in the execution of therapeutic nursing interventions.

Comments:

Signature of Preceptor

Date

APPENDIX IX

RN-BSN PORTFOLIO STATEMENT

Walsh University
Division of Nursing
RN-BSN Portfolio Statement

Prior to enrolling in Humanities 200, Experiential Learning Assessment, I

_____ have reviewed the course description and
Student name

objectives of _____ and testify that I have the
Course name and number

requisite knowledge and experience to portfolio this course. I have discussed my qualifications

with _____ and have received permission to
Name of course faculty member

prepare a portfolio for this nursing course. I understand that permission to prepare a portfolio does not ensure that credits will be awarded for the submitted portfolio. I understand that I must submit the portfolio within 12 months of completion of Humanities 200. Additionally, I understand that if I am preparing a portfolio the semester of graduation that I must submit it for review by October 15th of fall semester or March 15th of spring semester.

Student signature

Nursing Faculty signature

Date