Olivet Nazarene University

Department of Nursing

Traditional BSN Student Handbook

Fall 2018

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Olivet Nazarene University
Department of Nursing
Handbook Agreement

I, the undersigned, agree to the use of my course work and/or test scores for the purpose of evaluation during my academic tenure at Olivet Nazarene University. I understand the information will be aggregated data solely for the purpose of enhancing the overall quality of the nursing program.

I understand I am responsible for monitoring my ONU email, as this is how the Nursing Faculty and Administration will be communicating with me. I also understand that nothing will be acknowledged or accepted by ONU unless it is through the Olivet email. The student must also use their Olivet email for all Evolve resources.

In addition, I have reviewed the *current Olivet Nazarene University Nursing Student Handbook*. I accept responsibility for knowledge of the handbook contents and the standards and academic policies found herein. I give the university permission to use my social security number and birth date to fulfill clinical placement requirements.

Print Name   _____

Signature   _____

Date_____ (month/day/year)   Semester _____

PHOTOGRAPHY PERMISSION AND USE

_____ grants Olivet Nazarene University permission to use photographs of me in publications produced by the organization, web sites owned by the organization, or public relations activities conducted by the organization for the purpose of promoting Olivet Nazarene University.

_____
Signature

Permission given this _____ day of _____, _____.
After you have read the handbook, please email Cathy McMullian at cmcmulli@olivet.edu and state, "I have read the handbook and I also give permission for you to use my scores and grades as aggregate data to measure learning and program outcomes." Please sign your name and date it.

Revised 8-22-18

PERMISSION FORM*

I _____ give permission to my nursing advisor(s), nursing professors, clinical instructor(s), BSN program director, and director of nursing programs at ONU, to discuss my:

_____ Assignment grades   _____ Clinical Performance

_____ Test grades   _____ Standardized Test Scores

_____ Course grades   _____ Other academic measures

_____ Grade Point Average

Those individuals who may contact members of the ONU Department of Nursing Faculty include:

Mother (name)   _____

Father (name)   _____

Guardian (name)   _____

Spouse (name) _____

Other (name)   _____ Relationship _____

I understand that the individual(s) listed within this release will need to supply my student ID number to receive the information listed above. I also understand that I may revoke this permission by submitting a written request to the BSN program director.

I understand that no information will be conveyed by email or US Postal Service. I request to be included in any phone conversation or face-to-face discussions regarding my academic status.

_____ No   _____ Yes (I may be reached by phone at: _____)

_____   _____   _____
Student Signature   Student ID #   Date

* The permission form only needs to be completed once for the program and will remain in effect until revoked by the student.

Revised 8-22-18

History of the Nursing Program

As early as 1959, the possibility of initiating a baccalaureate nursing program was considered by Olivet Nazarene (then) College administrative members who did not find it feasible to initiate a program at that time. However, recognition of the need for nurses and the discontinuance of St. Mary's hospital, diploma program in Kankakee prompted reconsideration early in 1966. At the May 1966 meeting of the Olivet Board of Trustees, approval was given for the development of a baccalaureate degree program in nursing.

Assistance in planning the program was given by the Department Chair at Northern Illinois University and a nurse coordinator of the Illinois Department of Registration and Education. By September of 1966, the first chair, Faye Riley was employed to develop and lead the newly organized Department of Nursing. The first students to enroll in the nursing program started in the fall of 1967. The Dedication program on October 1968 indicates there were 34 students continuing in the course.

Classes met in various buildings of the campus. The first Department of Nursing office was located in Reed Hall of Science. Also, the lecture hall of Reed was used for classes requiring demonstrations. Rooms of Wellman Hall as well as in a college-owned building on Marseilles Street were used for teaching other classes. Later, the office of the Department of Nursing was located in Burke Hall. A generous gift from Mr. and Mrs. Gerett M. Wisner and a federal grant made it possible to construct a free standing building dedicated for the nursing program.

Groundbreaking for the Wisner Hall for Nursing Education was in February 1970 and was first used in 1971. Wisner Hall provided four classrooms, a student lounge, a resource center with 24 carrels (each equipped with tape and viewing machines), the Evelyn Witthoff - Geraldine Chappell auditorium (respectively named for a Physician – RN missionary team to India) capable of seating 150 students, office space for 20 faculty members, and a faculty lounge. Originally the Audio-Visual Department of the college occupied a large area in Wisner Hall. That space was made available to the nursing department when the audio-visual equipment was moved to Benner Library in 1976. Other departments and offices have shared the building space through the years as well.

The building remains a beautiful testament to the faithfulness and generosity of the Wisners. Wisner has been updated with a Virtual Hospital, high fidelity simulation manikins, 31 computer stations for study, standardized testing, and interactive learning.

The Department of Nursing was designated a Division of Nursing in the spring of 1977 by the college administration. The Division of Nursing received full approval from the National League for Nursing in 1979 with the most recent approval in 1993. The nursing program made application to the Commission for Collegiate Nursing Education (CCNE) and received preliminary approval in 1997, and full approval in 2001. The Department of Nursing has maintained accreditation since that time with the most recent site visit in the fall of 2016 resulting in full approval for ten years. In 1990, the Division of Nursing established a non-traditional track of the program of nursing for registered nurses with an associate degree or a three-year diploma desiring the Bachelor of Science Degree in Nursing. The first class began in January, 1991.

Kappa Sigma Chapter, Sigma Theta Tau, International Nursing Honor Society was established here on May 12, 1984 through the hard work and dedication of the first Chapter President, Sue Davison, and the Executive Board Members, VP-Margaret Frogge, Treasurer-Marvina Eckert, Secretary-Brenda Johnson, and Faculty Advisors-Leann Eaton and Amy Golyshko. The Nursing Students in Action joined the National Student Nurses Association in 2008.

In October, 2000, a Master's in Nursing Program was established to prepare nurses for the advanced practice role; the first cohort of MSN students graduated in May 2003. In May 2005, the MSN program's Continuous Improvement Progress Report was approved. In November 2006, the MSN program was reviewed for accreditation by CCNE and accreditation was awarded by AACN. In 2007, an expanded MSN offering was launched to include tracks in Nursing Leadership/Management, Nursing Education, and Emergency Preparedness-Disaster Response. Due to low enrollment in the Emergency Preparedness-Disaster Response Track, it was dissolved and made way for a new track. In June 2011, the Family Nurse Practitioner track was launched. Later, in the fall of 2012, the department began offering the Post-Graduate APRN certificate track. In the fall of 2016, the entire MSN program received a five-year accreditation.

With the 2006 restructuring of the University, the Division of Nursing became the Department of Nursing within the School of Professional Studies. However, a new restructuring was announced in May of 2014, and the Department of Nursing became the School of Nursing and Health Sciences, effective July 2014. In July 2015, with a new restructuring the School of Nursing and Health Sciences became a Department of Nursing in the School of Life and Health Sciences.

With economy and the need for more BSN graduates, a need was seen for an accelerated BSN track for Olivet. October 2012 an accelerated BSN track was started. Coursework is online with lab and clinical being on-ground. The first graduates finished in February 2014.

<div align="center">

Olivet Nazarene University
Nursing Programs
are fully accredited
by:

Commission on Collegiate Nursing Education
655 K Street, NW
Suite 750
Washington, DC 20001
Phone: (202) 887-6791

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NURSING PROGRAM ORGANIZING FRAMEWORK

Conceptual Framework of the Program

Spiritual

Spiritual Growth

Service

Moral

Personal Growth

Professional Growth

ONU Nurse

Personal

Change Agent

Leader

Professional

Life-Long Learner

Mission

9
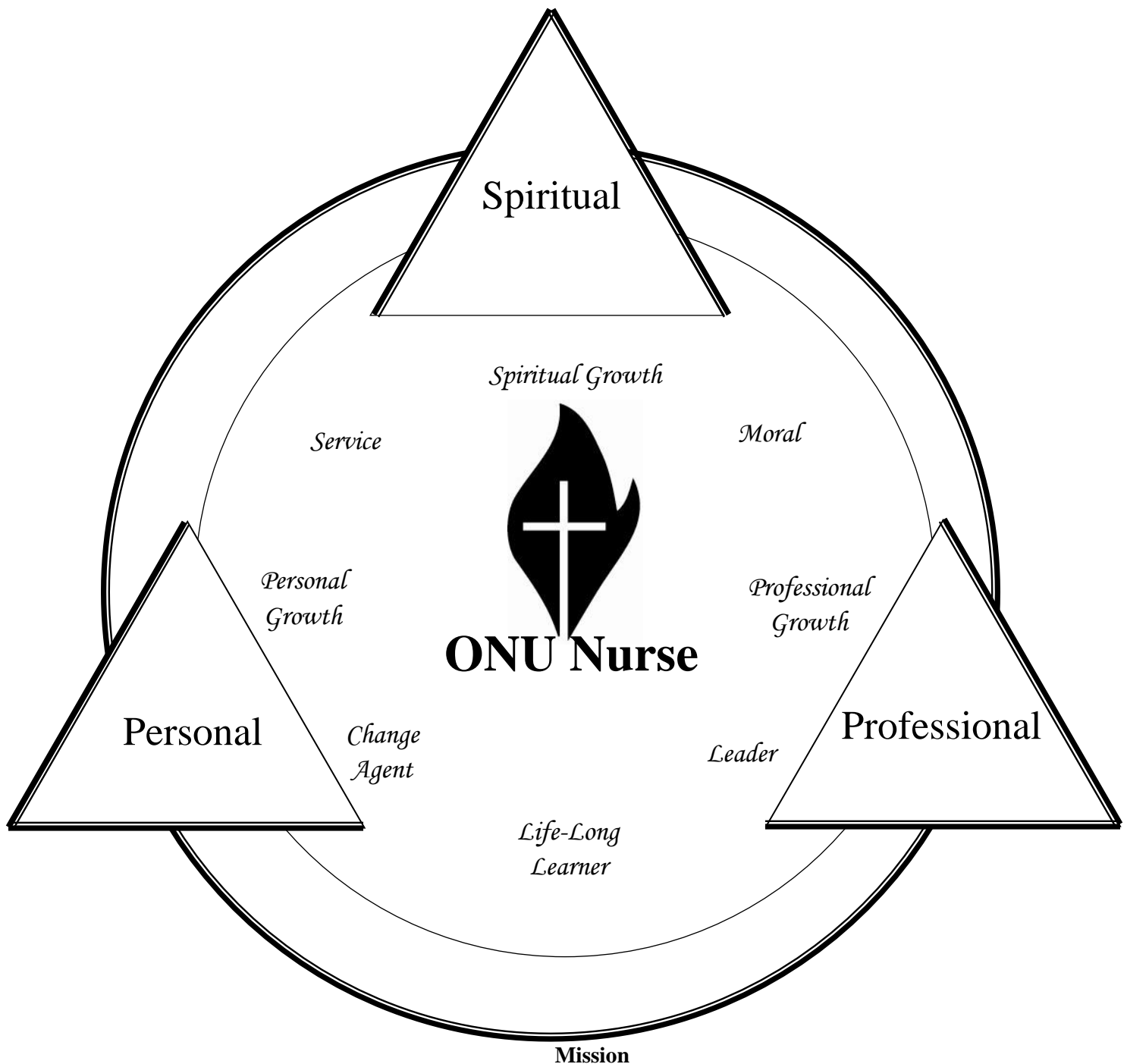
The mission of the Department of Nursing is to provide Christian nursing education designed to prepare each graduate for a life of service to God and humanity. In this endeavor, students integrate faith and learning as they investigate concepts inherent in personal, professional, and spiritual growth through life-long learning and leadership.

Philosophy

The philosophy of the Olivet Nazarene University Department of Nursing encompasses spiritual, personal, and professional concepts that include the roles of leader, change agent, life-long learner, and service guided by ethical and moral standards.

Program Outcomes

Graduates are prepared to enter the profession of nursing as contributing members of the discipline, to promote, maintain, and restore the health of clients in a variety of settings.

The outcomes of the traditional nursing major are to prepare graduates to:

I.   Serve God and humanity in diverse roles and settings.
II.   Integrate faith and life-long learning as they investigate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
III.   Demonstrate the development of leadership skills and an understanding of the dynamic health care environment to stimulate constructive change.
IV.   Apply ethical, moral, spiritual, and professional concepts into their nursing practice.

Expected Outcomes of the Graduate

The expected outcome characteristics of the traditional graduates include:

- An ethical, moral, and spiritual professional.
- A life-long learner committed to personal, professional, and spiritual growth.
- An individual capable of providing leadership through service to God and humanity in diverse roles and settings.
- A leader and change agent.

CORRESPONDENCE OF CENTRAL THEMES TO

PROGRAM OUTCOMES

Central Themes	Program Outcomes	
Leader: Nurses are responsible to prepare today for tomorrow's challenges. They must be fully aware of the past, learn from it, and be fully aware of present circumstance. From this foundation the leader has a sense of the future, to plan for and shape it. Leaders, through their vision, creativity, and ability are able to facilitate change and manage transition moving nursing toward a preferred future.	I.	Serve God and humanity in diverse roles and settings.
	III.	Demonstrate the development of leadership skills and an understanding of the dynamic health care environment to stimulate constructive change.
	IV.	Apply ethical, moral, spiritual, and professional concepts into their nursing practice.
Change Agent: Nurses have the ability to influence others such as colleagues, communities, organizations, systems, and policies and will ultimately facilitate change in nursing practice, the profession, and/or society.	II.	Integrate faith and life-long learning as they investigate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
	III.	Demonstrate the development of leadership skills and an understanding of the dynamic health care environment to stimulate constructive change.
Life-long Learner: Nurses throughout their careers are exposed to a variety of opportunities that support unique learning. Through self-evaluation nurses demonstrate an appreciation for life-long learning within, and beyond professional activities as a result of personal and professional development. Nurses will continue the journey of learning by participation in professional seminars and conferences, attending graduate or additional schooling, and involvement in professional organizations and career opportunities.	I.	Serve God and humanity in diverse roles and settings.
	II.	Integrate faith and life-long learning as they investigated concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
	III.	Demonstrate the development of leadership skills and an understanding of the dynamic health care environment to stimulate constructive change.
	IV.	Apply ethical, moral, spiritual, and professional concepts into their nursing practice.
Professional Growth: Nurses demonstrate personal growth by completion of the required course work in the Department of Nursing preparing themselves for integration into the professional community. Learning of skills and competencies will enable nurses to deliver safe and effective nursing care in a variety of settings.	I.	Serve God and humanity in diverse roles and settings.
	II.	Integrate faith and life-long learning as they investigate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
	III.	Demonstrate the development of leadership skills and an understanding of the dynamic health care environment to stimulate constructive change.
	IV.	Apply ethical, moral, spiritual, and professional concepts into their nursing practice.

Central Themes	Program Outcomes
Personal Growth: Nurses demonstrate personal growth through effective verbal and written communication and appreciation of the nursing process through research and scientific inquiry. They demonstrate care for others, application of knowledge in the clinical setting, and a maturing world view.	I. Serve God and humanity in diverse roles and settings. II. Integrate faith and life-long learning as they investigate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university. III. Demonstrate the development of leadership skills and an understanding of the dynamic health care environment to stimulate constructive change. IV. Apply ethical, moral, spiritual, and professional concepts into their nursing practice.
Spiritual Growth: Nurses will demonstrate knowledge of the Christian faith through completion of the Biblical classes offered at the University, syntheses of faith into service to God, and service to the local and global community.	I. Serve God and humanity in diverse roles and settings. II. Integrate faith and life-long learning as they investigate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university. IV. Apply ethical, moral, spiritual, and professional concepts into their nursing practice.
Service: Nurses contribute meaningful time and dedication in service to God and mankind in order to meet the needs of individuals, targeted populations, and the local and global community.	I. Serve God and humanity in diverse roles and settings. IV. Apply ethical, moral, spiritual, and professional concepts into their nursing practice.
Ethical: Nurses exhibit a personal philosophy of nursing practice grounded in the ethical values of their faith and profession. Judgments on moral dilemmas will be based on high ethical standards and made with responsible and rational decisions. Decisions are made with the willingness to accept responsibility for their actions.	II. Integrate faith and life-long learning as they investigate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university. III. Demonstrate the development of leadership skills and an understanding of the dynamic health care environment to stimulate constructive change.
Morals: Nurses have the confidence to act consistently within the confines of the Christian faith. However, there is a willingness to consider alternate views on ethical issues and personal values in the local and global community.	II. Integrate faith and life-long learning as they investigate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university. IV. Apply ethical, moral, spiritual, and professional concepts into their nursing practice.

LEVEL OUTCOMES

At the conclusion of each level, the nursing students are expected to achieve the following level objectives. Each level objective contributes to the program outcomes.

Pre-nursing Level 0	NURS 202 Introduction to Professional Nursing	A. Identify concepts from the arts and sciences which contribute to personal growth.
		B. Explore historical and contemporary perspectives on social, political, ethical, legal, and economic issues affecting health care and professional nursing practice.
Level I	NURS 205 Fundamentals of Nursing I	C. Effectively communicate to convey ideas, analyze information, and select solutions to problems.
		D. Determine methods to gather information, both subjective and objective.
	NURS 206 Health Assessment	E. Identify the factors which influence the development of a philosophy of nursing.
		F. Discuss respectful and caring behavior recognizing the uniqueness and worth of the individual.
	NURS 226 Pharmacology for Nurses I	G. Discuss the relationship among values, culture, environment, and client response to health experiences.
		H. Apply concepts of math and medical terminology to nursing responsibilities.
		I. Identify critical thinking skills in the classroom and clinical environment.
		J. Apply principles of safe and effective nursing practice.
Level II	NURS 315 Fundamentals of Nursing II	A. Examine information from a variety of sources to identify patient care needs
		B. Apply critical thinking skills in the classroom and clinical environments.
	NURS 327 Pharmacology for Nurses II	C. Practice principles of safe and effective nursing.
		D. Demonstrate selected psychomotor skills.
		E. Recognize the necessity of lifelong learning, global citizenship, and service.
	NURS 342 Mental Health Nursing	F. Explore theories and models which guide clinical judgment.
		G. Demonstrate professional and ethical behavior in holistic care of individuals, groups, and communities.
	NURS 340 Transcultural Family Nursing	H. Use effective communication skills to convey ideas and provide care to individuals and groups
		I. Recognize the relationship among values, culture, environment, and client response to health experiences.
	NURS 388 Gerontology and Palliative Care	J. Recognize the importance of quality measures to improve the provision of patient care within healthcare systems.
Level	NURS 349 Adult Health	A. Utilize concepts from the arts and sciences which

III	Nursing I		
			contribute to personal growth.
		B.	Explain historical and contemporary perspectives on social, political, ethical, legal, and economic issues affecting health care and professional nursing practice.
	NURS 378 Childbearing Family Health Nursing	C.	Consistently and effectively communicate ideas across media.
		D.	Synthesize information, draw inferences, evaluate, and create solutions to problems.
	NURS 466 Nursing Research	E.	Demonstrate respectful and caring behavior recognizing the uniqueness and worth of the individual.
		F.	Utilize clinical decision making strategies which are safe, situationally relevant, and ethically responsible to respond to health needs of clients.
	NURS 335 Community Health and Population Focused Care	G.	Integrate a holistic perspective in the delivery of nursing care to promote, maintain, and restore health.
		H.	Apply selected theories and models to professional nursing practice.
		I.	Evaluate therapeutic responses of individuals, groups and communities.
		J.	Apply the relationship among values, culture, environment, and client response to health experiences.
		K.	Describe quality improvement concepts and patient outcome measures.
Level IV	NURS 439 Adult Health Nursing II	A.	Interpret qualitative and quantitative data to analyze nursing problems.
		B.	Evaluate historical and contemporary perspectives on social, political, ethical, legal, and economic issues affecting health care and professional nursing practice.
	NURS 450 The Global Community	C.	Demonstrate sound judgment to integrate higher order thinking in professional practice.
		D.	Consistently demonstrate mastery of selected psychomotor skills used in the delivery of safe and effective nursing care.
		E.	Develop methodology that incorporates the principles of lifelong learning, global citizenship, and service.
		F.	Develop an emerging professional identity.
		G.	Utilize an interdisciplinary approach to evaluate patient outcomes.

	NURS 415 Child Health Nursing	H.	Develop an understanding of leadership concepts and strategies within a healthcare microsystem.
		I.	Analyze the relationship among values, culture, environment, and client response to health experiences.
		J.	Participate in effective interdisciplinary communication to provide optimum patient outcomes.
		K.	Utilize quality improvement concepts, process, and outcome measures in the delivery of high quality ethical patient care.
Level V	NURS 449 Adult Health III	A.	Synthesize qualitative and quantitative data to analyze nursing problems.
		B.	Evaluate historical and contemporary perspectives on social, political, ethical, legal, and economic issues affecting health care and professional nursing practice.
		C.	Demonstrate sound judgment to integrate higher order thinking in professional practice.
	NURS 478 Synthesis and Capstone	D.	Consistently demonstrate mastery of selected psychomotor skills used in the delivery of safe and effective nursing care.
		E.	Integrate principles of lifelong learning.
		F.	Develop and demonstrate an emerging professional identity.
	NURS 456 Leadership/Trends in Nursing	G.	Integrate an interdisciplinary approach to evaluate patient outcomes.
		H.	Apply leadership concepts, skills, and decision making in the provision of high quality nursing care within various healthcare microsystems.
		I.	Integrate the relationship among values, culture, environment, and client response to health experiences.
		J.	Organize effective interdisciplinary communication to provide optimum patient outcomes.
		K.	Qualify to take the NCLEX-RN examination.
		L.	Participate in quality and patient safety initiatives within complex systems of various healthcare groups, individuals, families, and populations.

OLIVET NAZARENE UNIVERSITY
STUDENT NURSING ROLES

Leader:
Nurses are responsible to prepare today for tomorrow's challenges. They must be fully aware of the past, learn from it, and be fully aware of present circumstances. From this foundation the leader has a sense of the future; to plan for and shape it. Leaders, through their vision, creativity, and ability are able to facilitate change and manage transition moving nursing toward a preferred future.

Change Agent:
Nurses have the ability to influence others such as colleagues, communities, organizations, systems, and policies through collaborative inter/intra professional communication. This should ultimately facilitate change in nursing practice, the profession, and/or society.

Life-long Learner:
Nurses throughout their careers are exposed to a variety of opportunities that support unique learning. Through self-evaluation nurses demonstrate an appreciation for life-long learning within, and beyond professional activities as a result of personal and professional development. Nurses will continue the journey of learning by participation in professional seminars and conferences, attending graduate or additional schooling, and involvement in professional organizations and career opportunities.

Professional Growth:
Nurses demonstrate professional growth by completion of the required course work in the Department of Nursing preparing themselves for integration into the professional community. Learning of competencies will enable nurses to ensure the deliverance of evidence based nursing care in a variety of roles and settings.

Personal Growth:
Nurses demonstrate personal growth through effective verbal and written communication and appreciation of the nursing process through research and scientific inquiry. They demonstrate care for others, application of knowledge in the clinical setting, and a maturing Christian world view.

Spiritual Growth:
Nurses will demonstrate knowledge of the Christian faith through completion in classes offered at the University. This would be exemplified through service to God and integration of Biblical principles offered at the community, local, and global levels.

Service:
Nurses contribute meaningful time and dedication in service to God and mankind in order to meet the needs of individuals, targeted populations, and the local and global community.

Ethical:
Nurses convey a personal philosophy of nursing practice grounded in the ethical values of the profession. Judgments on moral dilemmas will be based on a professional ethical framework with responsible and rational decisions. Decisions are made with the willingness to accept responsibility for their actions.

Morals:
Nurses have the confidence to act consistently within the confines of the Christian faith. However, there is a willingness to consider alternate views on ethical issues and personal values in the local and global community.

ONU BSN DEGREE REQUIREMENTS & PROGRAM PLAN

BENCHMARKS - Traditional BSN

Learning Outcome Evidence

TRADITIONAL RN - LEARNING OUTCOME EVIDENCE

COURSE	EVIDENCE
NURS 340 Transcultural Nursing	Book Paper
NURS 388 Gerontology and Palliative Care	Concept Paper
NURS 478 Capstone/Synthesis in Nursing	Skills list; Plan of Care; Learner Outcomes Survey
NURS 450 The Global Community	Change Agent Reflection
NURS 456 Leadership/Trends in Nursing	Ethical Dilemma Paper
NURS 466 Nursing Research	Mini Proposal
NURS 449 Adult Health III	HESI RN Exit (RN NCLEX predictor results)

TRADITIONAL Outcome characteristics matched to classes

Ethical - NURS 456, NURS 466	Growth - NURS 478, Learner Outcomes Survey
Moral - NURS 456, NURS 466	Leader - NURS 456, NURS 450
Spiritual - NURS 340, NURS 388	Change Agent - NURS 450
Life Long Learner - NURS 449, NURS 478, NURS 456	

Rev. 5/2015

Olivet Nazarene University Department of Nursing Four-Year Plan					
Freshman Fall	**Credits**	**Grade**	**Freshman Spring**	**Credits**	**Grade**
CHEM 101/103 Intro to Chemistry	4		BIOL 125 Biology This course is a pre-req for BIOL 356 taken at ONU only. Otherwise, it is not a Nrsg requirement.	3	
ENGL 109 College Writing I	3		**BIOL 247 A & P II***	4	
BIOL 246 A&P I*	4		**PSYC 200 Life Span Development***	3	
THEO 101 Christian Formation	3		ENGL 210 College Writing II	3	
GNST 110 Freshman Connections	1		**BIOL 211 Medical Terminology**	2	
			HIST 200 Western Civilization	3	
	15			**18**	
Sophomore Fall **Nursing Level 0**	**Credits**	**Grade**	**Sophomore Spring** **Nursing Level I**	**Credits**	**Grade**
SOCY 120 Sociology	3		**BIOL 330 Pathophysiology**	3	
FINA 101 Intro to Fine Arts	3		**FACS 126 Nutrition (taken concurrently with PHED 191)**	3	
COMM 105 Communication	3		PHED 191 Applied Fitness (Taken concurrently with FACS 126)	1	
BLIT 202 Christian Scripture I	3		NURS 205 Fundamentals of Nursing I *Pre-Req: BIOL 356, PSYC 200, NURS 202 and admission to Nursing program; Co-Req: BIOL 330*	4 (3/1)	
BIOL 356 Microbiology* BIOL 125 Biology is a pre-req for BIOL 356 taken at ONU only.	4		NURS 206 Health Assessment ** *Pre-Req: NURS 202; admission into nursing program; Co-Req: NURS 205*	3(2/1)	
NURS 202 Intro to Professional Nursing ** *Pre-Req: CHEM 101/103, BIOL 211, 246, 247, Passing score on HESI A2 exam, GPA ≥ 2.75.Pre/Co-Req: ENGL 210; Must have PSYC 200 prior to Level 1*	2		NURS 226 Pharmacology I *Pre-Req: NURS 202 and admission to Nursing program; Co-Req: NURS 205 and 206*	2	
	18		(90 clinical hours)	**16**	
Junior Fall **Nursing Level II**	**Credits**	**Grade**	**Junior Spring** **Nursing Level III**	**Credits**	**Grade**
NURS 315 Fundamentals Nursing II ** *Pre-Req: NURS 205, 206, 226, FACS 126*	4 (3/1)		NURS 349 Adult Health Nursing I *Pre-Req: NURS 315, 327, 340, 342, 388, FACS 126, SOCY 120*	5 (3/2)	
NURS 342 Mental Health Nursing ** *Pre-Req: NURS 205, 206, 226,BIOL 330, FACS 126*	4(3/1)		NURS 378 Childbearing Family Health Nursing ** *Pre-Req: NURS 315, 327, 340, 342, 388, FACS 126, SOCY 120*	4(3/1)	
NURS 327 Pharmacology II ** *Pre-Req: NURS 205, 206, 226, FACS 126, BIOL 330 Co-Req: NURS 315*	2		NURS 466 Nursing Research *Pre-Req: NURS 315, 327, 340, 342, 388, FACS 126, MATH 120, SOCY 120*	3	
NURS 388 Gerontology/Palliative Care *Pre-Req: NURS 205, 206, 226*	2		NURS 335 Community Health & Population Focused Care ** *Pre-Req: NURS 315,327, 340, 342, 388, FACS 126, SOCY 120, COMM 105, MATH 120; Co-Req: NURS 466*	2	
NURS 340 Transcultural Family Nursing *Pre-Req: Acceptance into the Nursing program; COMM 105, SOCY 120*	3		BLIT 303 Christian Scripture II	3	
MATH 120 Statistics	3		*GRAD CHECK RECOMMENDED*		
(90 clinical hours)	**18**		**(135 clinical hours)**	**17**	

Senior Fall Nursing Level IV	Credits	Grade	Senior Spring Nursing Level V	Credits	Grade
NURS 439 Adult Health Nursing II** (begins 1/17) *Pre-Req: NURS 335, 349, 466*	5 (3/2)		NURS 449 Adult Health Nursing III ** *Pre-Req: NURS 378, 415, 439, 450* *Co-Req: NURS 456*	4 (3/1)	
NURS 415 Child Health Nursing ** *Pre-Req: NURS 315, 327, 340, 342,349, 378, 388, 466,* *FACS 126, SOCY 120; Co-Req: NURS 439*	4 (3/1)		NURS 456 Leadership/Trends in Nursing ** *Pre-Req: NURS 335, 349, 415, 439,* *Co-Req: NURS 449, 478*	3	
NURS 450 Global Community *Pre-Req: NURS 315, 327, 335, 340, 342, 378, 388, 466,* *FACS 126, SOCY 120, COMM 105, MATH 120, Co-Req:* *Second required intercultural course*	2 (1/1)		NURS 478 Synthesis & Capstone in Nursing** *Pre-Req: NURS 415, 439* *Co- Req: NURS 449, 456* **(225 clinical hours)**	5 (1/4)	
Intercultural Gen Education	3		THEO 404 Christian Faith	3	
LIT 205 Studies in Literature	3		**(Total Nursing Credits = 63)**	**15**	
(180 clinical hours)	**17**		Total 133 credit hours		
1 credit hour of clinical = 45 clock hours			**Total clinical hours = 720 clock hours**		

(*) = Only offered once a year   (**) = Courses with a HESI assessment associated with them   **BOLD** = support courses

* Students must maintain a 2.75 GPA and no less than a grade of C in all support courses (**bolded** on schedule) to remain in good standing in the nursing program.

Freshman Comp placement according to ACT English Scores

ACT English Score	Course
1-15	GNST 093 (no credit toward 128 hour requirement)
16 and up	ENGL 109 (3 hours)

Math Requirements MUST be taken in accordance with following ACT Math scores:

ACT Math Score	Course
1-13	Basic Algebra (not offered at ONU), GNST 095 (no credit toward 128 hour requirement), and MATH 120
14-18	GNST 095 (no credit toward 128 hour requirement) and MATH 120
19 and up	MATH 120 Introduction to Statistics

Revised 8-22-18

BSN ADMISSION, PROGRESSION, AND RETENTION POLICIES

The nursing curriculum builds on a broad liberal arts foundation and is supported by behavioral and life science courses. Nursing students progress from wellness emphasis to life-threatening situations and address individuals, families, and communities as clients. Admission to nursing can be accomplished in either the fall or the spring semester.

ADMISSION TO THE NURSING PROGRAM (BSN)

Students will not be admitted into the nursing program if any of the following courses are taken more than twice at any university: Chemistry, Anatomy and Physiology I and II, Microbiology, Pathophysiology, and Medical Terminology. Students may not retake more than two science courses.

All applicants must first apply to the university. As a freshman or sophomore declaring nursing as your major, you will be considered a pre-nursing student. Students must pass the HESI A2 prior to entering NURS 202. During NURS 202, Introduction to Professional Nursing, you will be given information about the application process for entering the nursing program in the sophomore year. Students with 2.75 GPA, and completed freshman and sophomore general education courses will be notified of the steps to apply to the nursing program. Applicants are notified in writing of their status at the conclusion of NURS 202 course. *Additional information and evaluative data may be requested by the Department of Nursing to more fully evaluate the applicants' credentials.*

Students enrolled in the nursing program may not transfer nursing courses into their transcript. All students are considered pre-nursing in their freshman and first semester sophomore year. The Admission, Progression, and Retention Policies regarding the failure of nursing courses apply to nursing courses taken in other nursing programs.

Requirements for Admission to the Nursing Major
- A cumulative 2.75 GPA before admission to NURS 202 (Rev. 2/29/12)
- Successful completion of NURS 202 and supporting courses through Level 0
- Successful completion of the HESI A2 exam
- Successful completion with a grade of C or higher in all nursing and support courses
- All academic prerequisites have been completed
- Cleared federal criminal background check
- Negative drug screen
- Physical/Health Examination Record (no older than a year)
- Hepatitis B injections or Waiver
- Two prior MMR vaccines or titer
- Two prior Varicella vaccines or titer
- Negative Double Mantoux TB test
- CPR certification-American Heart Association (BLS) or American Red Cross (PROFESSIONAL RESCUER/HEALTHCARE PROVIDER) CPR only!

HESI ADMISSION EXAM POLICY

The HESI A2 entrance exam must be passed prior to being fully accepted into the nursing program and prior to taking NURS 202. Scores needed on the test include: a composite score of 80%, a basic math skills score of at least a 80%, a score of at least 70% on the Anatomy and Physiology component, and at least a score of 75% on both the Reading and Grammar components. Students are allowed three opportunities to take the exam. The 1st and 2nd attempts can be taken within the same semester, however the student must wait a semester to take the 3rd and final attempt. The first and second attempts of the exam will be a different version. It is recommended that students study the HESI A2 review text prior to any attempts, but especially before the third and final attempt. The HESI A2 can only be taken a total of three times for admission consideration, regardless of where the test is taken.

CRITERIA FOR SELECTION OF TRANSFER STUDENTS

General Policy: "Transfer students are accepted after all qualified Olivet students have been placed. Students wishing to transfer must meet the same criteria as students who began their college work at Olivet" (*Catalog, Olivet Nazarene University).*

In order to be considered for Sophomore standing as a nursing transfer student the following are required:
- All lower division support courses at a "C" or above
- Successful completion of the HESI A2
- Cumulative GPA of 2.75

If these requirements are met, the decision for admission will be made on the basis of:
- ONU student or graduate from the past
- Cumulative GPA
- Standardized test results

PROGRESSION REQUIREMENTS

There is an expectation of normal course progression in the nursing program at Olivet. Normal course progression requires passing all nursing courses in each level before progressing to the next level. Prerequisite course requirements are closely adhered to by the nursing program.

A grade of C or higher is considered a passing grade and must be achieved in each nursing and/or supporting courses. Students may not fail more than one clinical/lab course in the program. Students may not enroll in any nursing course (NURS prefix) more than two times. A GPA of 2.75 must be maintained to progress in the nursing curriculum. A GPA of 2.75 cannot be achieved by consistently receiving C's while in the nursing program.

Nursing Course Progression Policy:

A student is limited to withdrawing (dropping) or failing a total of 2 courses with a NURS prefix. Additionally, a student cannot fail more than one clinical lab/course in the program. A student may not enroll in any nursing course more than two times including NURS 202 (3/19/12).

A visual of this policy in action:

Clinical Course Failure	Non-Clinical Course Failure	Withdraw (Excluding Math)
XX		
X	X	X
X	XX	
X		XX
	X	XX
	XX	X
	XXX	
		XXX

Students who withdraw or fail and need to repeat NURS 478: Synthesis/Capstone in Nursing, must repeat all capstone hours and also audit NURS 449: Adult Health Nursing III. If a student fails NURS 449: Adult Health Nursing III, the student will be required to repeat the class and half of their required clinical hours for capstone.

Two unsatisfactory clinical/lab or simulation days in one course will result in automatic failure of that clinical course and necessitate the repetition of that course in order to progress in the nursing program.

Math Policy:
Students may be administratively withdrawn per the math failure policy prior to the start of clinical. Students are limited to an administrative withdrawal for math failure policy twice in the program. Upon a third math policy failure, the student will be withdrawn from the program without the opportunity to reapply (12/31/16).

Level 1 - NURS
Composite GPA 2.75
Courses passed at 77%
Final clinical evaluations satisfactory for all criteria
Exams at an average of 77% for all nursing courses

Level II - NURS
Composite GPA 2.75
Courses passed at 77%
Final clinical evaluations satisfactory for all criteria
Exams at an average of 77% for all nursing courses

Level III - NURS
Composite GPA 2.75
Courses passed at 77%
Final clinical evaluations satisfactory for all criteria
Exams at an average of 77% for all nursing courses

Level IV - NURS
> Composite GPA 2.75
> Courses passed at 77%
> Final clinical evaluations satisfactory for all criteria
> Exams at an average of 77% for all nursing courses

Level V - NURS
> Composite GPA 2.75
> Courses passed at 77%
> Final clinical evaluations satisfactory for all criteria
> HESI RN Exit Exam score of 900 or above
> Exams at an average of 77% for all nursing courses
> HESI Review Course

- Research, Global, Transcultural, Leadership, and Gerontology courses do not need a 77% average on exams but students must pass the course with a 77%.

RETURN TO THE NURSING MAJOR
Students in good standing seeking to return to the nursing program after an absence of more than two semesters must submit a letter to the BSN program director documenting the reason for desiring a return to the program. The case will be reviewed by the BSN Program Director and members of the Admission, Progression, and Retention committee. The letter should be received no less than 30 days prior to the start of the targeted semester.

APPEALS/GRIEVANCE PROCEDURE
The university, beginning in the Fall of 2016, has adopted new Grade Appeals, Academic Policy Appeals, and Grievance Procedures. The full document with each procedure can be located in the University Catalog. The following are definitions of each new procedure:

Grade Appeals
An appeal of a grade occurs at the conclusion of a course and is based on a student's belief that their final grade is incorrect. Students may not appeal grades for individual assignments while a course is in progress, but should contact the instructor if they believe a grade for any assignment is incorrect.

Academic Policy Appeals
Students have the right to petition for exceptions to any academic policy. The Academic Standards Committee is chaired by the University Registrar and includes four faculty appointed by the Steering Committee and two students appointed by the Associated Student Council. Most requests for exception are institutional in nature such as requests to overload, requests for substitutions, and similar items. The committee's responsibility is to balance the academic integrity of the institution with legitimate hardships students face. All requests for exceptions to institutional policy are made in writing at the Office of the Registrar.

In some cases, departments have internal policies unique to their programs. Students may request an exception to those policies through whatever internal process is in place in that department. If those requests are not approved, students may appeal to the Academic Standards Committee. In reviewing such cases it is essential to have faculty from the department involved in making decisions about exceptions; it is also necessary to have faculty from outside the department to ensure consistency across the university and to prevent conflicts of interest.

Grievance Policy

Students may file a grievance when they believe their student rights, as outlined in written university policy, were violated or there was a lack of due process as defined by university policy. Students must file their grievance within 30 calendar days of the alleged incident. If the concern is regarding a final grade, the student should follow the grade appeal process. If the student is requesting an exception, they should follow the process for exceptions to departmental policy. If the student is alleging sexual discrimination or harassment, they should file an incident report with the Title IX coordinator.

Nursing Department Procedure

Grade appeals and Grievances will follow the university policy from the beginning. Academic policy appeals will start with the Nursing Department through our own informal process:
If a student wishes to appeal a nursing policy, the informal process is the first mechanism for resolution. This process involves documented conferences progressing sequentially between:

1. The student(s) and involved instructor
2. The student and a shared meeting with the BSN program director and the director of nursing programs

The informal process should be initiated by the student no later than 10 school* days after the policy was applied to the student. (See the BSN program director for forms). If a satisfactory conclusion is not attained by the completion of step 2 of the informal process, the student may then initiate the formal process by appealing to the Academic Standards Committee as outlined in the Academic Policy Appeals procedure.
*School = days when the university is in session and excludes all holidays, weekends, and designated breaks.

RETENTION

Students who are struggling in their courses should reach out to their didactic professor for help. If a student is struggling in one or more of his or her courses, a student alert will be submitted to the Academic Coaching Center for documentation.

ACADEMIC PROBLEM SOLVING CHAIN OF COMMAND

Problems are best resolved at the level on which they occur. If you are having problem in one of your courses, go to the course instructor and talk it over with him/her. The instructor will want to hear your views and concerns and will welcome the opportunity to talk with you. Most academic problems can be resolved at this level. If the problem cannot be resolved with the instructor, then the problem should be taken to the Level Coordinator. Should the problem remain unresolved after meeting with the Level Coordinator, the student can then contact the BSN program director.

It is important to follow this chain of command procedure in resolving problems. It is important to respect the organizational structure so that problems can be resolved at the level on which they occur.

Revised 8-22-18

ACADEMIC INTEGRITY AND PROFESSIONAL BEHAVIOR

Please see the University handbook for the STATEMENT OF ACADEMIC INTEGRITY

The University has an exclusive proprietary trademark interest in its name, logos, and branding. The University must ensure the continued viability of its valuable trademark rights and will not permit unauthorized use of its name or logos to dilute these rights. No one may, without prior permission from the Office of Marketing, use the University's name or logos for commercial purposes, on social media posts, or in any way that might confuse or mislead observers to attribute the use to the University

ETHICS/ PLAGIARISM

Preparation for a professional career includes responsibility and accountability for one's work and decisions. Assignments are expected to reflect the effort and thoughts of the individual student, except as indicated by the use of proper documentation. Failure to properly credit the work of another will result in a grade of zero (0) for the assignment. Plagiarism is defined as use of intellectual material produced by another person without acknowledging the source. For example:

- Wholesale copying of passages from works of others into an assignment, paper, posting, or thesis without acknowledgement.
- Using the views, opinions, or insights of another without acknowledgement.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literarydevice without acknowledgment.
  - A final score over 25% is evidence of using too many resources other than your own thoughts and ideas, excluding templates, and will result in a (0) zero for the assignment. Students can submit to Turnitin multiple times prior to the final submission to ensure a score of 25% or less is achieved. Note that a score higher than 25% can be a strong indication of plagiarism. However, a lower score does not mean the student doesn't have any plagiarism within the assignment. The Final Turnitin report will be assessed for plagiarism.
- Using previously submitted work without self-citing

CODE OF INTERPERSONAL PROFESSIONAL AGREEMENT

All students of the university are required to comply with the ONU student handbook. Additionally, students seeking to enter and successfully complete the ONU nursing degree must also comply with the following department of nursing code of interpersonal professional agreement.

PROFESSIONAL BEHAVIOR

Nursing students are expected to exhibit professional behaviors both in the classroom and in the clinical areas. Examples of these behaviors include being respectful when the instructor and/or fellow students are speaking; refraining from initiating discussions that are argumentative and disruptive to the class; and demonstrating accountability for own actions in the classroom and the clinical/lab areas. In turn, the faculty is also expected to design learning opportunities that foster a climate of mutual respect and caring. Each clinical experience is an opportunity for both faculty and students to provide empathetic, sensitive and compassionate care for individuals, families, groups and communities.

Nursing students should check with each instructor to see if his/her lecture can be audio taped; otherwise, no cell phones, beepers, or other electronic devices are allowed in the classroom without faculty approval ahead of time. In the case of an emergency, students may have a cell-phone on vibrating mode.

Revised 8-22-18

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory, technical knowledge and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. Along with this knowledge, students are expected to develop and demonstrate interpersonal skills consistent with the profession for interaction with patients, colleagues, faculty, other health care professionals and the public.

This Code is based on the understanding that, to practice nursing as a student, is an agreement to uphold the trust with which society has placed in the profession and to present ourselves according to those standards. The statements of the Code establish the contract between the nursing student and the Department of Nursing whereby students agree to adhere to civility standards of the profession as formally set forth in this Code of Interpersonal Professionalism.

Department of Nursing - Students' Responsibilities:
Failure to comply with the requirements of any of the following items or other policies in the Department of Nursing Student Handbook or Olivet Nazarene University Student Handbook may result in a conference with the appropriate Director or his/her designee to discuss the difficulty. Should the problems warrant immediate action, the Director may recommend the student be dismissed from the Department of Nursing.

Attentiveness – The student regularly attends class/clinical/simulations. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is consistently on time for class/clinical/simulation and stays until the end. The student is alert and demonstrates attentiveness by taking notes when appropriate and asking appropriate questions.

Demeanor – The student has a positive, open attitude towards peers, teachers, and others during the course of nursing studies. The student maintains a professional bearing in interpersonal relations. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.

Maturity – The student functions as a responsible, ethical, law-abiding adult.

Cooperation – The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health team, giving and accepting freely in the interchange of information.

Inquisitiveness – The student acquires an interest in his/her courses and curricular subjects, demonstrating individual pursuit of further knowledge.

Responsibility – The student has nursing school performance as his/her primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner. Students are expected to maintained professional behavior which includes no loitering, no use of cell phones, no use of social media, no studying for other courses while in preconference, clinical, or post conference unless asked to perform additional research on a topic.

Authority – A student shows appropriate respect for those placed in authority over him/her both within the University and society.

Personal Appearance – The student's personal hygiene and dress reflect the high standards expected of a professional nurse. Please note compliance of student uniform is an expectation for clinical/simulation.

Communication – The student demonstrates an ability to communicate effectively, verbally, nonverbally, and in writing with peers, teachers, patients, and others.

Professional Role – The student conducts self as a professional role model at all times and in compliance with Standards of Practice Relative to Registered Nurses (OAC Chapter 4723-4) and the ANA Code of Ethics for Nurses with Interpretive Statements.
The student demonstrates the personal, intellectual and motivational qualifications of a professional nurse.

Judgment – The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.

Ethics – The student conducts self in compliance with the ANA Code of Ethics.

Moral Standards – The student respects the rights and privacy of other individuals and does not violate the laws of our society.

The Olivet Nazarene Department of Nursing reserves the right to dismiss a student at any time based on actions or behaviors the University may deem inappropriate. Each student, by admission to the BSN program track in the Department of Nursing, recognizes this right of the University. Please refer to the University Life Handbook for additional information regarding expected behaviors.

The continuance of any student on the roster of the Department of Nursing, the receipt of academic credit, graduation, and the granting of a degree rests solely within the powers of the University and Department of Nursing.

CONFIDENTIALITY
Confidentiality of patients and information concerning patients is critical. Clinical agencies have guidelines for confidentiality as well as consequences of failure to comply. Students may be sent home from the clinical setting if compliance is not maintained and will not be eligible to return to the clinical setting. This will result in failure for the clinical component and subsequent failure of the course.

PRIVACY AND CONFIDENTIALITY UNDER THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1995 (HIPAA)

To ensure your written course assignments comply with the 1996, *Health Insurance Portability and Accountability Act*, please never name:
- Your employer
- A patient
- A co-worker

Breaking a HIPAA privacy rule may jeopardize the clinical affiliation agreement between ONU and the health care institution and may result in the student's removal from the clinical site and/or nursing program. Criminal penalties for wrongful disclosure can include not only large fines but also prison time. The criminal penalties increase as the seriousness of the offense increases. These penalties can be as high as fines of $250,000 or prison sentences of up to 10 years. A modification to HIPAA is the HITECH (Health Information Technology) Act.

To be eligible for American Recovery and Reinvestment Act (2009) funding, healthcare facilities must prove they are HIPAA compliant. The HITECH Act defines and enforces compliance standards, rules, and penalties related to the electronic exchange of the electronic medical or health record (EMR, EHR) programs and Patient Health Information (PHI). In gross summary, HITECH requires:

1. **Enforced HIPAA compliance** —willful neglect may result in up to a fine of $250,000 for a single violation and repeated violations may be fined up to $1.5 million. Anyone can initiate a complaint regarding non-compliance.

2. **Access to EMR** — all health records must be available as an EMR and/or shared (by patient permission) as an encrypted PHI (ePHI) record.

3. **Accountability of Business Associates** — health care business associates and providers must ALL adhere to privacy/security requirements or EVERYONE is culpable (Compliance Compatibility Security Rule).

4. **Notification of Data Breach** — it is mandatory to notify a patient of a data breach of any unsecured information, meaning that it was shared with a business associate using an unencrypted format or without patient permission.

5. **Additional Requirements** — HITECH defines additional requirements to address patient privacy in electronic marketing and accounting practices.

For the latest information regarding HIPAA, go to http://www.edocscan.com/hitech-act-hipaa-compliance-regulations

ACADEMIC SUPPORT SERVICES

BENNER LIBRARY

Benner Library makes numerous resources available for nursing students. In addition to a full complement of nursing books, Benner provides a substantial number of nursing periodicals, both in print and in electronic format. Nursing students have access to several health-related online article databases, which include *CINAHL, Medline, Health Source: Nursing, PsycInfo, PsycArticles,* and *ERIC*. Articles not available in full text may be ordered through Benner's Interlibrary Loan service. The nursing home page can be accessed at http://library.olivet.edu/subject-guides/nursing/index.php

Should other library resources be needed, Olivet students can request materials from any other library in CARLI, a consortium of 76 Illinois academic libraries. In addition, ONU nursing students have access to libraries at many of the clinical agencies.

Access Benner Library's home page at http://library.olivet.edu for the most current information about the library's resources and services, including specific information for off-campus students. For additional assistance, contact the Interlibrary Loan Department at (815) 928-5439 or the Reference Desk at (815) 939-5355, or ill@olivet.edu.

TUTORING

Tutoring services are available to all students. Requests for tutoring needs to come from the student to the didactic instructor.

GUIDELINES FOR ACCOMMODATING STUDENTS WITH DISABILITY

In accordance with the National Council of State Board of Nursing (NCSBN) the following competencies are necessary for the professional practice of nursing:

1.   The ability to see, hear, touch, smell, and distinguish colors.
2.   Oral and writing ability with accuracy, clarity, and efficiency.
3.   Manual dexterity, gross, and fine movements.
4.   Ability to learn, think critically, analyze, assess, solve problems, and reach judgment.
     a.   Students must be able to establish cause and effect relationships.
     b.   Students must be able to prioritize data and tasks.
     c.   Emotional stability and ability to accept responsibility and accountability.
                          American Association of Colleges of Nursing (AACN, 2001)

If a student or potential student has difficulty in meeting any of the above competencies it is his responsibility to identify himself as needing accommodations. Any requests made for accommodations to meet these competencies must be made in writing to the Chair of Assessment and Learning Support Services. If services are approved, students must apply for services as per policies established by the Chair of the Learning Development Center.

The nursing faculty strives to reasonably accommodate students who are experiencing learning difficulties. The goal of the Department is to produce knowledgeable nursing graduates capable of successful completion of the NCLEX-RN and with the ability to function in a variety of settings. Faculty tracks students who are not maintaining established standards via the Student Progression Committee. Faculty believe that all students who feel called into nursing should have an opportunity to plan for their own success.

Students who are deemed at risk by the nursing faculty may be referred to the Learning Development Center for academic support as per LDC policy. The ultimate responsibility for learning resides with the student. The following active learning modalities are available for students: supplemental course instruction, peer tutoring, computer tutorials, and audiovisual learning.

LEARNING SUPPORT SERVICES/DISABILITY SUPPORT SERVICES
It is the policy of Olivet Nazarene University to accommodate students with disabilities in accordance with federal and state laws. Undergraduate students with documented disabilities should contact Learning Support Services to request accommodations. Please send inquiries to lss@olivet.edu

BSN ACADEMIC INFORMATION AND POLICIES

ORIENTATION DAY POLICY
Orientation days start one day before spring semesters begin and two days before fall semesters begin. Attendance is mandatory. An unexcused absence will result in an unsatisfactory clinical day and the student will be responsible for the content covered during orientation and skills demonstrations.

ATTENDANCE POLICY
Students are expected to attend class, be on time, prepared, and to actively participate in class. Missed content/classes are responsibility of the student. Preparation is essential for effective participation. If a student is unable to attend class, he/she should notify the instructor prior to the start of class. **Failure to notify the instructor prior to class is considered an unexcused absence. Excused absences will be granted only for true emergencies or significant illnesses.**

DIDACTIC CLASS ATTENDANCE POLICY
The faculty of the Department of Nursing is committed to the development of professional values and behaviors in students. Consistent class attendance reflects a commitment to professional growth. A student who has two unexcused absences from didactic class sessions will receive incremental lowering of their current letter grade. The faculty recognizes that mitigating circumstances occur. In the event of personal and/or immediate family member illness, accident, or serious need, faculty will determine the applicability of this policy. (Rev. 2/09)

TARDINESS
Students are also expected to be in class on time. This applies to didactic courses and seminars,* clinical rotations, simulations, and laboratories. Tardiness will be recorded for each class session. Three tardy notations of greater than five (5) minutes will count as one unexcused absence.

   *Please see clinical expectations for tardiness in clinical, simulation, and laboratories.

STUDENT FOCUS GROUP
A student focus group is held every semester. Elected student representatives from each level will meet to share ideas for ensuring the quality and integrity of the nursing program. The focus groups' discussions will provide an assessment feedback forum for the student input into program improvement. Minutes are taken and action responses are provided when appropriate. The student suggestions may be taken to the faculty as a whole for discussion. The forum is for the purpose of improving the learning community.

GRADE SCALE *Grades are not rounded.*

95 – 100	A	
92 – 94.9	A-	
89 – 91.9	B+	
86 – 88.9	B	
83 – 85.9	B-	
80 – 82.9	C+	
77 – 79.9	C	
74 – 76.9	C-	
71 – 73.9	D+	Non-passing scores
68 – 70.9	D	
65 – 67.9	D-	
<65	F	

MATH POLICY

Math is an essential component in the calculation of medication dosages in the clinical setting. Every student will take a math test at the beginning of each level of the nursing program. The math test must be passed with 100% proficiency before beginning the clinical setting. Each missed clinical day is an unexcused/unsatisfactory day. Completed remediation is required for all math test retakes. Math remediation will be available for students not passing the test. A total of three (3) opportunities will be permitted before the student is **administratively withdrawn** from all current nursing clinical courses. Math tests must be taken as scheduled. Any missed math tests will be scored as a **zero** and counts as one attempt toward passing the math test for that semester. University calculators will be provided. Two minutes per question will be the time set for taking of the math test. Ten additional minutes are allotted for final review of the test prior to submitting for a total of 50 minutes. All non-clinical courses, along with Global Health Nursing, will not be held to the math policy.

Please also note, as stated within the Admissions, Progression, and Retention policies, "*Students may be administratively withdrawn per the math failure policy prior to the start of clinical. Students are limited to an administrative withdrawal for math failure policy twice in the program. **Upon a third math policy failure, the student will be withdrawn from the program without the opportunity to reapply (12/31/16).***"

Please refer to the Joint's Commission's Do Not Use List of Abbreviations for all courses within the Nursing Program, including clinical/lab/simulation and math.

Revised 8-22-18

Olivet Nazarene University
Math Guidelines for Level Math Exams

CONVERSIONS:

Length:
2.54 centimeters (cm) = 1 inch
100 centimeters (cm) =1 meter
1,000 millimeters (mm) = 1 meter

Solid:
1 kilogram (kg) = 2.2 pounds (lbs)
1 kilogram (kg) = 1,000 grams (g)
1 gram (g) = 1,000 milligrams (mg)
1 milligram (mg) = 1,000 micrograms (mcg)
1 ounce (oz) = 30 grams (g)
1 pound (lb) = 16 ounces (oz)

Liquid:
1 liter (L) = 1,000 milliliters (mL)
5 milliliters (mL) = one teaspoon (tsp)
15 milliliters (mL) = one tablespoon (Tbsp)
30 milliliters (mL) = one ounce (oz)

Solid and/or liquid:
3 teaspoons (tsp) = one tablespoon (Tbsp)
2 tablespoons (Tbsp) = one ounce (oz)
6 teaspoons (tsp) = one ounce (oz)
1 pint (pt) = 16 ounces (oz) or 480 mL   "A pint is a pound, the whole world round"
1 cup (C) = 8 ounces (oz)
1 cup (C) = 240 milliliters (mL)
2 cups (C) = one pint (pt)
1 kilogram = 1 liter = 2.2 pounds
1 gram = 1 milliliter (mL)

Note: Decimals are used with the metric system, while fractions are used with the American Household measures. For example, you would see 2.5 mg, or 2½ cups.

FORMULAS

Basic calculations:
"DO / DH X Vol = Dose to give" means: Dose Ordered over Dose on Hand times Volume equals Dose to give.

> Watch out for the form that the drug is ordered in – like units or grams, etc. They all have to match for this formula to work.

Drip rates:
Important things to know FIRST:
   a. IV drip rates are expressed in drops per minute (gtts/min) in whole numbers. We cannot give partial drops!
   b. IV drop factors refer to the size of the IV tubing and are expressed as drops per milliliter (gtts/mL).

How to figure gtts/min:
   Volume x drop factor
   _____
        time

Okay, so what if you already know the drops per minute and want to know the hourly rate?

   gtt/min = X mL/Hour   (gtt/min / gtt/mL) X 60 = mL/hour

OTHER RULES:
Use zeros in front of decimals (leading zeros) like 0.5, but not zeros behind decimals (trailing zeros) like 5.0

Pay close attention to whether the problem is asking for amount per *single do*se or *amount per day.*

COURSE ACTIVITIES
All components of the course, with the exception of the discussion board and quizzes, have to be completed no later than 11:59 p.m. CST on the last course day in order to pass the course. Students who are repeating a course must complete all course activities for the course they are repeating and submit new work for all assignments unless otherwise documented by the course professor. Only one submission is allowed to the Final Submission area and must be turned in by the due date. After completing the drafts with Turnitin, your submission to the Canvas FINAL submission site will be your last submission of your written assignment and you will not be allowed to revise this FINAL submission. This will be your only grade for this assignment. Resubmission of assignments for regrading is not permitted. All written assignments, including discussion postings, should utilize the 6th edition Publication Manual of the American Psychological Association (2010).

EXTRA CREDIT
No extra credit will be offered.

LATE WORK POLICY
Late course or clinical work is highly discouraged; however, in the event you choose to turn in an assignment past the due date and time, 10% per day will be deducted from your assignment grade. After the third day you will receive a zero for your assignment grade. Evolve graded assignments not submitted on time will receive a zero. **All work must be completed by the last course day at 11:59 p.m. CST even if it is too late to receive credit towards the course**. Refer to the discussion requirements for the policy on late discussion board postings.

EXAMINATION POLICY

Examinations in all nursing courses must be passed with a cumulative total of 77% in order to pass the course (this mandated average does not apply to Gerontology, Transcultural Nursing, Nursing Research, Global Health, and Leadership in Nursing). Students that achieve less than a 77% cumulative test grade must contact the instructor for assistance.

Bringing in ear plugs to the exam would be beneficial if noise disturbs your concentration. Any computer difficulties while taking an exam should be reported immediately to the person proctoring the exam.

Remember that exams are an individual effort. There should not be discussion about questions during or after the exam. Other students may have to take or retake a test at an alternate time. Discussing test items can jeopardize test integrity and is a form of academic dishonesty. Sharing information, use of notes, or auxiliary materials is not permitted during testing periods unless specifically authorized. Failure to follow the guidelines established for the examination/quiz will result in a score of zero (0) for that examination/quiz.

Students must notify their didactic instructor prior to any absence. Excused absence may include: death of immediate family member, documented illness, sanctioned university events, or extenuating circumstances. Students may be asked to provide proof for reason of absence. Request for an excused absence MUST occur by voice mail or Olivet email directly to the course instructor before the start of the exam. It is the professor's decision whether to grant an excused absence or not. A student who fails to attend a scheduled examination/quiz without prior notification will receive a grade of zero for the examination/quiz. Please note: Non-HESI exams can only be taken once.

NOTIFICATION OF EXAM GRADES

When you take an exam in any nursing course the grades will be posted in a timely manner after an analysis of the exam has been completed. No grades will be emailed, provided via phone, or posted on any faculty door to ensure confidentiality. Students who have less than a 77% cumulative test grade are recommended to attend supplemental instruction session. Attendance will be kept.

An item analysis of each exam will be completed by the didactic instructor within 48 hours (excluding holidays, weekends, and breaks). Missed exam concepts will be provided if requested by the student within one week after the exam. If the student would like to inspect and review items missed on their exam, a form must be completed. Notes can be taken when completing exam reviews face to face, however must be assessed by the professor prior to leaving the session. No challenging of test questions will be allowed. All personal belongings (backpacks, book bags, watches, Google glasses, coats/jackets, sweaters, cell phones, etc.) must be stored in a designated area away from the review without exception. Students may not take pictures or screen shots during the review.

EXAM MAKE-UP PROCEDURE

Make up examinations will be given near or during mid-term and final exam week unless exams are missed due to educational leniency. The format for the make-up examination will differ from the original examination (may be short answer or essay). If it is not made up, a score of zero will be recorded for that examination. In order to be allowed to make up a missed exam, proof of the reason for the absence must be submitted to the course instructor upon return to class.

In the event of an emergency where the student is unable to attend a scheduled exam:

1. The student notifies the instructor prior to the exam time.
2. If the make-up exam is approved by the instructor, the instructor will notify the student of the makeup date and time. Exams scheduled before mid-term week will be rescheduled for mid-term week. Exams scheduled after mid-terms will be rescheduled for finals week. Any exam missed during finals week will require acceptable documentation to be submitted to the BSN program director. No more than two exams per a semester will be allowed unless appropriate documentation is approved by the BSN program director.

HESI STANDARDIZED EXAM POLICY

- Faculty will administer HESI exams throughout the nursing program. The HESI exams will be recorded as an assignment, a unit exam, **or** a final exam grade depending on the course. All HESI exams given as a unit exam or final exam are included in the 77% exam policy and will be worth no more than 10% of the course grade. The conversion score will be the final grade. The individual conversion score can be found on the HESI student report.
- For courses with a HESI exam, students will complete the exam to determine their level of content mastery.
- All students are encouraged to review missed content regardless of the score obtained.
- The table below depicts the courses which have a related HESI exam and required remediation, however, the related HESI exam may be given at later date.
- Students take financial responsibility for HESI exams and will be charged a HESI fee for each semester of the nursing program.

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Nursing Program Level and Courses in Which the HESI's are Given	
Nursing Level 0	**Nursing Level III**
NURS 202 Introduction to Professional Nursing: · Pre-Req: HESI A2 with critical thinking	NURS 378 Childbearing Family Health: · RN Maternity Nursing NURS 335 Community Health Nursing: · RN Community Health
Nursing Level I	**Nursing Level IV**
NURS 206 Health Assessment · RN Health Assessment **Used throughout program:** · Online HESI review · Drug Calculations Online	NURS 415 Child Health Nursing · RN Pediatric · NURS 439 Pathophysiology at the beginning of semester
Nursing Level II	**Nursing Level V**
NURS 315 Fundamentals of Nursing II: · RN Fundamentals NURS 342 Mental Health Nursing: · RN Psychiatric/ Mental Health	NURS 456 Leadership in Nursing: · RN Management · HESI CAT (taken in Level V only) NURS 449 Adult Health Nursing III: · RN Pharmacology · RN Medical-Surgical NURS 478 · HESI RN Exit · HESI RN-NCLEX Review Course

ONU DEPARTMENT OF NURSING COMPUTER TESTING POLICY

1. Cheating is subjective, if the proctor suspects a student of cheating their exam will be taken and they will receive a zero. If the room allows, students should sit every other seat. The proctor may ask students to change seats.
2. Students must keep their eyes on their computer and not someone else's.
3. During exam times, the computers are only used for taking the exam.
4. Use of other programs, sites, or tools while taking test is prohibited.
5. Students will be provided dry-erase board, eraser, and a calculator that will be collected at the end of the exam. Students may not bring their own calculator.
6. Students may not cut and paste or retype exam questions into an email, word document, or any other format during and immediately following submission of an exam.
7. Students should not be loitering in front of the computer lab after completing the exam. The students should not discuss test with other students waiting to take the test. Discussion or giving exam questions to other levels is prohibited Sharing information about the exam is considered an infraction of this policy-see comment below.
8. No bathroom breaks are allowed during an exam. If medical condition warrants, need health care provider note.
9. Everything will be placed in front of classroom, including coat, and cellphones turned off. Kleenex will be provided in the classroom. Labels must be taken off of water bottles if you want them at your seat.
10. If students need earplugs, they must bring them to the test.
11. No food by the computers.
12. No head apparel allowed during exams.

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13. No questions will be allowed during the exam.
14. No student will take an exam alone in a room.
15. Infractions to the above policy will result in the student's exam computer being turned off and a grade of zero for the exam. The student will be immediately sent to the Director of Nursing Programs to discuss the incident.

Conduct in Discussion Forums and other Forms of Communication
Discussion forums are vital for effective, online learning. Demeaning comments are not permitted. Inappropriate or derogatory language, ethnic, racial, or gender-based comments, suggestions, or undercurrents are not tolerated. Students are expected to project a scholastic demeanor and to interactively respond to class activities. Students, at all times, are expected to be respectful of their peers, the institution, its facilities, and its personnel. Discussions in the classrooms and online are totally independent of the work environment. Discussion should remain in the correct arena. This is a time of professional, not personal, communication. Plagiarism is something that ONU and the Department of Nursing take very seriously. The Department of Nursing follows the Policy that is established with the School of Graduate and Continuing Studies.

Discussion Requirements and Rubric
Requirements: You are required to do your initial posts for this course as instructed per course syllabus. These discussion posts aid in further enhancing knowledge of this content between the students and instructor for this course. All posts must follow APA format. Each post needs to have a citation and reference to help support what you are discussing. Discussions that contain APA errors and/or lack of citation will automatically lose up to 1-point. Weekly discussions begin on Monday, Day 1, 12:00 a.m. and end Sunday, Day 7, 11:59 p.m. Initial postings are due by Day 3, 11:59 p.m., all peer response(s) are due by Day 7, 11:5 9 p.m., unless otherwise stated in the course syllabus. Discussions posted after the week is completed will receive a zero unless a previous arrangement was communicated between the student and didactic professor.

5 Points (Exemplary)

- Discussion postings and responses are responsive to the requirements of the Discussion instructions and are posted by the due date.

- Discussion postings and responses significantly contribute to the quality of interaction by providing rich and relevant examples, applicable research support, discerning ideas, and/or stimulating thoughts/probes, and are respectful when offering suggestions, constructive feedback, or opposing viewpoints.

- Discussion postings and responses demonstrate an in-depth understanding of concepts and issues presented in the course (e. g., insightful interpretations or analyses, accurate and perceptive parallels, and well-supported opinions), and are well supported, when appropriate, by pertinent research.

- Discussion postings and responses provide evidence that the student has read and considered a sampling of colleagues' postings and synthesized key comments and ideas, as applicable.

4 Points (Proficient)

- Discussion postings and responses are responsive to the requirements of the Discussion instructions and are posted by the due date.

- Discussion postings and responses contribute to the quality of interaction by providing examples, research support when appropriate, ideas, and/or thoughts/probes, and are respectful when offering suggestions, constructive feedback, or opposing viewpoints.

- Discussion postings and responses demonstrate some depth of understanding of the issues and show that the student has absorbed the general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.

- Discussion postings and responses provide evidence that the student has considered at least some colleagues' postings and synthesized some key comments and ideas, as applicable.

3 Points (Sufficient)

- Discussion postings and responses are posted by the due date but are not always responsive to the requirements of the Discussion instructions.
- Discussion postings and responses do little to contribute to the quality of interaction or to stimulate thinking and learning.
- Discussion postings and responses demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and, while generally accurate, display some omissions and/or errors.
- Discussion postings and responses do not provide evidence that the student has considered at least some colleagues' postings or synthesized at least some key comments and ideas, as applicable.

2 or Less Points (Developing)

- Discussion postings and responses are posted past the late deadline, defined as 11:59 p.m. on the due date, and/or do not address the requirements of the Discussion instructions.

- Discussion postings and responses do not contribute to the quality of interaction or stimulate thinking and learning.
- Discussion postings and responses do not demonstrate an understanding of the concepts presented in the course, and/or do not address relevant issues, and/or are inaccurate and contain many omissions and/or errors.
- Discussion postings and responses do not provide evidence that the student has read or considered colleagues' postings, as applicable.

MODIFICATION OF THE SYLLABUS
The course syllabus is tentative. The instructor reserves the right to modify the syllabus based on unforeseen circumstances. If it becomes necessary to modify the syllabus the faculty will provide notification as quickly as possible.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

> School officials with legitimate educational interest;
> Other schools to which a student is transferring;
> Specified officials for audit or evaluation purposes;
> Appropriate parties in connection with financial aid to a student;
> Organizations conducting certain studies for or on behalf of the school;
> Accrediting organizations;
> To comply with a judicial order or lawfully issued subpoena;
> Appropriate officials in cases of health and safety emergencies; and
> State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

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CLINICAL/VIRTUAL LEARNING CENTER (VLC) POLICIES AND EXPECTATIONS

STATEMENT:

The nursing department provides hands-on learning opportunities and in certain-classes the student will be assessed by another student or play a role in active learning. The clinical experience allows the students to practice and grow in the professional setting. The faculty recognizes the challenges students may encounter while meeting the time commitment required of such personal investment; however, there is little flexibility in addressing the needs of students who are unable to meet the required clinical hours. Students are expected to attend all clinical and laboratory sessions, be on time, be prepared, and to actively participate.

The following policies and information apply:

- Professional appearance and equipment is required as defined in the Student Uniform Policy. Failure to meet this requirement will result in an unsatisfactory day. Students could be sent home when not in compliance. The unsatisfactory day must be made up.
- Personal cell phones/electronic communication devices are to be turned off and stored during clinical/lab/simulation and are not to be kept on unless authorized.
- No invasive procedures should be performed on peers or faculty.

CLINICAL, LAB, AND SIMULATION ATTENDANCE POLICY

- All missed clinical, laboratory, and simulation hours must be made up within the term that the course is being offered unless arrangements are made and approved by the level coordinator.
- Professional appearance and equipment is required as defined in the Student Uniform Policy. Failure to meet this requirement will result in an unsatisfactory day.
- Students must notify the clinical area and their instructor prior to any absence. An unexcused absence will result in an unsatisfactory clinical day.
- Punctual attendance at all clinicals, simulations, and lab is mandatory. Students are not to arrive late or leave early for any reason unless extenuating circumstances are discussed and approved by the instructor. Clinical, simulation, or lab missed due to administrative closure and/or inclement weather is made up at the discretion of the faculty and/or the BSN program director.
- If a student is sent home or sent for a medical evaluation from clinical/simulation, the student may not return to clinical/simulation for that day.
- Students may not attend clinical with restrictions except for approved accommodations from Disability Support Services. Any student returning to clinical after illness, injury, surgical procedures, etc. must be medically cleared without restrictions to participate in complete patient care in order to attend clinicals.
- Tardiness is defined as five (5) minutes late. If a tardy occurs, the student must meet with the course clinical faculty for counseling of professional behaviors; documentation of the tardiness will be placed in the student's permanent file. Being more than five minutes tardy will result in an unsatisfactory clinical or simulation day and under the discretion of the clinical instructor the student may be sent home for clinical. If a professor states the doors will be closed at a designated time the student must be present at the designated time and cannot be late or the student will receive an unsatisfactory day.

- Simulations fall under all policies that apply to clinical. Two unsatisfactory clinical/simulation days will result in automatic failure of that clinical course and necessitate the repetition of that course in order to progress in the nursing program.
- If a clinical day/simulation/lab is missed, the time must be made up as assigned and additional course work will be given. For example, a research paper on a topic assigned by the level coordinator or a full care plan on the patient scenario of the day would be possible assignments required. The student must contact the course instructor and arrange a time for the lab session. The clinical and laboratory hours must be made up within the term that the course is being offered unless arrangements are made and approved by the level coordinator.
- Make up clinicals will be made up hour per hour. Any makeup clinicals that are not attended count as an unsatisfactory day and may result in failure of the course. Any clinical make-up hours will be required.
- Students will receive an incomplete grade for the course until all required clinical and simulation hours are completed.

VIRTUAL LEARNING CENTER (VLC)
The purpose of the VLC is to facilitate learning. Users are expected to promote a quiet, calm atmosphere and maintain neat, effective work areas. Students are expected to conduct themselves in a professional manner at all times while in the VLC. Unprofessional behavior such as cheating, rudeness, loud noise, littering, practice areas left in disarray, etc., is unacceptable. Children should remain at home.

Guidelines for use of facilities and equipment
1. Food and beverages are not allowed in the computer section of the VLC. There are no exceptions.
2. VCR's are for viewing Nursing Department videos; personal videos are not allowed. Please rewind videos before returning.
3. Notify the Department Secretary if supplies need to be replenished or if equipment malfunctions.
4. Before leaving the VLC, please leave all areas clean and tidy and return equipment.
5. Hours will be posted annually.
6. No exposed models on display.

VLC SKILLS PRACTICE HOURS
Skills practice in the VLC is mandatory for every level. This will allow students time to increase their confidence with clinical skills, increase their understanding of the theory behind the skills, reduce the time of executing the skill, and improve their technique. The time is to be spent specifically with hands-on skills practice (skills videos are acceptable, but may be viewed for no more than 20 minutes of the hour). A student who has not completed at least 80% of the required VLC skills practice by course end, with appropriate documentation, will receive incremental lowering of their current course letter grade (e.g., B to B-). No more than two weeks should elapse in the VLC without practice and no more than 2 hours in a week may be made up for absences. The faculty recognizes that mitigating circumstances occur. In the event of personal and/or immediate family member illness, accident, or serious need, faculty will determine the applicability of this policy. There is a binder in the VLC where you sign in and out. This must be filled out every time and will be checked periodically for compliance. A minimum of 60% of the hours students spend in the VLC should be monitored by the VLC coach. The other 40% or less may be signed off by a peer. The specific hours the VLC coach is available is posted in the VLC.

SKILLS

Nursing skills require practice. Students will be provided with the opportunity to learn and practice those skills in a lab setting. Nursing students must then pass required skill return demonstrations before they utilize those skills in a clinical experience.

SKILLS CHECK-OFFS IN VLC PRIOR TO CLINICALS

Students will be required to complete all skills check offs and successfully pass before attending clinical. Only one scheduled make-up skills demonstration will be completed prior to the first day of clinical (and on a separate day from the original check-off). The second attempt may be evaluated by a different faculty member. If this attempt is unsuccessful, the student will not attend the first day of clinical and will receive an unsatisfactory clinical day for the course with which the skill is associated. The third and final attempt will be evaluated by a different faculty member and if unsuccessful will result in failure of the clinical course in the course the skill is associated. If the skill was completed by video, the second and third attempt must be completed in person. Please see the unsatisfactory clinical day policy.

Skills performed unsatisfactorily in the clinical setting necessitates the need to remediate in the VLC within the time set by the clinical instructor. Failure to comply with the remediation will result in an unsatisfactory clinical day for that course. It is the student's responsibility to make an appointment with the VLC lab coach for the remediation.

GUIDELINES AND VLC SECTIONS INFORMATION

Students are assigned to clinical and laboratory sections. In some cases sign up is available.
Such assignments are based on maximum learning opportunities, available sections and sites, size and facility constraints. Students may not get the section they desire. Other constraints include clinical agencies that change service areas available to students. Students should be prepared to go to a different clinical agency during different hours than they originally requested or planned.

STUDENT UNIFORM

General Professional Clinical/Simulation Appearance:

Specific Appearance Considerations:
Your uniform must be of proportionate fit (not too loose or tight), clean and pressed without wrinkles, and without frays, holes, or tears. Pants must not drag on the floor. All students are required to wear a white crew neck t-shirt under their uniform. Underwear color or design must not be in contrast with the uniform. Socks, shoes and laces must be clean.

For level I-II-III-IV Students: ONU approved purple top and bottom ordered through Performance Scrubs.

For level V Students: Purple scrub top, clean, white crew neck t-shirt underneath, and white no-see through uniform pants with no elastic at the ankles. They must have a hem. Students may also choose to order a purple scrub set from Performance Scrubs.

Lab Coat: A white lab coat will be needed. Everyone will purchase their consultation lab coat (just below your backside) through www.scrubs.com

Patches and Name Pins: The ONU patch will be embroidered on the front right side of the uniform scrub top and one will be embroidered on the right sleeve of your lab coat. Name pins must be worn and visible at all times.

Footwear: Clean all-white leather shoes with clean white laces are to be worn along with white hosiery without runs or white socks. Shoes must have enclosed heels (no clogs) and toes, heels no higher than 1 ½ inches, and be white.

Hair: Neatly secured, away from face, and off the collar. No large, brightly colored barrettes, ribbons, head bands, hair wraps or any other distracting hair ornaments. Hair needs to be clean and of a natural color, which is professionally styled and not distracting for client care. (8/12)

*Beards/Mustaches***:** Clean, short, and neatly trimmed. Males without full beards must be clean-shaven (no "five o'clock shadow") when in the clinical/simulation/lab area. In the event a student has a mustache and/or goatee, the remainder of facial hair should be clean-shaven. A mask may be required by the clinical facility.

 Nails: Nails are to be clipped to fingertip length. The wearing of acrylic/gel overlay, or "false nails" is not permitted during clinical. No nail polish is allowed.

Jewelry: Acceptable jewelry includes a wedding band, unless restricted by hospital policy. No other jewelry is permitted.

Tattoos: All tattoos must be covered with band aids or tattoo concealer makeup during all clinical experiences. (8/12)

Global Health/Community Health Practicum: Olivet dress code applies. Black dress pants with a white modest shirt (Community Health) or the purple ONU polo shirt (Global Health) and lab coat. No leggings, yoga pants, or jeans. Shoes must have enclosed heels (no clogs) and toes, heels no higher than 1 ½ inches, and must be either black or brown.

Mental Health Practicum: Regular "street" clothes. Olivet dress code applies. Skirt or dress length mid-knee when sitting is needed.

Equipment Required: Watch with ability to count minutes and seconds (neutral color, preferably waterproof), bandage scissors, tape measure, and stethoscope. (Everything but your watch and penlight with pupil gauge will be provided in your tote order).

Skills Card: Skills cards must be brought to all clinicals.

Pre-clinical visits: Must wear either full uniform or lab coat over professional dress clothes when visiting an agency for preliminary assessment of the assigned client. No leggings, blue jeans or shorts are allowed. Footwear must have enclosed toes and heels. No midriff exposure or low-cut tops are acceptable. Whichever is chosen, the name pin & ONU patch emblem must be plainly displayed.

General Dress Requirement: Must abide by the dress policy outlined by the Olivet University Life Handbook.

Attire for Pinning: Black dress pants with purple ONU Department of Nursing polo shirt or purple scrub top and white lab coat. Footwear should be black with closed toe, no higher than 1 ½ inches.

If at any point the student needs to purchase an additional uniform, they should contact the Administrative Assistant for the online website.

GUIDELINES FOR USING PATIENT INFORMATION IN THE CLINICAL SETTING

In compliance with HIPPA regulations no Electronic Medical Records (EMR) may be removed from the clinical setting. Records may be generated by the clinical instructor for use by students in the clinical setting only and must be placed in the appropriate receptacle for shedding before leaving the premises. Use only the patient's initials on the clinical papers. Do not use the room number or any other patient identifiers. (8/16)

HEALTH POLICIES/COMPLIANCE

PHYSICAL EXAM/IMMUNIZATION REQUIREMENTS FOR NURSING STUDENTS

1. Physical examination and necessary immunizations must be completed on all students when admitted to Olivet Nazarene University. Transfer students must also complete the same requirements. All nursing students' records will be verified by the Department of Nursing and must be on file before admission into the nursing program. A repeat physical exam must be completed before admission to the nursing program. The ONU freshman admission physical does not apply to nursing students entering the nursing program.

2. All nursing students are required to have a yearly influenza vaccine. Documentation of the vaccine is required and kept on file in the Department of Nursing. Documentation of the vaccine will be sent to clinical sites as needed per facility requirements.

3. **VACCINATION COMPLIANCE**
    Documented exceptions for refusal of vaccines are allowed only for medical reasons and religious proscriptions. Documentation of a religious ban and proof of membership in that religion are required. Until such documentation is on file and approved by the facility, students are not compliant with our vaccination policy.

4. In the State of Illinois, a tuberculosis skin test with an INITIAL DOUBLE MANTOUX must be verified (two tests, one week apart and each read three days later) before the student can participate in any clinical experience. Therefore, all nursing students who enter the nursing program must have met this requirement with documentation on file in the Department of Nursing prior to beginning Level I nursing courses.

5. The State of Illinois and clinical agencies require a single Mantoux skin test administered and verified each year before clinical experiences begin. Therefore, Level III and Level V nursing students must submit proof of a single Mantoux skin test before the start of clinical courses. Any student who has a history of a positive TB skin test should contact the Health Services to fill out a questionnaire.

6. There must be documentation of hepatitis B immunization (series of three doses) or a signed waiver completed by the start of Level I nursing courses. This documentation must be on file in the Department of Nursing prior to the beginning of the Level I semester.

7. Students must submit evidence of an MMR titer and a Varicella titer. The documentation must be on file in the Department of Nursing prior to the beginning of Level I semester.

8. A drug screen will be completed once upon entering Level I and annually thereafter. A urine sample will be required. A break in nursing course enrollment will necessitate a repeat drug screen.

9. Any changes in your health status which would have implications to your safety while in clinical must be shared with your clinical instructor.

All required health documentation above must be completed and proof on file in the appropriate departments BEFORE ENTRY into each course level. Students will be restricted from clinical for failure to meet the requirements resulting in unsatisfactory for each clinical day missed.

IMMUNIZATION RECORDS NURSING STUDENTS
Immunization forms are available in the nursing department or the University Health Center. Students entering Level I nursing courses will be provided immunization forms and instructions in the application packet.

HEPATITIS B/HIV POLICY STATEMENT
1. Nursing is a profession which has some inherent risks. Giving care to clients with potentially infectious diseases requires that the student be aware of how these diseases can be transmitted and the proper methods which must be adhered to for transmission prevention.

2. All nursing personnel are professionally and ethically obligated to provide client/patient care with compassion and respect for human dignity. No nursing personnel may ethically refuse to treat a patient solely because the patient has an infectious disease such as HIV, AIDS, or HBV, or is at risk for contracting one such disease. Students and faculty should understand and follow the rules of confidentiality.

3. The proper method for preventing disease transmission is the use of universal precautions. The purpose of universal precautions is to place a barrier between the student/nurse and potentially infectious substances. Students will receive printed information and instructions on universal precautions for blood and body fluid infections in accordance with the Center for Disease Control (CDC) guidelines prior to providing care to clients/patients. This information will be provided by the clinical institutions during their orientation process.

4. Hepatitis B is a dangerous disease which is preventable by vaccine. Students in the nursing program are required to be vaccinated against this disease or sign a waiver indicating their refusal to be vaccinated. Procurement and expense of the vaccine is the responsibility of the student, and vaccination must be completed prior to admission into the nursing program. Three injections are necessary, one 30 days and one 180 days after the initial injection. Transfer students must initiate their inoculation schedule and/or sign the waiver prior to beginning Level I nursing courses.

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5. A nurse or nursing student who believes himself/herself to be at risk for being HIV positive has an ethical responsibility to know his or her HIV status. This service is available on a confidential basis from the county health department. Counseling before and after testing is highly recommended and is available through the university counseling services. All counseling records are private and confidential. (Disclaimer: Olivet Nazarene University is not responsible for the actions of individual students and urges ethical and prudent behavior by all.)

6. Students who know they are infected with HIV or HBV are urged to voluntarily inform the school nurse or a university counseling services counselor who will provide information and referral for health care and/or supportive counseling.

7. A student has an ethical duty to report to the faculty member in charge any accident that exposes them or a patient to a risk of transmission of a blood-borne disease. Proper clinical setting guidelines for accidental exposure should be followed.

8 If an accidental exposure occurs, students should follow the CDC guidelines for occupational exposure. Follow through on the CDC guidelines is in the student's best interest and is their responsibility. If a significant exposure occurs, test for HIV to establish seronegativity first, then retest at three months, six months, and one year. A significant occupational exposure is defined as one or more of the following:

   a. A needle stick or cut caused by a needle or sharp object.
   b. A mucous membrane (i.e., splash to the eye or mouth) exposure to blood or body fluid; and body fluids.
   c. A cutaneous exposure involving large amounts of blood or prolonged contact with blood-especially when the exposed skin was chapped, abraded, or open in any manner.

9. With significant exposure to body fluids, it is strongly recommended that the student seek medical evaluation. Faculty may also recommend the same when the situation warrants.

10. Students are required to maintain their own health insurance. The University does not provide health insurance coverage at any time, including while students are in the clinical setting. Costs of following CDC guidelines in the event of an accidental blood or body fluid exposure will not be covered by the University or the affiliating health care agency.

CPR CERTIFICATION
All students are required to have current CPR through the American Heart Association. The course must be BLS and be good for two years. The CPR certification cannot expire during the academic year. Students are required to pay the cost associated with CPR certification and recertification as needed.

CRIMINAL BACKGROUND CHECK
All students are required to obtain a criminal background check. A cleared background check must be completed with the admission process and annually thereafter, or you will be administratively dropped from your clinical courses. Students should go to the following internet site and complete the application to begin the criminal background check: www.castlebranch.com.

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DRUG SCREENING POLICY

Nursing students must have a cleared urine drug screen on file in the Department of Nursing prior to orientation. This mandatory drug testing must be performed by the Department of Nursing designated drug testing representatives. Drug testing is done at the student's expense. Failure to meet the deadline for drug testing may result in failure to start the clinical and will result in an unsatisfactory according to the clinical, lab, and simulation attendance/absence policy. If the drug screen is positive, the director of nursing programs will withdraw the student from all nursing courses. Use of alcohol or illegal drugs, or misuse of prescription drugs, are strictly prohibited in the classroom, clinical or laboratory setting.

Readmission following a positive drug screening - Positive drug screen results prohibit students from practicing in the clinical environment for six months from the drug screen date, thus you are hereby dis-enrolled from your nursing courses.

In six months you may reapply by submitting a letter requesting consideration for readmission into the nursing program to the BSN program director, pending approval by the director of nursing programs. Readmission into the program will be effective at the start of the next semester. Your request will be forwarded to the Chair of the Admission, Progression, and Retention Committee for consideration. Your readmission application will require you to submit:

1. Urine drug screen results to the ONU Department of Nursing.
2. Documentation from a therapist specializing in addiction behaviors indicating a status of recovery and rehabilitation related to the substance used or abused.
3. If readmitted, the student will be subjected to random drug screening and/or to "for cause" drug screening at the student's expense for the duration of his or her studies in the nursing program.
4. If the student has positive results on a drug screening after readmission to the nursing program, the student will be dismissed from the nursing program with no option for readmission to the program.

"For Cause" Drug Screening

1. If faculty observes a student behaving in a manner that is consistent with the use or misuse of alcohol, illegal drugs, or drugs which impair judgment, affecting either the classroom, clinical or laboratory setting, the student will be removed from the educational setting and required to submit to an appropriate screening immediately.
2. If the behavior is noted in the clinical setting, the student will be removed from patient care. The student will have to submit to the agencies' and/or department's drug screening and results will be shared with the director of nursing programs.
3. If the behavior is noted on campus in either the classroom or laboratory setting the university's campus policy will be followed.
4. If the result of the drug screening is negative, the student shall meet with the director of nursing programs to discuss the circumstances surrounding the impaired behavior. Based on the information provided and further medical evaluation if warranted, the director of nursing programs will make a decision regarding return to the clinical, classroom and laboratory setting.
5. If the drug screen is positive, the director of nursing programs will withdraw the student from all nursing courses. The student will pay the costs associated with the "for cause" drug screening.
6. A student's failure to comply with any aspect of the "For Cause" Drug Screening Requirement will result in the student's withdrawal from the Nursing Program without option for readmission.

INCIDENT OCCURRENCE

This policy is in accordance with the seriousness involved when responsible for patient care and preparing/administering medications.

- The Clinical Incident Report Form should be completed when any unusual occurrence takes place where there is actual or potential harm to a patient, a student, or an instructor. The form will be sent to the BSN program director for placement in the student's folder. An incident report form may be obtained from the BSN program director.
- In addition to Clinical Incident Report Form, the facility incident report should be filled out and the charge nurse notified.

MEDICATION ERROR/NEAR MISS

An actual medication error will be considered an incident. A medication error is defined as an error in one of the *right*s of medication administration that reaches the patient. The student will work with the clinical professor to complete the required paperwork. At the discretion of the professor, the student will be required to remediate as assigned. For a medication error the student will receive an unsatisfactory clinical day and may be sent home for the day. Actual or potential life threatening errors or safety violations may result in dismissal from the program. A meeting will occur between the clinical professor, level coordinator, and student(s) involved in any medication error or near miss. Documentation will be placed in his or her file.

The student will be required to complete a 3-5 page APA-formatted paper describing the error or near miss, the process for documentation of the error, and the evidenced-based process for safe medication administration. The paper must also include the medication, action, interactions, routes, adverse effects, and therapeutic effects of the medication. Lastly, the student should self-reflect on the error in a holistic manner.

CLINICAL PLACEMENT/ASSIGNMENTS

Multiple clinical facilities are used for application of the nursing process across the spectrum of healthcare agencies, settings, and populations. Clinical placements and assignments are determined by the BSN director and faculty and may take place between 5:00 a.m. and 11:00 p.m. six days a week. Evening clinicals are a possibility. Capstone clinicals follow the schedule of assigned preceptors and may vary. Clinical placements, (days, times, locations) are subject to change based on the availability of clinical sites and clinical instructors. In the event that there is a shortage of anticipated patients on an assigned clinical unit alternative clinical placements, observations, and/or activities on site will be scheduled based upon facility policy. If a facility cancels the clinical day the hours will be completed in the VLC. These hours may need to be completed on a different day.

OBTAINING A CAPSTONE EXPERIENCE POLICY

All capstone requests must be sent through the clinical coordinator, however if the student works at a particular facility where he or she is interested in doing capstone, please follow this process:

1. Inform the course instructor of your interest in the facility for capstone in level IV.
2. Submit all point of contact information to the clinical coordinator.
3. The clinical coordinator will communicate with the clinical contact and will inform the student of the capstone status.

Capstone assignments are not allowed on the unit where a student works. Failure to follow this policy will result in the loss of an opportunity to choose your capstone site.

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HEALTH INSURANCE
Students are required to maintain their own health insurance.

LIABILITY INSURANCE
The responsibility for the student is assumed by the University for all full time students.

SAFETY GUIDELINES FOR CLINICAL SETTINGS
- Listen to your intuition. If you perceive that you are in an unsafe environment, leave that environment as soon as possible and seek safety.
- Report any unusual occurrences to your instructor immediately.
- Park in the institution's parking facility and in well-lighted areas.
- Before entering an elevator or stairwell, evaluate the area. Don't enter if you feel it is unsafe.
- Carry phone numbers with you; instructor's contact number and Department of Nursing number.

STUDENT EXPECTATIONS IN THE CLINICAL SETTING
1. All nursing students are able to perform medication administration after successful validation in the Virtual Learning Center (VLC). This includes, but is not limited to: IM, Subcutaneous (SC), PO, SL, IVPB, IVP, Patches, and suppositories under the guidance of the clinical instructor, assigned RN or preceptor (Level III & IV students only), or clinical instructor (levels II). **RNs/CLINICAL INSTRUCTORS: Please quiz your students on the medications before they pass them to ensure competency.**

   - Facilities with a medication machine: the RN and/or clinical instructor is responsible for pulling the medications from the Medication Pyxis since the student will not have a code to get in. **Students are not allowed to remove medications from any locked device, such as the medication machine, drawers, or cabinets.**
   - Facilities with medication scanners: the RN and/or clinical instructor (or per facility policy) is responsible for scanning and charting the medication(s). **The RN and/or clinical faculty must always oversee and assist with drawing up IM, SC, or IVP drugs; they must be with student while administering all medications, hanging new IV bags, and converting IV sites to saline flushes!**
     - Exception: (Depending on facility student medication administration policy) students may or may not be allowed to use a scanner to administer medications with the instructor.

2. The nursing student **is allowed** to perform procedures **with supervision** only if the skill has been demonstrated successfully in the Virtual Learning Center in accordance with level requirement (refer to the ONU Traditional Skills Competency Sheet By Level).
   - Each Olivet student has a skills card.
   - The skills are signed off in the VLC each semester by Olivet faculty.
   - Only skills signed off in the VLC column can be completed by the student in the clinical setting and still must be completed with direct supervision.
   - Although a skill may be permissible per the skills card, please exercise extreme caution when assisting students with any invasive procedures or IV medication administration as patient safety is of utmost importance.

   - As the student performs these skills please sign and initial their manila skills competency cards. (*This is a benchmark that the students must have 80% completed upon completion of our*

program.) They are not allowed to do any of these skills by themselves; only when there is an RN present in the room unless the skill has been signed off in the IND (individually) column. Skills that may never be done individually have an X in that column on the skills card.

3. The nursing student is **not allowed** to do any of the following:
    - Hang blood/products (they are allowed to monitor/maintain transfusion with RN)
    - Take physician orders (transcribe, repeat, or enter physician orders)
    - Witness Informed consents or DNR orders of any kind.
    - Enter negative pressure rooms for any reason. (Students from Olivet have not been fit tested and are prohibited from entering negative pressure rooms for any reason; even if they have been fit tested at their place of employment).
    - Administer vasoactive medications unless under direct supervision in Capstone.
    - Administer chemotherapeutic medications

4. On the nursing units, the nursing students are to assist:
    - Capstone students:
        - Assist their RN preceptor with care of all assigned patients
        - Utilizes the nursing process for providing safe care (e.g. assessments, interventions, evaluation, medications, documentation)

    - Levels II-IV:
        - Students are responsible for obtaining report, performing assessments, passing medications, and charting.
        - Students MUST be quizzed and know their medications prior to administration.
        - Charting must be reviewed by clinical instructor
        - Students are to answer call lights for all patient not just their assigned patient, but must immediately report the needs of the patient to the primary nurse.
        - No students **should be sitting down** at the nurses' station unless they are documenting or collaborating with the clinical staff.

5. If any of these expectations are not in-line with the facility then the facility policies and procedures will overrule any of the above expectations.

6. Food and beverages are never allowed at the nurses' station or in any patient care location. Eating and drinking is only to be done in designated locations.

Rating Scale for Clinical Evaluation

OUTSTANDING (O):
Consistently superior in clinical performance, skill, synthesis of learning and application of nursing principles. Functions above expectations of student at this level.
1. Is able to function safely and effectively with minimal guidance in a relaxed and confident manner.
2. Demonstrates superior ability to make alert and informed observations.
3. Demonstrates superior ability to synthesize KNOWLEDGE; clinical performance is beyond expectations, making appropriate nursing judgments and intervening with minimal guidance.
4. Seeks out and assumes responsibility beyond that required, consistently seeking learning experiences.

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5. Consistently demonstrates expected professional conduct.

SATISFACTORY (S):
Safe clinical performance; demonstrates expected skills, synthesis of learning and application of nursing principles at expected level.
1. Functions safely and accurately with guidance from the instructor.
2. Makes expected observations, demonstrating ability to relate and apply KNOWLEDGE.
3. Assumes responsibility for assignments; usually seeks out learning experiences.
4. Makes appropriate nursing judgments and intervenes with guidance.
5. Adequately demonstrates expected professional conduct.

UNSATISFACTORY (U):
Clinical performance inadequate; indicates lack of skill, unsafe nursing practice, inadequate depth of KNOWLEDGE, or application of nursing principles. Functions well below expectations.
1. Does not function safely even with guidance.
2. Does not demonstrate ability to make expected, obvious observations related to patient care.
3. Does not demonstrate ability to relate KNOWLEDGE to clinical situation at expected level.
4. Has difficulty accepting responsibility, seldom seeks learning experience.
5. Does not initiate nursing intervention without maximum guidance.
6. Demonstrates unprofessional clinical conduct.

NEEDS IMPROVEMENT (NI)
Clinical performance is not necessarily inadequate, however further assessment of knowledge, understanding, problem solving, technical skills, attitudes, and/or ethics/professionalism is needed to determine clinical competence (Rafiee et al., 2014).

Rafiee, G., Moattari, M., Nikbakht, A. N., Kojuri, J., & Mousavinasab, M. (2014). Problems and challenges of nursing students' clinical evaluation: A qualitative study. *Iranian Journal of Nursing and Midwifery Research, 19*(1), 41–49.

Two unsatisfactory ratings in any one category row on the Daily Clinical Evaluation tool results in an unsatisfactory clinical day. Two unsatisfactory ratings in different categories (same column on evaluation tool) on one day also would result in an unsatisfactory clinical day.

If a student receives a "Needs Improvement" in a category row on the daily clinical evaluation tool and the instructor determines the student has not improved in that category on a subsequent day, the student will receive an unsatisfactory rating in that category for that day. NOTE: If there is already another unsatisfactory rating in a category for that day, the student will receive an unsatisfactory clinical day as outlined above.

Two unsatisfactory clinical days will result in automatic failure of that clinical course and necessitate the repetition of that course in order to progress in the nursing program.

Olivet Nazarene University
Department of Nursing

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Unsatisfactory Clinical Day

It is impossible for every behavior that is unsatisfactory in the clinical setting to be listed in the handbook. Students must use critical thinking skills and the knowledge they have gained from instruction to guide their behavior. Two unsatisfactory clinical days will result in automatic failure of that clinical course and necessitate the repetition of that course in order to progress in the nursing program.

Students will be scheduled for *clinical/lab/simulation* in each of the following nursing courses:

NURS 205	Fundamentals of Nursing I
NURS 206	Health Assessment
NURS 315	Fundamentals of Nursing II
NURS 342	Mental Health Nursing
NURS 378	Childbearing Family Nursing
NURS 349	Adult Health Nursing I
NURS 439	Adult Health Nursing II
NURS 415	Child Health Nursing
NURS 449	Adult Health Nursing III
NURS 450	The Global Community
NURS 478	Synthesis and Capstone in Nursing

A satisfactory clinical experience is required to pass the above courses. Frequent formative evaluations will be given and a summative evaluation is given at the end. Evaluation of student behavior in clinical is a unique situation based on patient needs, safety issues, standards of practice, and the practice area. Therefore, each situation will be evaluated uniquely by the clinical professor and will result in an individualized clinical evaluation. A situation may be deemed unsatisfactory in a category, unsatisfactory for the day, or even serious enough to warrant failure of the course. Safety issues could warrant failure of the course. If the student is unprepared for clinical, he/she will be sent home and receive an unsatisfactory for the day.

Students are expected to attend all clinical, laboratory, and simulation sessions, be on time, be prepared and to actively participate. Failure to comply with these expectations will result in an unsatisfactory clinical day.

Situations which will preclude students from attending a clinical, laboratory, and/or simulation day and therefore result in an unsatisfactory for the day for each clinical course include:
1. Failure to comply with health requirements
   a. Completion of a physical examination
   b. An initial negative double Mantoux upon entry in to Level I and single negative Mantoux annually or equivalent.
   c. Hepatitis B immunizations.
   d. MMR and Varicella Titers
   e. Annual Flu immunizations
   f. Other health requirements per agency request
   g. Negative 10-spot urine drug screen (annually)
2. Failure to maintain a current Basic Life Support or Health Care Provider CPR certification from the American Heart Association (Two year certification)
3. Failure to complete a Certified Background Check (on admission and annually)
4. Failure to pass a math test at the beginning of each semester.
5. Failure to complete all necessary skills check-offs (each semester).

6.   Failure to submit all required clinical facility paperwork.

Two unsatisfactory ratings in any one category row on the Daily Clinical Evaluation tool results in an unsatisfactory clinical day. Two unsatisfactory ratings in different categories (same column on evaluation tool) on one day also would result in an unsatisfactory clinical day.

If a student receives a "Needs Improvement" in a category row on the daily clinical evaluation tool and the instructor determines the student has not improved in that category on a subsequent day, the student will receive an unsatisfactory rating in that category for that day. NOTE: If there is already another unsatisfactory rating in a category for that day, the student will receive an unsatisfactory clinical day as outlined above.

Two unsatisfactory clinical days will result in automatic failure of that clinical course and necessitate the repetition of that course in order to progress in the nursing program.

GRADUATION REQUIREMENTS

REQUIREMENTS FOR GRADUATION

Baccalaureate degrees offered by the university are awarded upon completion of the appropriate curriculum and upon recommendation of the faculty. The following requirements apply to the BSN degree:

1. A minimum of 128 semester hours of credit.
2. A minimum grade point average of 2.75.
3. A minimum of 40 hours of credit in upper-division courses (courses numbered 300 or above).
4. Completion of the General Education studies as required by the University.
5. Completion of the nursing major's program of study as specified by the nursing department.
6. Completion of supporting courses as specified by the nursing department.
7. The student must file an application for the degree with the Registrar six months prior to the expected date of graduation.
8   Students may participate in commencement as August graduates only if they are within 12 hours of graduation by the end of the spring semester and have filed a plan of studies with the Registrar by April 1.
9. **Graduation requirements include successfully demonstrating achieved competency on the HESI Exit Assessment, which is a score of 900 or above.** If the student does not pass the HESI Exit exam, the student will be required to take an additional NCLEX RN review course at the student's expense and provide official documentation, including the names of the corporation and the student, upon completion before the director of nursing programs will sign off the student to take the NCLEX. This is in addition to the HESI NCLEX review course provided at the end of the semester.

HESI REVIEW COURSE AND NCLEX-RN PREPARATION

All students will be required to participate in a three day, face to face HESI NCLEX Review course prior

to graduation.

Following graduation, Olivet Nursing Students from the Traditional Program are eligible to sit for the NCLEX-RN exam for licensure. Applications for this exam are available online from the Illinois Department of Financial and Professional Regulation website. Senior students will be advised regarding the NCLEX-RN application process.

FEES FOR STATE BOARDS
The student will be responsible to pay for their own state license application fees and for fingerprinting prior to taking the examination for state boards.

POST GRADUATION ALUMNI SURVEY
Graduates can expect to receive a nursing alumni survey form one year and five years post -graduation. Information obtained will be used in program evaluation and to update files. Participation is encouraged.

LICENSURE REQUIREMENTS
The Division of Professional Regulation for the state of Illinois requires that all students preparing themselves to take the licensing exam to be a registered nurse in Illinois must complete the following or similar personal history form as a part of the application process.

PART VI: Personal History Information (This part must be completed by all Applicants)	YES	NO
1. Have you been convicted of any criminal offense in any state or federal court (other than minor traffic violations)? *If yes, attach a statement for each conviction including date and place of conviction, nature of the offense and if applicable, the date of discharge from any penalty imposed.*		
2. Do you now suffer, have you suffered from, been diagnosed as having, or been treated for any disease or condition which is generally regarded by the medical community as chronic, i.e., (1) mental or emotional disease or condition; (2) alcohol or other substance abuse; (3) physical disease or condition that presently interferes with your ability to practice your profession? *If yes, attach a detailed statement, including an explanation whether or not you are currently under treatment.*		
3. Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere? *If yes, attach a detailed explanation.*		
4. Have you ever been discharged other than honorably from the armed service or from a city, county, state or federal position? *If yes, attach a detailed explanation.*		
5. Are you a U.S. citizen OR a lawfully admitted alien of the United States?		

CRIMINAL BACKGROUND CHECK
Students applying for initial licensure in Illinois as registered nurses must submit to a criminal background check and provide evidence of fingerprinting process from the Illinois State police, or its designated agent. **Fingerprints must be taken within 60 days prior to submission of the application for licensure**. Information regarding licensure application will be presented to senior level nursing students in the last semester prior to graduation by the director of nursing programs.

PROGRAM EVALUATION
Assessment is an integral part of student learning. The assessment process involves observation and

judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one's personal and professional growth and development within the teaching-learning environment. Program assessment illustrates program effectiveness to the faculty and larger community. The achievement of program outcomes is determined by multiple assessments, the HESI test scores, and the student's evaluation of course learning. Outcomes are analyzed and the aggregate data is used to develop, maintain, and revise the curriculum.

SUPPLEMENTAL INFORMATION

TRANSPORTATION AND MOTOR VEHICLE
Most courses in nursing involve practicum assignments to agencies off campus. Because of this, it is recommended students have use of a car. Many students' carpool and share expenses.

INCLEMENT WEATHER POLICY
In the case of inclement weather, the University will follow the practice of closing the campus. There will be radio announcements on WKAN, Shine 89, and WVLI. As soon as the decision is made, students and faculty are notified via Olivet email. If students opted into the text alert system, then students will also receive a text alert.

GUIDELINES FOR COMMUNITY ACTIVITIES
- Know where you are going. Carry a map and find the site before starting your travel. Become familiar with the neighborhood, building or home where you will have your experience.
- Travel in pairs.
- Keep your car in good operating condition and with sufficient gas to complete the trip.
- Place valuables, purses, and personal items in the trunk prior to arriving at your destination. Take with you only that which is necessary for the experience.
- Keep your car doors locked at all times.
- Negotiate with the family about restricting pets (dogs, cats, etc.).
- Know what you are willing to leave behind if you perceive yourself to be in an unsafe environment.
- Carry phone numbers with you, i.e., instructor's contact information and Department of Nursing number.

GUIDELINES FOR VOLUNTEER SERVICE
The faculty believes that service is an important part of the overall mission of academic preparation. Therefore, "service to God and humanity" is a component woven into the nursing program through community assignments.

SHARED GOVERNANCE AND STUDENT ORGANIZATIONS

ORGANIZATIONS AND ACTIVITIES

All students at ONU have the privilege of joining any organization on ONU campus for which they are eligible. Of special interest to students in nursing are Kappa Sigma and Nursing Students in Action.

The Honor Society of Nursing, Sigma Theta Tau International, Kappa Sigma Chapter
The Kappa Sigma Chapter of Sigma Theta Tau International invites nursing juniors and seniors with a grade point average of at least 3.0 or higher who demonstrate academic excellence, potential for leadership, and a desire to advance the profession of nursing. The top 35% of each class maybe eligible for membership into STTI. Invitations to be inducted are extended from the chapter faculty counselors in the spring. The vision of the Honor Society of Nursing, Sigma Theta Tau International is to create a global community of nurses who lead in using knowledge, scholarship, service and learning to improve the health of the world's people.

Nursing Students in Action (NSA)
All nursing students are automatically members of Olivet's Nursing Students in Action. The Executive Committee is composed of the President, Vice President, Treasurer and Events chair. In addition, two representatives are elected from each level to be representatives and are invited to executive meetings.

Missions in Action
The Department of Nursing sponsors a healthcare team to a national or international site for the purpose of providing assessments and basic treatments to those in need. The Chaplain's office provides placement and organizational support for the team. Students must apply and meet the criteria outlined by either the University, or Department of Nursing to be eligible to be chosen for the team.

CEREMONY AND AWARDS

HONORS
Graduating seniors in nursing are eligible for faculty nomination to *Who's Who in American Universities*. Selection is made by a general faculty and student vote.

Phi Delta Lambda, a National Nazarene Honor Society, inducts high-ranking graduates into membership upon election by the faculty.

Sigma Theta Tau International, Kappa Sigma Chapter annually invites students who meet eligibility requirements to apply for induction.

DEPARTMENTAL HONORS
Students who excel academically are encouraged to discuss a unique Departmental project with the director of nursing programs. The Departmental Honors Project is presented and approved by the director of nursing programs in the spring semester of the junior year for completion in the senior year. A 3.4 or higher GPA in nursing is required.

AWARDS AND SCHOLARSHIPS
The Department of Nursing nominates nursing students for the purpose of receiving various awards.

The Charlotte Shugart Keck Nursing Scholarship was originated by family and friends of Charlotte Shugart Keck who served on the nursing faculty for many years prior to her death in 1995. This is an Olivet Nazarene University Foundation scholarship. The scholarship is awarded to a Level III nursing student each spring. The student selected by the nursing faculty and approved by the Vice President for Academic Affairs, must have achieved at least a 3.00 GPA. Other selection criteria include evidence of Christian character, demonstration of caring behaviors, excellence in clinical performance, and positive personal qualities.

The Kappa Sigma Chapter of Olivet Nazarene University, awards a scholarship to one Level III student for their senior year. The student must have an overall grade point average of at least 3.00 and be eligible for membership into The Honor Society of Nursing, Sigma Theta Tau International. The nursing faculty recommends students from the group of possible inductees who are eligible for membership. The selection is made by the Kappa Sigma Scholarship Award Committee and approved by the Kappa Sigma Chapter Board of Directors.

BILL OF RIGHTS AND CODE OF ETHICS

BILL OF RIGHTS AND RESPONSIBILITIES FOR STUDENTS OF NURSING

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

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18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school chair and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

Retrieved from http://www.nsna.org/Publications/BillofRights.aspx

AMERICAN NURSES ASSOCIATION CODE FOR NURSES

The steering committee drafted a revised code. This draft was made available to the public for comments. After the comments were reviewed the *Code of Ethics for Nurses with Interpretive Statements* was revised in 2015.

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements.* Silver Spring, MD: Author. Retrieved from http://www.nursingworld.org/codeofethics

SKILLS COMPETENCY SHEET BY LEVEL									
Students must have **80%** of BOLDED items checked off at clinical site before end of program. Overall: ____/____									
Level I ____/____ *** Needs to be completed before Clinical**	**PI** PI	**VLC** √ off	**1ST** **live pt** **demo**	**IND**	**Level II ____/____**	**PI** PI	**VLC** √ off	**1ST** **live pt** **demo**	**IND**
Active/Passive Range of Motion *					Catheterization, female				X
Backrub *					*Doppler*				
Bed bath *					**Drains**				
Bed, occupied					**Dressings – dry, sterile**				X
Bed, unoccupied					**Glucoscans**				
Bed pan					**Isolation**				
Blood pressure *					**IV bag (hang/change)**				X
Body mechanics *					**IV lock flush**				X
Catheterization, male				X	**IV pump medications**				X
Enema					*IV – discontinue*				
Facial shaving *					**IV site care/converting to a saline lock**				X
Feeding *					NG insertion/removal				X
Foley care and removal					NG tube care				
Handwashing *					*Occult blood (guiac)*				
Oral care *					**Oxygen- cannula, simple mask, non-rebreather**				
Peri care *					*Post mortem care*				
Positioning/turning *					*Restraint*				
Pulse oximeter *					**Sequential Compression Device**				
Radial/ apical pulse *					*Staple/suture removal*				
Respirations *					*Stool specimen*				
Sterile Field *				X	*Strain urine*				
Ted hose					**Suctioning naso-/oropharyngeal**				
Temperature* (oral/axillary/tymp/rectal)					**MEDICATIONS: IV push**				X
Transferring (1 & 2 person) *					**MEDICATIONS: IM injections**				X
MEDICATIONS: eye drops/ointment ear drops/patches				X	**MEDICATIONS: SC injections**				X
MEDICATIONS: oral, suppositories				X	MEDICATIONS: *Intradermal injection*				X
Head/neck/nose/throat/lymph Assess									
Skin /hair/nails Assess					**Level I** (cont) ↓				
Musculoskeletal Assess					**Chest/lung Assess**				
Neuro Assess					**Heart/blood vessel Assess**				
Eyes and Ears Assess					**Abdomen Assess**				
					Genitalia Assess				

Level III ___/___	PI / PI	VLC √ off	1ST live pt demo	IND	Level IV ___/___	PI / PI	VLC √ off	1ST live pt demo	IND
Cast care					Blood transfusion – observation/ maintenance			X	X
Bladder scanner					Discharge teaching				
Catheter irrigation – continuous				X	**Tele monitor**				
Catheter irrigation – intermittent				X	IV insertion				X
Central line blood draw				X	Peritoneal Dialysis				X
Central line sterile dressing change				X	Port-a-cath access				X
Central line flush				X	**Pediatric Assessment**				
Circumcision care					**Pediatric Vitals**				
Newborn Assessment					**Pediatric Medication Administration**				X
Postpartum Assessment					Trach care/inner cannula change				X
Abdominal Binder					Tracheal suctioning (sterile)				X
Dressing – Wet to dry									
NG/G-tube – feeding and care				X					
NG/G-tube – medications				X					
Ostomy care and irrigation				X					
TPN central & peripheral				X					
Traction, pin care									
Level V ___/___									
Arterial line Waveforms, Lab Draw, and Flushing				X	Pressure System-zeroing				X
Chest tube set-up				X	Swan Ganz Waveforms, Flushing, and Leveling				X
Crash Cart					Ventilator				
EKG – 12 lead					ICP monitor			X	
ET suctioning									

Key:
- Italicized skills are taught in theory courses and reinforced in the clinical & or lab setting.
- Students need 2 peers to sign off each non-italicized demonstration <u>prior</u> to Prof sign-off. PI = Peer Initials

VLC= Return demo; 1st live pt demo= 1st time student performs that skill on a pt in the clinical setting (Must be performed in front of a prof/preceptor); IND= student has completed the 1st live demo and other demonstrations of this skill and is felt to be able to do the skill independent of a prof/preceptor (does not apply to those items with an "X" in the column/row)

Peer & Faculty/Nurse/Preceptor Initials, Signature, & Credentials:

Revised 3/29/17