Acknowledgements

Nursing Education at the Baccalaureate level requires a different standard of application and scope of policies and procedure than what is expected of other students on campus. This is a necessity given the nature of our professional discipline and the demand to safeguard both students and the public. This handbook contains the policies and procedures that are unique to the professional discipline of Nursing and Department of Nursing.

This handbook stands in addition to the general policies and procedures contained in the current Muskingum University Student Handbook, Muskingum University Undergraduate Course Catalog, and the Muskingum Adult Program: Student Guidebook. The handbook has been revised and updated effective Fall Semester 2015 for both pre-licensure and post-licensure students.

Disclaimer: All information in this handbook is subject to change. The Department of Nursing reserves the right to make and implement changes to the policies as needed to meet the requirements of the clinical agencies we utilize. Students will be notified according to the notification policy herein. If you have any questions, please contact your advisor.

*Signing this page indicates that I have read the information contained in the handbook and agree to be responsible to the contents of this document. A complete copy of the BSN Student Handbook is available to me at http://muskingum.edu/dept/nursing/handbooks.html. If at any point I have a concern about the current nature of the document, I will be responsible for downloading and/or referring to the BSN Student Handbook.

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Print Student Name

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Student Signature*  Date
Table of Contents

Chapter 1. Nursing Program Description ................................................................. 8
  Mission ............................................................................................................. 8
  Purpose .......................................................................................................... 8
  Philosophy .................................................................................................... 8
  Program Objectives ....................................................................................... 10
  Organizing Framework ................................................................................. 11
  Figure 1. Organizing Framework Model for the Nursing Curriculum .......... 12
  Major Organizers ......................................................................................... 12
  Glossary of Terms ......................................................................................... 14

Chapter 2. Nursing Organizational Structure ....................................................... 18
  Figure 2. Reporting Structure for the Department Nursing ......................... 18
  Offices ........................................................................................................... 18
  Nursing Skills Laboratory ............................................................................. 19
  Student Governance ...................................................................................... 19
  Department of Nursing Committees ............................................................. 19
  Student Representatives ............................................................................... 19
    Traditional Pre-licensure Track ................................................................. 19
    RN-BSN Completion Post-licensure Track ................................................. 19
  Nursing Student Organization ..................................................................... 20

Chapter 3. Nursing Program Policies and Expectations .................................... 21
  Student Admission (Pre-licensure program track) ........................................ 21
  Student Admission (RN to BSN program track) .......................................... 21
  Student Readmission .................................................................................... 22
    Advance Standing Policy also known as Transfer with Advance Standing in
    Nursing (Pre-licensure track) ................................................................. 22
  Transfer Without Advance Standing ............................................................ 23
  Change of Major to Nursing ........................................................................ 23
  Transfer with Advance Standing In Nursing (RN to BSN track) ................. 23
  Policy for Awarding Transfer Credit for Military Education or Skills Training .... 24
  Student Progression ...................................................................................... 24
  Pre-licensure Track (For all students entering nursing fall 2015) ............... 24
  Pre-licensure Track (For all students who entered nursing prior to fall 2015) .... 24
    RN to BSN Track ....................................................................................... 24
  Degree (Completion) Requirements ............................................................. 25
  Traditional Pre-licensure Track Course Requirements for the BSN Degree ...... 25
  General Education course requirements ..................................................... 25
  Required Core Courses for the BSN Degree entering nursing fall 2015 .... 25
  Required Nursing Courses in the Major: Lower Division. (19 credits) ....... 25
  Required Nursing Courses in the Major: Upper Division. (46 credits) ...... 26
  Assessment Technologies Institute® (ATI) .................................................... 26

Nursing Course Descriptions ............................................................................ 29
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 125</td>
<td>Foundations in Nursing</td>
<td>29</td>
</tr>
<tr>
<td>Nursing 226</td>
<td>Health Assessment</td>
<td>30</td>
</tr>
<tr>
<td>Nursing 227</td>
<td>Fundamentals in Nursing Practice</td>
<td>30</td>
</tr>
<tr>
<td>Nursing 230</td>
<td>Pharmacology</td>
<td>30</td>
</tr>
<tr>
<td>Nursing 251</td>
<td>Introduction to Clinical Practice in Medical/Surgical Nursing</td>
<td>30</td>
</tr>
<tr>
<td>Nursing 330</td>
<td>Transitions in Professional Practice (RN-BSN only)</td>
<td>30</td>
</tr>
<tr>
<td>Nursing 335</td>
<td>Health Assessment (RN to BSN only)</td>
<td>30</td>
</tr>
<tr>
<td>Nursing 340</td>
<td>Nursing Research</td>
<td>30</td>
</tr>
<tr>
<td>Nursing 351</td>
<td>Clinical Practice in Medical-Surgical Nursing</td>
<td>31</td>
</tr>
<tr>
<td>Nursing 360</td>
<td>Mental Health and Family Nursing</td>
<td>31</td>
</tr>
<tr>
<td>Nursing 375</td>
<td>Nursing Care of Parents, Newborns and Children</td>
<td>31</td>
</tr>
<tr>
<td>Nursing 430</td>
<td>Perspectives in Global Nursing and Health</td>
<td>31</td>
</tr>
<tr>
<td>Nursing 450</td>
<td>Critical Care and Family Nursing</td>
<td>31</td>
</tr>
<tr>
<td>Nursing 451</td>
<td>Nursing Care of Adults with Complex Health Problems</td>
<td>31</td>
</tr>
<tr>
<td>Nursing 460</td>
<td>Community Health Nursing</td>
<td>31</td>
</tr>
<tr>
<td>Nursing 470</td>
<td>Contemporary Issues in Nursing and Healthcare (RN to BSN only)</td>
<td>32</td>
</tr>
<tr>
<td>Nursing 480</td>
<td>Nursing Leadership/Management, for RNs only</td>
<td>32</td>
</tr>
<tr>
<td>Nursing 485</td>
<td>Nursing Leadership and Management of Care</td>
<td>34</td>
</tr>
<tr>
<td>Nursing 486</td>
<td>Nursing Leadership and Management</td>
<td>32</td>
</tr>
<tr>
<td>Nursing 487</td>
<td>Nursing Senior Capstone: Preparation for Licensure and Practice</td>
<td>32</td>
</tr>
<tr>
<td>Nursing 490</td>
<td>Special Topics (Elective)</td>
<td>32</td>
</tr>
<tr>
<td>Nursing 497</td>
<td>Issues and Trends: Preparation for Licensure</td>
<td>34</td>
</tr>
<tr>
<td>Nursing 225</td>
<td>Health Assessments and Introduction to Nursing Practice</td>
<td>32</td>
</tr>
<tr>
<td>Nursing 250</td>
<td>Introduction to Clinical Practice in Medical/Surgical Nursing</td>
<td>33</td>
</tr>
<tr>
<td>Nursing 340</td>
<td>Nursing Research</td>
<td>33</td>
</tr>
<tr>
<td>Nursing 350</td>
<td>Adult and Family Nursing</td>
<td>33</td>
</tr>
<tr>
<td>Nursing 360</td>
<td>Mental Health and Family Nursing</td>
<td>33</td>
</tr>
<tr>
<td>Nursing 370</td>
<td>Pediatric Nursing of the Child and Family</td>
<td>33</td>
</tr>
<tr>
<td>Nursing 380</td>
<td>Parent/Newborn Nursing</td>
<td>33</td>
</tr>
<tr>
<td>Nursing 430</td>
<td>Perspectives in Global Nursing and Health</td>
<td>33</td>
</tr>
<tr>
<td>Nursing 450</td>
<td>Critical Care and Family Nursing</td>
<td>33</td>
</tr>
<tr>
<td>Nursing 460</td>
<td>Community Health Nursing</td>
<td>33</td>
</tr>
<tr>
<td>Nursing 475</td>
<td>Issues and Trends in Health and Nursing</td>
<td>33</td>
</tr>
<tr>
<td>Nursing 476</td>
<td>Issues and Trends: Preparation for Licensure</td>
<td>34</td>
</tr>
<tr>
<td>Nursing 485</td>
<td>Nursing Leadership and Management of Care</td>
<td>34</td>
</tr>
<tr>
<td>Nursing 490</td>
<td>Special Topics (1-3) (Elective)</td>
<td>34</td>
</tr>
</tbody>
</table>

Program Fees/Expenses and Refund Information .................................................. 34

Attendance Policy ........................................................................................................... 34
Absences Due to Illness (Classroom, Laboratory and Clinical) .................................. 35
Tardiness ........................................................................................................................ 36

Student Guidance and Counseling Services Availability ............................................... 36
Academic Advising ......................................................................................................... 36
Pre-licensure Track ........................................................................................................ 36
RN-BSN Track .................................................................................................................. 36
Academic Record Management Policy ................................................................. 37
  Pre-licensure track ......................................................................................... 37
  RN-BSN track ................................................................................................. 37
Process for Filing Grievances and Appeals (formal complaints) ............... 37
Faculty Responsibility Related to Supervision of Students in Clinical ......... 38
Periodic Evaluation by Faculty of Student’s Progress ................................. 38
Grading Scale: .................................................................................................. 39
Policy for Determining a Failing Grade in a Nursing Clinical Course .......... 39
Laboratory Evaluation .................................................................................... 39
Clinical Performance Evaluation in Clinical Nursing Courses ................. 39
Narrative Clinical Performance Evaluation Summary ............................... 42
Post Licensure RN-BSN Track (MAP) ........................................................ 43
Clinical Evaluation Form ................................................................................ 44
Clinical Evaluation Form ................................................................................ 45
Student Conduct Policy-Classroom and Laboratory ................................. 46
Student Conduct- Clinical Setting ................................................................. 46
Personal Accountability and Responsibility Policy and Procedures Procedure .. 50
Procedure for Notifying Students of Changes in Program Policy ................ 51
Unusual Incidents Reporting ......................................................................... 51
Dismissal from Nursing .................................................................................. 51
Students with Disabilities ................................................................................ 52
Title IX Policy .................................................................................................. 52
General (Apply to All Students) ................................................................. 52
Writing Policy for Students ........................................................................... 52
Academic Dishonesty Policy: ................................................................. 53
Clinical Practice Requirements ................................................................. 53
Cardio-pulmonary Resuscitation (CPR) ..................................................... 54
Drug Testing Policy ....................................................................................... 54
Background ..................................................................................................... 54
Testing protocol and rationale ....................................................................... 54
Random; and ................................................................................................. 54
For cause ....................................................................................................... 54
Definitions ..................................................................................................... 54
Chain of Custody ............................................................................................ 54
Chemical Dependency ................................................................................... 54
Chemical Substance Abuse ........................................................................... 54
Drug testing For Cause ................................................................................... 55
Impaired Nursing Practice ............................................................................ 55
Random testing ............................................................................................... 55
Self-reporting ................................................................................................. 55
Treatment ...................................................................................................... 55
Refusal to be tested for Cause ....................................................................... 55
Refusal of Random Testing ........................................................................... 55
Self-Reporting of Chemical Dependency .................................................... 55
Pre-licensure students ................................................................................... 55
Post-licensure students (RN-BSN): ............................................................ 55
Procedure for Drug Testing ......................................................................... 55
Appendices

Appendix A. Nursing Student Organization Constitution ........................................... 67
Appendix B. RN-to BSN Application Form ................................................................. 69
Appendix C. BSN Readmission Petition ...................................................................... 71
Appendix D. Application for Progression into Nursing Program ................................. 73
Appendix E. Muskingum Adult Program ................................................................. 75
Appendix F. Personal Accountability and Responsibility Performance Report ......... 76

Chapter 4. Program Completion ................................................................................. 65

Application for Graduation ...................................................................................... 65
Applying for Licensure as a Registered Nurse (RN) (NCLEX-RN®): .................... 65
Pinning ...................................................................................................................... 65
BSN Graduate Survey ............................................................................................... 65

Tables

Table 1. Department of Nursing Program Objectives .............................................. 10
Table 2. Pre-licensure 4-year Curriculum Plan for Nursing ................................. 27
  (For all students entering nursing fall 2015) ....................................................... 27
Table 3. Pre-licensure 4-year Curriculum Plan for Nursing ................................. 28
  (For all students who entered nursing prior to fall 2015) ................................... 28
Table 4. RN to BSN Sample Part-time Curriculum Plan ........................................ 29

Scope of Drug Testing ............................................................................................... 55
Initial Testing .............................................................................................................. 56
Cost of Testing .......................................................................................................... 56
Action in the Event of a Positive Urine Drug Test .................................................. 56
Finger Prints and Criminal Background Checks: .................................................. 57
How to Obtain Finger Prints and Background Checks ........................................... 57
Health Assessment and Immunization ................................................................... 58
Tetanus Immunization ............................................................................................. 58
Measles, Mumps, Rubella (MMR) ......................................................................... 58
Hepatitis B .................................................................................................................. 58
Varicella ..................................................................................................................... 58
Tuberculosis .............................................................................................................. 58
Influenza .................................................................................................................... 59
Liability Insurance .................................................................................................... 59
Uniform Policy—Traditional Pre-licensure Track ................................................. 60
Uniform Policy—RN-BSN Completion Post-licensure Track ............................... 61
Required Nursing Equipment ............................................................................... 62
Travel to Clinical Settings ....................................................................................... 62
Related Clinical Obligations ................................................................................... 62
Guidelines for Occupational Health ..................................................................... 62
Guidelines for Care of Persons with Known Contagious Diseases ..................... 63
Implementation of the policy .................................................................................. 63
Cell Phone and Pager Use ...................................................................................... 63

Cost of Testing .......................................................................................................... 70
Initial Testing .............................................................................................................. 70
Action in the Event of a Positive Urine Drug Test .................................................. 70
Finger Prints and Criminal Background Checks: .................................................. 71
How to Obtain Finger Prints and Background Checks ........................................... 71
Health Assessment and Immunization ................................................................... 72
Tetanus Immunization ............................................................................................. 72
Measles, Mumps, Rubella (MMR) ......................................................................... 72
Hepatitis B .................................................................................................................. 72
Varicella ..................................................................................................................... 72
Tuberculosis .............................................................................................................. 72
Influenza .................................................................................................................... 73
Liability Insurance .................................................................................................... 73
Uniform Policy—Traditional Pre-licensure Track ................................................. 74
Uniform Policy—RN-BSN Completion Post-licensure Track ............................... 75
Required Nursing Equipment ............................................................................... 75
Travel to Clinical Settings ....................................................................................... 75
Related Clinical Obligations ................................................................................... 75
Guidelines for Occupational Health ..................................................................... 75
Guidelines for Care of Persons with Known Contagious Diseases ..................... 76
Implementation of the policy .................................................................................. 76
Cell Phone and Pager Use ...................................................................................... 76
Appendix G. Personal Accountability and Responsibility Performance Report
Student Response ..................................................................................................... 77
Appendix H. Unusual Incident Report Form ............................................................. 78
Appendix I. Declaration of Legal Use of Prescribed Medication Form ............... 79
Appendix J. Drug Testing Student Certification, Release, and Authorization Form 80
Appendix K. Department of Nursing Health Assessment ..................................... 81
Appendix L. Muskingum University Graduate Survey .......................................... 82
Chapter 1. Nursing Program Description

Mission

The Department of Nursing reflects the mission of Muskingum University by providing quality nursing education which fosters critical thinking, positive action, ethical sensitivity and spiritual growth within the context of a caring community where individual fulfillment is encouraged and human dignity is respected. Liberally educated nursing graduates are able to integrate knowledge, skills and values from the arts and sciences to provide safe quality nursing care, to act as advocates for families, groups and communities and to manage twenty-first century changes in the health care system.

Purpose

The purpose of Muskingum University Bachelor of Science in Nursing Program is to prepare graduates with intellectual skills and practice focused competencies for current and emergent generalist and professional nursing practice. The Bachelor of Science in Nursing Program will admit two types of students, the four year pre-licensure student and the registered nurse student who is either a graduate of a hospital diploma nursing program or an associate degree nursing program. The Bachelor of Science in Nursing Program provides a strong liberal arts and science foundation integrated throughout the program to create the basis for the study and practice of professional nursing. The Bachelor of Science in Nursing Program also provides a foundation for graduate study and continuing professional education.

Philosophy

The mission and purposes of the Department of Nursing are congruent with and supportive of the mission and educational purposes of Muskingum University. The faculty share the belief that Muskingum University provides: “quality academic programs in the liberal arts and sciences in the setting of a residential, coeducational, church related university and in the context of a caring community where individual fulfillment is encouraged and human dignity is respected.”

The Muskingum University Department of Nursing services a rural area of East Central Ohio with a community representing a diverse cultural background. The rural context of the University provides a setting for explaining the application of knowledge to professional nursing practice. The faculty believe that the concepts of human, environment, health, nursing and nursing education are central to the development of baccalaureate nursing programs. These concepts serve as a foundation for the curriculum design and selection of instructional methods and practices.

Each human is a unique being of worth and dignity, holistic in nature, and whose body, mind, and spirit develop throughout the lifespan. Each human is motivated by a set of perceptions, values, and beliefs. Humans have the power to be self-directive, to adapt or change behavior, to strive toward a healthy lifestyle, and to seek personal fulfillment for their lives. Humans consist of individuals, families, groups, organizations, communities and global populations.

The environment consists of biophysical and sociocultural factors that impact the health of humans. There is constant interaction between humans and the environment. Humans should view the environment as an integral part of health relationship between the environment and health for individuals, families, groups, organizations, communities and global populations. Humans can
positively alter the environment to affect the health of themselves and others by promoting, maintaining, or changing the environment.

Health and illness are processes along a continuum that reflect the interaction between physiological, psychosocial and spiritual aspects of human life. Both processes depend upon lifestyle, environmental and genetic factors which create major determinants of illness, disease, disabilities and death. Humans' potential and resources influence their abilities to cope with changes occurring along the health-illness continuum. Optimal health is the functioning of the human at maximum potential in an integrated way within the environment.

The basis of professional nursing is in liberal arts education and integrates knowledge from nursing, the arts, sciences and the humanities. Within the liberal arts setting, professional nurses learn to use oral and written communication and information technology to communicate effectively. Nursing focuses on the promotion of health, prevention of disease and disability and provision of care for those who are ill or in the process of dying. The method of scientific inquiry is used with the nursing process framework to assess, diagnose, plan, implement and evaluate patient responses. Critical thinking is the basis for the nurse's application and use of knowledge and experiences to make clinical decisions. Nurses evaluate and apply evidenced-based research findings into practice.

Professional nurses must be able to practice collaboratively and autonomously within ever-changing, complex healthcare delivery systems that require effective leadership, communication and technological skills to work productively with inter-professional staff in a variety of healthcare settings. Professional nurses also practice in healthcare delivery systems that focus on cultural, historical, economic, legal, organizational, environmental, educational and political perspectives. Cultural competence is the process which the nurse seeks to work effectively within the cultural context of the individual, family or community. Cultural competence is defined in terms of cultural awareness, cultural knowledge, cultural skill and cultural encounter.

Based on nursing's history and practices, caring is a process of nurturant activities and values that is essential to the practice of nursing. The University and the Department of Nursing seek to promote a positive influence on the health of the community through the caring process.

Nursing education is an interactive teaching-learning process within an environment conducive to the development of collegial relationships. Education is a dynamic process that directs and facilitates learning. Teaching is the ability of structuring content and processes for student learning. Learning is an active, life-long process of acquiring knowledge and skills that brings about actual or potential changes in behavior. Learning is facilitated when activities are goal-directed, purposeful, and meaningful for the learner. The faculty guide, direct, facilitate and evaluate learning while promoting critical thinking, active participation and independent thinking by students.

In the twenty-first century, the professional nurse must have knowledge and skills that prepare one for a long-term career in a changing practice environment which addresses the needs of individuals across the lifespan, including culturally diverse, vulnerable and underserved populations. With knowledge that is complex and changing, baccalaureate professional nurses cannot possess all the knowledge necessary to provide high quality nursing practice. Therefore, baccalaureate professional nurses need to promote self-evaluation and life-long learning.
Program Objectives

The students who successfully complete the Nursing Program will have satisfied the objectives identified in Table 1. The Pre-licensure Traditional Track is delivered in three levels, sophomore, junior, and senior years. The objectives are identified for the completion of each level. The RN-BSN Completion Track students will have met the objectives identified in the third level when they successfully complete the requirements of that track.

Table 1. Department of Nursing Program Objectives

<table>
<thead>
<tr>
<th>First Level</th>
<th>Second Level</th>
<th>Third Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Year</td>
<td>Junior Year</td>
<td>Senior Year and RN-BSN Completion Track (Terminal Level Objectives)</td>
</tr>
</tbody>
</table>

1. Identify the nature of the Human using concepts and theories learned through the study of the arts, sciences, humanities and nursing to provide professional nursing care.

2. Acknowledge caring and cultural competence through the practice of professional nursing.

3. Use critical thinking to make independent judgments in applying nursing process in the delivery of nursing care to individuals and families.

4. Discuss evidence-based nursing-related research findings in professional nursing practice.

5. Determine effective leadership and management strategies used in acute and chronic care healthcare delivery systems.

1. Develop the nature of the human using concepts and theories through the study of the arts, sciences, humanities and nursing to provide professional nursing care.

2. Demonstrate a commitment to caring and cultural competence through the practice of professional nursing.

3. Use critical thinking components in making independent judgments in applying the nursing process in the delivery of nursing care to individuals, families and groups.

4. Interpret evidence-based nursing and health-related research findings in professional nursing practice.

5. Apply effective leadership and management strategies used in acute and chronic care healthcare delivery systems.

1. Analyze the nature of the human using concepts and theories through the study of the arts, sciences, humanities and nursing to provide professional nursing care.

2. Integrate caring and cultural competence through the practice of professional nursing.

3. Use critical thinking to make independent judgments in applying the nursing process in the delivery of healthcare to individuals, families, groups, organizations, communities and global populations.

4. Use evidence-based nursing and health-related research findings in professional nursing practice.

5. Analyze effective leadership and management strategies used in rapidly changing complex healthcare delivery systems.
6. Use oral and written communication and information technology to communicate effectively.

7. Know local factors involving social, ethical, political, legal, cultural, environmental and educational issues that influence healthcare and the advancement of the nursing profession.

8. Assess holistic professional nursing care with adults to promote health in selected healthcare settings.

9. Know the importance of working with other healthcare professionals in local healthcare agencies to promote cost-effective healthcare.

10. Assume responsibility and accountability for personal and professional growth and development, and value the commitment of lifelong learning.

6. Use oral and written communication and information technology to communicate effectively.

7. Know local and national factors involving social, ethical, political, legal, cultural, environmental and educational issues that influence healthcare and the advancement of the nursing profession.

8. Provide holistic professional nursing care across the lifespan to promote health in selected healthcare settings.

9. Collaborate with other healthcare professionals in local healthcare agencies to promote cost-effective healthcare.

10. Assume responsibility and accountability for personal and professional growth and development, and value the commitment of lifelong learning.

6. Use oral and written communication and information technology to communicate effectively.

7. Analyze local, national and global factors involving social, ethical, political, legal, cultural, environmental and educational issues that influence healthcare, health policies and the advancement of the nursing profession.

8. Provide holistic professional nursing care across the lifespan to promote health in a variety of healthcare settings.

9. Collaborate with other healthcare professionals in a variety of settings to promote cost-effective healthcare.

10. Accept responsibility and accountability for personal and professional growth and development, and value the commitment of lifelong learning.

Organizing Framework

The organizing framework is supported by process and content organizers that implement the philosophy, mission, purpose and objectives of the nursing program. The concepts identified in the organizers are used with the program objectives as guidelines to develop specific level objectives and then, course objectives. The integration of the development of the curriculum from design through implementation assures that the philosophy, mission, purpose, and objectives of the nursing program are emphasized within the organizing framework.

The organizers identified in the organizing framework provide guidance for the development of level and course objectives. The process organizers are consistently used and reinforced throughout the clinical nursing courses. The content organizers are used to identify and plan content and learning opportunities that build progressively year to year in the nursing program as represented in Figure 1.
Figure 1. Organizing Framework Model for the Nursing Curriculum

Major Organizers

There are four process organizers: caring, nursing process with an emphasis on critical thinking, culture and communication.

**Caring** - This organizer is derived from each of the concepts in the organizing framework: human, environment, health, and nursing. Caring is essential to the practice of nursing. Caring is a process comprised of nurturant activities and values that encompasses the student's empathy for the patient as well as the ability to incorporate these affective characteristics into compassionate, sensitive and appropriate nursing care. This organizer is reflected in the second program objective.

**Nursing Process/Critical Thinking** - This process organizer is derived from the concept of nursing from the organizing framework of the curriculum. Learning to use nursing process as a means for critical thinking and as a creative approach to patient care becomes a worthwhile endeavor. Nursing process involves five phases: assessment, analysis and diagnosis, planning, implementation of planned nursing interventions and evaluation.

**Assessment** - This is the initial phase in the nursing process. It involves the subjective and objective data from the patient and family to determine the patient's health status.

**Analysis and diagnosis** - This is the validation of data collected and compared with norms to determine what data may indicate a health problem or identify a pattern. Diagnosis is a development of a statement which describes the health condition or alteration in one's life processes which are within the domain of nursing.
Planning - This begins with identification of patient goals and determination of ways to reach these goals. This phase requires a great deal of critical thinking, analyzing and planning.

Implementation of planned nursing interventions - This occurs when the planned nursing interventions are initiated and carried out to achieve specific outcomes.

Evaluation - This is the final phase of the nursing process. Evaluation is an ongoing planned systematic comparison of the patient’s health status with the identified outcome criteria.

The student uses the nursing process/critical thinking during the initial nursing courses and then, progressively develops it with greater complexity throughout the curriculum. Critical thinking is incorporated in this process by appraising and defining problems and exploring alternative solutions and their outcomes. This organizer is related to the program objective.

Culture - This process organizer is derived from the concepts of human and nursing. The student needs to be prepared to work with individuals from various cultures and to present healthcare in ways that are appropriate for each individual in different cultures. As the student progresses through the curriculum, an increased development of understanding related to cultural diversity evolves. Cultural competence is manifested through attributes such as cultural awareness, cultural knowledge, cultural skill and cultural encounters.

Cultural awareness - This involves the process of becoming sensitive to interactions with other cultures.
Cultural knowledge - This is the process in which the students gain knowledge concerning other world views of culture.
Cultural skill - This involves the ability to conduct a cultural assessment.
Cultural encounter - This is the process that enables the student to engage in cross-cultural interactions with individuals from culturally diverse backgrounds. This organizer is directly related to the second program objective.

Communication - This organizer is derived from the concepts of human and nursing. Communication is a complex, ongoing, interactive process that forms the basis for building interpersonal relationships among individuals, families, groups, organizations, communities and global populations. Communication includes listening, as well as oral, nonverbal, written and information technology skills. The first and sixth objectives relate to this organizer.

The four content organizers are: human system, healthcare delivery system, research, and leadership.

Human System - This organizer is derived from the two major concepts of human and environment. The focus of the human system in the care of patients in the clinical courses moves from the individual to the family and then to the group, community, organization and global populations. The third objective applies to this content organizer.

Healthcare Delivery System - This organizer is derived from each of the concepts in the organizing framework; human, environment, health and professional nursing. Healthcare delivery consists of four levels: disease prevention, health promotion chronicity, acute and critical care.
Disease Prevention - This involves methods of keeping an illness or injury from occurring, diagnosing and treating a disease in its early development and preventing further deterioration of individual's health.

Health Promotion - This involves activities which emphasize maximizing health such as patient teaching, behavioral change, family dynamics, holistic assessment, etc.

Chronicity - This is a disease state that has one or more of the defined characteristics:
1. is permanent;
2. leaves permanent disability;
3. causes nonreversible pathophysiology;
4. requires special training of patient in rehabilitation; and
5. requires a long period of care

Acute - This is a disease state that has a rapid onset, short duration and is self-limiting.

Critical Care - This is the nursing which deals specifically with human responses to life-threatening problems.

Research - This content organizer is derived from the concept of nursing. Research is a major organizer in the nursing curriculum where the focus is to understand the basic elements of the research process and models for applying evidenced-based research findings to practice. Research progresses through the curriculum from reading research to applying evidenced-based research findings to practice. The fourth program objective relates to this content organizer.

Leadership - This content organizer is derived from the concepts of nursing and environment. Leadership is a process in which the leader creates a climate of change so that an organization will have the adaptability needed to survive. Principles of leadership are used by effective nurse managers when planning, organizing and directing healthcare delivery systems. This organizer is implemented in the curriculum through interpersonal relationships, systems theory and change theory. The fifth, seventh and ninth objectives relate to this organizer.

Supporting theories and concepts derived from the major concepts in the Muskingum University Department of Nursing philosophy are listed in Table 6. These theories and concepts are developed in the nursing courses throughout the curriculum.

Glossary of Terms

**Accountability** - Being responsible for one’s actions and accept the consequences for one’s behavior.

**Assessment** - Process of systematically collecting data pertaining to the individual, family, community or global populations. Assessment is the first phase of the nursing process.

**Caring** - A nurturing means of relating to a valued other person to whom one feels a personal sense of commitment and responsibility. Caring is manifested through knowing, being with, doing for, enabling and maintaining belief.

**Change Agent** - A graduate level professional nurse who demonstrates expertise in making innovative ideas to enhance the practice of nursing and institute changes within organizations.
Collaboration - To work cooperatively with others to achieve common goals.

Communication - Process by which information is given from one individual to another individual either directly or indirectly.

Curriculum - A total of learning activities that are designed to achieve specific educational goals.

Community - A group of people who have common characteristics such as age, occupation, common bonds, location, etc.

Compassion - An awareness of one’s relationship with others which involves participation in their experiences and emotions.

Competence - The ability of having knowledge, skills and judgment necessary to meet professional nursing responsibilities.

Concept - A basic idea; a symbol or a general impression expressed in words.

Content Organizers - Concepts related to content outlined in the organizing framework to identify and plan progressive learning experiences that build on a yearly basis throughout the nursing courses in the curriculum.

Coordination - Two or more people providing services to an individual or group and keeping all participants informed of their activities.

Critical Thinking - Purposeful thinking in which the thinker appraises and defines problems and explores alternative solutions and their results.

Culture - Complex concept that is part of an individual’s make-up and includes knowledge, beliefs, values, customs and habits acquired by members of a society.

Environment - All cultural, developmental, physical and psychosocial conditions external to an individual that influence the growth and development of an individual or group.

Family - A group of individuals who have kinship and are mutually concerned with each other’s affairs and ambitions.

Group - A gathering of two or more individuals who share a common purpose.

Health - A dynamic process that is multidimensional in nature that enables the individual to reach for the highest level of functioning on a health-illness continuum.

Healthcare Delivery - System by which healthcare is provided to individuals, families, groups, communities and global populations.

Health Promotion - Activities directed toward enhancing functioning toward health and optimal well-being.
Human - A unique being with intellect; the ability to reason and make choices; the capacity to live; and the capacity to appreciate, interact with, and respond emotionally to the environment.

Individual - Social being who is rational and sentient.

Leadership - A process of influencing individuals to accomplish goals or to move toward goal achievement.

Learning - Process-oriented and relates to developing abilities which leads to a permanent change in behavior.

Nursing - A professional discipline based on theory, practice and research which involves individuals, families, groups, communities and global populations.

Nursing Diagnosis - A statement which identifies a health condition in one’s life processes which pertains to nursing.

Nursing Process - A model for nursing practice using a problem-solving approach which involves the phases of assessment, nursing diagnosis, plan, implementation and evaluation.

Nursing Theory - Provides a way of identifying and expressing key ideas about the essence of nursing practice.

Organization - Comprised of a group of individuals who are systematically united in a functional structure.

Organizing Framework - Relates to one aspect of the total curriculum process which is grounded in the philosophy and terminal objectives of the nursing program. It provides the sequential ordering and following of content and processes identified in the framework.

Organizer - A concept that guides the organizing structure. Organizers are either process or content related.

Process - A series of progressive changes and has an organizational structure that enables a goal to be achieved.

Process Organizers - Concepts identified in the organizing framework that are developed horizontally throughout the nursing curriculum and reinforced.

Research - Systematic inquiry that uses scientific methods to identify questions and solve problems.

Responsibility - Obligation of the individual to fulfill the terms of an agreement.

Role - Set of expected behaviors that relate to specific position being held.

Rural Nursing - Guides rural nursing practice, research and education by understanding and addressing unique healthcare needs and preferences of rural persons (Weinert and Long, 1991).
Self-Direction - Ability to make independent decisions about one's life.

Populations (Global) - A group of individuals living in communities who have common expectations and organized patterns of communications. The health of populations focuses on the preventive action targeting the broad distribution of diseases and health determinants.

Service - An act of helping or benefiting another; behavior conducive to the benefit of another.

Teaching - Serves as one component of the educational process which involves an intentional act of communicating information to the learner.

Theory - A hypothesis involving a plausible explanation to a concept or a relationship between concepts from which predictions can be made.

Therapeutic Nursing Interventions - Nursing actions designed to achieve specific outcomes of nursing care for individuals or aggregates. Therapeutic nursing interventions is part of the implementation phase of the nursing process.
Chapter 2. Nursing Organizational Structure

The Department of Nursing is one of six departments that make up the Division of Science at Muskingum University. With two tracks to the BSN, one designed for pre-licensure traditional undergraduate students and one for post-licensure RN-BSN completion students, this professional licensure discipline has a reporting structure that supports the needs of the Department. Figure 2 that follows and represents the reporting structure for the Department of Nursing.

Figure 2. Reporting Structure for the Department Nursing

Offices

The administrative offices for the Department of Nursing are located on the fourth floor of the Boyd Science Center. The Director and Chair of the Department of Nursing can be located in room 413. The department secretary is located in room 416. This is where student records for academic advising and clinical placement requirements are housed. In addition, full time faculty have mail boxes located in this office. Full time faculty have offices located in Boyd Science Center rooms 411, 412, 413, 414, and 415. The Nursing Lab Manager office is located in Boyd Science Center room 233.
Nursing Skills Laboratory

The Nursing Skills Laboratory is located in the Boyd Science Center on the second floor, rooms 238, 212, and 214. The Laboratory Manager/Assistant Professor of Nursing is responsible for teaching and coordinating use of the laboratory for all nursing courses that include a laboratory component. The Laboratory Manager also acts as the primary purchasing agent for equipment and supplies allocated and used in the nursing lab for teaching and learning nursing skills. The Nursing Skills Laboratory contains the essential equipment and demonstration supplies needed to prepare students for safe clinical practice.

Student Governance

The Department of Nursing has an internal governance structure in addition to the governance structure of Muskingum University. Internal to the Department, students are invited to actively participate in governance activities. Each student track will participate in a format that is appropriate to that track.

Department of Nursing Committees

- **Admission/Progression/Graduation Committee.** The functions of this committee are to identify problems encountered in implementing admission policies, reviewing of applicants for admission, as well as being available to students for admission counseling and to track nursing student progress toward completion of the program.

- **Curriculum Committee.** The functions of this committee are to review and evaluate course outlines, proposed curriculum changes, grading and evaluation policies, and clinical expectations of each course.

- **Faculty/Student Activities Committee.** This committee facilitates student/faculty interactions, guides the development and planning of non-curricular student activities and serves as a communication link between students and faculty.

- **University Committees.** All students are encouraged to take an active role in campus life. Serving on a campus committee is one way to demonstrate involvement on campus.

Student Representatives

**Traditional Pre-licensure Track.** Class officers for this track are elected by the second week of every fall semester by and for each class (freshman, sophomore, junior, and senior). Officers include: President, Vice President, Secretary/Treasurer and one alternate for each position.

**RN-BSN Completion Post-licensure Track.** There will not be class officers selected for this track. All RN to BSN students are solicited for feedback regarding matters discussed in the Department of Nursing that pertains to their degree completion process. This is done through the University email system.
Nursing Student Organization

The Nursing Student Organization (NSO) is a formal organization of the student body including all nursing majors as members of the organization. The NSO is supported by the Nursing Faculty Organization and with campus recognition through the Office of Student Affairs. The purpose of the NSO is to:

a. Promote fellowship among nursing students.
b. Provide awareness of professional and social responsibilities by participating in community service to the Muskingum campus and surrounding community.
c. Promote leadership opportunities to nursing students through organization activities and representation.
d. Promote mentoring opportunities to all nursing students.

Nursing Student Organization is committed to fulfilling its responsibilities as a student organization of the Muskingum University. The NSO constitution is located in Appendix A.
Chapter 3. Nursing Program Policies and Expectations

Student Admission (Pre-licensure program track)

Students who apply to Muskingum University from high school and indicate they want to be considered for nursing will be reviewed first for admission to the University. Once that admission decision is made, the admissions office in collaboration with nursing will review the candidate for the nursing major.

Admission to the Muskingum University (MU) Nursing Program involves a holistic review of the applicant’s credentials, therefore absolute cut-offs for grade point average (GPA) and standardized test scores are not used. Reasonable guidelines for high school students are a high school GPA of at least 3.0, along with ACT composite and ACT science scores of 21 or better (990 SATV = M). The successful candidate will receive an admission letter to the University, and a second admission letter to the nursing major.

For nursing majors to progress into the clinical course sequence that begins with NURS 227, fall of the sophomore year, the following criteria must be achieved:

- Minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale (all college, university or technical college grades combined).
- Completion of the following courses with a grade of “C” or higher
  - Chemistry 108 – General, Organic, Biochemistry
  - Biology 121 – Anatomy and Physiology I
  - Biology 122 – Anatomy and Physiology II
  - English 121 – Composition
  - Psychology 101 – Introduction to Psychology
  - Psychology 208 – Lifespan Development
  - Nursing 125 – Foundations in Nursing (this course may be taken concurrently with NURS 226 and 227 for transfer and change of major students).

Following successful completion of the above criteria freshman nursing students will complete an application to progress in nursing prior to the end of the spring semester their freshman year. If progression criteria has been met students will progress to the sophomore level of nursing.

Student Admission (RN to BSN program track)

Admission of currently-licensed registered nurses into the RN to BSN degree completion program is located in Graduate and Continuing Studies, the unit responsible for the Muskingum Adult degree completion Program (MAP). The Application for Admission to the Nursing Program (RN-BSN Track) is located in Appendix B. Additional information is located in the Muskingum Adult Program Student Guidebook. Registered nurse students are accepted to Muskingum University and the Nursing Program based upon meeting the criteria as noted below:

Registered nurses must meet the following requirements to be considered for admission to Muskingum’s RN to BSN program track.

1. Have a current/active license to practice nursing in Ohio.
2. Have not been convicted of or pled guilty to a felony.
3. Have a cumulative GPA equal to or greater than 2.5 from all previous course work taken since high school graduation.
   a. RNs who do not meet this requirement must successfully complete (with a grade of “C” or better) 12 semester hours (6 credits in non-clinical nursing and 6 credits non-
nursing) of course study at Muskingum University before being unconditionally admitted into the RN-BSN Completion track.

4. Have completed all nursing coursework at a “C” level or above.
5. Must be a graduate of a nationally accredited (NLN-AC or ACEN), registered nurse diploma or associate degree program; or
6. Registered nursing diploma graduates and graduates of non-accredited associate degree nursing programs must also successfully complete (with a grade of “C” or better) 12 credit hours (6 credits nursing and 6 credits non-nursing) of course study at Muskingum University before being unconditionally admitted into the nursing program.
7. Have completed a planning meeting with the assigned Nursing faculty advisor.

Student Readmission

The foundation of this policy comes from the Muskingum University Undergraduate Course Catalog. Students who have either withdrawn or been dismissed from the University and desire to re-enter must apply for readmission through the established channels. Please contact the Admissions Department to obtain information regarding readmission to the University. Academic coursework taken since departure from Muskingum is considered in the readmission decision. The request to readmit to a Nursing track must be approved by the Director and Chair of the Department of Nursing or his/her designee. The BSN Readmission Petition can be found in the Appendices (see Appendix C).

In the event that the request for readmission comes after dismissal from the Department of Nursing for “cause” including failure to meet progression requirements, academic dishonesty, drug policy violation, change in criminal background check, or failure to meet clinical practice standards, the applicant must petition the “Admission/Progression/Graduation Committee” of the Department of Nursing for recommendation of readmission and placement in the appropriate program track. Ohio Administrative Code-4723-5-12 (A) (2) requires “the readmitted student meet the curriculum requirements effective at the time of readmission.”

Advance Standing Policy also known as Transfer with Advance Standing in Nursing (Pre-licensure track)

The University’s policy on advance standing is published in the Muskingum University Undergraduate Course Catalog. As a professional program, Nursing has additional requirements to those in general for the University. This opportunity is for the pre-licensure BSN student who started their program at another University’s accredited BSN program, but is relocating and wants to be considered for advanced placement into the Nursing curriculum without repeating similar nursing coursework from another program. These students must complete both an Application for Admission to Muskingum University and an Application for Progression to the Nursing Program (Appendix D), and return the Nursing application to the Department of Nursing. Applications are processed throughout the year.

Candidates are selected based on the following criteria and seats available in a cohort of students.

- The original BSN program must hold either CCNE or NLN-AC accreditation for the time that the student was enrolled in that program. The program needs to be approved to offer the pre-licensure program in the state in which it is located.
- Minimum weighted GPA from all previous college work of 2.7 on a 4.0 scale.
- All pre-requisite and nursing coursework completed at a “C” level or better.
- All course syllabi for nursing courses taken at another university must be submitted to the Chair of the department for evaluation as part of the application process.
• A letter of support from the Nursing academic advisor, or the Chair of the department recommending the student be considered based on normal progression and professional accountability from the previous program.
• A personal interview with the Chair or her designee is required once all of the items noted above have been received.

Transfer Without Advance Standing

This is the opportunity for the candidate who started college course work at another college/university but was not enrolled in a nursing program at that university. Applicants are reviewed by the admissions office for admission to the University based on published admission criteria in the Muskingum University Undergraduate Course Catalog. This candidate will then be reviewed for admission as a nursing major based on the following criteria:

• GPA Accum at or above 2.7 on a 4.0 scale (weighted average if more than one university).
• Coursework required for nursing at a “C” or better level.
• Seats remain open in the cohort of nursing majors.

Change of Major to Nursing

These students are enrolled at Muskingum University but have declared a major other than Nursing. These students are welcome to apply to the Nursing Program based on the same admitting and progression criteria that currently enrolled students must meet. These students are considered for placement into the appropriate level of the curriculum as seats are available once currently enrolled nursing majors are placed. The change of major student must complete the application for progression to the Nursing program (see Appendix D) that is due in the spring semester preceding progression to the sophomore level in the nursing program.

Transfer with Advance Standing In Nursing (RN to BSN track)

Muskingum University adheres to the Ohio Board of Regents Transfer and Articulation Policy (July 1993) as stated in the Muskingum Adult Program Student Guidebook. Students who have earned an associate’s degree, or who have completed at least 60 semester hours of earned transferable credit, from regionally accredited institutions, will be able to earn a Baccalaureate Degree from Muskingum University by meeting the following requirements:

• Successful completion of the Transfer Module for general education credits recognized by the Ohio Board of Regents.
• Completion of a minimum of 124 earned semester credit hours.
• Completion of the requirements for an academic major that include completing the residency requirement (a minimum of 32 earned credit hours earned at Muskingum), completing a minimum of 40 credit hours at the 300-400 level, including one 300-400 level writing unit, and completion of one 3-hour, 300-400 level course selected from the Moral Inquiry section of Muskingum University’s general education requirements.
• RN students will receive validation credit for coursework successfully completed from their previous academic experience. RN students from non-accredited diploma or associate degree programs will receive provisional acceptance until they have completed 6 credits of nursing and 6 credits of non-nursing course work with a grade of “C” or better at Muskingum University. Upon meeting these requirements students will receive an unconditional letter of acceptance to the nursing program.
Policy for Awarding Transfer Credit for Military Education or Skills Training

For individuals with experience in the armed forces of the United States, or in the National Guard or in a reserve component, the Muskingum University Nursing Program Director and Chair will review the military education and skills training that may be applicable to the BSN program. If the military education and/or skills are substantially equivalent to the nursing course content transfer credit will be awarded. Transfer credit will be awarded on a course by course basis. The transfer credit will be noted on the student’s official Muskingum University transcript. If the course is not substantially equivalent to award nursing course credit it may be used as transferrable elective credit at Muskingum University.

Student Progression

All students enrolled in the Bachelor of Science in Nursing (BSN) program regardless of the program track must meet all requirements of the core curriculum and the major.

Pre-licensure Track (For all students entering nursing fall 2015)

A minimum grade of “C” is required in all Nursing courses as well as the following core courses: Biology 121, 122, 305, 346, 312, Chemistry 108, Psychology 101, 208, Health Science 231 (Nutrition) and English 121. If a grade lower than a “C” is earned, this course must be repeated in order to enroll in subsequent nursing courses. A “C-” in any of the courses noted in this paragraph is viewed as unsatisfactory and must be repeated before the student can progress in nursing. Grades earned in other University courses, e.g. general education are evaluated based on the University Standard.

Pre-licensure Track (For all students who entered nursing prior to fall 2015)

A minimum grade of “C” is required in all Nursing courses as well as the following core courses: Biology 121, 122, 346, 312, Chemistry 108, Psychology 101, and English 121. If a grade lower than a “C” is earned, this course must be repeated in order to enroll in subsequent nursing courses. A “C-“ in any of the courses noted in this paragraph is viewed as unsatisfactory and must be repeated before the student can progress in nursing. Grades earned in other University courses, e.g. general education are evaluated based on the University Standard.

RN to BSN Track

A minimum grade of “C” is required in all nursing courses. Grades earned in other courses are evaluated based on the University’s standard.

A student may attempt only one nursing course twice. An attempt is defined as being enrolled in a course beyond the 50th day of the semester. A grade of “C-” or lower or a “W” (withdrawal) for other than approved extenuating circumstances of any nursing course will constitute an attempt. When a student receives a grade below a “C” in the second nursing course, the student will be dismissed from Nursing. This action does not dismiss the student from the University. The student will have the opportunity to change majors to another program on campus for which they meet that department’s requirements. The student should meet with their academic advisor to work through this process.
Degree (Completion) Requirements – All BSN students must complete:

All BSN students must complete:

- all requirements in the major
- all general education requirements (pre-licensure) or all transfer module requirements (RN to BSN), plus one upper level writing unit course and one upper level course selected from the moral inquiry category of Muskingum University's general education requirements
- 127 semester credits (pre-licensure); 124 semester credits (RN to BSN)
- have a cumulative grade point average of at least 2.0 in the nursing major as well as in all courses completed at Muskingum University
- earn a final grade of C or higher in all nursing courses (pre-licensure and RN to BSN); plus the following required core courses (pre-licensure); Chemistry 108, Biology 121, 122, 305, 312 and 346; Health Science 231 (Nutrition), Psychology 101, 208 and English 121
- have the last 31 semester credits toward graduation earned as a degree seeking student at Muskingum University, or in an approved off-campus study
- satisfy the degree requirements of Muskingum University as defined in the Muskingum University Undergraduate Course Catalog or the Muskingum Adult Program Student Guidebook (RN-BSN program track)
- the “Application to Graduate Muskingum University” (Pre-licensure); the Muskingum Adult Program “Application to Graduate” (RN to BSN)

PLEASE NOTE: PRE-LICENSE STUDENTS WHO ENTERED THE NURSING PROGRAM PRIOR TO THE FALL 2015 WILL BE REQUIRED TO COMPLETE THE CURRICULUM PLAN UNDER WHICH THEY ENTERED, i.e. 130 CREDITS, AND MEET THE PROGRESSION REQUIREMENTS THAT WERE IN PLACE AT THE TIME THEY ENTERED AS NOTED ABOVE UNDER THE STUDENT PROGRESSION POLICY.

In addition, a student who fails to progress and joins a subsequent nursing cohort will be required to meet the curriculum and progression requirements of the cohort they join.

Traditional Pre-licensure Track Course Requirements for the BSN Degree

General Education course requirements
As published in the Muskingum University Undergraduate Course Catalog for the year the student was admitted to Nursing.

Required Core Courses for the BSN Degree. Students entering nursing fall 2015
These include the following courses or their equivalent as published in the Muskingum University Undergraduate Course Catalog for the year the student was admitted to Nursing. Chemistry 108, Biology 121, 122, 305, 312, 346, Psychology 101, 208, 232, Philosophy 305, Sociology 101, Health Science 231 (Nutrition) and Health Science or Health Education upper level elective selected from one of the following: HLSC 307 Health Communication and Promotion; HLSC 312 Social Gerontology; HSLC 315 Public Health and Epidemiology; HLSC 322 Health Policy; HLSC 326 Healthcare Finance; HLTH 345 Personal Health; HLTH 365 School and Community Health; HLTH Health Issues and Programs; Health 400 Health Curriculum, Methods and Materials (all 3 credit hour courses).

Required Nursing Courses in the Major: Lower Division. (19 credits)
Nursing 125: Foundations in Nursing – 2 credits
Nursing 226: Health Assessment- 3 credits
Nursing 227: Fundamentals of Nursing Practice - 4 credits
Nursing 230: Pharmacology - 3 credits
Nursing 251: Introduction to Clinical Practice in Medical/Surgical Nursing - 7 credits

**Required Nursing Courses in the Major: Upper Division. (46 credits)**
Nursing 340: Nursing Research - 3 credits
Nursing 351: Clinical Practice in Medical/Surgical Nursing - 7 credits
Nursing 360: Mental Health Nursing/Clinical - 4 credits
Nursing 375: Nursing Care of Parents, Newborns and Children – 8 credits
Nursing 430: Perspectives in Global Health - 3 credits
Nursing 451: Nursing Care of Adults with Complex Health Problems – 7 credits
Nursing 460: Community Health Nursing – 4 credits
Nursing 486: Nursing Leadership and Management - 3 credits
Nursing 487: Nursing Senior Capstone: Preparation for Licensure and Practice – 7 credits

**Assessment Technologies Institute® (ATI)**

All sophomore, junior and senior nursing students are required to use the ATI products and services in the following nursing courses: NURS 226, 227, NURS 230, NURS 251, NURS 351, NURS 360, NURS 375, NURS 451, NURS 460, NURS 486 and NURS 487. The ATI products are designed to enhance student mastery of nursing content and success on the National Counsel Licensure Examination (NCLEX-RN®). ATI assessment and remediation activities are integrated into the specific nursing courses noted above. Online tutorials, skill enhancing videos, online practice testing and proctored assessments are utilized. The proctored assessments are specifically designed to evaluate the student’s acquisition of knowledge and understanding related to NCLEX-RN® specific information. During the spring semester all senior nursing students will take the final comprehensive predictor exam. This exam will play an integral role in determining the final grade in NURS 487 Nursing Senior Capstone: Preparation for Licensure and Practice.

The ATI products, in combination with the nursing program content aim to increase confidence with nursing content and practice, and prepare the student for NCLEX-RN® (licensure exam). Students are expected to complete assignments using their course materials, which will include content from the ATI learning resources. The ATI resources are aligned with the content taught in each of the nursing courses and are a part of the final course grade determination.

ATI information and orientation resources are available to all nursing students in the program. Students will be expected to spend time navigating the orientation materials in class and on their own. These materials can be found on ATI’s student home page.
Table 2. Pre-licensure 4-year Curriculum Plan for Nursing
(For all students entering nursing fall 2015)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tr>
<td>First</td>
<td>*BIOL 121 Anatomy &amp; Physiology I</td>
<td>4</td>
<td>*BIOL 122 Anatomy &amp; Physiology II</td>
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<td>*PSYC 101 Intro to Psychology</td>
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<td>*PSYC 208 Lifespan Development</td>
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<td>*ENGL 121 Composition</td>
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<td>*CHEM 108 General, Biologic and Organic Chemistry</td>
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<td>*NURS 125 Foundations in Nursing *(T=28)</td>
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<td>COMM 200 Fundamentals of Speech</td>
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<tr>
<td></td>
<td>SOCI 101 Sociological Perspective</td>
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<td></td>
<td></td>
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<td></td>
<td>IDIS 100 1st Year Seminar</td>
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<td><strong>Total</strong></td>
<td>16</td>
<td><strong>Total</strong></td>
<td>14</td>
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| Second | | | |
|HLSC 231 Nutrition Across the Lifespan | 3 | Communication in a Global/Digital Age | 3 |
|BIOL 346 Pathophysiology | 3 | BIOL 312 Microbiology | 4 |
|PSYC 232 Behavioral Statistics | 3 | NURS 230 Pharmacology *(T=42) | 3 |
|NURS 226 Health Assessment *(T=28;L=28) | 3 | NURS 251 Introduction to Clinical Practice in Medical-Surgical Nursing *(T=56;L=28;C=84) | 7 |
|NURS 227 Fundamentals of Nursing Practice *(T=21;L=28;C=63) | 4 | | |
|**Total** | 16 | **Total** | 17 |

| Third | | | |
|BIOL 305 Human Genetics | 3 | Religious Understanding Western Traditions | 3 |
|NURS 351 Clinical Practice in Medical-Surgical Nursing *(T=56;L=42;C=63) | 7 | NURS 340 Nursing Research *(T=42) | 3 |
|NURS 360 Mental Health and *(T=42;C=42) Family Nursing Artistic Understanding | 4 | NURS 375 Nursing care of Parents, Newborns and Children *(T=56;L=42;C=105) | 8 |
|**Total** | 17 | **Total** | 17 |

| Fourth | | | |
|NURS 430 Perspectives in Global Health and Nursing *(T=42) | 3 | PHIL 305 Biomedical Ethics | 3 |
|NURS 460 Community Health Nursing *(T=49;C=21) | 4 | NURS 486 Nursing Leadership and Management *(T=42) | 3 |
|NURS 451 Nursing care of Adults with Complex Health Problems *(T=56 ;L=42;C=63 ) | 7 | NURS 487 Nursing Senior | 7 |
|HLSC or HLTH upper level course | 3 | *NURS 487 Capstone: Preparation for Licensure and Practice *(T=56 ;L=14;C=126) | 13 |
|**Total** | 17 | **Total** | 13 |

**TOTAL PROGRAM CREDITS** 127

Please note- Progression from the freshman to the sophomore year will occur when students complete the courses marked with an asterisk (*) with a grade of “C” or better, and have an overall documented 2.7 GPA on a 4.0 scale.
http://www.muskingum.edu/dept/nursing/handbooks.html
<table>
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<th>Credits</th>
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<td>PE 101 Concepts of Wellness (LAE)</td>
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<td>SOC 101 Sociological Perspective</td>
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<td>NURS 230 Pharmacology *(T=42)</td>
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<td>NURS 225 Health Assessment &amp; Introduction to Nursing Practice *(T=28; L=52; C=24)</td>
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<td>PYSC 232 Behavioral Statistics</td>
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<td>BIOL 312 Microbiology</td>
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<td>BIOL 346 Pathophysiology</td>
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<td>Third</td>
<td>NURS 350 Adult and Family Nursing/Clinical *(T=49; L=28; C=63)</td>
<td>6</td>
<td>NURS 340 Nursing Research *(T=42)</td>
<td>3</td>
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<tr>
<td></td>
<td>NURS 360 Mental Health &amp; Family Nursing/Clinical *(T=35; C=63)</td>
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<td>NURS 370 Pediatric Nursing of the Child and Family/Clinical *(T=28; L=14; C=54)</td>
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<td>BIOL 305 Human Genetics</td>
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<td>NURS 380 Parent/Newborn Nursing/Clinical *(T=28; L=14; C=54)</td>
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<td>CPSC 100 (LAE) Communicating in the World</td>
<td>3</td>
<td>HIST (LAE) Western Heritage a.</td>
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<td>Fourth</td>
<td>NURS 450 Critical Care and Family Nursing/Clinical *(T=21; L=28; C=63)</td>
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<td>NURS 485 Nursing Leadership &amp; Management of Care *(T=28; C=143)</td>
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<td>NURS 460 Community Health Nursing/Clinical *(T=35; C=63)</td>
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<td>NURS 476 Issues &amp; Trends: Preparation for Licensure *(T=28)</td>
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<td>NURS 475 Issues &amp; Trends in Health &amp; Nursing *(T=28)</td>
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<td>NURS 430 Perspectives in Global Nursing &amp; Health *(T=42)</td>
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<td>ART (LAE) Western Heritage c.</td>
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<td>18</td>
<td>PHIL 305 Biomedical Ethics</td>
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<td>NURS 490 Special Topics (1-3)</td>
<td>Elective</td>
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<td>RELG (LAE) Religious Understanding</td>
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Total credit hours required to graduate with the BSN is 130 semester hours
http://www.muskingum.edu/dept/nursing/handbooks.html
Post-licensure RN-BSN Track Course Requirements for the BSN Degree

Students enrolled in the Post-licensure RN-BSN Track through the Muskingum Adult Program (MAP) program must meet the requirement of the general education transfer module plus the following nursing and non-nursing courses required for the nursing major.

Nursing Courses (23 credits)
NURS 330 - Transitions in Professional Practice (3)
NURS 335 - Health Assessment (3)
NURS 340 - Nursing Research (3)
NURS 430 - Perspectives in Global Nursing and Health (3)
NURS 460 - Community Health Nursing (4)
NURS 470 - Contemporary Issues in Nursing and Healthcare (3)
NURS 480 - Nursing Leadership and Management/Clinical (4)

Non-nursing Courses Required for the Major (18 credits)
BIOL 305 - Human Genetics (3)
BIOL 346 - Pathophysiology (3)
PHIL 305 - Biomedical Ethics (3)
PSYC 232 - Behavioral Statistics (3) or HLSC 304 - Statistics for the Health Sciences (3)
PSYC 309 - Adulthood and Aging (3) - This course may be waived if a course in Human Growth and Development has already been successfully completed and transferred.
SOCI 345 - Sociology of the Family (3)

Table 4. RN to BSN Sample Part-time Curriculum Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring I</th>
<th>Spring II</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>NURS 330 Transitions in Professional Practice (3 credits)</td>
<td>NURS 335 Health Assessment (3)</td>
<td>NURS 340 Nursing Research (3)</td>
<td>NURS 430 Perspectives in Global Health and Nursing (3)</td>
</tr>
<tr>
<td></td>
<td>BIOL 346 Pathophysiology (3)</td>
<td>PSYC 232 Behavioral Statistics (3)</td>
<td>BIOL 305 Human Genetics (3)</td>
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<tr>
<td></td>
<td></td>
<td>Or HLSC 304 Statistics for the Health Sciences (3)</td>
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<td></td>
</tr>
<tr>
<td>Second</td>
<td>NURS 470 Contemporary Issues in Nursing and Healthcare (3)</td>
<td>NURS 480 Nursing Leadership and Management/Clinical (4)</td>
<td>NURS 460 Community Health Nursing/clinical (4)</td>
<td>PHIL 305 Biomedical Ethics (3)</td>
</tr>
<tr>
<td></td>
<td>PSCY 309 Adulthood and Aging (3)</td>
<td>SOCI 345 Sociology of the Family (3)</td>
<td></td>
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</tr>
</tbody>
</table>

Nursing Course Descriptions

Nursing 125: Foundations in Nursing - This course is an introduction to the theoretical foundations of nursing and concepts of health promotion, caring, cultural competence, communication, critical thinking and the nursing process. (2 semester hours)
Nursing 226: Health Assessment
This course is designed to systematically teach the knowledge and skills needed to perform a comprehensive health history and physical assessment on the adult client. Content related to the techniques of inspection, palpation, percussion and auscultation will be taught. Utilization of assessment data that includes physiological, psychosocial, developmental and genetic factors, and skills within diverse cultures in multiple health settings will be emphasized. The analysis of assessment data will enable students to enhance clinical reasoning, decision making and communication skills. Students will have the opportunity to practice and demonstrate assessment skills learned in the laboratory setting. (3 semester hours)

Nursing 227: Fundamentals in Nursing Practice
Introduces theories, principles and concepts relative to basic fundamental nursing practice. Students will utilize concepts and content taught in the arts and sciences including health assessment to begin developing critical thinking skills and nursing care planning in accordance with the nursing process. Psychomotor and interpersonal communication skills will be taught along with principles of safety and infection control using evidence based practice concepts. Students will learn and practice psychomotor skills in the nursing laboratory prior to performance in the clinical agency to which they are assigned. (4 semester hours)

Nursing 230: Pharmacology
The focus of this course emphasizes pharmacodynamics and clinical uses of various classes of drugs in the healthcare setting. Drugs discussed include those used for hypertension, infection, cancer, pain and diseases of the cardiovascular, renal, respiratory, endocrine, gastrointestinal and central nervous systems. (3 semester hours)

Nursing 251: Introduction to Clinical Practice in Medical/Surgical Nursing
Introduces the nursing process of caring for adults and their family with acute and chronic health alterations. The student will use the nursing process to care for the adult medical-surgical patient and their family in a holistic manner using information based on current evidence-based practice. A combination of classroom, laboratory and clinical teaching strategies will be used to introduce nursing concepts and content related to physiological adaptation, psychosocial integrity, pharmacological therapy, cultural competence, ethical practice and leadership. Professional communication using oral, written and information technology will be expected. (7 semester hours)

Nursing 330: Transitions in Professional Practice (RN-BSN only)
This course provides an introduction to the BSN education conceptual framework for nursing education at Muskingum. Standards of professional nursing practice will be presented. Communication applications related to professional practice will be discussed such as writing standards, developing presentations and collaboration. The application of informatics to facilitate student success and health care applications in EBP will be explored. (3 semester hours)

Nursing 335: Health Assessment (RN to BSN only)
This course will increase knowledge and skills in health history and physical assessment. Utilization of assessment data and skills across the lifespan and within diverse cultures in multiple health care settings will be emphasized. The analysis and synthesis of assessment data will enable students to enhance clinical reasoning, decision making and communication. (3 semester hours)

Nursing 340: Nursing Research
Introduces the basic skills necessary to critique nursing research. Focuses on research methodology, interpreting research articles and evaluating the usefulness of findings for evidence-based nursing practice. (3 semester hours)
Nursing 351: Clinical Practice in Medical-Surgical Nursing
Students will be expected to apply nursing knowledge and use critical thinking skills based on evidence-based nursing practice to care for adults and their family with acute and chronic health alterations. A combination of classroom, laboratory and clinical teaching strategies will be used to continue building from prior program coursework on the concepts and content related to physiological adaptation, psychosocial integrity, pharmacological therapy, cultural competence, ethical practice and leadership. Professional communication using oral, written and information technology will be expected. (7 semester hours)

Nursing 360: Mental Health and Family Nursing
The purpose of this course is to apply the concepts of mental health to individuals and groups. The concepts to be emphasized include therapeutic communication, caring, cultural competence, evidenced-based research practices and leadership management affecting selected mental health alterations. (4 semester hours)

Nursing 375: Nursing Care of Parents, Newborns and Children
This course addresses the needs of parents (men and women), newborns and children as they progress through the stages associated with health promotion, wellness and illness in normal age related changes, pregnancy, child development and rearing from conception through adolescence. The student will use critical thinking skills in the application of the nursing process with parents, families in childbirth, postpartum, and newborns through adolescence. Nursing implications relevant to physiological, developmental and genetic factors that influence the care of parents and children will be covered. The nursing laboratory will provide students the opportunity to learn and apply nursing skills relevant to the care of pregnant women, and newborns through adolescence. Clinical practice will be provided in maternity and pediatric settings commensurate with the course content. (8 semester credits)

Nursing 430: Perspectives in Global Nursing and Health
This course provides an overview of major health problems from a global perspective. It identifies health priorities of the 21st century, discusses how healthcare systems operate in different countries and provides examples of organizations that address global health issues. (3 semester hours)

Nursing 450: Critical Care and Family Nursing
Identifies interrelationships of physiologic and psychosocial factors in patients with complex multi-system impairment in critical care settings. Analysis of ethical decision making with use of advanced technology that affects human dignity. Emphasis on the caring nursing process and on cultural competence in working with patients and families having multi-system dysfunctions. (4 semester hours)

Nursing 451: Nursing Care of Adults with Complex Health Problems
Students will analyze and apply the concepts of physiological adaptation, psychosocial integrity, pharmacological therapy, cultural competence, ethical practice and leadership in the management of care of adults with complex multi-system health alterations. A combination of classroom, laboratory and clinical teaching strategies will be used to plan and implement evidence-based nursing care for the complex patient and their family. Professional communication using oral, written and information technology will be expected. (7 semester hours)

Nursing 460: Community Health Nursing
This course focuses on the concepts of public health, epidemiology and community health nursing with emphasis on health promotion and disease prevention. An assessment of a rural community is completed. Cultural influences, chronic health problems, communicable diseases, disaster preparedness, health financing and environmental issues are examined in relation to community
and family health practices. Health risks of individuals and families in the community are explored in terms of teaching/learning activities, caring ethics, nursing process and research through evidence-based practice. (4 semester hours)

**Nursing 470: Contemporary Issues in Nursing and Healthcare (RN to BSN only)**
This course examines the history and current status of the American healthcare system as it relates to social, economic, cultural, political, and educational forces affecting nursing and health care. Inclusion of healthcare standards to enhance quality and safety of patient care within professional nursing practice in various health care settings will be explored. The role of the nurse is explored related to professional, legal, and ethical responsibilities. Nursing theorists are discussed and analyzed in terms of applicability for nursing practice. The student will also prepare for career opportunities and credentialing issues for life-long learning. (3 semester hours)

**Nursing 486: Nursing Leadership and Management**
Development of leadership skills in nursing practice is emphasized. Organizational, leadership, management and change theories are examined as they relate to the practice of nursing in dynamic and complex healthcare delivery systems. Analysis of ethical, political, legal and social issues that influence healthcare management will be explored. Students will be expected to analyze practical leadership and management case scenarios and substantiate their analyses with evidence from the literature. An evidence-based project will be completed that includes leadership concepts and theories covered in the course. (3 semester hours)

**Nursing 480: Nursing Leadership/Management, for RNs only. (RN to BSN)**
Development of leadership skills in nursing practice is emphasized. Organizational, leadership, management and change theories are examined. Opportunities are provided for socialization into the professional nursing role in healthcare agencies. Students are expected to function with a high degree of independence, use effective group/leadership skills and direct and/or provide safe, ethical care for groups of patients. (4 semester hours)

**Nursing 487: Nursing Senior Capstone: Preparation for Licensure and Practice**
The capstone course will focus on the application of nursing content as it relates to preparation for licensure and entry into practice. Opportunities for socialization into the professional nursing role will be provided, students will be expected to function with a high degree of independence, collaborate with other healthcare professionals, use effective group/leadership skills and direct and/or provide safe, ethical care for their patients. Students will be required to successfully complete a clinical experience, and apply the nursing process to patients in the healthcare setting. At the conclusion of the course students will take a comprehensive predictor exam, and submit a nursing program objectives portfolio. (7 semester hours).

**Nursing 490: Special Topics (Elective)**
This elective option is reserved for selected topics in Nursing. The course title, description, and syllabus are subject to approval of the instructor and the Chair of the Department. Prerequisite: Upper division status in Nursing or permission of instructor. (1-3 semester hours).

**Students who are currently enrolled in the pre-licensure program (prior to fall 2015) will complete the courses as described below:**

**Nursing 225: Health Assessments and Introduction to Nursing Practice**
Is an introduction to the theoretical foundations of nursing and concepts of health promotion, caring, cultural competence, communication, critical thinking and the nursing process. The student learns basic health assessment skills, interviewing, and caring and cultural competency skills. This course includes theory, laboratory, and clinical practice. Prerequisites: Must successfully meet all freshman to sophomore progression requirements. (4 semester hours)
Nursing 230: Pharmacology – see description noted above

Nursing 250: Introduction to Clinical Practice in Medical/Surgical Nursing
Nursing 250 deals with the concept of health promotion and restoration for adults. Includes concepts such as cultural competence, caring, ethical decision-making and leadership. The student uses the nursing process with adult patients and their families when experiencing health alterations involving protective, nutrition/elimination, sensorimotor, gas transport/exchange and rest/comfort processes of the body. (5 semester hours)

Nursing 340: Nursing Research - see description previously noted

Nursing 350: Adult and Family Nursing
The purpose of this course is to apply the concepts of health promotion, acute care chronicity to the adult patient in the acute care setting. Nursing 350 develops the concepts learned in previous clinical courses more fully and applies these concepts in a variety of medical/surgical clinical settings with a culturally diverse population. Students will use critical thinking skills with nursing process technology when providing care to their patients and patients’ families. (6 semester hours)

Nursing 360: Mental Health and Family Nursing - see description previously noted

Nursing 370: Pediatric Nursing of the Child and Family
The purpose of this course is to apply the concepts of disease prevention, health promotion, acute care and chronicity to the infant, child and adolescent. Emphasis is on the study of physiological, developmental, environmental and genetic factors that influence the care of the child and family. Students will use critical thinking skills with nursing process technology in the care of children and their families. (4 semester hours)

Nursing 380: Parent/Newborn Nursing
The purpose of this course is to study the health of the parent/newborn experiences. The student will use critical thinking skills in the application of the nursing process with expectant families, families in childbirth, postpartal families and neonates. Both healthy families and families at risk of experiencing health alterations will be studied. (4 semester hours)

Nursing 430: Perspectives in Global Nursing and Health – see description previously noted

Nursing 450: Critical Care and Family Nursing
Identifies interrelationships of physiologic and psychosocial factors in patients with complex multi-system impairment in critical care settings. Analysis of ethical decision making with use of advanced technology that affects human dignity. Emphasis on the caring nursing process and the cultural competence in working patients and families having multi-system dysfunctions. (4 semester hours)

Nursing 460: Community Health Nursing - see description previously noted

Nursing 475: Issues and Trends in Health and Nursing
Examination of the history and current status of the American healthcare system as it relates to social, economic, cultural, political and educational forces effecting nursing and healthcare. Focus is also on the role of the nurse in regard to professional, legal and ethical responsibilities. Nursing theorists are discussed and analyzed in terms of applicability for nursing practice. The student will also prepare for career opportunities and credentialing issues. (2 semester hours)
Nursing 476: Issues and Trends: Preparation for Licensure
This course provides a structured format for preparing students for the NCLEX-RN licensure process. Students will participate in both faculty guided and self-directed learning exercises that focus on successful behaviors in preparation for licensure requirements. (2 semester hours)

Nursing 485: Nursing Leadership and Management of Care
Development of leadership skills in nursing practice is emphasized. Organizational, leadership, management and change theories are examined. Opportunities are provided for socialization into the professional nursing role in healthcare agencies. Students are expected to function with a high degree of independence, use effective group/leadership skills and direct and/or provide safe, ethical care for groups of patients. (6 semester hours)

Nursing 490: Special Topics (1-3) (Elective) - see description previously noted

Program Fees/Expenses and Refund Information

- The nursing program fees are assessed as follows;
  - Students in the traditional undergraduate program are assessed the fee per semester beginning in the term after their acceptance (typically the second semester of their sophomore year) through the end of the program.
  - Students in the RN to BSN program are assessed the fee for each clinical course in which they are enrolled

Muskingum University establishes the tuition and fee structure for all students. The Department of Nursing works with the University business office to establish any additional fees specific to the nursing program. Please refer to the University business office website for tuition cost, fees and program refunds at [http://www.muskingum.edu/business/StudentBillingInformation.html#Fees](http://www.muskingum.edu/business/StudentBillingInformation.html#Fees)

Attendance Policy

In accordance with University standards the Department of Nursing operates on the assumption that learning is advanced by regular attendance at all learning activities. Learning activities for nursing students include all classes, laboratory and clinical settings. Nursing is a professional practice discipline, which means that attendance is vital and is a necessary component in providing quality and safe care.

A scheduled or excused absence may occasionally be required by the nursing student. These absences would be those that are expected and unavoidable. Examples include such things as a professional conference, a doctor's appointment, or a required medical procedure.

It is the responsibility of the student to obtain the consent of the lead course faculty prior to the absence in a timely manner. The University defines “timely” as at least one week prior to the absence refer to [http://www.muskingum.edu/home/registrar/academiccatalogs.html](http://www.muskingum.edu/home/registrar/academiccatalogs.html). The student must submit in writing the reason for the absence, dates of absence, and their plan for completing any class activity that will be missed. The faculty reserves the right to deny the request, impose up to a 5% final grade reduction in the course, or assign the student an alternate assignment to assess mastery of the missed class material.

At the discretion of the faculty the student may be required to submit documentation of the scheduled or excused absence. This may be a statement from the doctor on appropriate letterhead of prescription pad. This statement should include a clearance to return to any nursing
learning activity. If restrictions are imposed on the student disclosure of specific health information may be requested.

If an exam, skills test, or quiz is missed due to a scheduled or excused absence the student must request accommodations from the course instructor. At the discretion of the faculty, students requesting a make-up exam may be required to take an alternative form of the exam from what was originally given.

An unscheduled or unexcused absence will be recorded when a student misses a nursing learning activity without notifying the faculty prior to the absence. Absences that are under the student’s control, such as car repairs, personal or family vacations, routine health or dental care are examples of unexcused absences. The faculty reserves the right to impose up to a 5% final grade reduction in the course or assign the student an alternative assignment to assess mastery of the missed class material.

Absences Due to Illness (Classroom, Laboratory and Clinical)

The student is required to notify the faculty about health concerns and/or illness conditions prior to their attendance in the classroom, laboratory or clinical. The student who becomes ill during a classroom, laboratory or clinical experience must immediately notify the faculty or clinical faculty and nursing staff (if at clinical) about their health problem, and if necessary their need to leave. The decision to remain in the clinical setting is determined by the faculty member in conjunction with the student and nursing staff. When a serious illness or injury occurs in the classroom, laboratory or clinical, the faculty in collaboration with the student and nursing staff (if clinical) will determine if the student needs immediate medical attention (i.e. EMS). If a serious injury or illness occurs in the hospital setting the emergency care will be provided in accordance with agency resources and policies. Follow-up care is available through the MU Wellness Center or a private practitioner of choice. If an illness or injury requires transport to the hospital the cost of the transportation and follow-up care will be the responsibility of the student. Student health insurance specifies the nature of covered services in the MU Wellness Center.

The student is to inform the faculty of any condition that may affect clinical assignments to patients in the clinical setting. These conditions may include pregnancy, skin lesions, mobility issues, infection or compromised immunity. If a student has a health problem that she/he is uncertain about the student should consult with faculty prior to the learning activity. Confidentiality will be maintained.

In the case of a missed learning activity the student must notify the faculty member involved (clinical faculty if a missed clinical activity), course instructor for missed class or lab. The impact of the missed absence on meeting course objectives successfully should be discussed with the faculty and include a plan to achieve the performance expectations for the remainder of the course.

The absence of a clinical or laboratory activity can seriously jeopardize successful completion of the course. The student must be able to complete all written, clinical objectives and skill performances in a consistent safe and satisfactory manner in the remaining time after the absence in order to pass the course and progress in the program.
Tardiness

The student is expected to be on time for all class, laboratory and clinical activities. In the clinical setting tardiness may be considered a lack of accountability and the student could receive an “unsatisfactory” score under the “accountability” section of the clinical evaluation instrument. If tardiness is not within the student’s control, such as traffic or car problems the student must notify the instructor, clinical instructor and clinical agency as soon as the student is in a safe location. Faculty reserve the right to reduce the final course grade by 5% if tardiness is a pattern. Recurrent tardiness in the clinical setting may result in clinical failure and thus failure in the course.

Student Guidance and Counseling Services Availability

This policy is taken verbatim from the *Muskingum University Undergraduate Catalog*, and is stated initalics below.

*The Office of Counseling Services is available to assist students, faculty and staff. The counseling services provided are tailored to assist students in meeting their personal, academic, social and career goals. Counselors are readily available to listen to student concerns and help explore and understand thoughts and feelings.*

*Common personal problems that college students face include adjusting to college, relationship issues, time management, roommate conflict, stress management, family concerns and depression. All counseling services are provided free of charge and all legal and ethical guidelines are followed to assure that services are strictly confidential.*

Academic Advising

Pre-licensure Track

Following admission as a nursing major, each student is assigned a nursing faculty advisor. It is the responsibility of every student to arrange appointments with their faculty advisor to review their course of study and graduation requirements. Appointments should be made at least once every semester prior to scheduling. Academic advisors will approve schedule plans, alternative schedule options, and summer coursework as requested by students.

Students experiencing academic or personal difficulties are encouraged to contact their faculty advisor to facilitate support and advice.

Students have access to their advising files that includes their clinical evaluation file. Students may review their files in the presence of the advisor and/or the course faculty. Students may ask for copies of any document housed in these files. Only the faculty member or the department secretary may copy student file information. No records (files) are to be removed by the student.

RN-BSN Track

Following admission to the RN to BSN completion track each student is advised by the Director of Nursing or her designee. In addition, the Muskingum Adult Program (MAP) Coordinator may serve as a co-advisor to the student on matters not related to the nursing courses, e.g. general education. An audit worksheet is used as a guide to assist students with tracking their progress toward their degree completion. The Muskingum Adult Program (RN-BSN Track) Course Audit Worksheet can be found in Appendix E.
Academic Record Management Policy

Pre-licensure track

Nursing student files are kept in a secured area located in the Department of Nursing. The currently enrolled Student files will include the following records:

- Admission or transfer records (original transfer records are located in the Registrar’s Office)
- Transcripts
- Clinical experience evaluation records
- Advising notes
- All other pertinent information related to advising, e.g. letters of recommendation, and other correspondence related to the student’s academic progress will be maintained separately

Records for all graduates of the program include complete transcripts indicating the credential granted and the date of program completion (month and year).

RN-BSN track

Academic advising files for the RN-BSN track students are maintained in the office of Graduate and Continuing Studies and contain the following items:

- Application for Admission
- Transfer credit evaluation
- Verification of active license from primary source, i.e., Ohio Board of Nursing
- Advising notes, progression plan, course audits

Process for Filing Grievances and Appeals (formal complaints)

A formal complaint is defined as a written communication either by email or letter that is signed and addressed to the Department of Nursing (DON) Chair and expresses dissatisfaction with any function or responsibility of the DON.

The purpose of the policy is to provide a mechanism to demonstrate attention to credible complaints. The more important purpose is to use the data to identify patterns of behavior or experiences that could indicate action needed in such areas as personnel, process, or curriculum.

The Department Chair is responsible of the following:
1. Contacting the complainant to determine potential resolution or clarification of facts
2. Determining the appropriate routing and follow-up for any formal complaint
3. Reporting to the Nursing Faculty Organization on the nature and scope of any and all formal complaints
4. Reporting to the appropriate Vice President
5. Maintaining a record of formal complaints with any and all follow-up records for period of 3 years, or for the duration of enrollment if a student is involved

This process is not intended to replace the existing Muskingum University grievance or appeals process for students or faculty.
Faculty Responsibility Related to Supervision of Students in Clinical

A faculty member of the nursing program will be responsible for planning the student’s clinical experience and for evaluating the student’s performance based upon objectives and student learning needs. Faculty and teaching assistants (when used) shall supervise student practice by providing guidance, direction and support appropriate to the clinical situation. Supervision of the student shall be provided for each clinical experience involving the delivery of nursing care to an individual or group. All experiences for a nursing student shall be performed under the direction of a faculty member who functions only as a faculty member during the nursing student’s clinical experience. The faculty member providing direction shall: Establish clinical objectives or outcomes within the framework of the course; Communicate clinical objectives or outcomes to the student, clinical teaching assistant and staff at the clinical site; Provide for orientation of each student to the clinical site, including introduction to staff; Make assignments, in conjunction with the teaching assistant for the student’s experience, consistent with the specific objectives or outcomes of the course; Provide for supervision of each student and evaluate the student’s experience, achievement, and progress in relation to the clinical objectives or outcomes, with input from the teaching assistant if used. The ratio shall be no greater than 1 instructor to 10 students in the clinical setting (or less as appropriate for safe delivery of nursing care).

The teaching assistant providing supervision to the student shall meet the requirements of 4723-5-10 (A) (4) OAC that includes competence in the area of clinical practice in which she/he is providing supervision; Design, at the direction of the lead faculty the student’s clinical experience to achieve the stated objectives or outcomes of the course in which the student is enrolled; Clarify with the faculty member: The role of the teaching assistant; The responsibilities of the faculty member; The course and clinical objectives or outcomes; the clinical experience evaluation tool; and contribute to the evaluation of the student’s performance by providing information to the faculty member and the student regarding the student’s achievement of established objectives or outcomes.

If a clinical preceptor is used to supervise the student she/he shall meet the requirements of 4723-5-10 (A) (5) OAC that includes two years of experience as a registered nurse and competence in the area of clinical practice in which she/he is providing supervision; Design, at the discretion of the lead faculty the student’s clinical experience to achieve the stated objectives or outcomes of the course; Clarify with the faculty member: The role of the preceptor; The responsibilities of the faculty member; the course and clinical objectives or outcomes; the clinical evaluation process; and contribute to the evaluation of the student’s performance by providing information to the faculty member and the student regarding their achievement of the established objectives or outcomes. The preceptor will not precept more than two student’s at any one given time.

Periodic Evaluation by Faculty of Student’s Progress

The Nursing faculty believe that evaluation is a means of determining the performance of the student at a given point in time in relation to predetermined program and course objectives. Evaluation is meant to be a tool to assist the student in development and growth toward specific objectives.
Grading Scale:

The grading scale used by the Department of Nursing applies to all enrolled students regardless of the program track. The following are the course grading standards used by the Department of Nursing for all (NURS) courses.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>C-</td>
<td>70-74</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>D-</td>
<td>60-62</td>
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<td>B-</td>
<td>80-82</td>
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<tr>
<td>C</td>
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</table>

Policy for Determining a Failing Grade in a Nursing Clinical Course

Students must successfully complete the classroom, laboratory and clinical components of a clinical course to pass the course. Students who earn a “Satisfactory” in the clinical evaluation in the designated course and earn less than 75% average for all exams in the designated course will receive a course grade of:

1. “C-” if the exam average is 70-74%; or
2. “D+” if the exam average is 67 – 69%; or
3. “D” if the exam average is 63-66%; or
4. “D-” if the exam average is 60-62%; or
5. “F” if the exam average is 59% or lower

Students who earn an “Unsatisfactory” in the clinical evaluation will receive a course grade of:

1. “D” if the course summary grades are 75% or higher, or
2. “F” if the course summary grades are less than 75%

Laboratory Evaluation

In the event that the student requires a third attempt to perform any procedure, a written learning contract will be developed using the Personal Accountability and Responsibility form with specific dates for the procedure to be satisfactorily completed. All procedures must be satisfactorily performed by the THIRD attempt for any student to pass the course and progress in nursing.

Clinical Performance Evaluation in Clinical Nursing Courses

Students must achieve a “satisfactory” performance in each of the thirteen (13) areas on the clinical evaluation tool by the end of each clinical course (See Summary End of Course Status that follows). If the student is “unsatisfactory” in any one of these areas at the end of the course, she/he will receive an overall “unsatisfactory” grade for their clinical performance and be required to repeat the entire course in order to progress in the nursing program.

At the end of each term, it is the course coordinator’s responsibility to notify the department of nursing secretary in writing of each student’s summary performance (earned “S” or “U” for each of the 13 elements). At the end of the semester, the secretary will update each student’s summary
page and replace that page in the “clinical evaluation folder” that is kept in each student’s advising file.

A narrative documentation (see Narrative Clinical Performance Evaluation Summary) of the student’s clinical performance with supporting evidence may also be completed at midterm (if directed by the course coordinator), and is required at the end of the semester. Students should be informed throughout the course about their progress in the clinical setting. As long as a student is making progress and is meeting the performance expectations published in the syllabus and clinical practice expectations published in the BSN Student Handbook, students have the duration of the course to demonstrate a consistent pattern of satisfactory performance. At any point during the clinical rotation student behavior suggests that either the student, or patient safety is at risk, a student may be removed from the clinical setting. Agencies also have the right at their discretion to not permit the return of an individual. In situations where a teaching assistance (TA) is providing clinical supervision, both the TA and the course coordinator must sign all documentation.

In the event that a student is having difficulty meeting satisfactory performance expectations the faculty member in conjunction with the teaching assistant (if used) is expected to meet with the student and document the performance concern using the Personal Accountability and Responsibility Performance Report form. The faculty completes the faculty section of the form, and the student completes the “student response” section. The report is filed in the student’s clinical evaluation file.

Clinical performance is cumulative over the experience of the student in the program. Demonstration of growth is expected. Students who have recurring sub-standard performance issues early in the courses but finish strong should be referred to the Faculty Organization’s Admission/Progression/ Graduation Committee for follow-up. Course coordinators are expected to review the clinical evaluation folders for each student at the beginning of the term and notify the clinical instructor of any practice/behavioral issues that may need addressed early in the subsequent semester.
## Summary End of Course Status

<table>
<thead>
<tr>
<th>Clinical Nursing Course</th>
<th>225</th>
<th>250</th>
<th>350</th>
<th>360</th>
<th>370</th>
<th>380</th>
<th>450</th>
<th>460</th>
<th>485</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates application of Nursing Process at the appropriate level of expectation for the course in order to meet physiological, psychosocial, cultural and spiritual needs of the client(s)/patient(s), across the lifespan. (For example: written care plan.)</td>
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<tr>
<td>2. Demonstrates application of Nursing Process at the appropriate level of expectation for the course in order to meet care across the life span. (Identify course in which this occurs.)</td>
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<td>3. Demonstrates use of critical thinking in clinical decision making at a level appropriate for the course based on evidence based practice.)</td>
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<tr>
<td>4. Demonstrates effective communication with patients, families, members of the healthcare team, faculty, and other significant individuals.</td>
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<td>5. Demonstrates safe pharmacotherapeutics including medication administration.</td>
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<td>6. Demonstrates effective collaboration with patients, families, members of the health care team, and significant individuals that includes concepts of teaching/learning.</td>
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<tr>
<td>7. Delegates nursing tasks in accordance with OAC 4723-5-13 (2)(a)(i-iv) Safe and effective care environment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>8. Demonstrates nursing management principles that includes mentoring.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>10. Demonstrates knowledge of legal, historical, and emerging issues including the law and rules that regulate the practice of nursing.</td>
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<td>11. Integrates content from the physical, biological, technical, social, and behavioral sciences into preparation for and the safe delivery of care, including safety, infection control, care &amp; comfort.</td>
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<td>12. Implements strategies to promote, maintain, and restore health.</td>
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<td>13. Demonstrates accountability in such areas as the following</td>
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<td>- self-care related to personal health, both physical and emotional</td>
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<td>- Preparation for clinical practice (looking up diagnoses, medications, interventions, and etc.)</td>
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<tr>
<td>- attendance expectations</td>
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<td>- uniform policy</td>
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<tr>
<td>- professional behavior</td>
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</table>

S = Satisfactory performance  U = Unsatisfactory or below accepted level of performance  X = Not applicable

Important note: In order to receive a passing grade of “C” or better in any clinical course, a Satisfactory clinical performance must be documented in every area noted on this form by the completion of each clinical course. Any area evaluated as “U” (unsatisfactory) will mean that the course must be repeated in total.
Narrative Clinical Performance Evaluation Summary

(Course Title and Number)_________________________ ____________________________

(Semester and Year)

The following behaviors are exemplars of the student’s best performance during this clinical experience:

<table>
<thead>
<tr>
<th>Optional Mid-Course (date)</th>
</tr>
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<tbody>
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</tbody>
</table>

The following are areas where the student needs to demonstrate improvement before the end of this course if at any point in the course the student’s performance does not meet the standard of satisfactory performance.

<table>
<thead>
<tr>
<th>What needs to improve? (date)</th>
<th>Action to be taken by the student? (date)</th>
<th>Outcome at the end of the course? (date)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Mid-Course Signatures (Optional)

Student Signature * Date

(*Signing indicates that I have read and understand the implications of the content related to progression standards in the Department of Nursing)

Clinical Faculty Date

Course Coordinator Date

End of the course clinical performance evaluation summary:

<table>
<thead>
<tr>
<th>Summary Date</th>
<th>Summary of Clinical Performance Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

(If the student has performed above and beyond expected, please make that notation.)

Final Clinical Performance Evaluation Signatures

Student Signature * Date

(*Signing indicates that I have read and understand the implications of the content related to progression standards in the Department of Nursing)

Clinical Faculty Date

Course Coordinator Date
**Post Licensure RN-BSN Track (MAP)**

Documentation of clinical performance of enrolled students in Nursing 460 (Community) and Nursing 480 (Leadership & Management) for RN-BSN students.

**Assumptions:**

1. All students enrolled in the RN-BSN track maintain their current Ohio RN licensure in good standing through enrollment in the nursing program.

2. Clinical experiences in NURS 460 and 480 directly support the development, implementation, and evaluation of a clinical based project that is mutually acceptable to both the agency and the faculty member teaching the course.

3. The clinical presence of the student is evaluated as Satisfactory or Unsatisfactory and based on the criteria established for each clinical course (see clinical evaluation form for NURS 460 and NURS 480 on the following pages).

4. Preceptors, if used, will have input into the clinical evaluation process. It is the faculty members' responsibility to assign the S/U grade for clinical performance.

5. The faculty may assign a letter grade to the project that reflects the quality of the work, for example a formal presentation to agency staff. Faculty will develop a grading rubric for evaluation of the letter grade associated with this portion of the course evaluation.

In order to receive a passing grade (C or better), the student must achieve a Satisfactory rating in all of the clinical evaluation components listed.
Clinical Evaluation Form

NURS 460 Community Health Nursing (RN-BSN Track)

(Student Name) ___________________________ (Date Evaluation Provided to Student) ___________________________

(Faculty Signature) ___________________________

Clinical performance is evaluated as Satisfactory (S) or Unsatisfactory (U). In order to pass this course, the student must achieve a satisfactory rating in each of the following areas.

The Student demonstrated:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Completion of a Windshield Assessment</td>
</tr>
<tr>
<td>b.</td>
<td>Completion of a Community Data Profile</td>
</tr>
<tr>
<td>c.</td>
<td>Completion of a Community Analysis and Problem Priority List</td>
</tr>
<tr>
<td>d.</td>
<td>Completion of Goals, objectives and interventions</td>
</tr>
<tr>
<td>e.</td>
<td>Development of a Community Health Education Plan (based on community assessment)</td>
</tr>
<tr>
<td>f.</td>
<td>Completion of a family assessment and family care plan</td>
</tr>
<tr>
<td>g.</td>
<td>Attendance and observations of a community health related meeting</td>
</tr>
</tbody>
</table>

To receive a satisfactory clinical rating the student must achieve a minimum of 75% on each of the clinical project requirements, and attend a community health related meeting. If the student receives a grade of less than 75% on a clinical project, the student may have until the last day of the course to submit a revised project. In the case of an unsatisfactory rating, the student is required to sign this record to acknowledge they have reviewed this evaluation.

Comments from Faculty:

_______________________ (Student signature required if unsatisfactory rating is identified. Signing by the student indicates that the student has read this completed document.)
Clinical Evaluation Form

NURS 480 Nursing Leadership & Management (RN-BSN Track)

(Student Name) __________________________________________ (Date Evaluation Provided to Student) _______________________

(Clinical Agency) __________________________________________

(Preceptor Name (Printed) with credentials) _______________________

(Faculty Signature) __________________________________________

Clinical performance is evaluated as Satisfactory (S) or Unsatisfactory (U). In order to pass this course, the student must achieve a satisfactory rating in each of the following areas.

The Student demonstrated:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>professional behavior at all times as defined in the BSN Student Handbook</td>
</tr>
<tr>
<td>b.</td>
<td>effective communication with both the preceptor (if used) and the faculty related to project development in a timely manner</td>
</tr>
<tr>
<td>c.</td>
<td>acceptance of professional feedback and appropriate integration of that feedback into the development of the project</td>
</tr>
<tr>
<td>d.</td>
<td>establish a functional working relationship with the preceptor (if used) and the practice setting in order to collect the necessary data to develop, implement, and evaluate the project</td>
</tr>
<tr>
<td>e.</td>
<td>project implementation that is appropriate for the setting</td>
</tr>
<tr>
<td>f.</td>
<td>self-evaluation of their project development and implementation</td>
</tr>
</tbody>
</table>

Any rating of unsatisfactory requires rationale with specific behaviors supporting the decision to assign the “U” and the date(s) in which this behavior was discussed with the student along with corrective action that is/was expected. Students have until the last class day of the course to achieve this standard as long as the demonstrated unsatisfactory behavior does not require removal of the student from the setting. In the case of Unsatisfactory rating, the student is required to sign this record to acknowledge they have seen this evaluation.

Comments from Preceptor (optional)

Comments from Faculty:

_________________________________________ (Student signature required if unsatisfactory rating is identified. Signing by the student indicates that the student has read this completed document.)
Student Conduct Policy-Classroom and Laboratory

For class, seminar and laboratory sessions students are expected to demonstrate accountability by:

1. Attending and participating in all scheduled sessions (classroom and laboratory)
2. Preparing for all sessions by completing all readings and other assignments prior to the session
3. Reviewing and applying, when appropriate, knowledge and skill acquired in previous courses
4. Being on time for all sessions and, if unavoidably late, notifying the faculty person.
5. Making prior arrangements for an anticipated absence
6. Notifying faculty at the earliest opportunity of the reason for unanticipated absence
7. Arranging with faculty to make up any material or experiences missed because of absence
8. Meeting deadline dates for submission of papers and taking examinations on dates and times scheduled in course calendar
9. Arranging ahead of time for an extension for paper submissions or rescheduling of examinations when there are extenuating circumstances. Note: Poor time management or more than one assignment due the same date are not considered extenuating circumstances
10. Evaluating own learning progress throughout the course(s) or semester
11. Assuming responsibility for discussing with faculty concerns about learning experiences and own learning needs
12. Completing and signing the evaluation forms for faculty and course evaluation at the end of the module or semester

Student Conduct- Clinical Setting

For clinical learning experiences students are expected to demonstrate accountability by:

1. Attending and participating in all scheduled clinical experiences
   a. Preparing adequately for clinical experiences by:
      i. Knowing the essential information about client’s health status
      ii. Knowing the name, action, dosage, side effects and nursing action(s) for client’s medications;
      iii. Knowing and being able to describe client’s treatments and procedures; and,
      iv. Reviewing and applying, when appropriate, previously acquired knowledge and skills.
2. Reporting to the clinical area prior to the time indicated and if unavoidably detained, notifying the instructor, appropriate staff person, and/or unit
3. Making prior arrangements with faculty for an anticipated absence
4. Following the outlined procedure for notifying faculty and clinical unit if unable to meet clinical assignment due to illness or emergency
5. Reporting to the clinical area wearing appropriate attire with appropriate equipment and name/photo badge
6. Assuming responsibility for discussing clinical learning needs and opportunities
7. Evaluating their own clinical learning experiences, progress and performance, during the module, the semester, and the program
8. Participating in clinical evaluation conferences with the instructor by reading, commenting, if appropriate, and signing clinical evaluation forms
9. Maintaining their own physical and mental health status at a level which ensures safe functioning in the clinical areas

In addition to the above conduct expectations set forth by the program, the student's conduct shall be in accordance with rules set forth by the Ohio Board of Nursing, Rule 4723-5-12(C), and Ohio Administrative Code (OAC) effective February 1, 2014. The following student conduct policy language that is placed in *italics* is taken verbatim from this Rule and can be found at http://www.registerofohio.state.oh.us/pdfs/4723/0/5/4723-5-12_PH_FF_A_RU_20140121

(C) In addition to the policies required in paragraph (A) of this rule, 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. 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 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.
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.

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

Personal Accountability and Responsibility Policy and Procedures

Students enrolled in professional nursing courses in the Department of Nursing are expected to make progress toward completion of courses and meet program objectives. The faculty of the Department of Nursing subscribe to definitions and applications of personal and professional accountability and responsibility brought forth in the Essentials for Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and the Code of Ethics for Nurses (ANA, 2010). In addition, the Ohio Administrative Code 4723-5 identifies specific behaviors that are inappropriate by students enrolled in nursing programs.

Faculty may initiate written documentation of behavior(s) that is (are) inappropriate and need to change in order to be successful in completing a nursing course and/or be retained in the nursing program for which the student is currently enrolled.

Examples of behavior that faculty may determine as inappropriate include but are not limited to the following:

- Arriving late to clinical
- Failure to notify faculty of absence
- Not being prepared for clinical practice
- Not being prepared for classroom or laboratory activities
- Falsification of documentation
- Academic misconduct
- Acting in a disruptive manner
- Failure to comply with policies and procedures of the Department of Nursing, the Clinical Agency, or those described in the Muskingum University Student Handbook

Procedure:

1. The faculty member initiates a “Personal Accountability and Responsibility Performance Report” Appendix F
2. The faculty member meets with the student and discusses the Report Form
3. The student completes the student portion and returns the form to the faculty member
4. A copy of the form is attached to the clinical evaluation instrument if this, the event, is related to clinical performance. If this is a classroom or laboratory experience, the copy is placed in the student’s advising file. A copy is given to the Coordinator of the Course, the Chair of the Admission, Progression and Graduation Committee (APG) Committee and
Director and Chair of Department of Nursing for follow-up and tracking. If the behavior is corrected with no further recurrence, no action may be required beyond the course in which the behavior occurred. If the behavior is repetitive or the APG committee determines that further action is required, the student may receive additional sanctions as appropriate.

**Procedure for Notifying Students of Changes in Program Policy**

Policy changes are communicated to students at the start of each fall semester. Students are required to read the Nursing Student Handbook, sign and date the Acknowledgement document located in the front of the handbook. Mid-year policy changes when they occur (e.g. Ohio Board of Nursing rule changes) are communicated electronically to all current nursing students at the time they occur.

Further, the program will not implement changes to policies for student progression, or requirements for completion of the program, for students enrolled in the program at the time the changes are adopted, to comply with Rule 4723-5-12 (B), OAC.

**Unusual Incidents Reporting**

An “Unusual Incident” is any event that poses a potential risk of harm involving a nursing student or faculty member in the laboratory or clinical setting. If in a clinical practice setting, the agency’s policy and procedure must be followed in addition to completion of the Unusual Incidents form (Appendix H). This form is to be completed at the time of the incident, signed by both the student and supervising nursing faculty member. If the student is with a preceptor when the incident occurs, the faculty member of record will be responsible for initiating this process and counter signing with the preceptor on the form. The completed original form is to be submitted to the Director and Chair of the Department for record retention.

**Dismissal from Nursing**

A Nursing major regardless of track may only repeat one nursing course without being dismissed from the Nursing program. There are additional references to the potential of dismissal from Nursing throughout this handbook. A student who has been dismissed from the program will have the opportunity to consider another major at the University. The student should contact their advisor for assistance with this process.

Should the student enrolled at MU wish to petition for readmission to Nursing at a later time, this may be done using the following process:

1. Wait one year from the time of dismissal
2. Submit a petition with a cover letter to the Director and Chair of the Department of Nursing addressing the issues that lead to dismissal and what evidence the student has to support that the appropriate change has occurred and how he/she plans to be successful in completing the program should readmission occur.
3. The Director will take the petition to the appropriate Department of Nursing governance committee for action at their next scheduled meeting time.
4. The Director will notify the student in writing of the committee’s decision/outcome.
Students with Disabilities

Any student who wishes to request an accommodation is responsible to contact the Disability Education Office (DEO) to discuss his/her specific needs and the process to receive reasonable accommodation. Please contact the DEO, located in The Plus Center in Walter Hall or call 740-826-6132 to arrange an appointment as soon as possible. At the appointment, the procedure to coordinate accommodations will be discussed. You can also find information about the process for accommodation on the web at http://www.muskingum.edu/deo

Title IX Policy

Muskingum University seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this. If you report this to a faculty member, she or he must notify our university's Title IX coordinator, Janet Heeter-Bass, about the basic facts of the incident. For more information about your options at Muskingum University, please go to: www.muskingum.edu/campuslife/titleix

General (Apply to All Students)
The MU policies related to disability are located in the appropriate student handbooks. In addition, students who wish to be enrolled in the BSN program must be able to demonstrate performance capabilities necessary to function as a registered nurse. Performance capabilities are used to provide an objective means upon which informed decisions can be made regarding whether students can meet the following requirements:

1. Auditory abilities with or without auditory aids sufficient to understand the normal speaking voice in monitoring and assessing health needs.
2. Visual abilities with or without corrective lens sufficient for observation and physical assessment necessary in nursing care.
3. Tactical abilities sufficient for performing physical assessments.
4. Physical abilities to move from room to room and perform skills of pulling, pushing, lifting and kneeling.
5. Gross and fine motor abilities sufficient to provide safe and effective nursing care.
6. Communication abilities sufficient to interact with others in oral and written form.
7. Critical thinking ability sufficient to make clinical judgments.
8. Interpersonal abilities sufficient to interact with individuals and groups from a variety of social, cultural and emotional backgrounds.

Muskingum University will make reasonable accommodations to assist a student with a disability to progress through the program.

Writing Policy for Students

The faculty of the Department of Nursing believes that the ability to write well is an integral component of undergraduate education. Congruent with this belief, the faculty expects students to continue to improve their ability to write, both formally and informally, throughout their undergraduate education.

The faculty believe it is the students’ responsibility to learn to conform to the rules of spelling, grammar, syntax, neatness and legibility. Faculty will monitor student progress in these areas in
each course. Students having difficulty in any of these areas are expected to take personal responsibility to correct their deficiencies. Muskingum University provides opportunities to improve writing skills through English and other general education courses. Students may also elect to initiate private tutoring.

The Department of Nursing requires that all papers written for nursing courses conform to the writing style shown in the Publication Manual of the American Psychological Association, 6th Edition (2009). It is the responsibility of each student to have access to or own a personal copy of this book, which is available in the University Bookstore.

Faculty members reserve the right to return papers to be redone and/or to lower course grades if proper writing or formal paper APA guidelines are not followed. Writing deficiencies are noted on student evaluations and documented in the skills folder. The faculty expect writing skills to be mastered by graduation.

**Academic Dishonesty Policy:**

Academic dishonesty is considered evidence of lack of moral character, and may be grounds for dismissal from the Muskingum University Nursing Program. All forms of dishonesty and misconduct including, but not limited to the following are prohibited:

- Cheating on examinations or plagiarism. Plagiarism is defined by Muskingum University as “the verbal, written, graphic, or three-dimensional presentation of borrowed material without citing the source”.
- Tampering with the election of any recognized or charted student organization
- Forgery, alteration, tampering or unauthorized use of any University document, record, instrument of identification, or method of communication (e.g. use of another’s ID, PIN number, or email address)
- Transferring, lending or borrowing University identification
- Failing to provide identification or furnishing false information to authorized University officials, offices, or judicial boards (including, but not limited to being party to falsification; giving or providing false statements, written or oral; providing false information during any University investigation or proceeding, or to any University official

For a first offense, the minimum penalty for cheating and/or plagiarism is a failing grade on the assignment, paper, or examination. The maximum penalty for a first offense, depending on the circumstances, can result in a failing grade for the course. The faculty member will submit in writing to the Director of Nursing a written report of the offense, along with a recommendation on their recommendation. The Director of Nursing will confer with the Office of the Vice President for Academic Affairs; the incident will be recorded in the student’s file. If the student is a RN-BSN student the Director of Nursing will confer with the Vice President of Graduate and Continuing Studies and the Vice President of Academic Affairs. The student guilty a second time may be suspended or expelled from the University. Plagiarized work is filed in the office of the Vice President for Academic Affairs. A grade given for academic dishonesty shall supersede any withdrawal.

**Clinical Practice Requirements**

Participation in clinical experience is NOT permitted until all clinical requirements (CPR, health requirements and immunizations, drug testing, liability insurance, and BCI&I clearance) are met. Failure to complete these requirements prior to the deadline date may result in dismissal from the course.
Cardio-pulmonary Resuscitation (CPR)

Complete the American Heart Association CPR Basic Life Support Course for Health Care Providers (BLS-C). Certification is valid for two years and recertification is required prior to expiration. This course includes two-person, adult, infant and child as well as use of Automated Emergency Defibrillators (AED). (American Red Cross CPR classes are NOT accepted for this requirement.)

Drug Testing Policy

**Background:** The Muskingum University Department of Nursing (DON) drug testing policy was established to meet contractual requirements established by clinical facilities used by the DON for clinical placements for undergraduate students. This policy applies to all students.

**Testing protocol and rationale:** All nursing majors will submit to drug testing as a baseline measure. Testing will occur:

- Prior to beginning the first nursing clinical course (fall sophomore year for pre-licensure students);
- Prior to beginning first clinical course (NURS 460 or NURS 480, RN-BSN students).

**Random; and**

**For cause**

*Random testing* is done as a deterrent to misuse of drugs after students begin their clinical courses. This testing is in addition to the initial testing that is conducted by appointment. Approximately one tenth of the pre-licensure students who have begun clinical rotations per year are asked to submit to random testing.

“For cause” testing may be required if the Chair of the Nursing Program or designee, and in consultation with faculty, determines that the behavior of a student is reasonably suggestive of inappropriate use of chemical substances, including alcohol. Suspicious behavior includes, but is not limited to: the smell of alcohol on the breath, slurred speech, decreased coordination, pinpoint or dilated pupils, reddened eyes, forgetfulness, impaired judgment, difficulty concentrating, arriving late for clinical laboratory experience, memory problems, unprofessional appearance, inaccurate and/or sloppy charting, inability to focus on appropriate patient needs, and/or change in usual demeanor.

Muskingum University is an academic institution and as such, the provision of assessment and treatment is beyond the scope of the mission of the University.

**Definitions**

- **Chain of Custody** refers to the ability to guarantee the identity and integrity of the specimen from collection through analysis and reporting of the test results.
- **Chemical Dependency** refers to an illness that is treatable, chronic, and may be terminal if not treated. Chemical dependency has recognizable signs and symptoms characterized by physical and/or psychological dependence on mood-altering drugs including alcohol.
- **Chemical Substance Abuse** is the personal use of any chemical substance—alcohol, non-prescribed drugs, over-the-counter drugs, illegal drugs and/or prescribed medications used in a manner for which they are not intended—that produces impairment in judgment.
- **Drug testing** is analysis of urine, blood, hair or breath that allows a determination to be made that non-prescribed drugs are being used by the person being tested. Students on prescription medications can identify the drug to the laboratory before the urine analysis is done. The form providing information about prescription medications is included in the appendices (Appendix I).

- **For Cause** indicates that the person being evaluated has demonstrated behavior consistent with chemical substance abuse. Behaviors that would be regarded as suspicious include, but are not limited to, the following: slurred speech, decreased coordination, drowsiness, pinpoint or dilated pupils, reddened eyes, forgetfulness, difficulty concentrating, impaired judgment, sedation, decreased inhibitions, euphoria, incomplete, sloppy or inaccurate charting, or repeatedly being late to clinical area.

- **Impaired Nursing Practice** is practice in which the nurse’s ability to care for patients is diminished because of the misuse of chemicals which leads to impaired decision making, critical thinking and clinical judgments.

- **Random testing** refers to drug testing that is done at an unscheduled time. The person being asked to have testing done is called and asked to provide a urine sample within a specified amount of time.

- **Self-reporting** is acknowledgement by a person that they have been taking non-prescribed drugs prior to discovery by a formal drug test.

- **Treatment** is a term to cover the steps that are necessary to provide a student with feedback about the impaired behavior, including referring the student for assessment and treatment and providing for follow-up monitoring.

**Refusal to be tested for Cause:** A student who reports to the Nursing Skills Laboratory or the clinical area and refuses to submit to drug testing within four hours of the request may be dismissed from Nursing.

**Refusal of Random Testing:** A student who is called randomly has twelve hours to report for testing. Failure to do so may result in the dismissal from Nursing. A student who is randomly called may appeal this sanction if data is supplied that made getting to a lab prohibitive, e.g., being out of town, illness. Being at work or at school and refusing testing within twelve hours are not valid excuses.

**Self-Reporting of Chemical Dependency:** A student who voluntarily self-reports a chemical dependency problem will be counseled by the appropriate resource person as facilitated by consultation with the Chair of the Department of Nursing or designee.

**Pre-licensure students:** The student will be advised with regards to the Ohio Board of Nursing application to apply for licensure to practice as a registered nurse in Ohio. The student will be expected to seek assessment, follow through with treatment recommendations and sign and comply with the “Contract to Return to Clinical Nursing” (attached).

**Post-licensure students (RN-BSN):** The student will be advised with regards to available peer assistance programs and referred to applicable Ohio Board of Nursing statute and administrative rules. The student will be expected to seek assessment, follow through with treatment recommendations and sign and comply with the “Contract to Return to Clinical Nursing” (attached).

**Procedure for Drug Testing**

**Scope of Drug Testing:** The test is an observed urine test and consists of a 9-panel with expanded opioids analysis which detects:
Amphetamines
Barbiturates
Benzodiazepines
Cocaine
Cannabinoids
Methadone
Opiates plus expanded Opiates (including Hydrocodone, Hydromorphone, Oxycodone, and Oxymorphone)
Phencyclidine
Propoxyphene

Students observed with a strong smell of alcohol in addition to the behaviors previously identified will also be required to submit for alcohol testing as part of the “for cause” testing.

**Initial Testing:** When there are 10 or more individuals being tested at the same time, testing will be scheduled to be complete in the Nursing Laboratory located in Boyd Science Center room 238. If fewer than 10 students are being tested the DON will identify the specific laboratory, location, and hours for the student to get to complete the protocol. ALL students doing initial testing at an off campus site must complete the pre-testing forms that follow prior to testing and submit them to the Department of Nursing Secretary located in Boyd Science Center room 416 (Appendix J) The labs require that the DON notify them in advance of the names of students who are coming to their locations for testing.

1. All students in the Department of Nursing will be asked to sign an authorization form before submitting to drug testing, and a declaration of legal use of prescribed medication (Appendix I) if applicable. These will be retained in a secured file in the office of the Chair of the Department of Nursing. This information will NOT be part of the student’s academic advising file.
2. All specimens will be collected by a certified testing service.
3. The collection will be done according to standards set by the contracted laboratory.
4. The laboratory will follow a chain of custody procedure assuring the accuracy of the specimen’s identity.
5. Results of the test will be sent to the Department of Nursing, usually within three working days from the time of testing.
6. Random and “for cause” testing will be done off-site at the testing center specified by the DON.
7. Individuals selected for testing will be responsible for getting to the laboratory.

**Cost of Testing**

The cost of “for cause” drug testing will be responsibility of the student.

**Action in the Event of a Positive Urine Drug Test**

1. The student who tests positive for a non-prescribed drug in the urine will be prohibited from engaging in clinical and/or laboratory practice.
2. Following an initial positive urine test, a second random urine test will be required within seven days.
3. If both the initial and follow-up drug screens are found to be positive, the student will be withdrawn from clinical and laboratory nursing courses for one year from the start of the semester in which the drug test was positive (i.e. offense occurs in October, student may petition to return at the beginning of the next fall semester).
   a. A contract with the student will be offered. The student must sign and comply with the stipulations in the contract if they want to apply for readmission to the nursing program.
   b. All costs associated with laboratory fees, transportation to counseling or Alcoholics Anonymous (AA) meetings will be borne by the student.
4. The student will be referred to faculty of the DON for possible dismissal, which requires a majority faculty vote.
5. In addition, the urine drug testing data will be forwarded to the office of the Vice President for Academic Affairs (VPAA). Any disciplinary action imposed by the VPAA is separate from and in addition to the action of the DON.

Finger Prints and Criminal Background Checks:

Ohio law requires all individuals providing health care to vulnerable populations submit fingerprints and criminal background checks before contact is made with these populations.

The Bureau of Criminal Identification and Investigation (BCI&I) is responsible for processing state of Ohio and Federal Bureau of Investigation (FBI) background checks based upon the requirements set forth in Ohio Revised Code Section 109.572.

All students must complete the BCI & I for Ohio. Those students who have lived outside of Ohio at any time in the last 5 years must also complete the FBI background check. This must be completed prior to the start of the first clinical course. If background checks have expired prior to clinical experiences, a new background check may be required. At this time, background checks are good for twelve months. In addition, BCI&I and FBI background checks will need to be completed prior to graduation (pre-licensure track) in preparation for applying for licensure. The RN-BSN student may only have to complete one background check if both clinical courses (NURS 460 and NURS 480) are completed within 12 months.

Conviction of (or plea of guilty or no contest to) a felony or misdemeanor may result in dismissal from the Department of Nursing. If you have questions, please contact the Chair of the Department of Nursing.

How to Obtain Finger Prints and Background Checks

Civilian Background Checks must be submitted electronically via WebCheck, National WebCheck. The cost for both is approximately $60. The detail of this process is located at the following website:

http://www.ag.state.oh.us/business/fingerprint/index.asp

To locate an agency, go to the following website and search your county or zip code. For example, if you search Muskingum County, you will get more than one location.

http://www.ag.state.oh.us/business/fingerprint/data/index.asp
You will need to go prepared with a valid driver’s license and most likely a social security card. They may take a current passport. You are best served if you call ahead for an appointment and ask them what forms of identification they will accept.

Results must be sent to the Chair: Cynthia A. Wilkins, PhD, RN, Director of Nursing, Muskingum University, 163 Stormont Street, New Concord, Ohio 43762.

WebCheck is available at the Campus Police office (you must call ahead to make sure someone is available for you). The form for nursing students is located on the Campus police department website at [http://www.muskingum.edu/home/campuspolice/index.html](http://www.muskingum.edu/home/campuspolice/index.html). The fee/fees associated with this requirement will be charged to your student account in the business office.

**Health Assessment and Immunization**

The Department of Nursing Health Assessment and Immunization Form is located in Appendix K. Specific Immunization Requirements include the following:

1. **Tetanus Immunization**: Generally a basic series of Diphtheria/Pertussis/Tetanus (DPT) is given during childhood with tetanus boosters. Beyond age 7, Pertussis is not considered essential. **A tetanus booster is required every 10 years.**

2. **Measles, Mumps, Rubella (MMR)**
   a. Evidence of two vaccines must be provided.
   b. Rubella (German measles) has potentially devastating outcomes in vulnerable populations. According to CDC guidelines, students must provide evidence of 2 doses of the MMR (Measles, Mumps, and Rubella) vaccine or a titer is required with a copy of the LAB report evidence (IgG). **Students will not be permitted into a practice setting without this proof of immunity on file.**

3. **Hepatitis B**: This immunization is given in three doses. The second dose is given 4 weeks after the first dose and the third does is given 5-6 months after the first dose.

4. **Varicella** (Chicken Pox): The student must provide evidence of vaccine or produce the lab report demonstrating an IgG titer supporting immunity.

5. **Tuberculosis** (TB): Students must have documentation of PPD every 12 months and record same at the Nursing office. Use the 5 tuberculin unit (TU) preparation applied by the Mantoux (intradermal technique). This test must be read 48-72 hours after injection.
   a. Current Cutoffs:
      > = 5 mm: Household contact of TB case, persons with clinical suspicion of TB, or persons with HIV infection.

      > = 10 mm: Persons with risk factors for TB but not in above group - foreign born persons from high prevalence countries, medically underserved low income, high risk ethnic minorities, IV drug users, residents of long-term care facilities, health care workers, and persons with medical conditions associated with higher risk of TB.
>= 15mm: Remainder of population. This cutoff was chosen because positive reactions have near 100% specifically, thus minimizing false positives in low-risk populations.

Prior BCG Vaccination can be one cause of a false positive PPD. However, since BCG does not guarantee protection from tuberculosis and TB is very prevalent in many countries where BCG is given, one should IGNORE BCG STATUS when interpreting the PPD.

b. Screening and Prevention of TB:

“REACTOR” Person who meets criteria for positive test given cutoffs above. CONVERTER = Person younger than 35 years of age whose PPD has changed from negative to positive during sequential testing, with an increase of at least 10 mm within 2 years. For those over 35 years age, an increase of 15 mm or more within a 2-year period is considered a conversion.

Students with positive PPD tests need to obtain a chest x-ray and medical follow-up. If abnormalities are seen, active disease must be ruled out with sputum cultures. Active disease can be ruled out by a Negative chest x-ray and/or sputum culture; a complete a symptomatic review is required every 12 months with signature from your medical practitioner. The student may return to clinical practice once the Department of Nursing a letter from the healthcare provider on their letterhead and signed by the provider that indicates the appropriate intervention has been achieved and the student has no evidence of active disease.

6. Influenza: Students will be providing direct care to vulnerable populations and will be considered under the classification of “healthcare provider” related to the Center for Disease Control (CDC) recommendations for immunization for influenza. This is a seasonal vaccine usually available in the fall of the year. Please be advised that clinical agencies require that all students and faculty provide evidence of current (annual) vaccination for influenza to be eligible to participate in clinical practice. The student will be responsible for the cost of this requirement. Additional information on the current influenza situation, please go to either the Ohio Department of Health or CDC web sites.

Note: These immunization requirements are based on the Ohio Department of Health recommendations for nursing students and on information from the CDC. These guidelines provide protection from preventable or communicable disease for students, their patients, and families.

CAUTION: Students who are pregnant, have an impaired immune system or are caring for an immunosuppressed person, or have allergies should notify the Wellness Clinic or physician prior to receiving immunizations. A waiver can be signed based on medical recommendations. The completed waiver is to be submitted to the Department of Nursing secretary and the clinical faculty need to be informed by the student. Clinical agencies retain the right to decline student placement if there is risk associated with lack of immunity evidence. This is for the protection of the student and/or the patient.

Liability Insurance

Nursing students are required to carry student malpractice insurance to cover clinical practice experience. The University has secured a group policy that covers both pre-licensure and RN-
BSN students. The cost of which is borne by the student. This policy is limited in coverage to only those times that the student is providing patient care as directly related to requirements of the academic Nursing courses. Students who work independently of their academic program are not covered by this policy.

Uniform Policy—Traditional Pre-licensure Track

- **Regulation:** The uniform is to be kept neat, clean and fit properly at all times. Any student who wears or displays the Muskingum University student nurse uniform in an unprofessional manner will be subject to disciplinary action which may involve suspension from the nursing program.

  A white lab coat is worn over the uniform or street clothes in selected clinical placements. Lab coats are to be white, three-fourth length style. The uniform and lab coat should be kept clean at all times and should be laundered at least once weekly.

  Clinical agencies in which nursing students have clinical placements have the right to establish uniform policies specific to their agencies.

  **Muskingum Nursing Program Patch:** This patch is to be clearly visible on the upper right front of the uniform and lab coat. The patch may be purchased from the Department of Nursing.

  **Uniforms and Pregnancy.** For women who are pregnant during clinical courses, a plain white scrub top with the Muskingum Nursing Patch may be worn if the standard uniform top does not fit.

  **Shoes.** Shoes that are an all-white leather flat-heeled oxford slip-on or tennis shoe style with enclosed back and toe are to be worn with the uniform. No canvas tennis shoes, no colored laces and no stripes on shoes are to be worn. Shoes need to be white and clean at all times.

  **Hose.** Wear white socks or hose with the uniform.

  **Jewelry.** Jewelry worn with the uniform is kept at a minimum and conservative in nature. The following jewelry selections are acceptable:

    - **Watch.** Watches need to have a face with a sweep second hand and a plain band that can be cleaned. (Not a digital readout.)
    - **Earrings.** Small, plain gold or silver post style earrings that fit closely against the ear lobes are acceptable. No hoops or dangles allowed.
    - **Rings.** Wedding band and engagement rings are acceptable. No large raised mounts can be worn. All rings must be removed in clinical areas where frequent and vigorous hand washing techniques are required.
    - **Professional Pins.** Pin(s) denoting membership in a professional nursing honorary or professional organization may be worn on the uniform. The graduation pin of the RN-BSN student’s basic program may be worn on the uniform or lab coat.
Necklaces. Necklaces must be worn inside the collar of the uniform. No chokers or necklaces with dangles allowed.

- **Name/Photo Badge.** The Muskingum University student name/photo badge must be worn at all times with uniform and lab coat during clinical experiences. These are a specialty item provided by the MU Department of Nursing at the beginning of the clinical courses.

- **Hair.** Hair needs to be clean and neatly maintained at all times. Hair, if long, (below the nape of the neck) needs to be pulled up off of the collar and pulled back from the face. Rubber bands or plain barrettes may be used. No decorative ornaments, scarves, or ribbons may be worn in the hair with uniform or lab coat.

- **Makeup.** Makeup, if applied, needs to be used moderately. No cologne may be worn.

- **Nails.** Nails need to be clean, short and well-trimmed. No artificial nails may be worn. Nail polish, if worn, needs to be clear or a pale neutral shade.

**Uniform Policy—RN-BSN Completion Post-licensure Track**

- The faculty of the clinical practice courses will determine the appropriate dress code for the practice setting. In general, the RN-BSN student is expected to wear **business professional attire** at any time that he/she is in a practice setting representing Muskingum University Department of Nursing. In addition, clinical agencies in which students have clinical placements have the right to establish uniform policies specific to their agencies.

- Professional business attire in selected clinical placements

- **Jewelry.** Jewelry worn with the lab coat is kept at a minimum and conservative in nature. The following jewelry selections are acceptable:

  - **Watch.** Watches need to have a face with a sweep second hand and a plain band that can be cleaned. (Not a digital readout.)
  - **Earrings.** Small, plain gold or silver post style earrings that fit closely against the ear lobes are acceptable. No hoops or dangles allowed.
  - **Rings.** Wedding band and engagement rings are acceptable. No large raised mounts can be worn. All rings must be removed in clinical areas where frequent and vigorous hand washing techniques are required.
  - **Professional Pins.** Pin(s) denoting membership in a professional nursing honorary or professional organization may be worn on the uniform. The graduation pin of the RN-BSN student’s basic program may be worn on the lab coat.
  - **Necklaces.** Necklaces must be worn inside the collar of the uniform. No chokers or necklaces with dangles allowed.

- **Name/Photo Badge.** The Muskingum University student name tag needs to be worn at all times with uniform and lab coat during clinical experiences. These are a specialty item provided by the MU Department of Nursing at the beginning of the clinical courses.

- **Hair.** Hair needs to be clean and neatly maintained at all times. Hair, if long, (below the nape of the neck) needs to be pulled up off of the collar and pulled back from the face.
Rubber bands or plain barrettes may be used. No decorative ornaments, scarves, or ribbons may be worn in the hair with uniform or lab coat.

- **Makeup.** Makeup, if applied, needs to be used moderately. No cologne may be worn.

- **Nails.** Nails need to be clean, short and well-trimmed. No artificial nails may be worn. Nail polish, if worn, needs to be clear or a pale neutral shade.

**Required Nursing Equipment**
Equipment needs are specific to the practice of Nursing. Each student will be responsible for providing basic equipment for both laboratory and clinical practice. The following equipment is required:

- **Stethoscope** – the qualities should include ear pieces that fit (interchangeable), sound quality that is easy to detect and specifically detects both high and low pitch sounds (sometimes called a diagnostic stethoscope). Lower cost units only have a diaphragm and detect only low pitch sounds, not recommended. If you have a hearing impairment, the cheaper unit will not meet your needs. Please contact the faculty for assistance if you have a hearing impairment or have other questions.

- **Blood pressure cuff** – adult size plain fabric cuff for the upper arm with attached tubing, bulb for inflation, value that works smoothly for control of air flow, and gauge that can easily be read. Do not purchase a digital cuff.

- **Hemostats** – 6” either curved or straight

- **Bandage scissors** – 6”

- **Pen light may be disposable or require batteries**

- **Protective eye wear.** Protective eyewear can be purchased to fit over glasses.

**Travel to Clinical Settings**
The opportunity to practice in clinical facilities is an essential part of nursing courses. Students will have clinical experiences in a variety of different agencies in the area at different times in the program. Students are responsible for providing their own transportation to clinical agencies. Students drive their own vehicle or arrange a car pool. It is essential that those who drive automobiles have their appropriate insurance. Students will be required to complete the Student Travel Waiver and Release Form in order to complete the required clinical component associated with nursing courses.

**Related Clinical Obligations**
While students are in the clinical facility they represent Muskingum University and the nursing profession. Faculty expect all students to function as mature and responsible adults. If you have questions about what you should or should not be doing, check with your instructor. In some situations, such as community clinical or attendance of professional meetings, uniforms may not be required. Student dress should be conservative and professional. Business casual may be appropriate in some settings. As a professional nursing student you will learn about the transmission of diseases and ways to protect yourself and others from exposure and safety hazards.

**Guidelines for Occupational Health**
There are inherent risks and health hazards in all occupations and professions. The Nursing Code of Ethics requires that we care for all needing our services, regardless of their health situation.
The Department of Nursing takes responsibility for protection of its students and employees through education to assess and minimize exposure to health risks.

Content in nursing courses will address known risks to the health practitioner and prevention techniques. Faculty and students will be accountable for following established practices for reducing occupational health risks. Examples of occupational health risks include back strain, stress, exposure to communicable disease, or other injury. Faculty and students are encouraged to keep detailed personal health histories and build positive health habits for health promotion and disease prevention.

**Guidelines for Care of Persons with Known Contagious Diseases**

The faculty of the Department of Nursing endorses the Professional Code of Ethics, which states that all persons in need of care will receive nursing care. Our objectives for students and faculty in the Department of Nursing are:

- Protection of the rights and welfare of students, faculty and clients.
- Continuation of the Department’s mission to educate students comprehensively in the practice of nursing.
- Maintenance of the professional values and ethics of nursing to serve all persons needing care.

This principle will guide decision making with regard to students’ cognitive, psychomotor, and affective learning experiences associated with contagious diseases. The Department will follow the Center for Disease Control (CDC) guidelines and apply current knowledge about disease processes such as AIDS, hepatitis, tuberculosis, and other contagious conditions.

**Implementation of the policy:** CDC guidelines will be followed for lab and clinical components for all courses. Laboratory and clinical practice begin in Nursing 227 with medical-surgical asepsis and standard precautions. Nursing courses include theory on pathophysiology, transmission and treatment of contagious diseases as appropriate for specific course objectives. CDC guidelines and agency policies are adhered to whenever there is contact with patients with known contagious diseases and in the routine care of all patients.

The following parameters apply in determining clinical assignments for persons with known contagious diseases:

- The professional judgment of the faculty indicates that the student possesses the necessary cognitive, psychomotor and affective skills.
- The condition of the patient is appropriate to the cognitive, psychomotor, and affective skills of the student.
- The faculty member’s workload allows sufficient time for appropriate clinical supervision.
- It is the expectation of the faculty that students will care for patients with contagious diseases when assigned.
- Students have the right to discuss their clinical assignments with faculty.

Unique or at risk aspects of a student’s health status (e.g. immunity suppression) may preclude assignment to a patient with known contagious disease.

**Cell Phone and Pager Use**
Cell phone and/or pagers (beepers) are to be turned off or silenced when in class, lab, and clinical. Most clinical facilities have specific policies governing their use. Electronic communication devices are not permitted to be in use during testing or evaluation.
Chapter 4. Program Completion

Application for Graduation

This process is driven by the University’s process. The student is responsible for following the application for graduation process outlined in the appropriate MU undergraduate bulletin.

Applying for Licensure as a Registered Nurse (RN) (NCLEX-RN®):

In addition to meeting the final requirements for the BSN degree, you will need to apply for and take the licensing examination. The NCLEX-RN licensure is controlled by the State Board of Nursing in the state you plan to work. You will receive, from the Chair or her designee, instruction on how to secure the NCLEX-RN application packet with very specific instructions for completing the application forms, making the appropriate payments and meeting the submission deadline dates. It is the student’s responsibility to assure that the application procedure has been correctly followed and the application is accurate. Information can be found on the Ohio Board of Nursing website at: www.nursing.ohio.gov

Pinning

Professional Nursing education programs traditionally have a ceremonial program at the completion of the BSN in addition to full participation in MU’s spring commencement. Pinning is a ritual started in the mid to late 1800s by Florence Nightingale to recognize the transition from student to practitioner of nursing. The Pin started as Nightingale experienced the military ritual during the Crimean War (mid-1800) when soldiers were awarded gold coins to recognize their strength, honor, and valor in the face war. The Pin is an emblem that is unique to the educational program and is a symbol of professional excellence. It is worn proudly on professional attire to identify the professional home of the wearer.

BSN Graduate Survey

All graduates (pre-licensure and RN to BSN) from the MU Nursing program will receive within 12 months of graduation a “BSN Graduate Survey”. Graduates from the program are highly encouraged to complete the survey and provide program feedback. This information will be reviewed by the Nursing faculty, and trends (when evident) will be analyzed and addressed (Appendix L)
Appendices
Appendix A. Nursing Student Organization Constitution

We, the members of the Muskingum University Nursing Student Organization do hereby establish this Constitution in order to establish our purpose.

2. Article I – Name: The name of the organization will be the Muskingum University Nursing Student Organization.

3. Article II – Purpose: Nursing Student Organization is established to:
   a. Promote fellowship among nursing students.
   b. Provide awareness of professional and social responsibilities by participating in community service to the Muskingum campus and surrounding community.
   c. Promote leadership opportunities to nursing students through organization activities and representation.
   d. Promote mentoring opportunities to all nursing students.

Nursing Student Organization is committed to fulfilling its responsibilities as a student organization of the Muskingum University.

4. Article III – Membership:
   a. Active membership shall be limited to and include all Muskingum University undergraduate students accepted into the nursing program at the freshmen, sophomore, junior, and senior levels in the traditional four-year program and the RN-BSN students enrolled in the Muskingum Adult Program.
   b. The Nursing Student Organization does not discriminate on the basis of race, color, creed, sex, sexual orientation, national origin, political affiliation, physical or mental disability.

5. Article IV – Officers: Nursing Student Organization will be governed by the following means:
   a. An elected President will preside at meetings of the Nursing Student Organization. The President must be a Senior in the Nursing Program. The President will present all motions to the members of the organization.
   b. An elected Vice President will preside at all meetings and functions that the President cannot attend. The Vice President must be a Sophomore, Junior or Senior in the Nursing Program.
   c. An elected Secretary-Treasurer will handle all monies associated with the organization and provide the President the status of the organization’s budget at all meetings. The Secretary-Treasurer must be a Sophomore or Junior in the Nursing Program.
   d. The role and duties of the faculty advisor shall be to provide counseling to the officers of the organization and supporting the overall purpose of the Nursing Student Organization.

6. Article V – Operations of the Nursing Student Organization:
   a. Voting Eligibility is extended to all Sophomore, Junior and Senior members meeting the requirements for active membership in the Nursing Student Organization.
   b. Election Process will occur annually during the first two weeks of the Fall Semester in the traditional undergraduate academic calendar. The President will take nominations from the floor until at least two candidates are nominated. The nomination process must be closed and the movement second to end the nomination process. The nominated parties will be allowed to vote. All voting will be done by secret ballot to be collected and tabulated by the Secretary and the faculty advisor or one voting member of the Nursing Student Organization appointed by the current President.
   c. Removal of an officer of the Nursing Student Organization can occur with violation of the Nursing Student Organization’s purpose or constitution. Removal of an officer will also occur when active membership requirements are no longer met.
d. Meetings: All meetings will occur at a minimum one time per semester as called by the President. The Secretary will ensure the following is completed for each meeting:
   i. Attendance
   ii. Report by the President
   iii. Vote on motions and decisions
   iv. New business by the members of the organization
   v. Proposed date and time for the next Nursing Student Organization meeting
   vi. Dismissal by the President

7. Article VI: Finances of the Nursing Student Organization will be managed by the Secretary of the Nursing Student Organization. Funding for activities will include merchandise fundraisers to promote the Nursing Service Organization. The Nursing Student Organization will submit a budget allocation request as required by the Muskingum University Student Organizations.

8. Article VII: Amendments
   a. The constitution is binding to all members of the Nursing Student Organization.
   b. Amendments to the constitution may be proposed by any active member at any Nursing Student Organization meeting.
      i. The amendment must be presented and discussed by the member proposing the change to the amendment.
      ii. The member will need to put the amendment in writing.
      iii. The amendment will be placed on the agenda and voted on at the next Nursing Student Organization meeting.
      iv. Proposed amendments will become effective following approval of two-thirds majority vote of active members.

9. Article VIII: Registration Renewal: The Nursing Student Organization will apply for annual registration through the established registration procedures for Muskingum University Student Organizations.
Appendix B. RN-to BSN Application Form
MUSKINGUM UNIVERSITY
GRADUATE & CONTINUING STUDIES

Department of Nursing
RN-to-BSN Completion Track
APPLICATION FOR ADMISSION

☑ ABOUT YOU

Name: ___________________________ ___________________________ M.I. ___________________________ Social Security # ___________________________ Student ID # ___________________________

Please list any other names that may appear on your academic records:

Last Name ___________________________ First ___________________________ M.I. ___________________________ Date of Birth ___________________________

Address: ___________________________ ___________________________ City ___________________________ State ___________________________ Zip ___________________________ County ___________________________

Home Phone Number ___________________________ Cell/Other Phone Number ___________________________ Work Phone Number ___________________________

E-mail Address ___________________________ Employer ___________________________

How would you describe yourself? (Please check all that apply, if multi-racial, provide percentage for each category checked.)

Ethnicity

☐ Hispanic/Latino _______%

☐ Non-Hispanic/Latino _______%

Race

☐ American or Alaskan Native _______%

☐ Black or African-American _______%

☐ Hawaiian or Pacific Islander _______%

☐ Asian _______%

☐ White _______

☑ COLLEGE TRANSCRIPT/TRANSFER INFORMATION (Please list colleges or universities you’ve attended)

<table>
<thead>
<tr>
<th>Name of College/University</th>
<th>City and State</th>
<th>Dates Attended</th>
<th>Degree Earned</th>
<th>Major/Program</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
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<td>_____________</td>
</tr>
</tbody>
</table>

(Please complete the reverse side of this form)
Have you submitted the following required application material?

(Submit materials to Graduate & Continuing Studies, Muskingum University, Montgomery Hall 117, New Concord, OH 43762)

☐ Official transcripts from all previous colleges or universities
☐ $20 application fee (checks payable to Muskingum University)
☐ Current FBI/BCI background checks (must be submitted prior to registration for clinical courses)

Please Note: Additional information will be required prior to registration for clinical courses.

Do you have an Ohio active unrestricted nursing license?  ☐ No  ☐ Yes  Other State: _____ Lic # _________

Have you ever been convicted of a felony?  ☐ No  ☐ Yes  If yes, when: _______  Convicted of: _________

When do you plan to begin classes at Muskingum?  ☐ Fall 20____  ☐ Spring 20____  ☐ Summer 20____

Would you like to receive financial aid information?  ☐ Yes  ☐ No  ☐ Don’t Know

How did you become interested in the Muskingum University RN-to-BSN program?

☐ Referred by friend  ☐ Website/Internet  ☐ Advertising  ☐ Other:

Please include a $20 non-refundable application fee payable to Muskingum University. Return with payment to Muskingum University, Graduate & Continuing Studies, Montgomery Hall 117, 163 Stormont Street, New Concord, OH 43762-1199.

Applications without a signature or $20 application fee will not be processed.

I certify that the information provided on this application is complete and correct to the best of my knowledge. I understand that I am responsible for arranging for the forwarding of official transcripts from schools I have attended, and that such transcripts become the property of Muskingum University and will not be returned.

Signature ___________________________ Date ________________

Availability of Student Records: Muskingum University abides by the Family Educational Rights and Privacy Act of 1974 as amended. All students have access to their education records on file with the University and have the right to challenge records they feel are inaccurate. Further information is available from the Registrar’s Office.

Sources of Consumer Information: Graduate academic programs and policies (including costs, fees, refunds, financial aid and accreditation) are described in the Graduate Catalog. Additional information about graduate programs is available from the Graduate and Continuing Studies office, and from program directors. Muskingum University, as an educational institution, does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, handicap, physical challenge, disability, sexual orientation, socio-economic status and political affiliation.

Muskingum University Annual Crime Statistics Disclosure: This report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by Muskingum University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting Campus Police or by accessing the following website: https://www.ope.ed.gov/security/index.aspx.

Questions? Call 740-826-8038.
Appendix C. BSN Readmission Petition

□ Mr.  
□ Miss  
□ Mrs.  
□ Ms  
Name: ____________________________________________________________

  First                           Last                           Middle or Maiden

Home Address__________________________________________________________

  Number and Street   City   State   Zip

Mailing Address (if different) ____________________________________________

  Number and Street   City   State   Zip

Phone__________________________________

  Area Code & Number (Home)                                           Office or Cell

SSN_____________________________    E-mail__________________________

NURSING COURSE APPLYING TO ENTER:

Course Number: ___________   Year: ___________   Semester: _______________

LAST NURSING COURSE WHICH ENROLLED:

Course Number: _______________   Year: ___________   Semester: _______________

REASON FOR INTERRUPTION OF ENROLLMENT:

□ Academic – Please specify

_________________________________________________________________________________

_________________________________________________________________________________

□ Other – Please specify

_________________________________________________________________________________
Staple the following information to this application form:

1. Photocopy of all academic work completed at educational institutions other than Muskingum University (transcripts and/or grade sheets.

2. If the reason for interruption of enrollment was academic, a written statement specifying activities taken to remediate, with supportive evidence.

3. Any other information that will support your application for re-enrollment.

___________________________________________________
Signature of Applicant

___________________________________________________
Date

For Office Use Only

Date Received: ______________ Initials: ______ Committee Decision: ______________

Letter Sent: ______________

Muskingum University admits students of any race, color, handicap or physical challenge, gender, religion, age, sexual orientation, socio-economic status or political affiliation, and national or ethnic origin.
Appendix D. Application for Progression into Nursing Program

Return application to:
Secretary to Department of Nursing
BSC 416

Application Processed Throughout the Year
☐ Current Muskingum University Student ☐ Transfer Student

Mr. □ Miss □ Mrs. □ Ms □ Name: ____________________________________________
First       Middle or Maiden        Last
Home Address ____________________________________________________________
Number and Street       City       State       Zip

Mailing Address (if different)
Number and Street       City       State       Zip

Phone ___________________________         ________________________
Area Code & Number (Home)                                Office or Cell

SSN ___________________________       E-mail ___________________________

1. Have you been accepted to the University?    Yes__________  No__________
If no, have you applied?                        Yes__________  No__________

2. Have you been a full-time _____or part-time_____ student at Muskingum?

3. Place a check in the blank beside the following required courses that you have
completed with a grade of C or higher. Indicate courses in which you are currently
enrolled by marking "IP" (in progress) in the blank space beside the course.

☐ Chemistry 108: Organic-Biochemistry
☐ Biology 121: Anatomy and Physiology I
☐ Biology 122: Anatomy and Physiology II
☐ English 121: Composition
☐ Psychology 101: Introduction to Psychology
☐ Psychology 208: Lifespan Development
☐ Nursing 125: Foundations in Nursing (Transfer or change of major students may
take NURS 125 in Nursing Sophomore year)

4. Is your cumulative GPA (at all colleges, universities, technical schools attended) at a 2.7 or
higher on a 4.0 scale?    Yes__________  No__________
5. List all colleges, universities or technical schools you have attended.

______________________________________________________________________________  _______________________________________________________________________
______________________________________________________________________________  _______________________________________________________________________
______________________________________________________________________________  _______________________________________________________________________
______________________________________________________________________________  _______________________________________________________________________
______________________________________________________________________________  _______________________________________________________________________

6. Attach the following information to this application form:
   Photocopies of all academic work completed at educational institutions other than
   Muskingum University (transcripts and/or grade sheets).

INCOMPLETE APPLICATIONS WILL BE RETURNED
I hereby apply to the Muskingum University Department of Nursing and acknowledge that the
information is complete and accurate. I have never been convicted of a felony, which I understand
would prohibit me from licensure as a Registered Nurse. If accepted, I agree to comply with
regulations of the Department of Nursing and Muskingum University.

Signature of Applicant _________________________________  Date_________________
Appendix E. Muskingum Adult Program
Course Audit Worksheet for
RN-TO-BSN DEGREE COMPLETION
(124 Semester Credit Hours)

Students must have completed an accredited ADN or diploma nursing program and hold an Ohio active unrestricted nursing license.

Liberal Arts Requirements
Muskingum University accepts the Ohio Board of Regents (OBR) Transfer Module. Students must successfully complete the OBR Transfer Module minimum requirement of at least 36 semester hours of which the following minimums must be met in each category:

- English Composition/Oral Communication (3 hours minimum)
- Mathematics/Statistics (3 hours minimum)
- Arts/Humanities (6 hours minimum)
- Social/Behavioral Sciences (6 hours minimum)
- Natural Sciences (6 hours minimum)

Note: Muskingum University course equivalents may be used to fulfill requirements of OBR Transfer Module

Technical Credits Transferred from a Nationally Accredited ADN or Diploma Nursing Program
Credits earned from the completion of an accredited ADN or diploma program (Minimum overall GPA of 2.5 required) ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………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Appendix F. Personal Accountability and Responsibility
Performance Report

Student __________________________________________
(Print)

Faculty’s description of performance that is not at an acceptable level:

Description of ways in which the student must change performance:

Date by which upgraded performance must be demonstrated:

Student comments:

_________________________________________  _______________________________________
Student signature                              Faculty signature
(This signature means that I have read this document and
I understand the implication of this document)

_________________________  __________________________
Date                                      Date
Appendix G. Personal Accountability and Responsibility Performance Report
Student Response

1. Describe the potential or actual consequences of the unacceptable performance identified by faculty:

2. What factors contributed to these behaviors?

3. Describe several ways to assure that these behaviors do not reoccur:

___________________________________________________________________________

Due Date/time to be returned to faculty

___________________________________________________________________________

Student Signature

___________________________________________________________________________

Date/time received by faculty
Appendix H. Unusual Incident Report Form

Department of Nursing
Unusual Incident Report

An “Unusual Incident” is any event that poses a potential risk of harm involving a nursing student or faculty member in the laboratory or clinical setting. If in a clinical practice setting, the agency’s policy and procedure must be followed in addition to completion of this form. This form is to be completed at the time of the incident, signed by both the student and the supervising nursing faculty member. If the student is with a preceptor when the incident is experienced, the faculty member of record will be responsible for initiating this process and counter signing with the preceptor on this form. The completed original form is to be submitted to the Director and Chair of the Department for retention of records.

Date Incident Occurred:

Persons Involved:

Description of the Incident:

Follow-up Recommendations:

________________________________________________________________________

Student (print)........................................................................................ Signed  Date

________________________________________________________________________

MU Faculty Member.................................................................................. Position  Date
Appendix I. Declaration of Legal Use of Prescribed Medication Form

Date_________________________

I, ___________________________________, am currently taking the following legal
(Student Name Please Print)

medication(s) prescribed for me by the Healthcare Provider noted.

<table>
<thead>
<tr>
<th>Medication (dose, frequency, route)</th>
<th>Healthcare Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

(If more space is needed, please continue below)

(Physician or Qualified Advanced Practice Nurse) ________________________________

(Phone number) ________________________________

The medication is prescribed for______________________________ and treatment will
(Health Alteration)

be completed on __________________________. (If this is an ongoing, long term medication,
say so.)

(Date)

________________________________________________

Student Signature
Appendix J. Drug Testing Student Certification, Release, and Authorization Form

I, ________________________________, ______________________ here affirm that I have read and understand this Drug Testing policy for Students in the Department of Nursing, and that I have had an opportunity to ask responsible Department officials any questions I may have about the policy.

I hereby give my consent to any person, agency or organization conducting any test or providing any treatment or other service pursuant to this policy to provide information on the results of such test, treatment or other service directly to the Chair of the Department of Nursing or the Chair’s designated representative.

__________________________________________  ______________________
Student Signature                          Date

__________________________________________  ______________________
Witness Signature                           Date
Appendix K. Department of Nursing Health Assessment

Mandatory Immunization and Health History record are required before clinical practice is started. Incomplete or inaccurate information may delay or disqualify student for clinical practice. Return the completed form to the Secretary of the Department of Nursing, Boyd Science Center Room 416.

<table>
<thead>
<tr>
<th>Part I – TO BE COMPLETED BY STUDENT</th>
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<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Muskingum ID:</td>
</tr>
<tr>
<td>DOB: Male: Female:</td>
</tr>
<tr>
<td>Current Health Conditions:</td>
</tr>
<tr>
<td>Chronic Health Problems:</td>
</tr>
<tr>
<td>Hospitalizations:</td>
</tr>
<tr>
<td>Current Medications:</td>
</tr>
<tr>
<td>Surgeries:</td>
</tr>
<tr>
<td>Childhood Diseases:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II - TO BE COMPLETED and SIGNED BY HEALTH CARE PROVIDER (APRN, PA, DO, MD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height: Weight: T P R BP Vision: OD OS OU W/ or W/O Correction:</td>
</tr>
<tr>
<td>Neuro: HEENT: CV:</td>
</tr>
<tr>
<td>Respiratory: GI/GU: Musculoskeletal:</td>
</tr>
<tr>
<td>Mental Status/Emotional Health: Any restrictions, learning disabilities, use of mobility aids?</td>
</tr>
</tbody>
</table>

Immunization Records must be Complete.

1. Tetanus, Diphtheria, Pertussis (Tdap) evidence of two doses
   Date – Dose #1 Date – Dose #2

2. Tdap within 10 years
   Date

3. MMR (Measles, Mumps, Rubeola) evidence of 2 doses
   Date Date

4. Measles (Rubella) – Titer Required (Attach copy of LAB Report Evidence (IgG)
   Date Result

5. Varicella (immunization or evidence of immunity by titer required)
   Date

6. Tuberculosis PPD (Mantoux) test within past year
   Date
   □ Negative □ Positive

   If positive – Chest X-ray required, and a letter from Health Care Provider verifying status of disease.

7. Hepatitis B
   Date – Dose #1 Date – Dose #2 Date – Dose #3

8. Influenza
   Date
   This is a seasonal annual vaccine required of all students. If it is not available at the time of appointment, it is required once vaccine is made available. Students will need to submit evidence of vaccine at that time.

Health Care Provider (APRN, PA, DO, MD)

Name: ___________________________ (please print)
Address: ___________________________ CSZ: ___________________________
Signature: ________________________ Phone: ( ) ____________
Appendix L. Muskingum University Graduate Survey

Congratulations on your recent completion of the BSN! The Muskingum University Nursing faculty hope that you are doing well, and enjoying your career in nursing! It is important to us that we remain in contact with you. As alumni of the program your feedback is vital in helping us identify program strengths and weaknesses as we strive to meet our program objectives through a process of continuous improvement. In addition, we are interested in knowing about your employment status, and any plans that you have for continuing your education. Please take a few minutes to complete this survey and return in the self-addressed stamped envelope provided.

Name____________________ Month and Year of Graduation____________________
Mailing Address__________________________
Phone________________________________
Email___________________________________
Current Employer_____________________________ Date of Employment_____________
Program track:  RN to BSN__________   Pre-licensure____________

Please circle your level of confidence on each of the program objectives listed below:

1. Analyze the nature of the human using concepts and theories through the study of the arts, sciences, humanities and nursing to provide professional nursing care.
   a. Very confident
   b. Confident
   c. Somewhat confident
   d. No confidence

2. Integrate caring and cultural competence through the practice of professional nursing.
   a. Very confident
   b. Confident
   c. Somewhat confident
   d. No confidence

3. Use critical thinking to make independent judgments in applying the nursing process in the delivery of healthcare to individuals, families, groups, organizations, communities and global populations.
   a. Very confident
   b. Confident
   c. Somewhat confident
   d. No confidence

4. Use evidence-based nursing and health-related research findings in professional nursing practice.
   a. Very confident
   b. Confident
   c. Somewhat confident
   d. No confidence

5. Analyze effective leadership and management strategies used in rapidly changing complex healthcare delivery systems.
   a. Very confident
   b. Confident
   c. Somewhat confident
   d. No confidence

6. Use oral and written communication and information technology to communicate effectively.
   a. Very confident
   b. Confident
   c. Somewhat confident
7. Analyze local, national and global factors involving social, ethical, political, legal, cultural, environmental and educational issues that influence healthcare, health policies and the advancement of the nursing profession.
   a. Very confident
   b. Confident
   c. Somewhat confident
   d. No confidence

8. Provide holistic professional nursing care across the life-span to promote health in a variety of healthcare settings.
   a. Very confident
   b. Confident
   c. Somewhat confident
   d. No confidence

9. Collaborate with other healthcare professionals in a variety of settings to promote cost-effective healthcare.
   a. Very confident
   b. Confident
   c. Somewhat confident
   d. No confidence

10. Accept responsibility and accountability for personal and professional growth and development, and value the commitment to lifelong learning.
    a. Very confident
    b. Confident
    c. Somewhat confident
    d. No confidence

Please list the top 2-3 program strengths.

Please list any opportunities for program improvement.
Do you have plans to continue your education in nursing? If so, please explain.

**RN to BSN students only**
Did obtaining your BSN help you to expand your career opportunities in nursing? If so, how?

**Pre-licensure or RN to BSN graduates**
Are there any additional comments you would like to share.

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Thank you for taking time to complete the survey!
Muskingum University Nursing Faculty and Staff