



Department of Nursing

Bachelor of Science in Nursing

Nursing Student Handbook

2023-2024



**University of Mount Union
Department of Nursing**

Acknowledgment of Receipt of Nursing Student Handbook

Printed Name: _____ Date: _____

Signature: _____

** Students are responsible for reviewing the handbook and any associate updates annually. Signed acknowledgement of receipt of the handbook must be submitted to the Department of Nursing by August 31st of each year.*

A Message from the Department of Nursing

Dear Student:

Welcome to the Department of Nursing at the University of Mount Union! At Mount Union we strive to inspire steady growth, confident leadership, and pursuit of the greater good. We are honored and excited that you have joined us.

The University of Mount Union and the Department of Nursing believe in high standards of professional conduct. Both the university and the Department of Nursing maintain high standards of admission, progression, retention, graduation, and student conduct policies in accordance with its philosophy and program outcomes to protect the integrity and the rigor of the educational program. In addition, the University of Mount Union and the Department of Nursing are accountable to the public for the quality of professional nurses who graduate from our Bachelor of Science in Nursing Program.

The University of Mount Union and the Department of Nursing provide students with an educational environment where freedom to learn is provided. The Department of Nursing Student Handbook contains standards of academic achievement and conduct. The Nursing Student Handbook is a *supplement* to the information provided in the University of Mount Union Undergraduate Catalog. Students are responsible for meeting these standards and have the right to be informed about these standards, the means of assessment, and the appeal process.

The faculty and administration of the Department of Nursing reserve the right to change the policies and procedures in this document at any time. Students will be notified of any changes in a timely fashion and are responsible for reviewing the updated handbook annually. Students in the nursing major will be held accountable for policies and procedures noted in the current year handbook, excluding those related to program progression or completion. Students will be held accountable for the progression and completion policies and procedures that were in place the year they entered the nursing program.

Mount Union is where your journey to success begins! On behalf of the University of Mount Union, we wish you all the best and look forward to partnering with you to achieve your dream of becoming an exceptional nurse. The best nurses wear purple!

Accreditation/Approval Disclaimer

The baccalaureate degree program in nursing at the University of Mount Union is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The baccalaureate degree in nursing (BSN) program at the University of Mount Union is fully approved by the Ohio Board of Nursing (OBN) in accordance with Rule 4723.06 (A)(5), of the Ohio Revised Code for a period of five years effective May 25, 2022. Ohio Board of Nursing, 17 south High St., Suite 400, Columbus, OH 43215-7410, (614) 466-3947. <http://www.nursing.ohio.gov/>



University of Mount Union
Department of Nursing-Student Handbook
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**UNIVERSITY OF MOUNT UNION
DEPARTMENT OF NURSING**

DESCRIPTION OF THE BACCALAUREATE NURSING PROGRAM

The Department of Nursing shares the University's mission to prepare students for fulfilling lives, meaningful work, and responsible citizenship. The nursing program curriculum fosters the development of the students' potential to become professional nurses with strong foundational and nursing knowledge, critical thinking skills, ethical values, effective communication, and commitment to the well-being of all people in our diverse community, as a responsible citizen and professional. The Department of Nursing also shares the University's commitment to service, excellence, and integrity, and subscribes to the ideals of a liberal arts education with a strong science commitment and utilizes these resources to enhance nursing education.

The Bachelor of Science in Nursing (BSN) curriculum is based on standards of nursing education from professional organizations, accreditation standards, state boards of nursing, and emerging societal needs related to healthcare. The curriculum reflects a commitment to evidenced-based nursing practice for individuals, families, and communities that is grounded in an understanding of societal factors that influence health status and the delivery of healthcare. The students are supported throughout the educational process with learning approaches that facilitate the development of critical thinking and diagnostic reasoning skills through the application of general education and clinical practice theory and knowledge in increasingly complex clinical situations. It is recognized that the development of the professional role and competencies of the nursing student for generalist practice requires developmental and sustained experiential and authentic learning opportunities in real world contexts across the entire nursing program.

The baccalaureate degree in nursing is for pre-licensure applicants with a high school diploma and an accelerated program for applicants with a non-nursing baccalaureate degree. The Bachelor of Science in Nursing degree program prepares a generalist professional for license as a registered nurse. The program includes content and experiences across the lifespan. Completion of this program prepares the student to apply for licensure and take the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Graduates are prepared to practice as registered nurses in a variety of healthcare agencies and thus lead fulfilling lives, have meaningful work, and pursue responsible citizenship.

Purpose of the Nursing Program

The purpose of the Baccalaureate Nursing Program is to provide excellence in nursing education and prepare well-educated competent professional nurses who provide quality nursing care, with respect to ethical standards, social justice, diversity, and human dignity. The goals of the BSN Program are to prepare:

1. Liberally educated nurses who are able to provide holistic nursing care.
2. Entry-level practitioners as generalist professional nurses.
3. Baccalaureate nurses with an education that serves as a foundation for graduate and continuing lifelong learning.

Mission Statement of the Department of Nursing

The mission of the Department of Nursing is to educate nurses who serve as leaders in the healthcare profession and promote health and wellness across diverse communities.

Philosophy of the Department of Nursing

The Nursing Programs support the University of Mount Union's mission to prepare students for fulfilling lives, meaningful work, and responsible citizenship. Nursing education is an interactive teaching-learning process within the interdisciplinary curricula. Thus, the nursing faculty facilitates an interactive learning environment that encourages students to actively participate in the learning process, fostering their unique potential to become nurses with strong foundational and nursing knowledge, clinical judgment, ethical values, and a commitment to the well-being of all people across diverse communities. The interactive nature of the learning environment also promotes students' competency in clinical judgment, inquiry and scholarship, decision-making abilities, leadership skills, professionalism, ethical and value insights, caring, healing, communication, personal and social responsibility and accountability, and respect for diversity and human dignity.

Learning is a progressive, life-long process that is influenced by past experiences, values, and skills. As students engage in the nursing curricula, they continue to build knowledge, skills, and values that will help them lead fulfilling lives, achieve meaningful work, and become responsible citizens. Teaching encompasses various ways of mentoring students and facilitating their learning in and outside of the classroom.

The nursing metaparadigm identifies four knowledge domains, including human beings (or persons), environment, health, and nursing (Fawcett & Desanto-Madeya, 2012). These global concepts provide information on the primary areas of interest to the discipline of nursing and thus provide the foundational framework for the nursing program.

The nursing faculty believes the **person**, or client, is the central focus of nursing. Individuals, families, groups, populations, or organizations can be defined as the client within professional nursing. The client is an individual who has dignity and inherent worth as a holistic physical, psychological, social, and spiritual being. The client possesses values, beliefs, attitudes, and life experiences which influence interaction and existence with the environment. An individual client may serve various roles within a family, group, organization, and community to share responsibilities, transmit cultural values, and meet human needs for optimal health.

The **environment** provides a context for physiological, social, psychological, emotional, and spiritual health and safety for clients. Clients experience continuous environmental interaction and influence, which can be a source of internal and external stressors, resources, or threats to health and homeostasis throughout the lifespan. Homeostasis is a dynamic process attained by a client's ability to adapt to the environment to achieve an optimal level of health. Maladaptation to the environment disturbs homeostasis, creating illness and alterations in health.

The faculty believes that **health** is a dynamic state of balance between wellness and illness. Wellness is a multidimensional, positive state that includes individual pursuit of activities and

choices that promote holistic health and well-being. There are physical, mental, emotional, spiritual, social, and environmental dimensions of wellness, all of which can be influenced by social, economic, and environmental factors (*Constitution of the world health organization*, 1946; *Understanding wellness*, 2019). A disturbance in health affects the balance and harmony of the individual, family, group, community, and population. Each person defines health subjectively based on personal values, beliefs, knowledge, and person-environment interactions. Family, culture, community, and society also influence one's personal perception of health. Stress can disrupt health. Health can be maximized and maintained by mobilizing resources, implementing therapeutic nursing interventions, and fostering caring relationships.

The faculty believes **nursing** is a professional discipline, built on clinical expertise, theory, and research. The discipline of nursing integrates the arts, sciences, and holistic caring into professional practice to assist clients in attaining, maintaining, or restoring their optimal level of function. Professional nursing is grounded in liberal arts education and requires knowledge in nursing science, natural and behavioral sciences, arts, and the humanities. Professional nursing requires clinical reasoning, clinical judgment, communication, assessment, and evaluation skills.

The nursing process is a thinking model used to deliver client-centered care in practice. Nurses recognize the important distinction between disease and the client's illness/wellness experience. Facilitating client understanding of this distinction is an important aspect of nursing care. Nurses promote health, prevent disease and disability, and care for those who are ill or in the dying process by providing holistic nursing care to the mind, body, and spirit. A professional nurse understands the importance of holistic assessment to gain an in-depth understanding of the physical, psychological, social, and spiritual wellbeing of a client. Diagnosing the client's health status within the context of the client's values is essential in providing a framework for planning and implementing interventions and evaluating outcomes of care.

The faculty believes that the professional nurse is a member of a diverse interdisciplinary healthcare team composed of professionals and other personnel collaborating to deliver treatment and services in a complex, evolving healthcare system. The nurse brings a unique blend of knowledge, skills, attitudes, and values to the healthcare team. The nurse demonstrates leadership, adaptability, accountability, responsibility, respect for autonomy and human dignity, and a commitment to social justice, ethical practice, and advocacy. The nurse identifies, respects, and addresses unique values, preferences, and expressed needs of clients in the provision of therapeutic communication, education, health promotion, disease management and prevention.

Nursing Program Learning Outcomes

Program learning outcomes are derived from the mission and philosophy of the nursing program. They provide a framework for the organization of content, skills, and expected professional behavior.

The Baccalaureate Nursing Program graduate will:

1. Integrate knowledge from nursing, the sciences, and liberal arts to make nursing judgements based on evidence.
 2. Prioritize quality, safe, and holistic care for diverse patient populations using
 3. Collaborate and communicate effectively to deliver holistic patient-centered care.
 4. Manage population health for the improvement of equitable health outcomes.
 5. Analyze organizational and system leadership factors impacting the nursing profession and practice.
 6. Integrate professional and ethical standards into nursing practice.
-

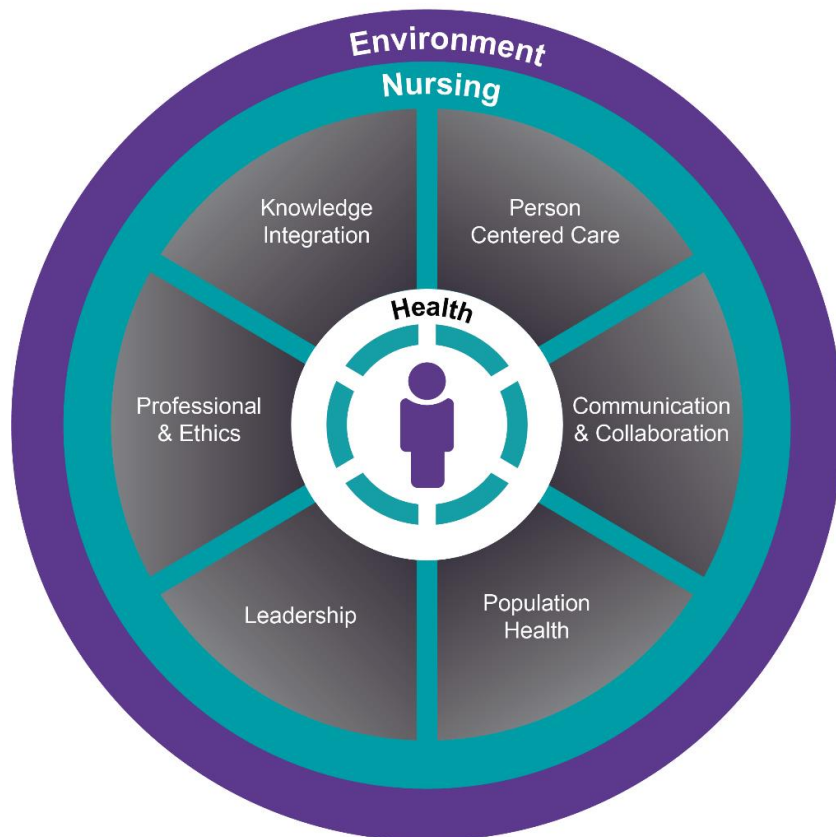
The Organizing Conceptual Framework of the Nursing Curricula

The baccalaureate nursing curricula are designed to educate students to become competent practitioners and leaders in their profession. The Conceptual Framework of the Department of Nursing (Figure 1) consists of the four nursing knowledge domains and six curricular concepts. The curricula are built upon and inter-related to the nursing metaparadigm domains of person, environment, health, and nursing. The client is at the center of the framework model, representing the curricular focus on person-centered care. Environment encompasses the model, representing the concept that nurses and clients are continually interacting within and being influenced by the environment around them as they strive to achieve adaptation and reach optimal health. The environment spreading beyond the edge of the model reflects that some aspects of the environment are outside nurses' and clients' control or influence. Nursing surrounds the client and their health to reflect the care and influence of the nurse. The six core curricular concepts that build the nursing foundation include Knowledge Integration, Person-Centered Care, Communication and Collaboration, Population Health, Leadership, and Professional and Ethics. These concepts guide the learning outcomes integrated throughout the curricula to develop a professional nurse that delivers high quality, safe, evidence-based nursing care. Descriptions of the core concepts and how they are refined and develop as students progress through the curriculum are included below.

1. Knowledge Integration: Students build upon previous knowledge and experiences learned during their course of study to draw conclusions, make decisions, and understand clients' needs, responses, and adaptation to external and internal stressors. This knowledge is acquired from nursing, sciences, arts, humanities, research evidence-based data, and life experiences.
2. Client-Centered Care: Students learn to apply critical thinking in the design and implementation of quality, safe nursing care. The nursing process is used to develop a holistic, client-centered plan of care across the lifespan in a variety of healthcare settings to promote health, prevent disease, and maintain well-being for individuals, families, groups, communities, and populations.

3. **Communication and Collaboration:** Students learn principles of effective communication with clients and the healthcare team. Verbal, written, and electronic communications are used to facilitate professional interactions to achieve quality, safe outcomes.
4. **Population Health:** Students explore initiatives and partnerships to promote equitable healthcare, focusing on health promotion and disease management for individuals and populations.
5. **Leadership:** Students explore various leadership roles that impact nursing practice and population health. Students learn about financial, social, cultural, environmental, and global issues, guidelines and policies that influence healthcare, patient outcomes, quality improvement, and the advancement of the nursing profession.
6. **Professional and Ethics:** Students learn to model moral, ethical, and legal conduct, demonstrate patient advocacy and accountability for personal and professional behavior, while upholding the scope and standards of professional nursing practice.

Figure 1: The Conceptual Framework Model of the Department of Nursing



References:

Constitution of the world health organization. (1946, July 22).

<https://apps.who.int/gb/bd/PDF/bd47/EN/constitution-en.pdf?ua=1>

Fawcett, J. & Desanto-Madeya, S. (2012). *Contemporary nursing knowledge: Analysis and evaluation of nursing models and theories* (3rd ed.). Philadelphia: F.A. Davis.

Understanding Wellness: Opportunities & Impacts of the Wellness Economy for Regional Development. globalwellnessinstitute.org. (2019, September). <https://globalwellnessinstitute.org/wp-content/uploads/2019/10/Understanding-Wellness-ImplicationsofWellness.pdf>

University and Department of Nursing Governance and Organization

The Department of Nursing is within the College of Natural and Health Sciences, one of three Colleges within the University, and managed by the nursing program administrator and faculty. The organizational structure allows for sharing information and division of responsibilities among the University's various units. Appendix A illustrates the *Department of Nursing Organizational Chart*. The Department of Nursing holds regular departmental meetings to discuss business and act on relevant issues. The governance of the Department of Nursing operates in a manner consistent with that of other departments at the University of Mount Union. Due to the small number of full-time faculty, work is accomplished either by a committee of the full department or by delegation of tasks to sub-committees (curriculum and resources). Sub-committees present work to the entire faculty for review and adoption of changes. Student representatives from each class/cohort (freshman, sophomore, junior, senior, accelerated) are invited to attend appropriate portions of the Departmental Meetings. An officer from the Nursing Student Organization is also invited to attend.

NURSING CURRICULUM

Overview of the Nursing Curriculum

The University of Mount Union (UMU) offers three options for the BSN degree, the traditional or fast-track BSN options for the for prospective students who successfully finished high school; and a Post Baccalaureate Accelerated BSN track (ABSN) for students who have a bachelor's degree (of any kind) in a discipline other than nursing.

The Nursing curriculum at the University of Mount Union has been influenced by current healthcare trends such as the increased age of the population, increased diversity of the population, technological innovations including informatics, and increased complexity of the healthcare system. The curriculum is aligned with:

- The Essentials: Core Competencies for Professional Nursing Education, published by the American Association of Colleges of Nursing (AACN) in 2021. The essentials emphasize competency-based education within four spheres of care: disease prevention and promotion of health and well-being, chronic disease care, regenerative or restorative care, and hospice or palliative/supportive care. Within the four spheres of care are 10 broad, distinguishable areas of competence referred to as “domains”. These domains include Knowledge for Nursing Practice; Person-Centered Care; Population Health; Scholarship for Nursing Discipline; Quality and Safety; Interprofessional Partnerships; Systems-Based Practice; Informatics and Healthcare Technologies; Professionalism, and Personal, Professional, and Leadership Development.
- Ohio Board of Nursing rules and regulations for registered nursing (RN) education programs.
- American Nurses Association's standards of practice and code of ethics.

Department of Nursing BSN Curriculum Plans are included in Appendices B, C, and D. The Ohio Board of Nursing rules and regulations govern the delivery of nursing education while the guidelines from The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021), and the ANA Standards of Practice and Code of Ethics serve as professional standards that enhance and guide the curriculum. The former Quality and Safety Education for Nursing (QSEN), which is now integrated into the AACN 2021 Essentials, serves as a guide for preparing future nurses with the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.

Traditional BSN Program

The traditional BSN program is designed for students who completed high school and are interested in earning a degree to pursue licensure as registered nurse. Some students may have additional college course work to transfer, such as advanced placement or College Credit Plus. The traditional BSN program includes two options for completion, traditional or

fast-track. The traditional track takes approximately four years to complete. Some students may be eligible to complete the program curriculum in less than four years through the fast-track option. Curriculum components are the same for both tracks; required courses and suggested sequences are included in Appendices B and C. Components of the curriculum include the nursing sequence of clinical and non-clinical courses, as well as courses in the natural and social sciences, humanities, and liberal arts. Some courses fulfill more than one of the curricular requirements (*See Appendix B: BSN Traditional Track Curriculum Plan and Appendix C: BSN Program Fast Track Curriculum Plan*).

The traditional BSN degree requires successful completion of 124 credit hours. The courses are offered in a semester plan that aligns with the undergraduate university calendar. The curriculum is built with sequenced courses that students must take to complete the program, including 68 credit hours of nursing courses, 60 credit hours of university-required courses (referred to as Integrative Core) and nursing support courses. Some of the nursing support courses may count toward the university-required Integrative Core (IC) courses. The purpose of the IC courses is to integrate written and oral communication content into the conceptual focus of the IC courses.

University Integrative Core (IC) Courses for the Traditional and Fast-Track BSN:

Students enrolled in first-time bachelor’s degrees must complete a minimum of 32 semester hours to meet the university IC requirements (*see appendices B and C*).

Course Name	Semester Hours
FYS (First Year Seminar)	4
Foundational Knowledge Courses (HANS):	Total: 4 courses (16 credits):
Humanities (H)	4
Fine Arts (A)	4
Social Sciences(S)	4
Natural Sciences (N)	4*1
Explorations Course	Total: 2 courses (8 credits):
Exploration Course I (G)	4
Exploration Course II (V)	4*2
Senior Capstone	4
Foreign Language competency at 102 level	^
College level algebra	^

*Note: Requirement met by other courses in the curriculum plan: 1 met by CHE110N course; 2 met by NUR370: Evidence-Based Practice in the Nursing Profession (V). ^ Level of students may be determined by placement test. Students may test out of these courses or may need to take lower-level courses before being eligible to meet the requirements.

Required Support Courses for Nursing Major

All courses are required, totaling 28 semester hours:

Course Name	Semester Hours
BIO 210: Anatomy & Physiology I w/lab	4
BIO 211: Anatomy & Physiology II w/lab	4
CHE 110N: Foundations of Chemistry w/lab	4*
CHE 115: Organic and Biochemistry for Nursing w/lab	4
BIO 290: Pathophysiology	4
BIO 200: Medical Microbiology w/lab	4
MTH 123: Elementary Statistics	4

* *Note:* This course meets the university IC foundational course requirement.

Accelerated BSN Program

The post-baccalaureate Accelerated BSN program is designed for students who have a baccalaureate degree in a discipline other than nursing from an accredited higher education institution and are interested in pursuing licensure as registered nurse. Components of the curriculum include the nursing sequence of clinical and non-clinical courses, which are completed at an accelerated pace as outlined in the curriculum plan (See *Appendix D: Post-Baccalaureate Accelerated BSN Program Curriculum*). The pre-licensure BSN degree track requires successful completion of 68 credit hours and required support courses.

Nursing Course Sequencing and Credit Hours

The curriculum plans in the appendices (B, C, and D) illustrate the sequence of courses for each plan in the program, and the number of semester hours for each course. *The Distribution of Credit Hours* table below illustrates the sequence of nursing courses with credit hour distributions for each course across theory (lecture), laboratory, and clinical, based on a 60-minute hour. See the University of Mount Union Catalog for complete descriptions of nursing courses in the major, including required prerequisite courses.

Distribution of Credit Hours

Course	Credit Hours	Semester/Contact Hour Distribution				
		Theory/Lab /Clinical	Lecture	Total Clinical and Lab	Planned Lab	Planned Clinical
NUR130: Health Promotion Throughout the Lifespan	4	4/0/0	50	0	0	0
NUR190: Introduction to the Nursing Process	2	2/0/0	25	0	0	0
NUR240: Health Assessment and Physical Examination across the	4	3/1/0	37.5	25	25	0

Lifespan						
NUR260: Basic Clinical Pharmacology for Nursing Practice	4	3/1/0	37.5	25	25	0
NUR262: Basic Nutrition for Nursing Practice	2	2/0/0	25	0	0	0
NUR290: Foundations of Nursing Practice	6	3/1.5/1.5	37.5	94	38	56
NUR340: Nursing Care of the Childbearing Family & Newborn	4	2.25/0/1.75	28	66	0	66 Includes Simulation
NUR350: Nursing Care of Children and Families	4	2/2	25	75	0	75 Includes Simulation
NUR360: Nursing Care of Clients with Psychiatric Mental Health Conditions	4	2/0.5/1.5	25	69	13	56
NUR370: Evidence-Based Practice in the Nursing Profession	4	4/0/0	50	0	0	0
NUR380: Nursing Care of Adults I	6	4/0/2	50	75	0	75
NUR390: Nursing Care of Adults II	6	4/0/2	50	75	0	75
NUR420: Community Health Nursing	4	3/0.5/0.5	37.5	51	13	19
NUR430: Professional Leadership & Management in Nursing Practice	4	4/0/0	50	0	0	0
NUR440: Nursing Care of Clients with Critical Health Conditions	6	4/0/2	50	75	0	75
NUR480: Professional Role Development & Transition into Nursing Practice	4	1/3	12.5	112.5	0	112.5

***Note:** Students may opt to take NUR 499 and NUR 481 to fulfill requirements for NUR 480.

NURSING PROGRAM ADMISSION, PROGRESSION, AND PROGRAM COMPLETION/GRADUATION POLICIES

University of Mount Union Department of Nursing student policies are published, readily accessible, non-discriminatory, and support the university student policies. During the first year of the nursing program, students are directed on accessing the publications covering rules, regulations and policies pertaining to students: *The University of Mount Union Undergraduate Catalog*, *University of Mount Union Student Handbook*, and the *Department of Nursing Student Handbook*. Students receive updated publications of the *University of Mount Union Student Handbook* and the *Department of Nursing Student Handbook* and are required to sign a form acknowledging their responsibility for the information in the *Department of Nursing Student Handbook*.

General Application Procedure for Admission to the Nursing Major

Candidates apply to the nursing program through the University of Mount Union undergraduate admission application. “Nursing” is selected as the first choice of major on the application. Undergraduate students are admitted to the University of Mount Union on a rolling basis. Notification begins on September 15 of the year before the enrollment year. To be considered for admission to the nursing program, candidates must first be admitted to the University, meeting all normal admission standards. Nursing candidates are encouraged to apply for admission as early as possible as space in this competitive program is limited.

Admission to the direct-entry nursing program is competitive, with notification being made to the upcoming fall semester’s enrollment on a rolling basis until all available seats are filled. Limited opportunity for spring semester enrollment may be available and will be handled on a case-by-case basis for any given term of study. The application review process will include a review of all coursework completed, grades achieved in each course, overall high school grade point average, and standardized test scores.

Upon admission to the University of Mount Union, a student’s application and file will be evaluated by the Nursing Program Administrator/Designee for consideration of admission to the Nursing Major. Students will be notified in writing of their admission status by the Program Administrator/Designee of the Nursing Program.

Traditional BSN Pathway Admission

Students admitted to the University of Mount Union with an interest in nursing and meeting the nursing admission requirements can be admitted directly (i.e., direct admit) as a nursing major. This helps assure space in required first-year biology, chemistry, and nursing courses. If all first-year curriculum requirements are satisfactorily met, students are assured placement in the clinical nursing sequence in year two (i.e., sophomore sequence).

Direct Admission

Traditional BSN: Priority consideration for direct entry admission to the traditional nursing program is based on the following criteria:

1. Admission to the University of Mount Union.
2. A cumulative high school grade point average of 3.3 on a scale of 4.0.
3. An ACT composite score of 23 (SAT 1130-1150).
4. A sub score of 24 or higher on the Science Reasoning Portion of the ACT **or** grades of “B” or higher in high school lab-based biology and chemistry coursework.

Fast-track BSN: To be eligible for the fast-track BSN pathway, students must need the direct admission criteria noted above and must transfer in an art (A), social science (S), or humanities (H) foundation course.

Directly admitted students (traditional or fast-track) who withdraw or fail BIO 210, BIO 211, CHE110N, CHE 115, NUR130, or NUR190 will be treated as a provisionally admitted student.

Provisional Admission

Students who do not meet criteria for direct admission will be provisionally admitted to the nursing major. Students who do not submit an ACT or SAT score will be provisionally admitted. Upon successful completion of the first-year nursing major requirements (see *Progression*) students will be rank-ordered by aggregate GPA CHE110, CHE115, BIO210, BIO211, NUR130, and NUR190 for matriculation into the NUR 200 level courses. This will occur based on seat availability.

A similar process will occur for any students wishing to change their major to nursing and transfer students. These students will be provisionally admitted to the nursing major. Upon successful completion of the first-year nursing major requirements (see *Progression*) students will be matriculated into the NUR 200 level courses. This matriculation will occur based on seat availability. If there are limited seats available, the students will be admitted in ranked order of their aggregate GPA in CHE110, CHE115, BIO210, BIO211, NUR130, and NUR190.

Transfer or UMU Non-Nursing Student Admission

Transfer students or UMU interested in changing their major to nursing are provisionally admitted to the major dependent upon satisfactory review of the applicant academic record and space availability in the program. Transfer students (non-UMU) will complete the transfer nursing application. UMU non-nursing students will meet with the Nursing Program Administrator/designee. Students meeting all other requirements may be given permission to enroll in NUR190 concurrent with second year nursing courses.

Accelerated BSN Admission

Applicants need to meet the following requirements to be considered for admission:

1. Hold a Baccalaureate degree in a discipline other than nursing from an accredited higher education institution.
2. Complete the following courses or equivalent courses within the last five years*
 - BIO 210 Anatomy & Physiology I w/lab
 - BIO 211 Anatomy & Physiology II w/lab
 - BIO 200 Medical Microbiology w/lab
 - CHE 110 Foundations of Chemistry w/lab
 - CHE 115 Organic and Biochemistry w/lab
 - MTH 123 Elementary Statistics
3. Earned a 2.75 or better in the following courses BIO 210, BIO 211, CHE 110, CHE 115 and have earned a grade of “C” or higher in all courses above.

*Exceptions to the prerequisite timeframe of longer than five (5) years will be reviewed on a case-by-case basis by the Nursing Program Administrator/Designee.

International Student Admission

Consideration for admission to the nursing program as an international student requires that all normal conditions and requirements of admission to the University as an international student be met. International applicants with academic potential already enrolled at the University will be considered using the same criteria as domestic students with a non-nursing major. All international applicants will be reviewed by the Nursing Program Administrator/Designee and considered on a case-by-case basis.

English as a Second Language Requirements

1. 6.5 on IELTS/ 80 on TOEFL: Direct Entry Admission with no required English as a Second Language courses required. Highly recommend a two-credit medical terminology course during the first semester
2. 6.0 on IELTS/ 70 on TOEFL: Provisional nursing student and required to complete two English as a Second Language (ESL) courses and a two-credit medical terminology course. No nursing courses or prerequisite science courses can be taken until both ESL courses, or the medical terminology are/is completed with a grade of C or higher.
3. 5.5 on IELTS/ 61 on TOEFL (minimum university requirements): Provisional nursing student and required to complete two English as a Second Language (ESL) courses and a two-credit medical terminology course. No nursing courses or prerequisite science courses can be taken until both ESL courses and the medical terminology are completed with a grade of C or higher.

Transfer Credit Evaluation

Students may establish credit for courses through AP, College Plus, or other advanced credit. This credit will be evaluated through the Office of the Registrar. Applicability of credit to the nursing curriculum will be the decision of the Nursing Program Administrator or designee. Students may be required to submit course descriptions and/or course syllabi for evaluation by faculty before previously earned credits are considered for transfer.

Applicants with U.S. Military Service

The nursing program administrator will review applications of individuals with experience in the United States armed forces to review training and experience. The administrator will determine whether any of the military education or skills training is substantially equivalent to the nursing program curriculum and award credit as applicable. Applications will be evaluated on a case-by-case basis.

Waiting List

If necessary, the University may establish a waiting list of reasonable length and in proportion to the cohort size, identifying a rank order of the wait-listed candidates. In accordance with the Statement of Principles of Good Practice established by the National Association for College Admission Counselors (NACAC), no deposit will be required from wait-listed nursing students.

Deferment to the Nursing Program

Students who have been admitted into the nursing program and choose not to enroll at Mount Union during the admitted term may reapply for a future year. However, no special priority will be given to their application whether they are transfer students or students who have elected to take a gap year. The University reserves the right to grant a deferral to a subsequent year/term if a significant health situation renders the student unable to enroll.

Enrollment Deposit

All offers of admission are conditional upon receipt of a final secondary school transcript and any other conditions specified at the time of admission. Students admitted to the University are asked to make a deposit by the due date determined by the University. New students applying for admission for the fall semester into the Traditional BSN Track may receive a refund of the advance payment provided that written notification of withdrawal is received and postmarked prior to May 1st. Post Baccalaureate Accelerated BSN students, per university policy, are not eligible for a refund of advance payment.

Financial Obligations

For a student to be admitted into or progress in the nursing program, all fees, expenses, and refunds must be cleared with the appropriate office at the University.

Academic Standing

The Department of Nursing adheres to the “Academic Standing” policies of the University as set forth in the University of Mount Union Catalog (See University of Mount Union Undergraduate Catalog).

Students must be passing all nursing (NUR) and nursing-required (e.g., BIO, CHE) to receive financial support from the university or Department of Nursing for any opportunities to travel and/or attend nursing-related events, educational activities, and national conferences.

Students must complete the Course Standing Confirmation Form (Appendix N) for ALL nursing (NUR) and nursing program required courses 2 weeks prior to the date of the event or the planned date of departure for the event, when travel is required. Submit completed forms for all courses to the Program Director or Faculty Advisor for approval.

Nursing students not passing all current nursing and nursing-required courses will be ineligible for funding by the university or nursing department; **the student will be responsible for the full cost of the opportunity.**

Progression in the Nursing Program

The Department of Nursing adheres to the “Academic Standing” policies of the University as set forth in the University of Mount Union Catalog, (See University of Mount Union Undergraduate Catalog). The Table below shows policies specific to the Department of Nursing and supported by the nursing faculty.

Progression Policies Specific to Nursing Major

POLICY	RATIONALE
First-Year Progression Requirements	
<i>Traditional Track First-Year Requirements</i>	
Traditional nursing students must achieve the following to progress into the second year of the nursing program: 1) achieve a grade of “C” or better <i>and</i> 2) achieve a cumulative GPA of 2.75 or better in selected first year courses. These courses include: <ul style="list-style-type: none">• Anatomy & Physiology I• Anatomy & Physiology II• Foundations of Chemistry• Organic & Biochemistry for Nursing• *Health Promotion throughout the Lifespan• *Introduction to Nursing Process	The faculty supports a curriculum with a strong academic background in nursing and science courses.

<p><i>*Note:</i> Students who fail the same 100 level nursing course (obtain “C-” or below) two times will be dismissed from the nursing program.</p>	
<p><i>Fast Track First-Year Requirements</i></p>	
<p>Fast-track nursing students must achieve the following to progress into the second year of the nursing program: 1) achieve a grade of “B” or better <i>and</i> 2) achieve a cumulative GPA of 3.25 or better in selected first year courses. These courses include:</p> <ul style="list-style-type: none"> • Anatomy & Physiology I • Anatomy & Physiology II • Foundations of Chemistry • Organic & Biochemistry for Nursing • *Health Promotion throughout the Lifespan • *Introduction to Nursing Process <p><i>*Note:</i> Students who fail the same 100 level nursing course (obtain “C-” or below) two times will be dismissed from the nursing program.</p> <p>Students who do not achieve the criteria for progression will be transitioned to the traditional 4-year track.</p>	<p>The faculty supports a curriculum with a strong academic background in nursing and science courses.</p>
<p>Course Withdrawals</p>	
<p>Nursing students at all levels cannot withdraw from the same nursing course more than once. If the student attempts and withdraws from the same nursing (NUR) course a second time, the student is not eligible to retake the course a third time, and therefore will be dismissed from the nursing program.</p>	<p>Nursing courses build upon one another. Repeated withdrawals will impede student knowledge and skill retention, which may impede student success and their ability to practice safely in the clinical setting.</p>
<p>Satisfactory Course Completion</p>	
<p>Nursing students at all levels must achieve a “C” or better in all required nursing and science courses to progress in the curriculum. Students who receive a “C-” or below in a nursing or science course must repeat that course, achieving a “C” or higher in each course. The need to repeat courses will delay progression to the next level of</p>	<p>The faculty supports a curriculum with a strong academic background in nursing and science courses. A “C” is considered acceptable. Nursing is a profession and a discipline that strives for excellence. Grades below “C” cannot fulfill that</p>

nursing coursework. Re-enrollment will be based on space and course availability. Note: Grades/GPA are not rounded.	standard.
Nursing students at any level who receive a grade of “C-” or below in a nursing (NUR) course two times for the same NUR course will be dismissed from the nursing program.	Acquiring adequate nursing knowledge and competent practice skills is a professional responsibility not to be taken lightly or revisited repeatedly.
After first year progression is met, students who receive a grade of C- or below in two different nursing (NUR) courses will be dismissed from the nursing program. <i>This policy excludes 100 level nursing courses, NUR 130 and NUR 190.</i>	Acquiring adequate nursing knowledge and competent practice skills is a professional responsibility not to be taken lightly or revisited repeatedly.
Accelerated BSN (ABSN) Program Progression	
Post-baccalaureate accelerated program students who earn less than a “C” in a nursing course may be dismissed from the accelerated program. Upon dismissal, the student may choose to re-apply to the university as a traditional program student and complete the course work at a traditional pace to promote student success (See <i>Dismissal from the Nursing Major, #5</i>).	The accelerated nature of the post-baccalaureate program may increase the risk of a student earning a second grade in a nursing course that is less than a “C”.

The progression policy of the Department of Nursing is consistent with the University of Mount Union’s mission to prepare students for fulfilling lives, meaningful work, and responsible citizenship. Responsible citizenship is attained by acquiring adequate knowledge, skills, and attitudes to be perform competent practice skills and while maintaining professional responsibility. Failure to meet the progression criteria may result in dismissal from the nursing program (See Dismissal from the Nursing Major)

Program Completion

All students who wish to graduate must apply for graduation according to the policies in University of Mount Union Undergraduate Catalog. The degree of Bachelor of Science in Nursing is granted to students who have successfully completed the planned program of study. The student is accountable for knowing the degree requirements and successful completion of these requirements.

Graduates of the program are eligible to apply to take the National Council Licensing Examination for licensure as a Registered Nurse (NCLEX-RN) administered through processes established by the Ohio Board of Nursing (OBN) or other State Boards of Nursing.

Completion of the academic requirements for the BSN does not guarantee eligibility for Registered Nurse licensure. Students should contact the Program Administrator if they plan to seek licensure outside of Ohio. Students convicted of a misdemeanor/felony should contact the OBN or the state Board of Nursing in any other state where the student intends to practice for eligibility requirements. Some states may have other prerequisites prior to licensing (e.g., continuing education modules in an area required by the State where the applicant is seeking licensure).

The University celebrates completion of degree requirements at a yearly celebration in May for all students completing degree requirements in May, August, and December. This ceremony is a celebration of the academic accomplishments of the graduate and is signified in the conferral of degrees. For nursing students, there is also a celebration of their professional accomplishments at a pinning ceremony. Those attending the Nursing Pinning Ceremony are expected to also attend graduation.

Dismissal from the Nursing Major

A student can be dismissed from the nursing major for the following reasons:

1. Receiving a grade lower than a “C” in the same nursing course, including NUR 130 and NUR 190.
2. Receiving a grade lower than a “C” in two separate nursing courses, excluding NUR 130 and NUR 190.
3. More than one withdrawal from the same nursing course. A student who withdraws from the same nursing course a second time is ineligible to enroll in the NUR course a third time and will be dismissed from the nursing program.
4. Failure to meet professional conduct and policy standards.
5. Demonstrating unsafe practice.
6. A post-baccalaureate student who fails one nursing course may not be able to proceed in the accelerated pathway. However, the student may choose to re-apply to the university as a traditional BSN program nursing student (See Readmission to the Department of Nursing and Readmission to the University of Mount Union).

Readmission to the Department of Nursing

Students who were admitted into the nursing program but have been asked to leave and/or are suspended from the university for disciplinary reasons are not eligible for re-admission to the nursing program.

Students who were admitted into the nursing program remain in good academic and disciplinary standing but chose to withdraw either from the nursing program or from Mount Union may be considered for readmission. Students who were dismissed for academic progression failure are also eligible to apply for re-admission.

Students who voluntarily withdrew or were dismissed for academic progression failure may apply for re-admission. Readmission to a BSN sequence for any reason is on a “space-available” basis. Students who are currently enrolled, in sequence with the curriculum plan, and meeting academic progression requirements have priority in placement over students requesting re-enrollment. Students requesting readmission will submit an essay addressing the following:

- Explain what factors contributed to your previous failure to achieve satisfactory grades.
- Detail your goals and future pursuits in the field of nursing.
- Provide a detailed plan for success if you are permitted readmission.

Applications for readmission will be reviewed by the Nursing Program Administrator or designee. A success plan that includes additional coursework may be required for students re-admitted to the program. Readmission, if granted, is not guaranteed in the subsequent semester. A semester break may be required to meet the conditions of readmission.

Readmission to the University of Mount Union

See University of Mount Union Undergraduate Catalog.

NURSING PROGRAM POLICIES, PROCEDURES, AND CRITERIA

The following program policies, procedures, and criteria are provided to promote student success. They provide guidelines that help students with knowledge acquisition, skills development, and integration of the behaviors expected of a professional nurse. At times, policies and procedures or criteria may need to change due to internal or external circumstances.

Course Scheduling and Registration

The Department of Nursing may determine students’ course schedules by semester to support efficient progression through the curriculum. Determining which nursing course sections students register for ensures equitable opportunities, while promoting the best possible learning environment for each student by maximizing student-to-instructor ratios. If needed, students may request to change course sections by contacting the Nursing Program Director/Designee. Approval of requests for course section are evaluated on a case-by-case basis; approval is not guaranteed.

Procedures for Notifying Students of Changes

Students will be notified of any program policy changes in a timely matter. The Department of Nursing will notify students of policy changes by using one or more of the following methods, depending on the urgency of the policy change:

1. Post any changes in policies on the Nursing Department D2L site,

2. Email students using their University of Mount Union email as their official form of communication.
3. Announce changes in classes or syllabus, when possible,
4. Provide written documents with a description of the change in policies,

Evaluation and Grading of Student Experiences

Various methods are used to evaluate student progress in the classroom, clinical, and laboratory (lab) settings. Clinical and lab experiences are evaluated by the instructor based on course and clinical/lab objectives. Students are given a copy of the evaluation form before clinical/lab experiences begin. Students will receive a midterm and final clinical or lab evaluation. At any time during the experience, a remediation plan may be created to address an unsatisfactory performance. An overall clinical or lab evaluation of unsatisfactory will result in a failing course grade regardless of the classroom grade.

Theory/lecture

- Didactic experiences are evaluated through objective tests/quizzes, scholarly papers, presentations, and other selected activities such as teaching plans and care plans.

Laboratory

- The laboratory component is graded as satisfactory/unsatisfactory. Labs are on campus, virtually, or in simulation. Performance in the lab component will be determined by the course faculty. Laboratory attendance is mandatory. An unsatisfactory is assigned for any absence, tardiness, or leaving early. A makeup assignment may be assigned to the student for any excused absence (See the *University of Mount Union Undergraduate Catalog*).
 - The student who receives more than two (2) unsatisfactory ratings for lab components in one semester may fail the course regardless of course grades, as noted below:
 - If the student's course grade is a "C" or above and unsatisfactory for the lab component, a maximum letter grade of "C-" will be issued as the final course grade. If the student's grade is below a "C" and unsatisfactory for the lab component, the earned grade will be issued as the final course grade.

Clinical

- The clinical component is graded as satisfactory/unsatisfactory. Criteria for grading include preparation, professional behavior, performance, and written work. The student will be evaluated according to criteria on the clinical evaluation tool (enclosed in the syllabus). The student with an unsatisfactory clinical performance should consult his or her clinical instructor for assistance.
 - The student who receives more than two (2) unsatisfactory ratings for lab components in one semester may fail the course regardless of course grades, as noted below:
 - If the student's course grade is a "C" or above and unsatisfactory for the clinical component, a maximum letter grade of "C-" will be issued as the final course grade. If the student's grade is below a "C"

and unsatisfactory for the clinical component, the earned grade will be issued as the final course grade.

- All clinical/lab courses require ongoing evaluation of student performance. Refer to each specific course syllabus for Evaluation Guidelines/Tools. The student must pass all components of a course, including theory, laboratory, and clinical. A passing clinical/lab performance is defined as meeting clinical/lab objectives in the laboratory/facility. If unsatisfactory (“U”) performance occurs, the following protocol will be implemented. The student will:
 - Receive a “U” documented on the clinical/lab evaluation tool and complete remediation as determined by faculty.
 - 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.
 - Acknowledge that his/her course grade will be jeopardized if the same or similar performance continues.
 - Have a written record of a conference/meeting with the instructor and the plan of action attached to the clinical/lab 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.
 - Have the right to respond in writing on the written record of the conference.
 - Have the right to appeal a grade or academic decision that he/she believes to be in error or unfair (see “Petitions and Appeals Non-Disciplinary Matters” in the *University of Mount Union Catalog*).

Dismissing a Student from Theory, Lab, or Clinical

Faculty have the right to dismiss any student from theory, lab, or the clinical setting based on a violation of the Nursing Student Code of Conduct. Faculty members also have the right to dismiss students who are ill (e.g., fevers, vomiting, injuries) and are unable to perform student nurse duties. The faculty can recommend students visit the student health clinic or family physician. Depending on the severity of illness/injury faculty may require a “Release from the Physician” to return to clinical. Any dismissal from theory, lab or clinical will be documented on the student’s evaluation form.

Faculty and or teaching assistants who suspect that students are impaired due to drug or alcohol use are required to dismiss students from the theory, lab, or clinical setting. The symptoms associated with drug and alcohol use vary widely, including agitation, drowsiness, nausea, vomiting, ataxia, sweating, violent or aggressive behavior, aroma of substance and red eyes (See *Alcohol & Drug Policy*).

Faculty and or teaching assistants in this situation will immediately notify the Course Coordinator and the Nursing Program Administrator/Designee of suspected student drug/alcohol use. Students will be instructed to arrange for transportation to the University of Mount Union Health Center Office. The student must show evidence of drug test to the Nursing Program Administrator. Refusal may be grounds for dismissal from the nursing department. Refer to the Department of Nursing Drug Testing Policy and Professional Code of Conduct in the University Student Handbook (See *Overview of the Conduct Process*).

Clinical Dosage Calculation Requirement Policy

The University of Mount Union Nursing faculty values patient safety and believes strong dosage calculation skills are important for safe medication administration. Each clinical course, at the 300 level and above, requires successful completion of a dosage calculation exam prior to administering medications in the clinical arena. A minimum of 90% is the required score; failure may lead to a “U” in clinical. Failure to receive a minimum score of 90% will result in mandatory remediation. The student may attend clinical but will not be able to pass medications in that course’s clinical setting(s) until the required dosage calculation test is passed with a minimum of 90%. The student will be allowed to retake the exam once remediation is completed; a 90% minimum score is, again, required. Failure to meet that 90% on a second attempt will result in a “U”. The student will have a third attempt if needed. A third failure results in a failure in the course.

Grading Scale for Nursing Courses

All theory, lab, and clinical requirements as well as a grading scale are stated in the course syllabi. All nursing courses follow the same grading scale. The grading scale shown below is published in each course syllabus. All course grades, including the final course grade, are recorded to the hundredth decimal place (e.g., 83.71) and are not rounded.

Department of Nursing Grading Scale

Grade Scale			
A	94% - 100%	C-	75% - 76.99%
A-	91% - 93.99%	D+	73% - 74.99%
B+	89% - 90.99%	D	71% - 72.99%
B	86% - 88.99%	D-	69% - 70.99%
B-	83% - 85.99%	F	68.99% or lower
C+	80% - 82.99%	I	Incomplete
C	77% - 79.99%		

Testing Policy and Procedures

1. Paper and Pencil Tests

- Students will be expected to sit every other chair, when possible.
- No bags, cell phones, smart watches, iPods/music players, etc. are allowed in the room (if present, all must be placed to the side of the room). Cell phones and other recording and/or transmitting devices are strictly prohibited.
- Students should bring a number 2 pencil. A test booklet and a Scantron answer sheet will be distributed to each student. Students should place their names on both the test booklet and the Scantron Sheet unless directed otherwise. During the exam, test booklets are to remain flat on the desk.
- Read the cover page of the test booklet carefully.
- Only the answers marked on the Scantron Sheet (if applicable) will be accepted. Students may mark their answers on the test booklet, if permitted by faculty, to aid in test review.

Any question regarding students’ sharing of test information, talking during the

test or any other indication of academic dishonesty will not be tolerated (*Refer to the University and Nursing Student Handbook*).

2. Online Testing

- Computers must meet requirements set forth in university IT “Bring Your Own Device” policy. Refer to <https://www.mountunion.edu/bring-your-own-device> for qualification specifications.
- Working microphone and camera are required.
- You must take the exams/quizzes **sitting** at a desk or equivalent. No laying down.
- Do not get up from your computer at any point until your exam is over.
- Scan your work area and your tabletop prior to starting with question #1.
- Ensure your face is in the camera for accurate monitoring. It is not acceptable for the camera to be capturing your forehead, half your face, etc. Your face must always be in full view of the camera.
- The testing environment must be quiet, no TV, radio, recordings etc. playing in the background.
- There will be no backward navigation or going back to answer questions later.
- No use of cellular phones during the exam. If a student is kicked out of the exam, contact the instructor as directed.
- No paper, pen/pencils. The note section will be enabled for you to write down notes.
- No ear buds, headphones.
- No watches, no smart watches, no hats, no hoods, except for religious head covering.
- No questions will be answered during exams, no sending pictures of exam questions to faculty.
- No additional notes, electronic resources, laptops, tablets, etc. at the testing station.
- No talking or reading the questions aloud.
- The faculty encourages you to stay focused, no gazing eyes, picking at fingers, getting up, etc. **STAY FOCUSED!**
- Once a student saves his/her answers and "logs out," the program will not permit the student to re-enter or modify the answers and these answers are considered final. If a student did not complete all the questions and log-out, they will not be allowed to re-enter the exam, and the questions unanswered will be marked as incorrect.
- Students wanting to review content missed on an exam should schedule a meeting with the faculty.
- Exam questions are confidential and therefore should not be discussed. Under no circumstances should exam questions be discussed via email.
- For any flags that are raised by monitoring faculty (i.e., suspicious testing behavior), if deemed a legitimate violation of the above guidelines, the student will be notified via an incident file that will be completed by course faculty and

kept on file in the Nursing Department. Academic dishonesty **will not be tolerated** (*refer to the University and Nursing Student Handbook*).

- Computer-based examinations will be utilized in many courses using your ATI account. If assistance is needed, the student may contact ATI support by using the “support icon” on your ATI account or contact the UMU IT Helpdesk.

Online Testing Rubric:

Conduct	Point Deduction
Failure to scan environment per guidelines or using a mirror to show computer screen.	Up to 10%
Taking exam in a non-desk setting	10%
Not keeping face centered in screen for the entirety of the exam	15%
Getting out of seat during the exam	15%
Looking around the room	15%
Wearing a hat	15%
Talking	15%
Using cell phones, resources, people in room*, etc.	100%

* If you live in a dual occupancy room and cannot be alone during the exam, please notify your instructor **prior** to the exam to discuss possible alternatives.

3. In-class Exam-day Information

- The following rules and guidelines ensure students have efficient, fair, and positive experiences on assessment/exam days.
 - All students must be in their seats, with laptops turned on, pen/pencil available, anti-virus software turned off, and ready to start by the designated exam time.
 - As soon as students enter the exam room, they should log into their ATI account. Then wait for instructions from the proctor indicating that it is okay to begin.
 - Students are not permitted to have anything open on their laptops in the exam room except the testing software. They may only bring their laptop, charger, and pen/pencil.
 - No bags, cell phones, smart watches, iPods/music players, etc. are allowed in the room (if present, all must be placed to the side of the room). Cell phones and other recording and/or transmitting devices are strictly prohibited.
 - See each course syllabus for additional directions.

4. Student Scores

- Test Scores will generally be posted online in the Grade center for the course in Desire2Learn within five (5) days. See individual course syllabi.

- All course grades, including the final course grade, are recorded to the hundredth decimal place (e.g., 83.71) and are not rounded.
 - Students are encouraged to review tests individually with faculty as needed. **Students must review tests within the test week unless prior arrangements have been made with faculty.**
5. Course/exam Remediation Policy
- It is highly recommended that students who score less than 77% on a course exam schedule an appointment with the faculty. A remediation plan may be suggested and should be completed by the student.
6. Student Missing an Exam:
- Make-up exams will only be given when there is a university accepted excuse for missing the exam. If a student misses a test without an excuse, the student cannot make-up the test. If a student is ill and unable to take a test, that student must call or email the course faculty the day of the exam. Students must negotiate with faculty within 24 hours to make up the test within three (3) school days. Students that miss a scheduled test may be asked to take an alternate test and may receive a point or percentage deduction according to the syllabus. The make-up exam may be in an essay format.

Attendance Policies

Theory Attendance

Attendance is expected in all theory classes with notification to the faculty when illness or other university accepted reasons prevent the student from attending. The nursing student is responsible for the material presented in class. Each individual course syllabus states the specific attendance policy for the course. If the student must be absent from an examination, they will contact the faculty no later than one hour prior to the examination. Students who fail to notify the faculty of their absence by this time may be required to take a grade reduction on the make-up exam. Students must negotiate with faculty within 24 hours to make up the test within three (3) school days. Students that miss a scheduled test may be asked to take an alternate test. The make-up exam may be in an essay format.

Laboratory Attendance

Select nursing courses have required laboratory components and noted in the course descriptions and syllabi. Students must notify course faculty of absence or lateness before scheduled lab start times. An unsatisfactory (U) will be given for each laboratory day missed and for each laboratory day for which the student is late or leaves early. The student is to confer with the faculty regarding make-up for missed laboratory sessions.

Clinical Attendance

The University of Mount Union undergraduate nursing curriculum includes clinical hours established to meet the course and program outcomes. Thus, completion of established clinical hours is required for successful BSN degree completion. In courses with a clinical

component, the student is expected to fulfill all clinical requirements. An unsatisfactory (U) will be given for each clinical day missed and for each clinical day for which the student is late or leaves early. In case of absence or lateness, the student must notify the clinical instructor and agency/preceptor (if observation or practicum) before the start of the clinical day.

Students who miss a scheduled clinical experience, regardless of the reason, are expected to attend the on-site, clinical make-up day as noted in the course syllabus. The clinical make-up day will typically take place the week after regularly scheduled clinical hours are completed but before the end of the academic semester. Course faculty will note the date and time of the clinical make-up day in the course syllabus. Make-up clinical hours may also be scheduled individually in collaboration with the student, at the discretion of the course faculty and clinical agencies. In the event of extenuating circumstances that prevent scheduling or student attendance at an on-site clinical make-up experience, the course faculty will collaborate with the program coordinator to develop an alternate plan to complete an equivalent number of hours that align with one or more clinical objectives (case studies, critical thinking exercises, virtual clinical simulations, etc.). For example, if the student missed 6 hours of clinical time, they will be assigned alternate activities that take about 6 hours to complete. **Failure to complete missed clinical hours, either by attending on-site clinical make-up or completing assigned make-up activities, may result in course failure.**

Clinical and Laboratory Expectations

In the University laboratory, each skill has an allotted time for satisfactory performance of the skill. Failure to complete a skill satisfactorily in the designated time frame will result in an unsatisfactory (U). An unsatisfactory will also be given for failure to meet objectives/standards in clinical practice. Examples of unsatisfactory practice include but are not limited to:

- not accepting accountability and responsibility for one's nursing practice,
- failure to communicate/document/report to the nurse, faculty, or other healthcare team member, relevant patient information,
- not accurately demonstrating the skills of assessment, diagnosis, planning, implementation, and evaluation in the clinical area and/or university laboratory,
- unprofessional appearance and demeanor in the clinical area,
- unsafe or poor patient care,
- leaving the clinical area without informing/reporting to the instructor, team leader, or nurse responsible for the patient care,
- failure to maintain confidentiality,
- failure to meet the standards of attendance and timeliness.

Refer to ORC4723-5 for a more comprehensive list of nonnegotiable student behavior

The specific evaluation criteria with expected behaviors are delineated on the clinical and laboratory evaluation tools. A summary of clinical practice is written by the clinical instructor utilizing the clinical evaluation tool. The student is expected to read the

documentation, comment if desired, and sign the evaluation. The evaluation becomes a part of the student file.

Nursing Skills and Simulation Laboratories

The Nursing Skills and Simulation Laboratories are where skills and procedures will be demonstrated, practiced, and evaluated. Simulation activities are integrated throughout the curriculum. All nursing faculty, staff, and students must know and practice the laboratory safety guidelines included in Appendix E. Faculty may assign laboratory/clinical remediation activities to students to support achievement of the learning outcomes. Remediation sessions will be determined by the course faculty and/or teaching assistants and conveyed to the student. It is the responsibility of the student to satisfactorily complete any assigned remediation within the time frame established by the faculty. Remediation documentation will be placed in the student's nursing file.

Academic Advising

A faculty member from the nursing department will be assigned as an advisor at the time of admission. All students must register for classes during the scheduled registration period each semester. Before this official registration, students must meet with their faculty advisors during the scheduled conference period for Advisor Conferences to plan their academic work for the succeeding term.

Students who wish to formally declare or change a major or minor to a major/minor in another department or to nursing must do so through the Registrar's Office by completing a Declaration/Change of Major/Minor form. The student wishing to change advisor in nursing will talk with the Nursing Program Administrator/Designee regarding a change.

Academic Integrity/Dishonesty

The University of Mount Union academic integrity policies can be found in the University of Mount Union Catalog under "Academic Honesty." The University views the moral and ethical education of its students as being equal in importance to their intellectual development. The codes of conduct and ethical habits individuals' practice as students are likely to guide them for their entire lives. Consequently, a significant part of the University's mission is to support in its students a belief in the importance of personal honesty and integrity and a strong commitment to high standards in those areas. In all their academic pursuits, Mount Union students are expected to be responsible members of the academic community. Refer to the *University of Mount Union Undergraduate Catalog* for a full review of Academic Integrity/Dishonesty issues.

APA Writing Style

The nursing department expects students to follow APA style for writing papers, including citation and bibliography format. Students should refer to the most current Publication of the APA Citation Manual. Information on APA format is available online at Indiana University Purdue website at <http://owl.english.purdue.edu/owl/resource/560/01/> or www.apastyle.org/.

Accountability

Enrollment in the BSN program prepares students in two key ways. First, students are prepared with the necessary education, knowledge, and skills to perform competent, high-quality, and safe nursing care, and second, students are prepared with skills needed for employment. These skills allow them to function as successful individuals in any healthcare setting. Mount Union's nursing program demands high standards, that result in graduates who possess excellent nursing knowledge and skills as well as high levels of ethical and professional behavior (i.e., attitudes) inside and outside the classroom. To foster such preparation, the policies in this handbook apply to every student enrolled in the BSN program. In addition to policies of the Department of Nursing and University of Mount Union, nursing students are always expected to exhibit behaviors consistent with the Ohio Board of Nursing Student Conduct Policies, National Student Nurses' Association (NSNA) Code of Academic and Clinical Conduct, and the American Nurses Association Code of Ethics and Standards of Practice.

Classroom Behavior

Quality nursing care equates with demonstrated behaviors characterized by honesty, integrity, professionalism, and accountability. So that faculty can ensure that every nursing student has the requisite course content, knowledge, and skills to practice high-quality nursing care, it is expected that all students will:

- Attend class and all lab and clinical experiences.
- Arrive prepared, having completed the assigned reading and/or other assignments.
- Actively participate in the classroom, lab, and clinical settings
- Arrive promptly at the start of each session and remain until the end of the session.
- Demonstrate courtesy and respect for all persons by refraining from behavior that causes class disruption. This includes:
 - Tardiness.
 - Usage of mobile devices.
 - Inappropriate use of social media.
 - Side conversations.
 - Failure to pay attention and/or engaging in activities unrelated to the class.
 - Failure to complete all written assignments and psychomotor skills at the designated time and achievement level.
 - Failure to behave in a manner that contributes to a productive, caring, learning environment.

Respect for Property and Community Resources

University of Mount Union students are to use all facilities and resources wisely and with care. This includes being careful not to abuse classroom furnishings, nursing equipment, or the building itself. Renewable resources such as water, electricity, and paper should not be

wasted. Please review the Laboratory Rules in *Appendix C*.

Communication

Students are responsible for accessing information shared through the following venues: the nursing website, D2L course sites, syllabi, University of Mount Union email, nursing bulletin board, ATI, and the Nursing Student Handbook. Students are required to monitor D2L and University of Mount Union email accounts daily for updated information and announcements. Students are also required to sign an acknowledgement of receipt of the *Student Handbook* and assume responsibility for knowing the contents.

Grievance and Appeal

A student with a concern about a non-disciplinary academic matter (such as a disputed grade or program dismissal) should attempt to resolve the matter with the instructor. If the matter remains unresolved, the student should contact the Nursing Program Administrator to seek resolution. If the matter remains unresolved, the student may initiate a formal grievance with a petition to the Academic Policies Committee for review; the petition form is available in the Office of the Registrar. There is a time limit to file the formal appeals process (See the *University of Mount Union Undergraduate Catalog*).

The student may appeal the decision of the Academic Policies Committee with an Official Grievance to the Assistant Academic Dean. The student must submit a written request to appeal the Committee's decision to the Office of the Assistant Academic Dean within five (5) business days of the notification of the Committee's decision. The Assistant Academic Dean's decision is final.

Procedures for Student Illness, and/or Injury

Due to the nature of the Nursing Program, health requirements for Nursing students, especially in the clinical phase of the program, are far more stringent than for the typical undergraduate student. Medical, mental health or surgical conditions arising while a student is enrolled in the program's clinical phase must be reported to the Nursing Program Administrator/Designee. In no case will program requirements preempt the directions of a student's personal healthcare or mental health/rehabilitation counselor or therapist, but if the student is unable to perform at the expected level of program technical performance standards in a given clinical rotation, or in the classroom or laboratory, a leave of absence may be required, after review by the Nursing Program Administrator/Designee and/or Course Faculty. Prior to returning from this leave of absence, the student will be required to present written documentation from his or her physician or mental health/rehabilitation counselor or therapist stating that the student is able to resume classroom, laboratory, and/or clinical rotation activities at the expected level of program technical performance standards.

A student unable to complete clinical, laboratory, or classroom assignments due to health-related restrictions must provide a written statement from their healthcare provider documenting readiness to return to full patient care.

All students at the University of Mount Union are required to maintain comprehensive health insurance coverage. In addition, the campus Health Center provides basic medical services

for undergraduate students with short-term illnesses and minor injuries. The Aultman Alliance Community Hospital is located one block from campus for treatment of more serious conditions.

A student who experiences illness or injury in classroom or clinical will be provided appropriate immediate care using available resources at the time of illness or injury to stabilize her/his condition. The procedure for handling student illness or injury will depend on the extent of the illness or injury. The following procedures will be followed:

Isolation and Quarantine for Communicable Diseases

In the event a nursing student qualifies for isolation or quarantine as determined by a local public health department, faculty and administration will adhere to guidelines as set forth by the Centers for Disease Control and Prevention, the Ohio Department of Health, and the local public health department with jurisdiction over the case. Curricular issues caused by a student's adherence to public health isolation/quarantine guidance will be evaluated on a case-by-case basis to meet student needs and program requirements.

The student is responsible for providing documentation regarding isolation/quarantine protocols from the local public health department or student health center.

Illness or Injury in the Classroom or Laboratory

- The student will be sent to the student health center for further evaluation and care. A faculty member, staff, or a student may accompany the student to the Student Health Center. If the student's illness or injury appears serious or life threatening, 911 will be called to provide immediate care and transfer the student to a healthcare facility.
- The Nursing Program Administrator/Designee will be informed of the student's illness or injury.
- If the ill/injured student indicates a person to contact, the department will make efforts to do so; if the ill/injured student is unable to coherently identify such an individual, the department will call the contact person listed in the student's file.
- The student will be responsible for healthcare expenses.

Illness or Injury in the Clinical

- The clinical instructor may send the student to the emergency department of the clinical facility for evaluation of the health status and care.
- The Nursing Program Administrator/Designee will be informed of the student's illness or injury.
- If the ill/injured student indicates a person to contact, the department will make efforts to do so; if the ill/injured student is unable to coherently identify such an individual, the department will call the contact person listed in the student's file.
- The student will be responsible for healthcare expenses.

Students are encouraged to utilize the campus Health Center for ordinary medical issues. The medical professionals on staff will determine the seriousness of the condition and may recommend absence from class. In all cases, students must notify their course instructors and arrange to complete missed assignments.

Pregnancy

Students are responsible for their own health and the health of their unborn child. When a student is aware of their pregnancy, either confirmed or non-confirmed, it is the student's responsibility to inform their clinical faculty member, the course coordinator, and Nursing Program Administrator/Designee. 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 regimens that may jeopardize the unborn child include radiation, chemotherapy, and viral infections. The student will be responsible for being aware of potential risks to their unborn child related to clinical assignments. It is the student's 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 healthcare provider approval for continuing clinical work.

Program Evaluation

Evaluation of the clinical facilities' rotation sites will be completed by students at the end of each clinical rotation. Evaluation of the nursing program classes will be done according to University of Mount Union guidelines. There will be an opportunity for evaluation of the faculty and/or teaching assistant(s) by students at the end of each clinical rotation. In addition to course evaluations, students will have multiple opportunities to evaluate the program including periodic satisfaction surveys and questionnaires and continuous informal student-faculty interaction. Students also routinely participate in program evaluation through various surveys, focus groups, and performance on standardized tests. After graduation, students participate in program evaluations through Graduate/Alumni Surveys.

PROFESSIONAL CODES OF CONDUCT

“Professionalism is defined as the consistent demonstration of core values evidenced by nurses working with other professionals to achieve optimal health and wellness outcomes in patients, families and communities by wisely applying principles of altruism, excellence, caring, ethics, respect, communication and accountability and also, inherent in accountability is responsibility for individual actions and behaviors, including civility” (AACN Baccalaureate Essentials 2008).

The nursing student represents the nursing profession. Therefore, the student has an obligation to know and appreciate the profession's code of ethics and values and, to always incorporate them into their behaviors and practice inside and outside the classroom, lab and clinical. The nursing profession demands that the individual be responsible, accountable,

self-directed, and professional in behavior; nursing students must represent themselves and the profession of nursing in using such manners and behaviors, and in all situations including the use of social media. The process of becoming a professional person begins upon entering a professional education program. Students demonstrate professionalism by attending classes and clinical experiences, by exhibiting courteous behavior, being prepared for class/clinical assignments, and on-time for class, clinical, and lab.

Students are held to the same standard of behavior as a practicing nurse. Failure to adhere to professional standards will result in the campus conduct process being initiated as defined in the University Student Handbook (See Overview of the Conduct Process).

Healthcare organizations have codes of conduct that define acceptable, disruptive, and inappropriate behaviors. Students are expected to adhere to these conducts in addition to the University of Mount Union Student Code of Conduct expectations and policies described in the University of Mount Union Student Handbook. Students are expected to adhere to the technical standards, OBN conduct policy, and NSNA code of academic and clinical conduct, and laboratory policies (See Appendices G, I, J, and E).

Ohio Board of Nursing (OBN) Student Conduct Policy

University of Mount Union Department of Nursing students are expected to adhere to OBN policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723-5-12-C of the Ohio Administrative Code and the rules adopted under that chapter, which may be found in Appendix I.

National Student Nurses' Association (NSNA) Code of Academic and Clinical Conduct

University of Mount Union Department of Nursing students are expected to adhere to the NSNA Code of Academic and Clinical Conduct, which may be found in Appendix J. The NSNA House of delegates adopted this code as a guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment.

Alcohol & Drug Policy

The Department of Nursing always requires that nursing students be capable of providing safe and effective patient care. To that end, the Department of Nursing is committed to a substance-free workplace and environment. 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 Department 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 which 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 Department 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 legal/illegal drugs.

Alcohol & Drug Testing Policy

Purpose

Based on the Ohio Board of Nursing: Ohio Laws and Rules; "the program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723-5-12-C of the Ohio Administrative Code and the rules adopted under that chapter". A nursing student in a clinical assignment, who is under the influence of alcohol or drugs that impair judgment, poses a threat to the safety of clients. For these reasons, evidence of use of these substances, documented by positive drug and/or alcohol screening tests, will result in removal from any clinical course for the semester. The Nursing Program Administrator/Designee will meet with the student to inform him/her of the plan for treatment and follow-up as indicated below. Additionally, the campus conduct process will be initiated as defined in the University Student Handbook (See Overview of the Conduct Process).

Pre-Clinical Testing and Positive Test Results:

The Department of Nursing will require a 10-panel urine drug test at the beginning of each academic year or first clinical semester in an academic year prior to clinical courses, and upon suspicion (as noted in the statement on dismissing a student from class, lab, or clinical in the student handbook), at the student's own expense within no more than 90-days before the first day of the academic semester.

Procedure:

1. Any nursing student undergoing medically prescribed treatment involving a chemical or natural substance that may limit the nursing student's ability to perform the required tasks must report that treatment to his/her faculty or teaching assistant prior to participating in activities in the classroom, laboratory, or clinical setting. Upon such disclosure, the faculty and or teaching assistant shall accommodate the student's potential impairment in that setting within reason. 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 healthcare whether a prescribed substance may impair performance. Any information provided by the nursing student shall be kept confidential.
2. 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, if available, to confirm the impairment.

3. The Nursing Program Administrator/Designee will review any positive urinalysis test results to determine whether a legitimate medical explanation could account for any “positive” result reported by the laboratory. This is accomplished by an in-person interview with the specimen donor and by giving the donor an opportunity to provide evidence of legally prescribed medication use that may have caused the positive lab result. If the Nursing Program Administrator/Designee determines that a legitimate medical explanation exists, the results reported will be recorded as “negative”. If there is no legitimate medical explanation, the protocol for a positive drug screen will be implemented:

- Any student testing positive will not be permitted in any clinical setting for that semester.
- A student who tests positive will be required to make an appointment with the Office of Alcohol, Drug, and Wellness Education. This office will follow up with the student and the student will follow the recommendations of that office.
- The student will be asked to sign a release notifying the Nursing Program Administrator/Designee of the disposition of the visits.
- The student will be required to be tested again, at the student’s expense, prior to potential return to a clinical course.
- If the student tests positive the second time, the student will be withdrawn from the program and will need to petition to the Nursing Program Administrator/Designee to re-enter. Upon petition to re-enter the program, the student will provide the Nursing Program Administrator/Designee with documentation from a certified drug and alcohol counselor indicating readiness to return to the program and prognosis for full recovery.
- After a student has completed the required counseling sessions through the Office of Alcohol, Drug, and Wellness Education, has a negative drug screen, and returns to the clinical setting, random drug testing at the student’s expense will occur periodically until the student graduates from the program. The Nursing Program Administrator/Designee will notify students of the required random drug screening which will be completed within four days of notification. If a positive drug screen occurs, the student will be withdrawn from the program and will need to petition to re-enter as indicated in previous paragraph.

*Some clinical sites may require additional and/or more extensive testing than required by the Department of Nursing. Students will be notified if this pertains to them.

The Department of Nursing strongly solicits the understanding and cooperation of all nursing students in implementing the Policy and Procedures set forth herein. Questions regarding the Policy and Procedures should be directed to the Nursing Program Administrator, with the

assurance that all inquiries will be kept confidential. See the University of Mount Union Student Handbook for the University substance abuse policy, which can be found on the University of Mount Union website.

Social Media Use

Identifying oneself as a representative of the University of Mount Union Department of Nursing on social media perceptions about the university and the student. Student nurses are to maintain the awareness that they are contributing to the global image of nursing and are always representing the nursing profession as well as the University of Mount Union through intended and unintended outcomes of their social media usage.

All content associated with the student is to be consistent with professionalism and the University's reputation. Students who use social media should be aware of their roles as professionals. The posting of certain material/information may violate certain laws and/or the professionalism of nursing. Improper use of social media may violate the Department of Nursing and the University of Mount Union student code of conduct and subject the student to disciplinary action.

Disciplinary action is, however, not limited to warning, failure of course, and/or dismissal from the nursing program. The Department of Nursing follows the social media policy set forth by the University Student Handbook. Incidents will be reviewed individually by a Nursing Department Administrator/Designee. Additionally, the campus conduct process will be initiated as defined in the University Student Handbook (See *Overview of the Conduct Process*).

Information that students post and share online is NOT confidential. Assume anything posted - or, are tagged in - is visible to the world-at-large and may affect a student's professional reputation for years to come. Today, many employers and academic institutions routinely search for potential candidate's online reputations. For more on developing and protecting your online reputation, the department of nursing strongly encourages you to review:

- *White Paper: A Nurse's Guide to the Use of Social Media*
https://www.ncsbn.org/public-files/Social_Media.pdf
- Social Media Guidelines National Council of State Boards of Nursing in partnership with the ANA offers nurses guidelines on using social media responsibly, both personally and professionally. <https://www.ncsbn.org/347.htm>

Confidentiality/FERPA

The University of Mount Union Department 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' rights 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 University of Mount Union FERPA policy in the University of Mount Union Student Handbook, or the University of Mount Union Catalog located online at the University of Mount Union website.

STUDENT CLINICAL REQUIREMENTS/POLICIES

Dress Code

The University of Mount Union Department of Nursing has an official Dress Code for clinical. Uniforms are expected to be kept clean and in good repair. Nursing uniforms are to be worn to all clinical sites in accordance with agency policy. Students will wear the University of Mount Union uniform in the clinical setting and may wear the uniform in transit to and from the clinical area and at other designated times. Any student who wears or displays the University of Mount Union student nursing uniform in an unprofessional manner or in an inappropriate place will be subject to disciplinary action that could include suspension or dismissal from the program.

For clinical experience in any setting, expectations for the student uniform include the following:

- Appropriate attire be worn as identified by the course faculty, the policies of the agency*, and additional Nursing Program Policies if applicable.
- The uniform must be kept neat, clean, and well-fitted.
- The Mount Union name badge is worn and attached to the uniform shirt/top on the upper left pocket of the shirt/top.
- The purple uniform top and pants must be worn in clinical and lab unless otherwise identified by clinical agency policy or approved by the Nursing Program Administrator/Designee.
- Plain white-, black-, gray-, or nude-colored underclothes must be worn.
- An optional uniform UMU Nursing lab jacket may be worn over the uniform top.
- No tattoos or piercings will be evident during clinical. The exception is one small, unobtrusive stud earring that may be worn in the lobe of each ear.
- Makeup will be minimal and tastefully applied.
- Artificial nails are prohibited. Nails will be short and clean. Only clear polish is acceptable.
- Hair will be pulled back and must be of a naturally appearing color.
- Fake and/or false eyelashes are prohibited.
- No perfume or cologne is to be worn during clinical.
- No body jewelry is to be worn, except a plain wedding band.
- Shoes will be flat, white, closed toe and heel. Athletic footwear as well as “nurse shoes” are acceptable.
- Socks and/or hose must be white, black, gray, or nude colored.
- Hair is to be away from the face without decorative hair ornaments, and off the collar.

- A watch that measures seconds may be worn. It cannot be a smart watch (e.g., Apple Watch or Fitbit)

*When obtaining an assignment prior to the clinical, if applicable, experiences, the student is expected to present a professional appearance by adhering to the above standards. The acceptable attire for a clinical agency is the purple knit shirt and professional dress pants, lab coat, name tag, and facility identification badge, if required. Acceptable dress for other situations (i.e., community agencies) includes business-like attire or dress slacks (no denim, sandals, tennis shoes, halter tops, low neck tops, t-shirts, or shorts), designated laboratory coat, name tag, and facility identification badge, if required. See course syllabus for specific uniform requirements.

Transportation & Parking

Transportation is the responsibility of the student. Students are to adhere to facility policies and/or rules regarding parking. Failure to do so may result in a clinical “U” for the day.

Cellular Phone & Electronic Telecommunication Devices

Cell phones, pagers, or other unauthorized telecommunication devices are not to be used in the clinical setting. Strict adherence to agency cell phone policy is required. If a student has documentation of a hearing impairment, and is using a smart stethoscope, they will be permitted to keep their cell phone in their uniform pocket.

Timeliness

Students are required to be on time for the clinical experience. Unsatisfactory (U) marks related to timeliness are discussed in the Evaluation and Grading of Student Experiences of this Nursing Student Handbook

Agency Policies

The dress code policy and other related policies of the affiliating agency must be adhered to by students during clinical rotations and/or whenever they are representing University of Mount Union and/or an agency.

Incident/Injury Report

An error, injury or other reportable incident that occurs during the laboratory and/or clinical rotation must be reported to the clinical site as per that agency’s policy. In addition, the injury or incident must be reported to the faculty member, who will complete an incident report and be placed in the student file.

HIPAA/Confidentiality

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 HIPAA regulations. The student must always safeguard the clients’ right to privacy by judiciously protecting information of a confidential nature.

University of Mount Union Nursing Department faculty and students are expected to be familiar with and follow the HIPAA Privacy Rule, which protects the privacy of individually identifiable health information. Furthermore, the Nursing Department believes that professional registered nurses are held to the highest standard in protecting the dignity and rights of the clients they serve. Any breach in privacy/confidentiality or respect for a client's dignity and rights is justification for clinical failure during the semester. Students will be required to follow appropriate confidentiality guidelines at all clinical agencies. A module is offered in NUR 240 that discusses confidentiality.

Because the process of clinical learning is dependent upon using patient information retrieved from the healthcare setting, it is imperative that all patient information be free of all identifying factors such as name, room number and identification number.

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.

Barrier Precautions:

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

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 follows the clinical facility policy and who will complete an incident report and be placed in the student file.
2. Immediately cleanse the needle-stick or cut with soap and water. If mouth, nose, or eyes are involved, irrigate with saline or sterile solution.
3. Complete incident reports as required (i.e., 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 healthcare provider or campus health service as soon as possible after exposure.
5. Follow 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 University of Mount Union is responsible for follow-up care.

Clinical Requirements Software

Because it is required by multiple clinical partners, the BSN program uses ACEMAPP to manage student clinical experiences. ACEMAPP is an online document management, learning, and certification system. It is the student's responsibility to stay up to date with their ACEMAPP account, including checking their inbox for reminders and alerts.

Students will receive an email with information about creating an account before their first clinical course begins. This typically occurs during the sophomore year for traditional BSN students and during the first semester (summer session II) for accelerated BSN students. Students must pay an annual \$50 fee directly to ACEMAPP to create/maintain an account before their clinical coursework begins. Failure to create/maintain and complete all assigned requirements will prevent the student from starting their clinical experiences, which may result in course failure.

Background Checks

Ohio hospitals require both a national background (FBI) check, and an Ohio Bureau of Criminal Identification (BCI; BCI) check with fingerprints. Information will be provided to students regarding deadlines for initiating the background checks; the first set of checks will be done prior to beginning clinical for the first time, and the BCI will be renewed annually thereafter. The federal check will also need to be done annually for those who have lived in Ohio for fewer than five (5) years. Background checks are completed on campus and the cost is included in student fees. Results are to be sent directly from the State of Ohio to the Nursing Department Office.

Some other clinical agencies may have additional background requirements that will be addressed as needed.

Liability Insurance

All student nurses are provided nursing liability insurance. The University of Mount Union provides professional liability coverage for students while performing student duties. The cost is covered by nursing student program fees.

CPR Certification

Students are required to complete the American Heart Association CPR Basic Life Support Course for Healthcare Providers (BLS-C) before beginning the first clinical course. Before

expiration, a recertification course must be completed. This course is offered through several hospitals and agencies. Plan early and obtain the dates when the class is offered. Proof of certification must be submitted to the Department of Nursing one month prior to the first day of the academic semester that clinical courses will be completed.

ATTENTION: American Red Cross CPR classes are not accepted for this requirement.

Weather Cancellation

In the chance of severe weather, clinical cancellations may occur in one of two ways. If the University of Mount Union cancels class, clinical will be cancelled. With approval of the Nursing Program Administrator/Designee, the clinical may be cancelled due to severe weather even if University of Mount Union is open. This will be accomplished through a communication from the student's clinical faculty. Make-up work will be required for all missed clinical experiences.

Sexual Harassment in the Clinical Setting

Any student who experiences sexual harassment or harassment of any form while in the clinical area should notify the clinical faculty member immediately. The University will assist the student in dealing with harassment in the clinical setting. The University also has its own internal sexual harassment policy if students feel they are being subjected to sexual harassment by another student or University employee (see University of Mount Union Student Handbook).

Student Health

To protect the well-being of clients and nurses, many agencies require that agency personnel have periodic diagnostic tests and current immunizations. For the protection of both the nursing student and patients assigned for care in the process of clinical learning, the following health policies are in place. These policies are consistent with the student health policies of the University of Mount Union and comply with affiliating agency requirements.

Students participating in 200, 300 or 400 level nursing courses with a clinical component will be administratively removed from the course if all Health and Professional requirements are not met by one month prior to the first day of the academic semester.

Students are required to maintain copies of their immunizations and submit a copy of their immunization records to the University of Mount Union Nursing Department. These will be kept on file. Students will be given information about health data, immunization, and clinical requirements before admission to the nursing sequence. (Please see the *Health Data & Clinical Requirements Checklist* form in *Appendix K*).

Technical Standards of Performance for the Nursing Program

The University of Mount Union Department of Nursing is committed to equal access for all qualified program applicants and students. The Department of Nursing faculty has identified standards essential to delivering safe, effective nursing care during clinical education activities. These standards determine the students' ability to acquire knowledge and develop

the clinical skills required by the curriculum. Clinical education is a major focus throughout the program involving considerations, such as patient safety, that are not present for classroom activities. Therefore, the student must meet these standards and maintain satisfactory demonstration of them for successful program progression and graduation. Students must complete the *Technical Standards Certification (Appendix A)* form prior to beginning clinical experiences. Nursing students, with or without reasonable accommodation, must satisfy the performance standards outlined in the certification form.

Immunizations and Screenings

The immunization and screening requirements must be completed with documentation submitted to the Department of Nursing via the designated software one month prior to the first day of the academic semester, unless otherwise noted. Please also see *Appendix K: Health Requirements Checklist*. Students will not be permitted to attend clinical if healthcare data is not up to date. Some clinical sites may require additional and/or more extensive testing than required by the Department of Nursing. Students will be notified if this pertains to them. Refer to the Vaccination Exemption Policy and Vaccination Exemption Form (see *Appendix M*) for additional information on vaccinations.

1. Tuberculin Skin Test (TB): is to be done yearly. Initially, proof of a two-step Mantoux tuberculin skin test is required before beginning clinical. Once the two-step Mantoux is documented, all subsequent yearly testing is a single-step Mantoux unless one of the following exceptions apply:
 - a. A student who has a positive Mantoux needs to provide results of a chest X-ray before beginning clinical, and an annual screening for symptoms and risk of exposure will be required. An additional chest X-ray may be necessary, as indicated.
 - b. A student who has had the Bacille Calmette-Guerin vaccine must have an initial chest X-ray before beginning clinical, and an annual screening for symptoms and risk of exposure will be required. An additional chest X-ray may be necessary, as indicated.
2. **Diphtheria:** An adult diphtheria tetanus within the past 10 years, or tetanus/diphtheria/pertussis (Tdap); any new immunizations given should be the Tdap.
3. ***Rubella:** The student must show serologic proof of immunity.
4. ***Rubeola:** The student must show serologic proof of immunity.
5. ***Infectious Parotitis (Mumps):** The student must show serologic proof of immunity.
6. **Varicella (Chicken Pox):** Documentation of vaccination OR positive titer (serologic proof of immunity).
7. **Hepatitis B Vaccine:** Vaccination is not required but strongly recommended. While a serologic proof of immunity (positive titer) is preferred because it shows protection from Hepatitis B, it is not required. Students should provide documentation of positive titer OR the *dates* of vaccination #1, #2, and #3. Students who do not have documentation of a positive titer or the completed

- vaccine series will need to sign a waiver. (*See Appendix M for waiver form*).
8. **Seasonal Influenza (Flu):** Influenza vaccine is required annually by October 31st.
 9. **COVID-19 Vaccine:** Full vaccination is required prior to beginning clinicals. Students are considered fully vaccinated two weeks after receiving the second dose of a 2-dose COVID-19 vaccine **or** 2 weeks after the receiving the single dose COVID-19 vaccine. Boosters are **not** currently required but please provide documentation if you have received one.
 10. **Annual 10-Panel Urine Drug Test:** A urine drug test should be completed within 90 days of submitting documentation to the Department of Nursing. Please see the *Alcohol & Drug Testing Policy* for further details.
 11. **Other:** Other immunizations or health requirements as indicated or deemed necessary.

**** If titer results are negative, the student must show documentation of vaccination.***

Other Health Issues

Any health issues that impact the student, classmates, or patients must be discussed with the faculty member prior to continuation in clinicals. Medical documentation for participation in clinicals may be required.

STUDENT FEES, EXPENSES, AND REFUNDS

Students need to refer to the current *University of Mount Union Undergraduate Catalog* for the most current expenses & fees and refund policies. Nursing students may be eligible for financial aid through the University and are encouraged to contact the Financial Aid Office. The various types of assistance available to university students are listed in the *University of Mount Union Undergraduate Catalog*. It is suggested that students investigate external sources of funding for grants and loans (e.g., The Ohio Nurses Association (ONA) and the Ohio Board of Nursing (OBN)).

Nursing students will encounter additional fees and expenses during their course of study. Some of these fees are encountered due to requirements by the clinical agencies and some are due to curricular requirements. The fees and expenses will vary depending on the charge from third parties such as clinical agencies. The following additional fees and expenses will occur; however, the list is not exhaustive:

1. Background Checks/Fingerprinting

Both BCI and FBI background checks are required of all students before second-level nursing courses start. BCI checks are also required each year before junior and senior level nursing courses start. FBI checks are required yearly if the student has not been a resident of Ohio for the last five (5) years. The Boards of Nursing also require a BCI and FBI background check at the time of application for licensure. Students will not be allowed to attend clinical experiences until the University of Mount Union Department of Nursing receives background check results.

2. Clinical Equipment

Clinical equipment will be provided for use in laboratory settings on campus. Students will receive a stethoscope, pen light, a sphygmomanometer prior to the sophomore year nursing courses. Students must also have a non-smart watch with a second hand. Other equipment such as bandage scissors and hemostats are recommended but not required.

3. Clinical Practice Fees

Because it is required by multiple clinical partners, the BSN program uses ACEMAPP to manage student clinical experiences. ACEMAPP is an online document management, learning, and certification system. Students must pay a \$50 annual fee directly to ACEMAPP to create and maintain an account before their clinical coursework begins (see *Clinical Requirements Software* for more details).

4. CPR Certification

Prior to laboratory/clinical nursing courses, the student is required to be certified in the **American Heart Association's Healthcare Provider** course for cardiopulmonary resuscitation (CPR). This certification must be renewed every two (2) years. American Heart Association Healthcare Provider courses may be taken at any local hospital. Students are responsible for the cost of the CPR training.

Note: CPR certifications from organizations other than the American Heart Association **will not** be accepted.

5. Immunizations

The student is responsible for the cost of vaccinations, an annual TB test, and blood titers as required.

6. NCLEX-RN Review Course

Each nursing student is required to complete a NCLEX-RN review course as part of the University of Mount Union Department of Nursing curriculum. The cost of the review course is included in nursing student program fees.

7. Online Nursing Assessment System

An online assessment/testing system is integrated in the curriculum as part of the program requirements. The testing system facilitates improvement in critical thinking and practice with NCLEX-type questions. Since the online assessment/testing system is a program requirement, each student will be required to participate in testing and remediation, as needed, each semester. Nursing student program fees currently cover the cost of the system.

8. Pinning Ceremony

Pinning Ceremonies take place in May and August. Students are awarded a pin in representation of entering the nursing profession. Students attending the Nursing Pinning Ceremony must also attend university graduation. Nursing student program fees currently cover the cost of pinning.

9. Professional Liability Insurance

All student nurses are provided nursing liability insurance. The University of Mount Union provides professional liability coverage for students while performing student duties. The cost is covered by nursing student program fees.

10. Uniforms

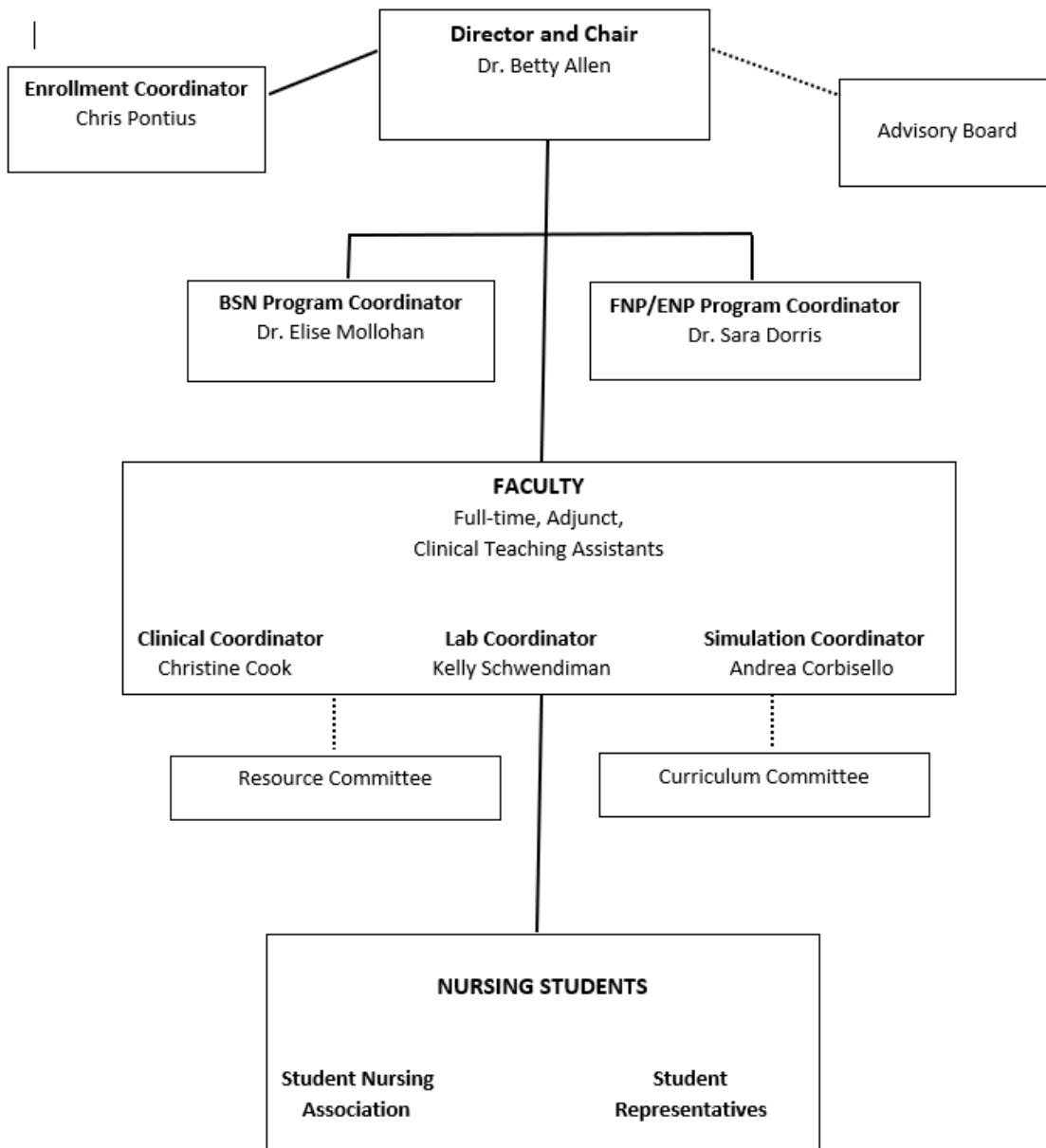
All students must purchase the University of Mount Union uniform at the beginning of the sophomore year. The Department of Nursing coordinates with a uniform shop where polo shirts, scrub pants or skirt and top, white lab coat, and a name pin can be purchased. A long-sleeved white undershirt may also be purchased. Uniform tops and lab coats will be embroidered with "University of Mount Union." Students are responsible for the cost of the uniform, name pin, and lab coat with embroidery.

11. Urine Drug Test

Each year before laboratory/clinical nursing courses, the student must complete a 10-panel urine drug test and submit written results to the Nursing Office to be kept in the student's file. It is the student's responsibility to arrange and pay for the test.

APPENDIX

Appendix A: Nursing Department Organization Chart



Appendix B: BSN Program Traditional Track Curriculum Plan

	Fall Semester			Spring Semester		
	Number	Title	Hours	Number	Title	Hours
Freshman Year	BIO210	Anatomy & Physiology I w/Lab	4	BIO211	Anatomy & Physiology II w/Lab	4
	CHM110N*	Foundations of Chemistry w/Lab*	4	CHM115	Organic & Biochemistry for Nursing w/Lab	4
	FYS*	First Year Seminar*	4	NUR190	Intro. to the Nursing Process	2
	NUR130	Health Promotion across the Lifespan	4	XXXX^	Foreign Language (at 102 level) ^	4
				A*, S*, H*	Foundations course*	4
			16			18
Students <u>Must</u> complete the following prerequisite courses with a cumulative grade point average of 2.75 or higher and a grade of "C" or higher: BIO210 & 211, CHM 110 & 115, and NUR130 & 190.						
Sophomore Year	BIO290	Pathophysiology	4	NUR260	Basic Clinical Pharmacology for Nursing	4
	NUR240	Health Assessment & Physical Examination	4	NUR290	Foundations of Nursing Practice	6
	NUR262	Human Nutrition	2	BIO200	Microbiology w/Lab	4
	A*, S*, H*	Foundation Course*	4	A*, S*, H*	Foundation Course*	4
			14			18
Junior Year	NUR380	Nursing Care of Adults I	6	NUR380	Nursing Care of Adults II	6
	NUR340 or NUR360	Nursing Care of the Childbearing Family & <u>Newborn</u> or Nursing Care of Clients with Psychiatric Mental Health Conditions	4	NUR340 or NUR360	Nursing Care of the Childbearing Family & <u>Newborn</u> or Nursing Care of Clients with Psychiatric Mental Health Conditions	4
	MTH123	Elementary Statistics	4	NUR370V	Evidence-Based Practice in the Nursing Profession (V)*	4
	XXXXXX*	Explorations Course I (G)*	4			
			18			14
Senior Year	NUR420	Community Health Nursing	4	NUR350 or NUR440	Nursing Care of Children & Families or Nursing Care of Clients with Critical Health Conditions	4
	NUR430	Professional Leadership & Management in Nursing Practice	4	NUR480	Professional Role Development & Transition to Nursing Practice	4/6
	NUR350 or NUR440	Nursing Care of Children & Families or Nursing Care of Clients with Critical Health Conditions	4/6	*CAP400	Senior Capstone*	4
			12/14			12/14

*Students who complete NUR499 Internship, in summer between junior & senior year, are required to take NUR481 in the Spring of senior year to meet requirements of NUR480. If in the last semester a student is below 12 credits (i.e., full time status) they are eligible for [NCAA](#) athletic competition. Students that are below 12 credits (i.e., [full time](#) status) should talk with the financial aid office about potential impact on scholarships and/or consider adding credits to achieve full-time status.

Appendix C: BSN Program Fast Track Curriculum Plan

Transfer credits will be evaluated by the Office of the Registrar and the Department Chair. Must transfer in an A, S, or H Foundations <u>course</u> .*						
**Students may complete the world language requirement through placement test or complete required courses in the summer between Junior and Senior year.						
Fall Semester/Summer I				Spring Semester/Summer II		
	Number	Title	Hours	Number	Title	Hours
F i r s t Y e a r	BIO210	Anatomy & Physiology I w/lab	4	BIO211	Anatomy & Physiology II w/lab	4
	CHM110N*	Foundations of Chemistry* w/lab	4	CHM115	Organic & Biochemistry for Nursing w/lab	4
	FYS*	First Year Seminar*	4	NUR 190	Intro. to the Nursing Process	2
	NUR 130	Health Promotion throughout the Lifespan	4	A*, S*, H*	Foundations course* (x2)	8
				16		
Students <u>Must</u> complete the following prerequisite courses with a cumulative grade point average of 3.25 or higher and a grade of "C" or higher: BIO210 & 211, CHM 110 & 115, and NUR130 & 190.						
Su m m e r	BIO290	Pathophysiology	4	NUR 260	Basic Clinical Pharmacology for Nursing	4
	NUR240	Health Assessment & Physical Examination	4	NUR290	Foundations of Nursing Practice	6
	BIO 200	Medical Microbiology w/lab	4			
			12			10
Ju n i o r Y e a r *	NUR380	Nursing Care of Adults I	6	NUR390	Nursing Care of Adults II	6
	NUR340 <u>or</u> NUR360	Nursing Care of the Childbearing Family & <u>Newborn</u> <u>or</u> Nursing Care of Clients with Psychiatric Mental Health Conditions	4	NUR340 <u>or</u> NUR360	Nursing Care of the Childbearing Family & <u>Newborn</u> <u>or</u> Nursing Care of Clients with Psychiatric Mental Health Conditions	4
	MTH123	Elementary Statistics	4	NUR370	Evidence-Based Practice in the Nursing Profession (V)*	4
	XXXXXX *	Explorations Course I (G)*	4	NUR262	Basic Nutrition for Nursing Practice	2
				18	**	
Se n i o r Y e a r *	NUR420	Community Health Nursing	4	NUR350 <u>or</u> NUR440	Nursing Care of Children & Families <u>or</u> Nursing Care of Clients with Critical Health Conditions	4/6
	NUR 430	Professional Leadership & Management in Nursing Practice	4	NUR 480	Professional Role Development & Transition to Nursing Practice	4
	NUR350 <u>or</u> NUR440	Nursing Care of Children & Families <u>or</u> Nursing Care of Clients with Critical Health Conditions	4/6	*CAP400	Senior Capstone*	4
				12/14		

*Meets the University Integrative Core requirements. May need additional credits to meet the 128-credit requirement for graduation.

Appendix D: Post-Baccalaureate Accelerated BSN Program Curriculum

Summer I		Summer II		Fall	
NUR 130 Health Promotion throughout the Lifespan*	4	NUR 260 Basic Clinical Pharmacology for Nursing	4	NUR 380 Nursing Care of Adults I	6
NUR 190 Intro to the Nursing Process	2	NUR 290 Foundations of Nursing Practice	6	NUR 340 Nursing Care Childbearing Family & Newborn	4
NUR 240 Health Assessment & Physical Examination	4			NUR 262 Basic Nutrition for Nursing Practice	2
BIO 290 Pathophysiology	4			NUR 370 Evidence Based Practice	4
Credit Hours	10-14*	Credit Hours	10	Credit Hours	16
Spring		Summer I		Summer I & II	
NUR 390 Nursing Care of Adults II	6	NUR 440 Nursing Care of Clients with Critical Health Conditions	6	NUR 430 Professional Leadership & Management in Nursing Practice	4
NUR 360 Nursing Care of Clients with Psychiatric Mental Health Conditions	4	NUR 350 Nursing Care of Children & Families	4	NUR 480 Professional Role Development & Transition to Nursing Practice	4
NUR 420 Community Health Nursing	4				
Credit Hours	14	Credit Hours	10	Credit Hours	8

Pre-Req: BIO 210, BIO 211, CHE 110, CHE 115, BIO 200, MTH 123. Must complete the following prerequisite courses with a cumulative grade point average of 2.75 or higher and a grade of “C” or higher: BIO 210, BIO 211, CHE 110, and CHE 115.

*PSY 225 will be accepted for NUR 130 and included in the cumulative GPA with BIO 210, BIO 211, CHE 110, and CHE 115 if taken before admission to the program

Appendix E: Nursing Skills and Simulation Laboratory Rules

1. All Nursing labs are locked unless occupied by faculty, staff or students during class or practice time.
2. Students are expected to come to lab class prepared by reading the assignments before class starts. Students must know the proper use of all lab equipment before using it in the lab setting.
3. There is no food or beverages permitted in the labs to prevent damage to the equipment.
4. Smoking is not permitted in the labs.
5. The skills lab will not be used as a Health Center for ill students, faculty, or staff.
6. The lab beds are for learning purposes. Students are not to be in the beds unless for teaching/learning purposes.
7. The labs are not to be utilized as a social meeting area.
8. No equipment or supplies may be removed from the laboratory setting without consent from Coordinator of the Laboratory, faculty, or Nursing Program Administrator/Designee.
9. Students may sign out specific laboratory equipment for use outside of the lab setting with consent from the Coordinator of the Laboratory.
10. NO CELL PHONES. Calls and texts are not permitted during Lab class, practice sessions, testing or remediation to minimize distraction to other students.
11. There is NO unauthorized video recording or taking of photographs during lab sessions. HIPAA rules apply to all learning lab activities.
12. Professional behavior is always expected.
13. Nursing scrubs are to be worn during scheduled classroom lab courses.

Skills Laboratory Safety

1. Access to the exit doors must always be evident. Furniture will not be placed to obstruct the exit.
2. All cabinet doors will be closed when not in actual use.
3. Children are NOT permitted in the labs due to the risk of injury.
4. All individuals utilizing sharps in the laboratory are responsible for safe disposal of these items in the designated sharps disposal containers provided and NEVER into regular trash containers. Sharps containers will be disposed of when $\frac{3}{4}$ full.
5. When breaking ampules for practice, students should utilize the ampule breakers or an enclosed alcohol pad and should break the ampule in the opposite direction of their face.
6. Needles and needle syringes are to practice injections ONLY on the manikin provided in the skills lab and NEVER on another individual.
7. Needles are NEVER to be left uncapped on tables, chairs, desks, beds, or counters.
8. Students must demonstrate safety precautions when utilizing needles during laboratory practice and /or remediation sessions as instructed.
9. Failure to comply with needle safety will result in removal from the laboratory setting and disciplinary action.
10. All unused needles, syringes and ampules MUST BE RETURNED to their designated

locked location in the laboratory and not be left unattended.

11. Syringes, needles, and Practice medications are NOT to be REMOVED from the laboratory for practice or personal use.
12. Instructors are responsible for supervising students in the laboratory, both during class and practice time.
13. Please notify the faculty of any equipment missing, broken, or in need of replacement.
14. Please request assistance as needed to recharge or replace batteries for any equipment.
15. All instructors or students should request assistance from the Coordinator of the Laboratory if unfamiliar with any equipment or supplies in the laboratory.

Electrical Safety

1. All wet equipment, materials or bedding must be kept away from electrical outlets.
2. No electrical cords will be left in the path of moving traffic. Extension cords will be secured down to the floor.
3. Faculty, teaching assistants, and students are responsible for reporting to the Coordinator of the Laboratory any frayed electrical wires, cords or cracks in wall outlets and any problems encountered with utilizing electrical equipment.
4. Only grounded wires will be used with skills lab electrical equipment.
5. Electrical beds will be kept in the lowest position after use.

Physical Safety

1. Students will utilize proper body mechanics as instructed for all lifting, bending, and moving.
2. Students will not attempt to move the simulation manikins without the assistance from an instructor.
3. Students should not practice lifting another student without prior knowledge of good body mechanics and assistance.
4. Students practicing lifting techniques will not carry out these activities in an unsafe manner. If a student should demonstrate unsafe or unprofessional behavior in the skills lab, they will be asked to leave the lab setting with disciplinary action to follow.
5. All laboratory equipment (beds, wheelchairs, Hoyer lifts, stretchers) will be maintained in proper working order. Equipment that is broken or nonfunctioning needs to be reported immediately to the Coordinator of the Laboratory.
6. Any equipment with wheels (beds, chairs, wheelchairs, stretchers, Hoyer lifts, tables, etc.) are to be locked during use.

Reporting of an Injury

1. Any incident occurring in the skills or simulation laboratory must be reported immediately to the faculty, teaching assistant, and the Coordinator of the Laboratory.
2. An incident report will be completed for the injury. The report must be signed and dated by the student, the faculty/teaching assistant, and the Nursing Program Administrator/Designee (see *enclosed incident report form*). A copy of the report will be kept in the nursing office in the student file.

3. If the injury requires medical assistance, 911 will be called or the student will be taken immediately to the proper medical facility and their contact person will be notified as well as the Nursing Program Administrator/Designee.

Cleaning of Laboratory and Equipment

All individuals using the laboratories are expected to return the labs to proper order after use:

- All equipment returned to its proper storage location.
- All trash is disposed of in trash containers.
- Sharps and syringes disposed of in the sharp's containers.
- Beds returned to low position, with bedding and pillows in neat order.
- Chairs placed at the bedsides or under tables.
- Wet linen placed on the laundry hamper to dry.
- Manikins placed securely on beds.
- Exam table paper changed if needed and all equipment used cleaned with the appropriate disinfectant.
- All bed linens will be changed when soiled, after extensive use and at the end of each lab section.

Simulation Equipment Procedures

1. Students are to treat the manikins with the same respect and care as they would real patients. Manikins are to be lifted and moved with the same body mechanics used for patients. They are *not* to be moved by their head or limbs.
2. Following simulations or practice sessions, students are expected to leave the beds in a neat and respectful manner.
3. Students are to avoid transferring manikins into chairs or wheelchairs without assistance. Repetitive movement of the manikins can lead to loose limbs. The faculty/teaching assistant is to be notified of any manikin parts that are loose.
4. The manikins are an INK-free zone. Please avoid the use of MARKERS, PENS, HIGHLIGHTERS, NEWSPAPER PRINT, or BETADINE around the manikins.
5. If using water with the manikins for skill practice; remove the water and allow the area to air dry after use. Failure to do so can lead to the growth of mold and destruction of the electrical wiring within the manikins.
6. Manikins are *not* to be removed from the laboratory without the consent of the Simulation Coordinator or faculty/teaching assistant.
7. If you have any questions regarding the simulation Lab or Manikins, Contact the Simulation Coordinator.

Policy regarding equipment/supplies containing latex and potential sensitivity.

1. Please notify the laboratory faculty/teaching assistants immediately if you have a latex allergy or sensitivity.
2. Wherever possible latex free supplies and equipment have been purchased.
3. The simulation manikins do contain small amounts of latex.

Appendix F: Nursing Behavior Improvement Form
University of Mount Union
Department of Nursing

Nursing Behavior Improvement Form

This form is to be used to identify, manage, and improve upon student behaviors that impede student success in a course whether in the clinical/lab or classroom. **Return completed form to the course coordinator.*

Student Name: _____ **Course:** _____ **Semester/Year:** _____

Date: _____

1. Student Behavior(s) that hinder(s) satisfactory performance: **Be specific.**

2. Program student learning outcome(s) (PLOs) not being met: **(See listing on reverse side)**

3. Goal: The student will

4. Plan – **Be Specific** – (What interventions will assist with meeting the student’s goal)

5. Date the plan will be completed _____.

Student Signature _____ Date _____

Your signature verifies understanding of this meeting.

Faculty Signature _____ Date _____

Appendix G: Technical Performance Standards Certification Form

University of Mount Union Department of Nursing Policy & Procedures

Certification of Technical Standards for Nursing Students

POLICY: University of Mount Union, Department of Nursing is committed to equal access for all qualified program applicants and students. Nursing students must be able to perform certain mental, physical, and other tasks that are essential in providing care for their patients. These requirements are outlined in the Department's Technical Standards for Nursing Students and Technical Standards Certification Statement.

PROCEDURE: **After being admitted to the Nursing Major,** nursing students must:

- (1) submit a signed certification statement (enclosed below) stating that they believe that they can meet these standards with or without reasonable accommodation.
- (2) The student's statement must also be confirmed through a physical examination by a licensed healthcare provider (physician, physician assistant, or nurse practitioner).

A verification form is enclosed below. Students are responsible for the cost of the physical examination and must provide the healthcare provider with the Technical Standards for Nursing Students. The completed certification form must be on file before beginning the clinical nursing courses of the program during the second year of nursing. If a student believes he or she needs accommodation(s) in order to meet these requirements, the student must have the need for accommodation validated through Accessibility Services. Accommodation may not be possible in some cases.

- Any student who cannot meet each of the Technical Standards with or without reasonable accommodation can no longer be enrolled in the Nursing Major.
- Students requesting accommodations must have their need for reasonable accommodation validated through Accessibility Services before beginning clinical nursing courses in order to permit adequate time to arrange the accommodation. It may not be possible to provide some accommodations on short notice.
- Accessibility Services works jointly with the student and the Department of Nursing to explore accommodation options.
- Students are responsible for informing their instructors about needs for accommodation for courses or clinical experience.

Student medical information will be kept confidential. The University of Mount Union may disclose as needed or required by law.

The University of Mount Union Department of Nursing is committed to equal access for all qualified program applicants and students. The Department of Nursing faculty has identified specific standards essential to the delivery of safe, effective nursing care during clinical education activities. These standards determine the student's ability to acquire knowledge and develop the clinical skills required by the curriculum. Clinical education is a major focus throughout the program involving considerations, such as patient safety, that are not present for classroom activities. Therefore, the student must meet these standards and maintain satisfactory demonstration of them for successful program progression and graduation. Students must complete the "Technical Standards Certification Statement" form prior to the beginning of

clinical experiences in the second year of nursing. Nursing students, with or without reasonable accommodation, must satisfy the performance standards described below.

- Senses: Have functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be quickly integrated, analyzed, and synthesized in an accurate manner.
 - Examples of relevant activities: Hear, observe, and speak to patients; detect skin color changes, anatomical abnormalities such as edema, sounds related to bodily functions using a stethoscope, and odor associated with a wound infection.
- Physical Abilities: Perform gross and fine motor movements with reasonable endurance, strength, flexibility, balance, mobility, and precision as required to provide holistic nursing care.
 - Examples of relevant activities: Perform CPR, safely transfer and control fall of a patient, and manipulate equipment such as syringes and medication packages.
- Cognitive: Collect, analyze, and integrate information and knowledge to make clinical judgments and decisions that promote positive patient outcomes.
 - Examples of relevant activities: Measure, calculate, reason, and understand information and graphs; identify priorities; problem-solve in a timely manner; select, implement, and evaluate interventions; and teach patients and families.
- Communication: Communicate effectively and sensitively with patients and families, and other professionals, and groups to elicit information and transmit that information to others. Possess sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems.
 - Examples of relevant activities: Speak, read, write, and comprehend English at a level that meets the need for accurate, clear, and effective communication; perceive patients' nonverbal communication; maintain accurate patient records; obtain accurate health history; establish rapport with patients, faculty, peers, and agency staff; and accept constructive feedback on performance.
- Mental/Emotional Stability: Have enough emotional health to fully use intellectual ability, exercise good judgment, and complete all responsibilities necessary to the care of patients.
 - Examples of relevant activities: Function under stress, problem-solve, adapt to changing situations, and follow through on assigned patient-care responsibilities.
- Professional Behavior: Engage in activities consistent with safe nursing practice and display responsibility and accountability for actions as a student and as a developing nurse.
 - Examples of relevant activities: Do not demonstrate behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair judgment; display compassion, nonjudgmental attitude, consciousness of social values, honesty, integrity, and confidentiality; display appropriate dress and appearance in clinical-related activities; and demonstrate motivation, appropriate attitude, and professional behavior.

Appendix H: Technical Standards Certification

(To be completed by the student)

University of Mount Union

Department of Nursing

Student Name: _____

This form is a companion to the *Technical Standards for Nursing Students* document. After being accepted for admission to the Department of Nursing, students must complete and submit this certification form to the University of Mount Union Department of Nursing, (1972 Clark Ave., Alliance, Ohio, 44601) prior to beginning the program's clinical courses or clinical in the second year of nursing.

Enrollment of accepted students in the Department of Nursing is contingent upon:

1. Submission of this completed *Technical Standards Certification Statement* to the Department of Nursing.
2. The ability to meet the *Technical Standards for Nursing Students* either with or without accommodation.
3. The verification of the physical aspects of this ability as determined through a routine physical examination by a healthcare provider licensed and qualified to perform such routine physical examinations (typically a physician, physician assistant or advanced nurse practitioner).

Students are responsible for:

- a. The cost of the physical examination.
- b. Providing a copy of the *Technical Standards for Nursing Students* to the healthcare provider.

The signature of the healthcare provider completing the physical exam must appear on this form.

STUDENT STATEMENT:

*Student, please **check only one** of the statements below after you have been accepted and admitted into the Department of Nursing and sign where indicated:*

____ I certify that I have read and understand the *Technical Standards for Nursing Students* document, and I believe to the best of my knowledge that **I meet each of these standards without accommodations**. I also understand that if I am unable or become unable to meet these standards with or without accommodation, I cannot enroll or remain enrolled in the Department of Nursing.

____ I certify that I have read and understand the *Technical Standards for Nursing Students* document, and I believe to the best of my knowledge that **I meet each of these standards with accommodations**. I will contact the Office of Accessibility Services to have my need for accommodation validated. I will work with both the Office of Accessibility Services and the Department of Nursing to examine accommodation options. I understand that in some cases accommodation might not be possible. I also understand that if I am unable or become unable to meet these technical standards with or without accommodation, I cannot enroll or remain enrolled in the Department of Nursing.

Signature of Student: _____

Date: _____

Appendix I: OBN Student Conduct Policy

Ohio Board of Nursing (OAC) 4723-5-12-C (1-26) Student Conduct Policy*

University of Mount Union 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 patient, and the patient'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 patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
- (4) A student shall implement measures to promote a safe environment for each patient.
- (5) A student shall delineate, establish, and maintain professional boundaries with each patient.
- (6) At all times when a student is providing direct nursing care to a patient the student shall:
 - (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - (b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
- (7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section [4723.01](#) and division (B)(20) of section [4723.28](#) of the Revised Code for a registered nurse, 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 and standard 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 patient;
 - (b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
- (10) A student shall not misappropriate a patient's property or:
 - (a) Engage in behavior to seek or obtain personal gain at the patient's expense;
 - (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
 - (c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
 - (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

For the purpose of this paragraph, the patient 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 patient;

- (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 patient;
- (d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

For the purpose of this paragraph, the patient 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, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.

(14) A student shall not habitually or excessively use 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 the use of drugs, alcohol, or other chemical substances.

(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 misappropriate or attempt to misappropriate 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 administrators, faculty, teaching assistants, preceptors, or to the board.

(24) A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

(25) To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable

patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

(26) For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the students assigned clinical responsibilities.

*Resource: Ohio Board of Nursing Website: <https://codes.ohio.gov/ohio-administrative-code/rule-4723-5-12>

Appendix J: NSNA Code of Academic and Clinical Conduct

National Student Nurses' Association (NSNA) Code of Academic and Clinical Conduct

Preamble

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate, and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and those proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold college policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per college grievance policy.

Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ. (Taken directly from the NSNA Code of Ethics: Part II: Code of Academic and Clinical Conduct)

Appendix K: Health Data and Clinical Requirement Checklist
University of Mount Union
Department of Nursing

All students enrolled in a clinical nursing course must meet all Department of Nursing Health Data and Clinical Requirements as described in the Nursing Student Handbook. All documentation must be turned in to the Department of Nursing **at least one month before** the beginning of clinical experiences. Due dates will be announced via nursing bulletin board, emails, and/or notifications every year. The student should retain the original documentation and upload copies to the Department of Nursing via the designated software.

Students will not be permitted to attend clinical if healthcare data is not up to date. Some clinical sites may require additional and/or more extensive testing than required by the Department of Nursing. Students will be notified if this pertains to them. Students unable to meet certain vaccines requirement can refer to the Vaccination Exemption Policy and Vaccination Exemption Form (see *Appendix K*) for additional information.

Name of Student: _____

Health Data and Clinical Requirement	Documentation Completed
National Background check (FBI) Upon admission to the second-year nursing courses and updated yearly if not an Ohio resident for the past five years.	
Criminal Background Check (BCI&I): Upon admission to the second-year nursing courses and updated yearly.	
Technical Standards Policy A licensed healthcare provider (physician, physician assistant, or nurse practitioner) must sign and indicate if accommodations are needed.	
CPR/BLS provided by American Heart Association (AHA) Health Care Provider Include date taken and date of expiration and a copy of certification card.	
Annual TB-Tuberculosis Skin Test (PPD) Students are required to have a 2-step TB test done, with 2nd TB test done within 8-14 days after 1st TB test. A yearly PPD is required thereafter. If positive reaction to PPD, a chest x-ray is then needed to rule out TB. No further chest X-ray is required if the student is asymptomatic.	
Tetanus Students are required to have the primary immunization, and a Tdap must be current within the last 10 years.	
Rubeola (7-11-day measles) Blood test (titer) for proof of immunity.	
Mumps (Infectious Parotitis) Blood test (titer) for proof of immunity.	

Health Data and Clinical Requirement	Documentation Completed
Rubella (3-day measles) Blood test (titer) for proof of immunity.	
Varicella Zoster (Chicken pox) Blood test (titer) for proof of immunity or documentation of full vaccination.	
Hepatitis B Vaccine Vaccine/titer is not required but strongly recommended . It takes approximately 8 months to complete the series, so it is important to start immediately. Students who do not have documentation of a positive titer or the completed vaccine series will need to sign a waiver.	Vaccine #1: ____ Vaccine #2: ____ Vaccine #3: ____
Annual Influenza (Flu) Vaccine Required annually by October 31st .	
Annual 10-Panel Urine Drug Test <i>See Alcohol & Drug Policy in the Nursing Handbook for further details</i>	
COVID-19 Vaccine Full vaccination required. Students are considered fully vaccinated two weeks after receiving the second dose of a 2-dose vaccine or 2 weeks after the receiving the single dose vaccine. Boosters are not currently required but documentation is appreciated if available.	

***Important** – This information must be completed and returned to the Department of Nursing, Administrative Assistant.

Appendix L Refusal of Hepatitis B Immunizations

**University of Mount Union
Department of Nursing**

REFUSAL OF HEPATITIS B IMMUNIZATION

I _____ choose not to receive the Hepatitis B Immunization series as recommended by the University of Mount Union Bachelor of Science in Nursing Program. I understand that my practice as a nursing student/faculty member places me at risk for exposure to blood-borne pathogens. Further, I understand that contractual commitments with clinical agencies may require me to obtain multiple Hepatitis B Surface Antigen tests during the clinical program.

Signature: _____ **Date:** _____

Appendix M: Vaccination Exemption Policy and Vaccination Exemption Form

A student wishing to be granted an exemption from a vaccination requirement, of the Department of Nursing, should submit the Department of Nursing Vaccination Exemption Request Form to the Nursing Program Administrator. The Department of Nursing Program Administrator/Designee will convene an ad hoc committee comprised of three faculty members. One faculty member from each of the following departments will be solicited: Physical Therapy, Physician Assistant Studies, and Nursing. The ad hoc committee will review the submitted Department of Nursing Vaccination Exemption Request Form and other pertinent documents (e.g., documentation from a physician or religious organization). After their review, they will make a recommendation to the Nursing Program Administrator/Designee. The Nursing Program Administrator/Designee will approve or deny the exemption request. If the request is denied the student may appeal to a committee comprised of the Associate Academic Dean and the Dean of Students. Their decision will be final. If approval is granted from either the Nursing Program Administrator/Designee or the appeal committee, the student will still be required to follow any additional exemption policies of applicable clinical agencies.

While the University may grant a student an exemption from its required immunizations, such exemption is not binding on any clinical site, and any student placed at a clinical site is required to meet immunization requirements of each clinical site or be exempted by that clinical site.

If a student is unable to be placed in a certain clinical site due to vaccination status, Mount Union will make reasonable effort to find another available clinical site for the student, however, if Mount Union is unable to find in a timely an available clinical site that accepts the student's vaccination status, the student's progress to graduation may be delayed.



STATE OF OHIO
LEGAL IMMUNIZATION EXEMPTION
Per OHIO STATUTE 3313.671 (Exemptions)

Religious, Good Cause, and Medical Exemption Form
Amended Substitute Senate Bill No. 282. Ohio Revised Code.
Sections 3313.671. Pat (3) and (4)

Section 3313.671, part (3): A student who presents a written statement which objects to the immunization for good cause, including religious convictions, is not required to be immunized.

Section 3313.671, part (4): A student whose healthcare provider certifies in writing that such immunization against my disease is medically contraindicated is not required to be immunized against that disease. This section does not limit or impair the right of a board of education of a city, exempted village, or local school district to make and enforce rules to secure immunization against poliomyelitis, rubeola, rubella, diphtheria, pertussis, and tetanus of the pupils under its jurisdiction.

I understand that the immunization Law permits me to sign a waiver on myself taking the immunization.

I hereby object and request the University of Mount Union to waive my immunization requirement against the following:

<input type="checkbox"/> D.P.T.	<input type="checkbox"/> Polio	<input type="checkbox"/> Rubeola	<input type="checkbox"/> COVID
<input type="checkbox"/> Rubella	<input type="checkbox"/> Mumps	<input type="checkbox"/> Hepatitis B	
<input type="checkbox"/> Varicella	<input type="checkbox"/> Hib	<input type="checkbox"/> MMR	

Student's Name: _____

_____ **Religious Convictions:** List name of denomination _____

_____ **Medical Reason:** You must have a signed statement from your physician stating the condition and attach it to this form.

Note: The University grants the exemption that the student would still need to go through the clinical site's policy for exemptions

Appendix N: Course Standing Confirmation for UMU Nursing Students

University of Mount Union (UMU) nursing students may have the opportunity to travel and attend nursing-related events, educational activities, and national conferences. In cases where UMU or the Department of Nursing provide financial support for any or all the student's expenses for the opportunity, students should be passing their current nursing (NUR) and nursing-required (e.g., BIO, CHE) courses to attend and receive funding.

Students who do not have passing grades in all nursing and nursing-required courses will be ineligible for funding by the university or nursing department; **the student will be responsible for the full cost of the opportunity.**

Students must complete this form for ALL NURSING and Nursing-Required courses 2 weeks before the date of the event or the planned date of departure for the event when travel is required. Submit completed forms for all courses to the Program Director or Faculty Advisor for approval.

Student Name: _____

Event: _____

Date of event: _____ Travel dates (if applicable) _____

Course: _____ Instructor: _____

To be completed by the course instructor:

Theory performance to date (Circle one):	“C” or higher	Below “C”
Lab performance to date (Circle one):	Satisfactory	Unsatisfactory
Clinical performance to date (Circle one):	Satisfactory	Unsatisfactory

Please note any concerns with student attendance or conduct (e.g., missing important content needed to meet course objectives, etc.):

Instructor Signature _____ Date _____

Appendix O: Nursing in the Honors in the Major

Mission and Purpose

The Department of Nursing embraces the mission outlined by Honors Program of the University of Mount Union.

The mission of the Honors Program at The University of Mount Union is to create a community within the liberal arts tradition in which academically talented and highly motivated students enjoy an enhanced educational experience that supports outstanding scholarship, personal growth, and creativity. In keeping with the Latin base of honors, or public office, the Honors Program emphasizes social responsibility and civic virtues.

The Honors Program at the University of Mount Union offers integrated learning opportunities and challenges for motivated students with exceptional academic potential. The program is designed to foster intellectual curiosity, leadership, initiative, creativity, civic-mindedness and a high standard of performance.

Furthermore, the purpose of Nursing Honors in the Major (NHM) for undergraduate students is to expose them to the levels of dissemination of evidence-based practice within the nursing profession. The goal of NHM is to provide students with an opportunity to explore leadership and service roles for nurses and their impact on the healthcare organization and/or community.

Nursing Honors in the Major Outcomes

1. Examine a specialty discipline within the profession of nursing. (PLO 1)
2. Examine the relationship between evidence-based practice and quality, safe patient care. (PLO 2,4)
3. Disseminate nursing evidence-based practice findings. (PLO 3)
4. Exercise civic responsibility related to the nursing profession through the completion of 10 community service hours. (PLO 5)

Nursing Honors in the Major

Honors in the Major is comprised of intensive, individual scholarly and/or creative studies in the major mentored by UMU faculty. The Department of Nursing offers a three-project track to obtain honors recognition.

NHM is open to any student who meets and maintains the requirements outlined below.

Admission to NHM can occur at any time between the start of NUR 290 and the start of NUR 390. It is highly recommended that students enter the Nursing Honors in the Major program with NUR 290.

However, with appropriate advising and diligent work entrance at other times is acceptable. Students should begin discussions with their advisor at least one semester prior to beginning NHM.

Benefits to the Nursing Student

The nursing student can benefit in many ways from participating in the honors in the major program. These benefits include but are not limited to:

- Exposure to nursing evidence-based practice.
- Active participation and exploration in the dissemination of nursing evidence-based practice.
- Enhanced opportunities for community service and civic engagement.
- Honors in the Major recognition at graduation.

Admission, Continuation, and Completion Requirements

To be eligible to participate in Nursing Honors in the Major the student must meet the following requirements.

Initial Requirements

- Enrollment or completion of NUR 290.
- Minimum overall GPA of 3.500
- Minimum GPA of 3.00 in completed NUR courses.
- Completion of the Honors in the Major Application

Continuation and Completion Requirements

- Maintains 3.50 overall GPA and 3.0 in completed NUR courses.
 - If students fall below a cumulative 3.5 GPA and 3.0 completed NUR GPA, they will be granted one semester to meet the GPA requirements. If students fall below the required GPAs for a second consecutive semester, the student will be dismissed from the Honors Program. Appeals may be made to the Directors of the Honors Program and subsequently to an Honors Review Board.
- Successful completion and active participation in all NHM assignments.
- Completion of the Honors in the Major Course Project Proposal Form for three projects in three different NUR courses
- Successful completion of the course project, B+ grade earned on the nursing grading scale (89%), and active participation in the Nursing Honors in the Major cohort activities.
- Completion of Honors in the Major Report (see Appendix C)

Admission Process

1. Meet with your advisor to begin a discussion of the Honors in the Major Program one semester prior to joining.
2. Attend the Nursing Honors in the Major semester meeting
3. Submit your **Honors in the Major Application** by the due date to Nursing Honors in the Major Liaison.
4. Once your application is approved by the Department of Nursing you will need to submit this application to the University Honors Department at honors@mountunion.edu
5. Meet with assigned HNM Faculty Mentor

Project Submission Process

Nursing Honors in the Major students will be responsible for completing three projects that align with three different NUR courses of the student's choice. The projects must follow the general guidelines outlined in this handbook: a poster, oral presentation, and scholarly written work. Rubrics are provided to guide the student in the exploration of topics of interest. The student should work with their mentor and the honors liaison to explore areas of interest for the projects. In addition, students will be required to communicate with their NHM cohort, participate in the NHM D2L classroom, seek mentorship from the Inter Science Research Club, and attend professional conferences.

1. Project Proposal Forms should be completed for each project in collaboration with NHM mentor.
2. Submit the Project Proposal Form to the NHM D2L DropBox by deadline.

3. After approval by NHM Liaison students submit their project proposal to the University Honors Committee following the directions below:

Excerpt from the University Honors Handbook:

Students admitted to the Honors in the Major program will submit the honors project proposal for the course by 4 pm on the 3rd Friday of the semester. The proposal must be complete including signatures of the student, instructor, and the departmental honors liaison in order to be reviewed. Email your proposal to honors@mountunion.edu. Please carbon copy your advisor and department honors in the major liaison.*

The Honors Directors and/or an ad-hoc Honors Review board drawn from the Honors Subcommittee will review the proposals within one week and communicate feedback to the students and instructors.

- *If HM proposal is approved: student, instructor and registrar are notified*
- *If HM proposal is not approved: student and instructor are notified of concerns and a revised proposal must be submitted according to the deadline specified*

*Different due dates may be negotiated with NHM Liaison

Project One Description

For project 1 you will explore a nursing specialty area of your choice (see list for suggestions). Students will complete a poster that highlights the specialty area as well as participate in D2L discussions.

Using the provided poster template, you will develop a poster presentation to present your findings. Poster presentations should be visually appealing and organized. Include pictures or graphs as appropriate to communicate your work. Remember that all typed materials should be able to be seen from a distance of at least four feet away.

Be sure to print all citations for your research findings on your poster in APA format. Alternatively, you may have a reference page you provide to consumers of your poster.

The following should be included in your poster presentation:

- Identification of your nursing specialty area
- Describe what they do, where they work, and whom they collaborate with
- Describe required education and specialty training
- Identify challenges/stressors specific to nursing specialty area researched
- Self-reflect on this project process and how it may impact your future nursing practice.

Student must attend one Inter Science Research Club meeting prior to submitting their final project and participate in the D2L NHM classroom as assigned.

Project One Rubric
Student Name _____

Honors Poster Presentation Grading Rubric

Objective: Explore a specific nursing discipline and the research that leads to evidence-based practice related to that discipline (PLO#1)

Guidelines for what to include in poster presentations from instruction sheet:

- Identification of your nursing specialty area
- Describe what they do, where they work, and whom they collaborate with
- Describe required education and specialty training
- Identify challenges/stressors specific to nursing specialty area researched
- Self-reflect on this project process and how it may impact your future nursing practice.

Presentation/Poster Content	Points possible/earned
<i>Identification of nursing specialty area</i>	/5
<i>Describe what they do, where they work, and with whom they collaborate</i>	/5
<i>Describe required education and specialty training</i>	/5
<i>Identify challenges and stressors specific to that nursing specialty area</i>	/10
Total points possible/earned on poster	/25

Additional Evaluation Criteria	Points possible/earned
<i>Participation in D2L discussion board and Inter Science Research Club</i>	/25
Total Honors Course points possible/earned	/50

Project Two Description

For project two you will explore one area of nursing practice or clinical topic of your choice. You will complete a written literature review exploring your topic. Students are required to interview practicing RN's related to the clinical area of focus. An oral presentation will be completed with journal entries.

1. Identify a nursing evidence-based practice focus.
2. Statement of two primary objectives of your research.
3. Complete a written literature review.
4. Interview 2 practicing RN's who work directly in the area of nursing related to the practice topic. - (Meet with your Honors mentor to build interview appropriate questions)
5. Oral presentation of literature and interview findings (see rubric).
6. Self-Reflect through journal entries your experiences and challenges throughout this project to be shared with your NHM cohort

Project Two Rubric

Student Name _____

Honors Oral EBP Presentation Grading Rubric

Oral Presentation Content	Points possible/awarded
<i>Identification of <u>nursing</u> EBP research focus</i>	/5
<ul style="list-style-type: none"> • <i>Statement of two primary objectives of your research</i> 	
<i>Literature review</i>	/9
<i>Discussion of a minimum of 10 research articles on your topic</i>	
<ul style="list-style-type: none"> • <i>Citations included in APA format</i> 	/1
<i>Synthesis of findings</i>	/10
<ul style="list-style-type: none"> • <i>Highlighting the interrelatedness or opposition of research findings</i> 	
<i>Highlights from professional nurse interview</i>	/5
<ul style="list-style-type: none"> • <i>Specific indications of how the EBP is implemented or not in the facility or area in which the nurse works</i> 	
<i>Implications for nursing practice</i>	/5
<ul style="list-style-type: none"> • <i>How EBP findings are/could impact patient outcomes and nursing practice on a larger scale</i> 	
<i>Conclusion</i>	/10
<ul style="list-style-type: none"> • <i>How has this research changed your view of practice?</i> • <i>How do you think it will impact your personal nursing career?</i> • <i>Initiation of a discussion on topic with audience</i> 	
<i>Professional dress and demeanor</i>	/5
Total points possible/earned	/50
Additional Evaluation Criteria	Points possible/earned
<i>Written Literature Review</i>	/20
<i>Journal entries</i>	/10
<i>Meeting with Honors Advisor (minimum of 3 meetings)</i>	/5
<i>D2L participation and Inter Science Club attendance</i>	/5
<i>Interview of 2 practicing RNs</i>	/10
Total Additional Evaluation Criteria	/50
Total Honors Course points possible/earned	/100

Project Three Description

Scholarly Evidence-based Practice Project

The purpose of the scholarly project is to investigate one area of nursing practice and demonstrate your ability to integrate the various aspects of the professional nursing role (including but not limited to: critical thinking, written and oral communication, and ethical/practice implications) into evidence-based practice (EBP). Students will communicate findings through a written manuscript of their findings including an abstract. Students will present their findings through a professional presentation. Examples of possible locations for presentations are: a nursing conference, UMU Scholar Day, or formal presentation at the hospital. The NUR 480 practicum experience is a feasible course to complete this project. Students are expected to continue participation and communication with their NHM cohort, mentor, and honors liaison. Participation in a scholar program approved by the NHM mentor and liaison may also be an option for project three (I.e. AHEC Northeast Ohio Program).

Guidelines: (*May be adapted if project is not completed at a practicum site*).

1. The EBP project topic must relate to some aspect of nursing practice relevant to nursing staff/unit. Be sure you are viewing it from the perspective of yourself as a registered nurse.
2. On your own initiative, you must initiate dialogue with your practicum faculty to discuss the area of interest, including approval of your PICOT question.
3. Present your research findings via a written manuscript which should include
 - a. Abstract
 - b. Introduction. A clear introduction to the EBP topic (includes the project purpose, background/significance of the topic, clearly stated PICOT question, and any compelling ethical or practical implications that enhance the value of the project).
 - c. Present the three sources of evidence for EBP in exploring your question.
 - a. External evidence: What does the literature say about the topic?
 - i. Include a thorough review of the literature. Consider: How applicable is the literature to your topic? What is quality (strength of evidence), quantity (amount of research on the topic) and consistency of results from the literature search? Are there conflicting findings?
 - ii. Students should seek PICOT question approval from the teaching assistant/faculty clinical instructor or mentor.
 - iii. Students should have conducted database searches and external evidence evaluation.
 - b. Internal evidence: What should we know about environment and point of care that is relevant to this topic? Is the practice change feasible here?
 - i. You will collect and analyze data on the practicum unit from various internal sources of evidence, including but not limited to: available clinical expertise, staff opinions/experiences collected through questioning across various roles, unit observation related to the issue, analysis of workflow and environment, ethical issues identified, relevant outcomes data, and comparison of existing policies/procedures to proposed interventions. Be prepared to devote some clinical hours to data collection.

- c. Patient evidence (patient preferences & values): What should we know about the patient experience?
 - i. Identify the information you will collect regarding the patient/family experience that is relevant to your question. Write a thoughtful, practical, and empathetic consideration of patient preferences and values. What concerns may patients and families have regarding implementation of the intervention of interest you are investigating? How does the current intervention impact patient outcomes and, if the new intervention were adopted, how would outcomes change? What staff needs or resources could be mobilized to address patient needs and support ethical practice?
 - d. Analysis and Recommendation. Analyze congruency amongst the three types of evidence by comparing the literature results with internal evidence and patient preferences/values. Make intervention recommendations based on this analysis. How does what you propose compare to what is being done, and how feasible is your proposal? Identify specific interventions that you might provide. Give examples. What interventions could be carried out in the facility relative to the topic?
4. Submission to a conference, UMU Scholar Day, or scheduled professional presentation at the hospital.
 - Students should present their findings at one of the above (or other locations as approved by mentor) either by poster or podium presentation.

Evaluation will be based on the quality of the presentation and scholarly work, with all components satisfactorily completed.

Project Three Rubric
Scholarly Evidence-Based Practice Project & Presentation
Grading Rubric

Student Name: _____ Date: _____

CRITERIA	POINTS EARNED	POINTS POSSIBLE	COMMENTS
The topic of the EBP project is related to an appropriate aspect of nursing practice and is clearly stated.		5	
The background of the study, significance, and purpose are clearly described.		5	
The PICOT statement is clear and appropriate.		5	
Abstract is clear and concise		5	
Three sources of evidence are identified (external, internal, patient).		5	
Identifies literature pertinent to the question being studied.		5	
Literature is coherently summarized and appraised.		5	
Relevant and thorough internal evidence is gathered from the hospital/unit.		5	
Internal evidence is coherently summarized and analyzed.		5	
Relevant patient data is gathered related to the question being studied.		5	
Patient data is coherently summarized and analyzed.		5	
A judgment/conclusion is stated following analysis of the three sources of evidence. Evidence supports the conclusion.		5	
Provides recommendations related to the conclusions that have been drawn.		5	
Ethical issues are identified and discussed.		5	
APA (7 th ed.) format is correctly used.		5	
TOTAL FOR MANUSCRIPT		75	
Presentation			
Submitted and presented at professional conference, UMU scholar Day, or hospital presentation		5	
Various aspects of the project are explained clearly and concisely.		5	
The presentation is organized with information provided in a logical manner.		5	
Technical aspects of the presentation are accurate (grammar, spelling, punctuation, sentence structure).		5	
Participation in all D2L and Club assignments		5	
TOTAL		25	
			/100 POINTS

University of Mount Union Honors in the Major Application

Name: _____

Year of Matriculation: _____ **Expected Year of Graduation:** _____

Major in which Honors work will be completed: _____

Other Major(s): _____

Cumulative GPA: _____

GPA in Major: _____

After consultation with the Honors Liaison in your department, select one of the following (some departments may offer only one option):

___ I will complete Honors in the Major with projects in 3 courses (12 sem hrs.)

At the completion of the work you will be required to submit the Honors in the Major Report.

Please attach a brief (~250 word) explanation of why you want to complete Honors in the Major and how you see the work fitting into your broader educational goals.

Signatures

Student: _____ Date: _____

Honors Liaison: _____ Date: _____

Honors in the Major: Course Project Proposal Form

Submit to NHM D2L DropBox 1st. Once approve then submit to the email below

Directions: Email an electronic version of the proposal to honors@mountunion.edu by 4 pm of 3rd Friday of semester

Name: _____ **Semester of Project Completion:**

Email: _____ **Course Number:**

Phone: _____ **Course Title:**

Campus Box: _____ **Course Instructor:**

Class Standing (circle one): Soph Jr Sr

Courses Completed for Honors in the Major (if Applicable)

Major (for Honors): _____

GPA in Major: _____

Advisor: _____ **Intended Graduation:** Fall Spring 20____

Department Chair: _____ **Other Major(s) (if applicable):** _____

Signatures

Student: I have developed this project proposal in collaboration with the course instructor. I have informed my advisor that I intend to complete this project toward Honors in the Major.

Signature: _____ Date: _____

Instructor: I have collaborated with the student in planning this project and writing the proposal. I have reviewed the proposal carefully and support it. I agree to work on a consistent basis with this student on this project throughout the semester.

Signature: _____ Date: _____

Departmental Honors Liaison: I have reviewed and support this proposal.

Signature: _____ Date: _____

Honors Director: I approve this proposal.

Signature: _____ Date: _____

Work Proposed:

Project Timeline:

Evaluation: What is the expected outcome of this work (i.e. paper, presentation, etc.)?

Explain how the proposed work will be evaluated.

Please note: To receive Honors credit for a project, the final grade of at least “B+” must be earned (University of Mount Union Catalogue).

Honors in the Major Report

Name: _____

Year of Matriculation: _____ Expected Year of Graduation: _____

Major in which Honors work was completed: _____

Other Major(s): _____

Cumulative GPA: _____

GPA in Major: _____

1. Objective of the Projects/Thesis

Please briefly describe the objective of your thesis or each of the three projects for a general audience and provide a basic description.

2. Findings/Achievements

Briefly explain the major findings or accomplishments of your thesis or projects.

3. Setbacks

Identify setbacks or challenges you faced while completing the thesis or projects. How did you address these challenges? What might you do differently next time?

4. Role of project within major

How did completing the thesis or projects add to your educational experience within your major? What were the most important things you learned about working in your major field through completing the thesis or projects? If you did the projects option, what connections did you find among the projects?

5. Potential future directions

Did working on the thesis or projects help you clarify your future plans? Are there things from your work (content or process) that you will carry forward?

Honors in the Major Exit Form

Name: _____ **Date:** _____

Matriculation Year: _____ **Major:** _____

Email: _____ **Advisor:** _____

Phone: _____

Please state the reason(s) for withdrawal:

- I do not meet the minimum GPA
- I have encountered scheduling difficulties that prevent my completion of the program
- My interests do not align with the course offerings
- Other (please specify):

Other comments: