College of Health and Human Sciences

School of Nursing Pre-Nursing and Baccalaureate Program Handbook 2025-2026

THE UNIVERSITY OF AKRON SCHOOL OF NURSING
Pre-Nursing and Baccalaureate Academic Policies & Procedures Handbook

Contents

CHAPTER 1: COLLEGE OF HEALTH AND HUMAN SCIENCES & SCHOOL OF NURSING

The University of Akron's College of Health and Human Sciences (CHHS) is comprised of seven schools: School of Nursing (SON); School of Allied Health; School of Counseling, School of Disaster Science and Emergency Services; School of Exercise and Nutrition Sciences; School of Social Work and Family Sciences; and School of Speech-Language, Pathology and Audiology.

COLLEGE OF HEALTH AND HUMAN SCIENCES MISSION STATEMENT

The College is committed to improve the lives of individuals, families, and communities by providing health, wellness and human services education with appropriate interventions and solutions that are interprofessional, innovative and influential. The College infuses diversity, equity and inclusion into administration, education and training within College, School, and Program structures. Thus, the College prepares students to advance human well-being and to thrive in a rapidly evolving global environment.

COLLEGE OF HEALTH AND HUMAN SCIENCES VISION STATEMENT

Vision statement on website: With a focus on promoting well-being of individuals, families and communities and fostering student success, the College will exemplify excellence in health and wellness education, research, service and leadership.

SCHOOL OF NURSING MISSION STATEMENT

The School of Nursing offers diverse and comprehensive nursing education programs at the undergraduate and graduate levels. The programs of study, based on professional standards, prepare individuals to provide nursing care in a variety of settings. The School of Nursing supports nursing research that contributes to the health and well- being of society. The School is committed to serving culturally, racially, and ethnically diverse populations. Through academic and community collaboration, the school promotes excellence in nursing education, research, practice, and service.

SCHOOL OF NURSING GOALS

- Prepare generalist and advanced practice nurses who are eligible for licensure and certification.
- Provide a foundation for lifelong commitment to professional development and scholarship through continuing education and advanced study at the masters and doctoral levels.
- Prepare nurses who are sensitive in caring for diverse populations in a variety of settings.
- Prepare professional practitioners who integrate leadership roles and ethical standards in a continuously changing health care arena and society.

SCHOOL OF NURSING PHILOSOPHY

The School of Nursing Baccalaureate curriculum framework is based on the Essentials of Baccalaureate Education for Professional Nursing Practice (2009), the Quality and Safety Education for Nurses (QSEN) competencies, and the theoretical framework described by Patricia Benner in *Novice to Expert* (2000). The faculty believes that the foci of professional nursing are individuals, families, and communities. The framework also includes the professional concepts described in Chapter 2.

INCLUSIVE EXCELLENCE

The University of Akron School of Nursing is committed to diversity. All nursing students applying for admission are considered on an individual basis without discrimination regarding race, color, spiritual beliefs, national origin, ancestry, age, marital status, sexual orientation, or any legally protected class. If any student is deemed unsafe, they will not progress in the program. It is the intention of the Baccalaureate Admissions and Student Progression Committee to provide applicants with a list of technical standards essential for providing safe nursing care and meeting course/program requirements. Physical stamina must be sufficient to perform patient/client care activities for the entire length of the work role. Students must be able to perform all job functions as required by the clinical agency.

I.   *Sensory Functional Abilities:*
Visual ability must be sufficient to observe demonstrations, perform nursing care skills, and accurately observe patient/client conditions. Auditory ability must be sufficient for auscultation of body sounds and for monitoring of a patient/client's healthcare needs such as hearing call lights, calls for help, and monitor alarms. Tactile ability must be sufficient to perform palpation. Olfactory ability must be sufficient to be able to detect significant patient/client odors and environmental odors that may indicate unsafe situations.

II.   *Communication:*
Communication and interpersonal abilities must be sufficient to interact with patients/clients and families to elicit information with respect to their social, emotional, cultural, and spiritual backgrounds. Oral and written abilities must be sufficient to engage in effective and timely communication with the patient/client, family, and the healthcare professional team.

III. *Motor:*
Motor function must be sufficient to elicit information from patients/clients by palpation, auscultation, percussion, and other assessment maneuvers. Gross motor skills, physical abilities, and physical strength must be sufficient to be able to provide general physical care in a confined space and to provide emergency treatment to patients/clients. Physical and emergency care activities reasonably required of a student nurse may include cardiopulmonary resuscitation (CPR), administration of intravenous, intramuscular, or subcutaneous medications, application of pressure to stop bleeding, calibration of instruments, lifting, positioning, and transfer of patients/clients.

IV.   *Intellectual-Conceptual, Integrative, and Quantitative Abilities:*
Intellectual and conceptual abilities must be sufficient to recognize and assess patient/client changes in mood, activity, cognition, verbal, non-verbal communication, as well as interpret information gathered during a comprehensive assessment including information generated from diagnostic tools. Intellectual-conceptual, integrative, and quantitative abilities must be sufficient to perform measurements and calculations, engage in clinical reasoning, analysis and synthesis of assessment findings. Clinical judgment abilities should be sufficient to be able to recognize cause and effect relationships and the development of appropriate nursing plans for safe patient/client care action.

V.   *Behavioral, Psychosocial, and Ethical Attributes:*
Emotional status must be sufficient to ensure full use of intellectual abilities, the exercise of good judgment and accountabilities, the prompt completion of all responsibilities related to the nursing care of patients/clients, and the development of mature, sensitive, and effective relationships with patients/clients from diverse social, emotional, cultural, and spiritual backgrounds. Students must be able to demonstrate emotional stability to function effectively under stress and handle changing situations. Students must have awareness of ethical actions related to the well-being of others and the patient/client service role of RNs and uphold the standards of nursing practice.

If an accommodation is needed to meet the technical standards, you may contact the Office of Accessibility, in Simmons Hall for information on reasonable accommodations.

NON-DISCRIMINATION POLICY NOTICE
The University of Akron is an equal education and employment institution.

We operate under:
- Nondiscrimination provisions of Titles VI, VII, of the Civil Rights Act of 1964 as amended and IX of the Educational Amendments of 1972 as amended.
- Executive Order 11246, Vocational Rehabilitation Act Section 504, Vietnam Era Veterans' Readjustment Act, and Americans with Disabilities Act of 1990 as related to admissions, treatment of students, and employment practices.

It is the policy of this institution that there shall be no unlawful discrimination against any individual at The University of Akron because of race, color, creed, sex, age, national origin, handicap/disability, or status as a veteran.

The University of Akron will not tolerate sexual harassment of any form in its programs and activities and prohibits discrimination based on sexual orientation in employment and admissions. The nondiscrimination policy applies to all students, faculty, staff, employees, and applicants.

SCHOOL OF NURSING ACCREDITATIONS
Accreditation is a nongovernmental process conducted by representatives of postsecondary institutions and professional groups. As conducted in the United States, accreditation focuses on the quality of institutions of higher and professional education and on the quality of educational programs within institutions. Two forms of accreditation are recognized: one is institutional accreditation, and the other is professional or specialized accreditation. Institutional accreditation concerns itself with the quality and integrity of the total institution, assessing the achievement of the institution in meeting its own stated mission, goals, and expected outcomes. ***The University of Akron has full accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools.***

Professional or specialized accreditation is concerned with programs of study in professional or occupational fields. Professional accrediting agencies assess the extent to which programs achieve their stated mission, goals, and expected outcomes. In addition, consideration of the program's mission, goals, and expected outcomes is of importance to the accrediting agency in determining the quality of the program and the educational preparation of members of the profession or occupation. Accreditation organizations make regularly scheduled evaluation visits to programs to document that programs continue to meet criteria.

The baccalaureate degree program in nursing at The University of Akron is accredited by The Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). A specialized/professional accrediting agency, The Commission on Collegiate Nursing Education (CCNE) ensures the quality and integrity of baccalaureate and graduate nursing programs. CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices.
As a voluntary self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education. Because the accreditation process is a voluntary enterprise, institutions that seek CCNE accreditation of their baccalaureate and/or graduate nursing programs are viewed to have a cooperative relationship with CCNE in seeking ways to improve and enhance the educational programs for professional nursing students.

The University of Akron School of Nursing has maintained full professional accreditation since its inception in 1967. The baccalaureate-nursing program is approved by the Ohio Board of Nursing.
The Commission on Collegiate Nursing Education (CCNE) visited in November 2015 and extended maximum accreditation of 10 years to the School. This extension grants continuing accreditation to the School's baccalaureate and master's programs in nursing. The next visit cycle for re-accreditation of the baccalaureate and masters programs in nursing will begin in fall 2025.

MEMBERSHIPS HELD BY THE SCHOOL OF NURSING
The School of Nursing holds charter membership in the American Association of Colleges of Nursing, and the Commission on Collegiate Nursing Education. The School is also a sustaining member of the National Student Nurses' Association and Sigma Theta Tau International (Delta Omega Chapter).

CHAPTER 2: UNDERGRADUATE NURSING PROGRAM DETAILS

PURPOSE OF THE BACCALAUREATE PROGRAM
The baccalaureate program purposes are to prepare generalists who provide safe nursing care to clients within the healthcare system, provide opportunity for students to acquire theoretical and clinical competence pertinent to the practice of nursing, expose students to professional nursing's impact on society, and provide a foundation for graduate study and/or continuing education in professional nursing.

MAJOR CONCEPTUAL THREADS
The curriculum reflects the philosophical tenet that the discipline of nursing is concerned with the individual, family, and community in their response to health within the context of the environment. Personal meanings of health are understood in the nursing situation within the context of familial, societal, and cultural settings. The role of the nurse involves the exercise of social and cultural responsibilities including accountability for professional actions that require critical judgments in the provision of quality nursing care. Professional nursing demands commitment to standards of practice and an ethical code. The baccalaureate level preparation involves internalization of knowledge, attitudes, values, critical judgments, and skills related to beginning generalists.

The following themes represent the curriculum model of the Baccalaureate Program. Each theme is operationalized by the following descriptions:

Nursing
Nursing is operationalized in the domains of nursing practice identified by QSEN and the first three of five levels of skill development identified by Dreyfus and applied to nursing by QSEN. The student at the *novice* level begins to acquire the knowledge and skills needed to become a nurse. Socialization to nursing as a profession includes development of skills traditional to care given by nurses. Novices learn by identifying objective attributes of situations using context free rules. The number of variables are limited and the novice is not expected to prioritize. The student at the *advanced beginner* level uses guidelines, principles, and theories necessary for nursing practice. Advanced beginners learn by association of previous experiences under the coaching and supervision of faculty. Students at the *competent* level are more independent, using realistic and selective decision-making skills to prioritize and implement a plan of action. Problems are viewed from a multifaceted perspective. Safe effective nursing care of patients with complex problems is provided and coordinated with members of the health care team and informed consultants. The student at the competent level uses conscious and deliberate planning to achieve efficiency and organization.

The *nursing process* is the systematic problem-solving approach which the nurse uses to facilitate the client's attainment of health goals. Assessment, planning, implementation, and evaluation are used by novice nurse students in their first clinical nursing courses. These steps provide for the integration and application of nursing knowledge from related disciplines. This scientific and dynamic process assists individuals, families, groups, and communities to find comfort, prevent illness, maintain health, or restore wellness. As the students' progress through the curriculum, they continue to increase their skill and knowledge in making critical clinical judgments. Thus, problem solving is extended in scope to encompass decision making from multiple facets.

During the senior year, students apply a variety of decision-making modes more appropriate to solving complex problems in which the nursing process is minimally useful to promote the health of individuals, families, groups, and communities experiencing health problems of increasing complexity. The role of the nurse as a manager evolves throughout the curriculum from the beginning level of the student's role in the clinical institution through an increasing complexity of planning for nursing care to meet client goals. Students are guided in the decisions involved in providing direct, indirect, and delegated nursing care as managers of patient care. Students incorporate the concepts of awareness, assertiveness, advocacy, negotiation, and accountability into the role of nurse manager.

Person

Conceptualized as Individuals, families, and/or communities.
The individual is seen as a complex whole whose existence involves patterns, dynamic change, transformation, and interdependence. The individual interrelates within the environment in biological, psychological, social, spiritual, cultural, and other dimensions. Families are seen as individuals dynamically connected with each other over time. Communities are viewed as groups of people with one or more common characteristic who are in relationship to one another and may or may not interact. The individual is unique, having universal needs that are physiological, psychological, spiritual, and developmental in origin. An eclectic approach provides the framework for identification of these needs and forms the structure for the assessment phase of the nursing process. Nurses assist humans to meet these needs as they respond to actual and potential health problems. Humans exercise the right to seek, accept, or reject health care.

Health
The focus of the curriculum is an interrelationship of health and environment. The care of clients relative to disease, non-disease, and quality of life is considered across all levels of the program. Health is demonstrated by interactive behaviors between the client and the environment. Health is multidimensional and individually defined by the ability to carry out the tasks of daily living. There is at the same time health potential and health alterations as the individual interacts with the environment. In the beginning of the program, students are introduced to the *theories* that assist them to gain knowledge about health with the exploration of patterns and alterations in health behaviors. During the sophomore year students are placed first with clients in non-threatening environments of health care agencies where clients are experiencing stabilized or minimal (temporary or chronic) alterations in health status. During the junior year students are introduced to those clients with more severe alterations in health status. During the senior year students have experiences in complex acute care with clients in destabilized situations. They also have experiences in community settings. Students are equipped to anticipate and foster the health potential of individuals, families, and communities. Students also have the opportunity to evaluate the quality of health care to clients in a variety of settings.

Safety
The curriculum focus on safety is designed to minimize the risk of harm to patients and to providers through both system effectiveness and individual performance. System effectiveness involves the comprehension and assimilation into practice of the policies and procedures of health care settings where clinical practice takes place. Students learn what safety features are in place as well as the limitations of safety measures and what the student can do to avoid pitfalls such as the use of shortcuts, jargon, or inappropriate delegation of responsibilities. Students are able to identify and describe those things that improve safety and create a culture of safe practice such as error reporting and open communication strategies. Individual courses stress that safety involves a comprehension of each patient's disease process whether it is physical, cognitive, or psychological, and how that disease process affects the patient's ability to contribute to his/her safety; and the student's need to maintain professional boundaries for the safety of the patient and of the student. Safety includes the students monitoring of patients' condition and response to treatments, medications, environment, as well as the correct calculation of medications, performance of treatments, and professional interactions with patients and families when using therapeutic communication for teaching or other health related purposes.

Environment
Environment includes all living and non-living dimensions with which the individual, family, and community have interrelationships. These dynamic interrelationships define and establish rules for health and modes of action. Throughout the program, students study factors that affect society's ability to provide resources to meet health needs. These factors include historical, economic, political, scientific, ethical, and cultural influences. Students provide health care in a variety of settings. Students are involved in health promotion services, treatment of disease, and rehabilitative services available to clients (i.e., individuals, families, communities).

Ethics
Ethics is a branch of philosophy, which proposes to identify, organize, examine, and justify human acts by applying certain principles to determine the right thing to do in specific situations. Making judgments and acting upon them is essential to the practice of nursing. A didactic course in ethics is a prerequisite to entering the nursing program. Sophomore and junior level nursing courses pose opportunities to explore general values and guidelines applicable to common daily experiences that require decisions in nursing judgments. The American Nurses Association (ANA) Code of Ethics for Nurses is used as a guide for the profession and its members in providing nursing care to all without restriction to social, economic, racial, spiritual, or diagnostic characteristics. The importance of confidentiality and respect for human life is emphasized. The senior level courses apply principles of ethical decision making to situations characterized by conflict and requiring value judgments.

Ethical principles are applied in professional communication of written and spoken words, participating in informed consent procedures, and exploration of the technological trends that influence patient care and the nurse's role in dealing with moral and ethical conflicts. The student is also expected to apply ethical decisions related to management issues, performance appraisal, and research. Students explore ethical theory in application to ethical dilemmas and nursing advocacy.

Culture
Culture is the learned and transmitted knowledge about a specific group of people with its values, beliefs, rules of behavior, and lifestyle practices that guides the designated group in its thinking and actions in patterned ways. Clients, students, and health care providers will be regarded within the context of their cultural diversities. Culture components are threaded throughout all nursing courses.

Communication
The caring nature of nursing is personalized through communication. Students are provided opportunities to develop a wide range of verbal, nonverbal, and active listening communication skills as a basis for promotion of health of individuals, families, groups, and communities. Early in their nursing experience, students use personal communication with individual clients and act in response to direction for planned nursing care. Professional communication becomes an integral part of the student's practice as interviewing and documentation skills are practiced. Accountability for therapeutic communication is demonstrated through process recordings and supervised interactions. Assertiveness skills are developed and used in collegial professional relationships. Later, students interact with multiple clients in family roles and with a larger spectrum of members of the health care team. In the senior year, students interact as single providers, collaborate with groups, and assume beginning negotiation skills in management roles in which effective communication is required. Communication at all levels includes client education with individuals, groups, and families.

Research
Nursing research is a basis for the development of nursing knowledge and actions for evidence-based practice. Novice student nurses identify researcher as one of the multiple roles of a professional nurse. Advanced beginner students begin to differentiate among research based and opinion-based articles as an informational resource for patient care. During the senior year students acquire a greater knowledge of the research process which allows them to analyze research findings to incorporate them into the total nursing situation. Students identify researchable problems or questions and propose ways to solve the problem.

Decision-making
Decision-making is a systematic process that generates alternatives and choosing. Decision-making requires the use of critical thinking and scientific reasoning to solve problems. Decision-making requires critical thinking at each step of the process to make valid, practical decisions reflective of the value systems of the participants. Prerequisite knowledge from ethics and mathematics provides a theoretical base for decision-making. Decision-making requires a high level of self-work in competence, commitment, and caring. This curriculum introduces students to the problem-solving process by using the nursing process in second year courses. Theory content provides a framework that helps analysis of a situation from multiple perspectives.

Clinical experiences offer the opportunity to evaluate a set of circumstances, think logically, make a judgment (i.e., a decision), and implement that decision. The nurse's role as a decision maker who can influence health care is explored. Students study data critically and set priorities of care with the guidance of the instructor. Decision-making opportunities vary from one setting to another. In the third year, students explore multiple options based on factual information and value orientation of the individuals involved. There is an incremental development in the complexity of decisions required of the student as well as independence in making those decisions. In the fourth year, students apply principles to delivery of complex nursing care and explore legal and professional dilemmas nurses confront in making ethical decisions. Students are more independent in clinical practice. They practice independent decision making in planning and implementing care for groups of clients and managing the work of others. Opportunity to practice decision-making establishes patterns from which students can build further expertise as practicing professional nurses.

Education
Education is an individualized, life-long process. Learning includes the individual's interrelations with the environment, knowledge and skill acquisition, development of critical thinking, and self-awareness. Self-expression enables the student to respond to clients who have unique human values and cultural heritage. Each nursing student brings attitudes, beliefs, values, feelings, knowledge, and experiences into the learning environment. These variables influence learning that occurs through continual construction and reconstruction of experiences in relation to environmental influences.

Nursing education at the baccalaureate level synthesizes knowledge from nursing, humanities, social, cultural, physical, and natural sciences to operationalize clinical decision-making. The student is prepared to function as a nurse generalist in a variety of settings. Faculty and students continually seek to refine the commitment to and understanding of the relationship between theory and practice. Students are encouraged to become self- directed, collaborative, interdependent, and independent. These variables are the foundation for lifelong learning and professional development.

Nursing education at the master's level builds upon baccalaureate nursing education and provides foundation for doctoral study. Graduate education prepares advanced practice nurses with expertise in critical thinking and decision-making, effective communication, and therapeutic interventions through a variety of learning experiences. Master of Science in Nursing students analyze and use theoretical formulations and research findings in advanced practice.

Nursing education at the doctoral level prepares nurses for full participation in the discipline as scholars and researchers. Emphasis is place on the development of nurses who are informed about the many dimensions of scholarship, including research, practice and teaching, and the integration of the three. Through various didactic, collaborative and research opportunities, doctoral students learn how to develop and test knowledge about health, illness and nursing care, and how to use this knowledge to enhance teaching, improve patient care, and influence healthcare policy.

LEVEL AND PROGRAM OUTCOMES (REV. 4/25/2025)

AACN Essential Domain: Definitions reflect UA SON Values	Revised Sophomore level outcomes	Revised Junior level outcomes	Entry-level Professional Nursing Education: End of Program Outcomes
Domain 1: Knowledge for Nursing Practice Integration, translation, and application of established and evolving disciplinary nursing	Explain nursing knowledge, along with concepts from liberal arts, natural, and social sciences, to develop	Apply nursing knowledge, along with concepts from liberal arts, natural, and social sciences, to develop clinical judgment that	Integrate nursing knowledge, concepts from liberal arts, natural and social sciences to develop clinical judgment for quality

knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences	clinical judgment that enhances the delivery of quality of care in diverse healthcare settings	enhances the delivery of quality of care in diverse healthcare settings.	of care in diverse healthcare settings.
Domain 2: Person-Centered Care Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.	Identify person- centered care, including family and/or important others, throughout the nursing process that is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based and developmentally appropriate.	Provide person-centered care, including family and/or important others, throughout the nursing process that is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based and developmentally appropriate.	Create person-centered care in partnership with the person and connections to others (family, important others, community), integrating holistic, individualized, just, respectful, compassionate, coordinated, evidence-based and developmentally appropriate approaches throughout the nursing process.
Domain 3: Population Health Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes	Collaborate with communities, public health entities, and other stakeholders to recognize initiatives that promote health, manage disease, and to address healthcare disparities to improve equitable population health outcomes.	Collaborate with communities, public health entities, and other stakeholders to analyze initiatives that promote health, manage disease, and to address healthcare disparities to improve equitable population health outcomes.	Collaborate with communities, public health entities, and other stakeholders to develop, and advocate for initiatives that promote health, manage disease, and reduce healthcare disparities for equitable population health outcomes.
Domain 4: Scholarship for the Nursing Discipline The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.	Explain nursing scholarship to improve patient outcomes and transform healthcare practices.	Apply nursing scholarship to improve patient outcomes and transform healthcare practices.	Analyze nursing scholarship to improve patient outcomes and transform healthcare practices.
Domain 5: Quality and Safety Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.	Summarize quality improvement and safety principles to minimize risks to enhance quality, and patient and provider safety through system effectiveness and individual performance.	Apply quality improvement and safety principles to minimize risks to enhance quality, and patient and provider safety through system effectiveness and individual performance.	Integrate quality improvement and safety principles to minimize risk, enhance care quality, and ensure patient and provider safety through system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.	Identify how interprofessional healthcare teams, individuals, families, and communities provide coordinated care which leads to improved health outcomes.	Respond effectively with interprofessional healthcare teams, individuals, families, and communities to provide coordinated care which leads to improved health outcomes.	Collaborate with individuals, families, communities and interprofessional healthcare teams, to deliver coordinated care that enhances health outcomes.
Domain 7: Systems-Based Practice Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.	Recognize safe, cost-effective, equitable and accessible care for diverse populations within complex health care systems	Utilize safe, cost-effective, equitable and accessible care for diverse populations within complex health care systems	Coordinate safe, cost-effective, equitable and accessible care for diverse populations within complex healthcare systems to optimize outcomes.
Domain 8: Informatics and Healthcare Technologies Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high- quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards	Describe how healthcare technologies and informatics are used to gather data, support clinical decision-making, enhance communication, and provide safe, quality patient care in accordance with best practice and professional and regulatory standards	Utilize healthcare technologies and informatics to gather data, support clinical decision-making, enhance communication, and provide safe, quality patient care in accordance with best practice and professional and regulatory standards.	Integrate healthcare technologies and informatics to collect data, support clinical decision-making, enhance communication, and ensure safe, high-quality patient care aligned with best practices and professional regulatory standards.
Domain 9: Professionalism Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.	Identify the professional nursing characteristics and values of accountability, integrity, collaborative disposition, and commitment to all persons.	Demonstrate an identity that integrates professional nursing characteristics and values of accountability, integrity, collaborative disposition, and a commitment to all persons.	Reflect professional nursing values, including accountability, integrity, collaboration, and a commitment to all persons
Domain 10: Personal, Professional, and Leadership Development Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership.	Initiate the process of self-reflection, personal development, and leadership activities to foster resilience, well-being, lifelong learning, and professional maturity.	Engage in self-reflection, personal development, and leadership activities to foster resilience, well-being, lifelong learning, and professional maturity.	Engage in self-reflection, personal development, and leadership to foster resilience, well-being, lifelong learning, and professional growth.

UNDERGRADUATE NURSING PROGRAM

There are 4 tracks that lead to a Baccalaureate Nursing degree before licensure as a Registered Nurse. These tracks include: the traditional program, the traditional program plus Honors requirements, the post-baccalaureate accelerated program, and the LPN-BSN program. The RN-BSN program also leads to a BSN and admits students after licensure as a Registered Nurse.

CHAPTER 3: ADMISSION INTO THE UNDERGRADUATE PROGRAM

ENTRY INTO THE UNDERGRADUATE NURSING PROGRAM
To view the program of study for any undergraduate nursing program, please visit Academic Programs within the School of Nursing's website, uakron.edu/nursing.

UNDERGRADUATE NURSING TRACKS
The School of Nursing offers several options for obtaining a Bachelor of Science in Nursing (BSN) degree. They are traditional BSN, LPN-to-BSN, accelerated BSN, and RN-to-BSN.

Prerequisite and Admission Requirements for the Various Nursing Options
Prerequisites for the nursing major can be scheduled in many ways. The traditional baccalaureate program is laid out in two semesters of prerequisite work. However, many students distribute the requirements over a longer time period. The Accelerated BSN, and LPN-BSN program prerequisites may take more than two semesters to complete. Prerequisites for the RN-BSN program are completed in their previous nursing schools.

TRADITIONAL UNDERGRADUATE TRACK
The School of Nursing (SON) admits approximately 170 sophomore nursing students (seats) in the fall of each year. Up to 5 seats are reserved for Army ROTC scholarship recipients and up to 5 seats are reserved for students from the Four Cities Compact Advancement to Nursing program who meet the SON admission criteria. Students applying to the University of Akron who intend to study nursing will be evaluated and admitted according to the following criteria:

I.   *Direct Admit Pool:*
     For eligible high school graduates (within 2 years of graduation) who meet the following criteria and apply for the University of Akron admission by due date set forth by the University.
     ● 3.0 high school GPA
     ● 22 ACT or 1110-1120 SAT
     ● Core Curriculum including Algebra, Biology, and Chemistry University Admit- see admission criteria in the University of Akron bulletin.

     Once the application is filed, eligible high school graduate applicants will receive an offer letter. Applicants who accept the offer agree to meet the following criteria during the first academic year:
     ● Complete all prerequisite coursework with a grade of C or above on the first attempt.
     ● Earn a science prerequisite GPA of 2.75.
     ● Earn an overall prerequisite GPA of 2.75.

     Note: High school students who meet the direct admit to SON criteria above but did not apply for consideration for direct admit to SON in the Spring of each year will be admitted as Direct Admit to College of Health and Human Sciences (CHHS). Students admitted as a Direct Admit to CHHS will be considered for admission to SON in the priority pool below when they meet the criteria for the priority pool.

II. *Priority Pool:*
     Pre-nursing students who were admitted or transferred to the College of Health and Human Sciences (CHHS) before the first day of spring semester are considered in this category. Students placed in this category must have successfully passed all pre-requisites courses according to the SON admission criteria on the first attempt. Students will then be prioritized by pre-requisites science GPAs.

Note: All students in the above category should be aware that during high application years, students at the low end of the priority list (low science GPA) will most likely receive wait list letters.

III.   *Second Pool Admission Category:*
Any direct admit or priority pool student who repeats a pre-admission science class will be placed in this category. Students in this category are prioritized by science GPA. The top 5 students in this category whose science GPA is above the Priority Pool admission cut off will be offered a seat in the major.

IV.   *Provisional Admission Pool:*
Perspective students finishing prerequisites Summer I may still be considered for admission pending successful completion of the summer courses, meeting the admission criteria listed above, and space availability in required fall courses. After a decision is made on provisional admissions, students who transfer to UA after spring semester will be considered providing available seats.

Note: All students in the Provisional Admission category should be aware that admission may be closed before summer classes are completed. During high application years, students in the Provisional Admission Category will receive denial letters immediately.

Traditional BSN Admission Criteria
All students wishing to be considered for admission to the School of Nursing traditional BSN major must:
- Complete all prerequisites courses with a grade of "C" or higher. Grades of "C-" or lower must be repeated.
- Achieve a 2.75 minimum cumulative GPA inprerequisite courses along with a 2.75 GPA in the prerequisite science courses (i.e., Anatomy and Physiology I, Anatomy Physiology II, Microbiology, and Introduction to General, Organic & Biochemistry). Please note: Science prerequisites must be completed within 5 years of admission date and may not be repeated more than once to achieve the "C" minimum.
- Complete a *Progression to Major* form with their academic adviser.

Military personnel
There are two paths for military personnel (medic) to be considered as an applicant for SON baccalaureate nursing program depending on the eligibilities below.
- I.   The military personnel must be licensed by the Ohio Board of Nursing as a practical nurse per Ohio Revised Code, Chapter 4723 Nurse Practice Act. After the military personnel is licensed as a practical nurse, the licensed practical nurse can apply to be considered for admission to the School of Nursing LPN-BSN program.
- II.   If the military personnel does not meet the above criteria, the personnel will go through the traditional BSN program and meet the same admission criteria for School of Nursing.

Student Notification of Admission Status for Entry into the Nursing Major
The traditional BSN major begins every fall semester. Students must be active University of Akron students during the spring semester prior to the fall in order to apply. Students will be notified of their admission status during June of each year. Admission status includes being offered a seat in the major, being placed on the "wait list", or being denied a seat in the major. Those accepted into the major will receive an email and are required to attend orientation set by the School of Nursing. The orientation is usually held in early June. At orientation, a packet of information will be disseminated and necessary documents will start to be collected.

Scheduling Note: Students applying for the traditional BSN option are advised to schedule all their fall co-requisite classes as early as possible during spring semester. Students should avoid registering for

co-requisite classes that conflict with the sophomore nursing classes. Please study the nursing schedule of classes carefully. Plan several scheduling options that might work for you. Students will not be able to schedule their nursing classes until **after attending** orientation where registration instructions will be given.

Traditional BSN Sophomore Nursing Orientation
As noted above, all students admitted to the traditional BSN program are required to attend a mandatory orientation program. Students will be notified of the exact day and time.

TRADITIONAL HONORS UNDERGRADUATE TRACK
The Honors Program of the School of Nursing provides an opportunity for high ability students seeking a greater depth and breadth in their educational experience. The Honors experience contributes to the student's development as both a leader and scholar of the discipline. These goals are supported through early involvement with faculty mentors who support the development of the student's critical and analytical abilities in problem solving complex issues in nursing. The student's involvement in the University, School and community-based initiatives cultivates the development of the student's leadership capabilities.

Admission criteria are noted in The University of Akron Undergraduate Bulletin. Students who are admitted to Williams Honors College will work with an advisor in the Williams Honors College their Freshmen and Sophomore years. During the junior year, students take an honors section of the NURS 435 Evidence-Based Practice in Nursing and their senior year will work with their SON faculty advisor to complete their Honors Research Project.

Requirements to Graduate as Williams Honors Scholars
To graduate as a Williams Honors Scholar, each student will complete an Honors Research Project that is documented in an Honors thesis. This project is an individual or group effort and is guided by a faculty member. Students must satisfy all requirements for graduation from the School of Nursing in addition to the Honors College requirements. The Honors Distribution contract guides the student's course selection to complete the General Education curriculum delineated in the Honors Curriculum Plan and fulfillment of the prerequisite courses for the Nursing Major. Students who successfully complete the curriculum and honors project with a cumulative GPA of 3.40 or higher, graduate as Williams Honors Scholar. For further information, please contact the Williams Honors College office.

A student who decides not to continue in the Williams Honors College must immediately notify the Assistant Director of the SON and submit a resignation form to the Williams Honors College.

ACCELERATED POST-BACCALAUREATE TRACK
Accelerated BSN Admission Criteria
All students wishing to be considered for admission to the School of Nursing Accelerated BSN major must:
- Have been awarded a Baccalaureate degree from a regionally accredited four-year college or university
- Be admitted to The University of Akron
- Be able to maintain full time status
- Have a minimum Cumulative GPA of 2.75 on a 4.0 scale
- Have a minimum 2.75 GPA in the science prerequisites. Science courses must have a lab component.
- Complete all prerequisites courses with a grade of "C" or higher. Science prerequisites may not be repeated more than once in order to achieve the "C" minimum.
- Have completed the prerequisite courses prior to beginning the first nursing course
- Preference will be given to applicants who have completed the prerequisite science courses within five years of application to the program.

Accelerated BSN Admission Procedures
Copies of your transcripts should be submitted to the Administrative Assistant as per the directions in the Program of Studies. You will receive a written evaluation of the prerequisites you have completed along with those that need to be completed. From this point forward, the student must maintain close contact with the Assistant Director of Undergraduate Programs. If you have attended The University of Akron in the past, you may need to reactivate your file by contacting the Registrar's Office. If you have attended elsewhere since attending UA, you must reapply with the Admissions Office as a transfer student. If you are an International student, please contact the International Center for admission.

Student Notification of Accelerated Admission Status
Students will be notified of their admission status during the spring semester. Those accepted into the major will receive a packet of information directing them to collect and submit the needed documentation for eligibility to attend clinical, uniform requirements, and notice of a required School of Nursing orientation session.

Accelerated Candidates Changing to the Traditional BSN Option
Accelerated candidates awarded a seat in the Accelerated BSN major who decides to pursue the traditional BSN option prior to starting the accelerated track, must adhere to all the prerequisite requirements for the traditional BSN track including the competitive entry process based on science GPA. Students changing their mind after admission to the Accelerated BSN option must:
- Submit a written request transferring the official file from the Accelerated track to the BSN Pre-nursing Advisor. On receipt of the file, the BSN advisor will evaluate prior coursework according to the traditional BSN prerequisites and mail that evaluation to the student.
- Register for all remaining prerequisites for the traditional BSN option being aware that prerequisites for that option must be completed by the end of spring semester the following year.
- Sign a "Progression to Major" form with the pre-nursing adviser during the Progression to Major period the following spring.

Accelerated BSN Students with Earned Nursing Credits Changing to the Traditional BSN Option
Accelerated BSN students may request to transfer to the traditional BSN track during their course of study. Such requests must be brought before the Baccalaureate Admissions and Progression Committee and will be decided on an individual basis taking into consideration student history and available space at the appropriate nursing level.

LPN-TO-BSN TRACK

LPN-BSN Major Admission Criteria
All students wishing to be considered for admission to the School of Nursing LPN-BSN major must:
- Hold a valid, unencumbered LPN or RN license in the state of Ohio
- Complete all prerequisites courses with a grade of "C" or higher. Grades of "C-" or lower must be repeated.
- Complete a *Progression to Major* form with their academic advisor.
- Achieve a 2.75 minimum GPA in the prerequisite.
- LPNs must ~~also~~ achieve a 2.75 GPA in the science prerequisites.
  Note: Science prerequisites may not be repeated more than once to achieve the "C" minimum. Prerequisite science courses must have been completed within five years of application to the program. Science courses must have a lab component.

Student Notification of LPN Admission Status
The LPN nursing major begins with the fall semester each year. If the LPN is not coded as an LPN-BSN nursing student, they must meet with an advisor. Prerequisites should be finished during the spring semester and a *progression to major* form must be submitted prior to beginning the nursing sequence. LPNs are notified of their admission status at the end of the spring semester. The LPN-BSN major begins with the Professional Role Transition for LPNs (NURS 216) that is offered in the fall semester. Seats may be limited

depending on availability in the other BSN tracks already in progress. If NURS 216 is not offered due to low enrollment, the student will meet with the Assistant Director of the School of Nursing for a revised program of study.

Orientation to LPN Nursing Program
LPNs will receive their orientation during the summer before beginning the nursing program.

RN-BSN MAJOR ADMISSION CRITERIA
All students wishing to be considered for admission to the School of Nursing RN-BSN major must:
- Hold a valid, unencumbered RN license in the United States
- Complete all prerequisites courses with a grade of "C" or higher. Grades of "C-" or lower must be repeated. Minimum cumulative GPA must be 2.0 or above.
- Complete a *Progression to Major* form with their academic adviser.

Student Notification of RN-BSN Admission Status
The RN-BSN student receives a pre-admission letter from The University. The advisor then reviews the official transcript and upon acceptance into the RN-BSN program, the student is notified. Students select the online option or the face-to-face (distance learning) option. Both programs have the same objectives but differ in delivery of course content.

Orientation to RN Nursing Programs
RNs starting the RN-BSN on the Akron campus will have an online orientation. All incoming RN-BSN students have access to the orientation: *"Tracks to Graduation - RN-BSN Program"* on Brightspace. RN students in RN-BSN program should not register for any nursing courses until after they have completed orientation and their transcript review.

UNIVERSITY ORIENTATION
New Student Orientation
All students new to The University of Akron will attend a New Student Orientation (NSO). The advisors in the CHHS Student Success Center will present college and program information as well as assist the students in preparing their schedule for the coming term.

Students who are NOT required to attend NSO (former UA students and post baccalaureate students) will be instructed to contact the Student Success Center directly to set up an appointment with the appropriate pre-major advisor for their intended major as early as possible. Individual advisement appointments will be set once the student has been fully admitted.

Transfer Students
A student must be accepted by the University and have all course work applicable to the Nursing requirements evaluated by the respective UA departments with a copy of the departmental approval on the file by April 1st for fall enrollment and by October 1st for spring enrollments. All transfer prerequisites will be combined and averaged with those earned at The University of Akron. Transfer students who have been dismissed or failed a clinical nursing course from a Nursing program at another institution are not eligible to apply as a transfer student to The University of Akron's traditional nursing program.

CHAPTER 4: PROGRESSION WITHIN THE UNDERGRADUATE PROGRAM

CHANGE OF REQUIREMENTS

Without limiting the generality of its powers to alter, amend, or revoke rules and regulation, The University of Akron reserves the right to make changes in degree requirements of the student enrolled prior to the change by:

- Altering the number of credits and/or courses required in a major field of study or deleting courses.
- Amending courses by increasing or decreasing the credits of specific courses. Offering substitute courses in the same or cognate fields.

Changes in the Nursing Curriculum will be implemented with the new incoming School of Nursing sophomore class. Students are notified via the School of Nursing Website and in recruitment activities. This information will be in the program of study for incoming students.

NURSING CONTRACT

Policy:

- On admission to the nursing major, the student must adhere to the planned sequence of study as per the signed contract between the student and the School of Nursing.
- The student must fulfill the requirements for the baccalaureate degree within a period of four (4) years of the contract date.
- A student who re-enrolls in the nursing program after withdrawing must have a revised program of study on file.
- A student who fails a nursing course must have a revised program of study on file.
- Traditional and LPN-BSN students follow their program of study and take one clinical course at a time.
- Students in the Accelerated track follow their program of study and take one clinical course at a time except where the program allows two clinical courses to be taken simultaneously.

Procedure:

A student who is unable to adhere to the planned sequence of study must meet with the appropriate School Assistant Director, School administrator, or advisor to discuss the reason for the revised program of study and develop a new contract.

The student who does not complete the planned sequence of study within four (4) years from admission to the School of Nursing (i.e., start of the sophomore sequence) must petition the School Director for an extension of the contract.

Re-enrolled students must meet with Assistant Director of the Undergraduate Program to revise their program of study in the first week of the semester in which they return to the School. Copies of the revised program are placed in the student file and given to the student.

ACCEPTABLE ACHIEVEMENT IN REQUIRED PRE-REQUISITE AND CO-REQUISITE UNIVERSITY COURSES

Policy:

A grade of C or higher must be earned in co-requisite university courses required by the School. Co-requisite university courses must be repeated if a grade of C- or below is earned.

Repeat of co-requisite university course and a grade of C or higher must occur before student can progress to the next level of the program. Students can repeat co-requisite courses only once and must achieve a C or above in the course in order to continue in the School of Nursing.

Humanities and Area Studies/Cultural Diversity general education requirements are the only exceptions to this rule. These requirements follow the University of Akron minimum pass rule.

Procedure:
Student must be enrolled to repeat university course. Student will be denied advancement to the next level of the nursing program if a grade of C- or below is earned in a co-requisite university course required by the School.

REPEATING PRE-NURSING AND PRE-SCIENCE COURSES TO RAISE GPA

Repeating grades of "C" in the science prerequisite courses might be an option for a pre-nursing student to consider. Such repeats are tagged as "illegal" since the student has technically passed the class, however, a 3-credit hour "C" can greatly depress a science GPA. Replacing a "C" with an "A" would improve the student's chances of getting a seat in the major next year. Keep in mind that Financial Aid may not count or pay for these repeated credits and therefore the tuition would need to be covered at the student's own expense.

REPEATING PRE-NURSING, PRE-SCIENCE, CO-REQUISITE COURSES DUE TO FAILING A COURSE

Prerequisite Science Repeat Policy
If a student fails to pass or does not pass a prerequisite science course with a competitive grade they are allowed to repeat the course for a change of grade *one time only*. If a student must take a science course for a third time in order to earn a grade of "C" or higher, the student will NO LONGER be eligible for consideration for the nursing major until the first science course is five years old. This policy includes the repeating of a course originally taken at another institution or vice versa.

All students must be aware that the repeat of a prerequisite science will automatically place them into the second pool admission category beginning with the entering sophomore class for all new freshmen entering the School of Nursing (including transfers) and for continuing students each fall semester. From that point forward, any student who has repeated a prerequisite science course, including those students who elect to repeat a science course which they have passed successfully ("illegal repeat" of a C or higher) in order to raise their entry GPA, will be placed in the second pool admission category even if they had previously been in the priority pool.

Students with Direct Admission to the School of Nursing who fail to complete the pre-requisite courses and meet the program's admission criteria during their first year at The University of Akron are no longer eligible for direct admission status and subsequently will need to go through the competitive selection process set forth by the School of Nursing.

It is the intent that any students needing to repeat any required course take immediate action toward remediation of study skills and/or foundational knowledge deficits. This may involve taking workshops in specific skills offered by the Counseling and Testing Center, working with tutors on a regular schedule, taking a preliminary or lower-level course in that subject area before repeating, and/or taking an Applied Study Strategies course if offered for the course in question. Students are strongly encouraged to meet with their adviser to devise a specific course of action. SIMPLY RETAKING THE COURSE AND FOLLOWING THE SAME ROUTINE AS WAS USED PREVIOUSLY (WHICH RESULTED IN UNSATISFACTORY ACHIEVEMENT) IS NOT LIKELY TO LEAD TO SUCCESS. It is in every student's best interest that they enter the nursing major in possession of the most effective study skills and most solid curricular foundation possible.

Co-Requisite Repeat Policy
The same repeat policy as above has been established for successful progression through the co-requisite courses. If a nursing student does not successfully complete a co-requisite course the first time it is taken, the courses can be repeated *one time only.* If a grade of "C" or better is not earned the second time, the student will be dismissed from the nursing major.

ACCEPTABLE ACHIEVEMENT IN NURSING COURSES
Students must achieve a grade of C+ (77%) or better in theory and satisfactory in clinical to successfully pass clinical courses. If a student fails clinical and passes theory, the student receives an F for the course. If a student passes clinical but achieves below 77% level in theory, the student receives the letter grade that corresponds to the percentage earned. A minimum nursing GPA of 2.3 (C+) must be maintained to progress through the nursing courses. The nursing GPA is calculated based on grades achieved in the required nursing courses.

GRADING SCALE
Grades are based on a 100% scale and will be reported according to the following scale adopted by the School of Nursing. Grading of individual items (i.e., exams, quizzes, assignments) will be carried out two decimal places points and will not be rounded to a whole number individually. Final grade calculations of all graded items and weighted exam average used to demonstrate academic achievement, will be rounded to the nearest whole number (i.e. 76.50% will round to 77%, 76.49% will round to 76)..

A	A =	93.5-100%
A-	A- =	89.5-93.4%
B+	B+ =	86.5-89.4%
B	B =	83.5-86.4%
B-	B- =	79.5-83.4%
C+	C+ =	76.5-79.4%
C	C =	73.5-76.4%
C-	C- =	69.5-73.4%
D+	D+ =	66.5-69.4%
D	D =	63.5-66.4%
D-	D- =	59.3-63.4%
F	F =	<59.5%

EXAMINATIONS

Policy:
ALL students are expected to take examinations at the scheduled time. Any exceptions must be approved by the faculty prior to the scheduled date of the examination. An examination may not be retaken by a student to improve a grade. Make-up examinations are not routinely given except in extenuating circumstances. Final exams are subject to this policy as well. All final exams will be comprehensive.

Faculty has the right to designate the content, duration, and method of testing involved.
To pass a course, students must:
- Students must earn an overall total of 77% to pass a course.
- Students must earn a 77% on the comprehensive exam or a 77% weighted average on all exams and/or quizzes.

    Note: Students are responsible for reading the course syllabus for specific course information.

Makeup Procedure:
Each course will determine its make-up policy on exams and quizzes.
Course faculty must be notified prior to the scheduled date of the examination if it will be missed.
Students must contact faculty on the day of their return to school to schedule a make-up of the exam.
Faculty require documentation regarding the reason for absence.

Security of Examinations
All School of Nursing examinations are considered secured property of the School. No test items, including individual test questions, are to be circulated or in the possession of any student. Students possessing any of

these materials from course examinations will be dropped from the course and will be referred to the School's Director for determining continuance in the School.

All course examinations shall be retained for a period of one full semester following the students' completion of the course. At the end of that semester, the answer sheets are destroyed.
Any discussion concerning test questions must be done face to face with the course instructor(s). No e-mailing, texting, or telephone discussion of test questions is permitted.

MAINTAINING FULL TIME STATUS
Often students will take longer than 4 years to complete the nursing major. This could be due to various issues such as student interest in extracurricular activities and leadership, athletics, personal responsibilities, or constraints associated with competitive entry programs. The following section may provide guidance on maintaining full time (12 credit hours/semester) status:

Co-requisite Classes
Students may consider taking the co-requisite courses that are threaded throughout the nursing curriculum prior to entering the nursing major. Two co-requisite classes are required before beginning your junior year are: Developmental Psychology and Science of Nutrition. Introduction to Ethics and Introduction to Sociology must be completed before finishing the nursing curriculum. Always follow ALL prerequisite requirements as delineated in the Undergraduate Bulletin.

Minors and Certificates
Nursing students may want to consider working toward a minor or a certificate, rather than just taking elective courses at random, especially if they have a focused interest in another area. Completing a minor along with the nursing major will extend a student's time at the university but will also provide them with an additional credential upon graduation. All areas offering a minor are listed in the Undergraduate Bulletin available electronically in My Akron.

ACADEMIC PROGRESSION IN THE NURSING COURSES
- Students are expected, at any point in their course of study in the School of Nursing, to notify The Assistant Director of the Undergraduate program and/or their instructor(s) immediately of any extenuating circumstances that would interfere with their ability to successfully complete the course requirements. Examples include extenuating circumstances include illness or death of a significant other, severe psychosocial stressors, and/or financial hardship.
- Students are required to complete all mandatory nursing courses listed in the University of Akron School of Nursing curriculum.
- The following policies will answer questions about policies related to academic progression

DROPPING A NURSING COURSE
Policy
- During the add/drop period, a student may drop a course without penalty.
- Up to the midpoint of the course, a student who is neither repeating the course nor on probation may withdraw but may need the signature of the Assistant Director of Undergraduate programs or another administrator in the School of Nursing. The administrator will notify the faculty teaching the course and clinical instructor when applicable. This withdrawal will be recorded on the transcript as a "WD".
- Withdrawal from a mandatory nursing course may significantly delay completion of the nursing program.
- The drop/withdraw dates are listed on the Office of the University Registrar website for the regular 15-week, 8-week, 5-week, and summer sessions.
- After the midpoint of the course the student may be permitted to withdraw from nursing courses only in the event of verifiable extenuating circumstances. The student must meet with the Assistant Director or another nursing administrator to request a withdrawal from a nursing course.

- A student who is either repeating a course and/or on probation will not be permitted to withdraw at any point in the course they are repeating because of continued unsatisfactory performance.
- A student who fails to attend a course without officially withdrawing from it will receive a grade of "F."

Procedure:
If extenuating circumstances exist, the student must provide proper documentation of the circumstances to the Assistant Director or another administrator in the School of Nursing.

NURSING COURSE FAILURE
- Student will fail a nursing course when a grade of C or below is received in the course or the passing criteria outlined in the course syllabus have not been met.
- A student failing a nursing course based on clinical performance will receive a grade of F in the course. Criteria for a clinical failure are:
    - Student is dismissed from a clinical agency due to unprofessional or unsafe behavior and course faculty have validated the rationale for the dismissal.
    - Student does not meet the clinical objectives
    - Student accrues 9 or more points on the Clinical Attendance and Performance Tool.
    - Student does not complete the required clinical time outlined in the course syllabus.
    - Student does not demonstrate competency in medication calculations.

NURSING COURSE REPEAT POLICY
Policy:

- Students who fail a mandatory nursing course required for degree completion must retake the course.
- A non-passing grade (C or below) earned in any course in the School of Nursing may not be removed by re-examination or by writing a paper or by taking an Independent Study course.
- If a student receives a non-passing grade (C or below) in a mandatory nursing course the student must repeat and successfully pass the course. The repeat may or may not be able to be accommodated immediately following the failure.
- The students must repeat and successfully pass the mandatory nursing course before progressing to the next nursing course.
- Enrollment in the nursing course to be repeated will be dependent on space availability and may not be in the same semester or academic year.
- Students who have received a non-passing grade in a mandatory nursing course may not be permitted to take any nursing course (200 level and above) offered in a less than 8-week format.
- A student who fails a mandatory nursing course must have a revised program of study on file.
- Traditional and LPN-BSN students follow their program of study and take one clinical course at a time.
- Students in the Accelerated track will repeat the failed course and going forward will follow the traditional BSN curriculum.

Procedure:
- The first time a student fails a mandatory nursing course (C or below), the student will meet with the Assistant Director, a school administrator, or the faculty advisor to discuss resources available at the University and at the school to improve study skills and success in nursing courses. The student will be given an academic plan outlining when the course will be repeated. When repeating the course the student is required to review all exams. The student will be given a revised program of study with their new program completion date. A student who fails the same mandatory nursing course a second time will be dismissed from the School of Nursing.

- If a student fails a second and different mandatory nursing course (with a grade of C or below), the student will meet with the Assistant Director, school administrator, or faculty advisor, to discuss resources available at the University ~~Counseling and Testing Center~~ and at the school to improve

study skills and success in nursing courses. The student will be given an academic plan outlining when the course will be repeated. When repeating the course, the student is required to review all exams. The student will be given a revised program of study with their new program completion date.

- The third time the student fails a mandatory nursing course (C or below in any nursing course) the student will be dismissed from the School of Nursing.

Although the first grade remains on the transcript, it is no longer computed into the Nursing GPA. The second grade is recorded and used to compute the new Nursing GPA.

INCOMPLETES IN NURSING COURSES

Policy:
An incomplete may be given at the option of the instructor, or when, because of seriously extenuating circumstances, the student is unable to complete the last requirements of the course. Students may not register for the next clinical course until the incomplete is removed.

Procedure:
To remove the incomplete, the instructor who assigned the incomplete must evaluate the required work and process the grade forms. The university policy regarding incompletes will be applied.

PROBATION

Pre-nursing Student Probation Policy:
Pre-Nursing Students on probation will:
- Receive correspondence informing them of their probationary status.
- Be required to sign a contract with their adviser outlining their individualized requirements to remove probation.
- Be required to meet with their advisor each semester while on probation in order to register.
- Students must remove probation after 1 semester (e.g. achieve the current School entry GPA requirement) or make progress toward removal (e.g. increase their cumulative GPA) in order to avoid dismissal from the school, college, or university.

Nursing Student Probation Policy:
- A student whose Nursing GPA falls below 2.3 will be placed on academic probation and notified of the probation by the School Director.
- A student may have only one probationary semester while in the nursing major.
- A student on probation must attain a Nursing GPA of 2.3 or higher at the completion of the next semester to remove academic probation and progress in the nursing program.
- Failure to remove academic probation at the completion of the semester will result in dismissal from the School of Nursing and will need to change their major.

Nursing Student Probation Procedure:
The Nursing GPA will be calculated after completion of each nursing course. The student will be notified by letter from the School Director after the completion of the probationary interval concerning continuance in the School or dismissal.

INELIGIBILITY AND DISMISSAL

Pre-nursing Student Ineligibility Policy:
- Pre-nursing students who fail the same pre-requisite course a second time are no longer eligible for admission to the School of Nursing and will be required to change their major.
- Pre-nursing students follow the current the University policies on university probation/dismissal.

This pre-nursing policy is separate and distinct from the probation and dismissal policies and procedures governing students in the nursing major. Probationary record as a pre-nursing student will not carry over into the nursing major policy.

Nursing Student Dismissal Policy:
- A student who fails a co-requisite course a second time will be dismissed from the School of Nursing
- A student whose nursing GPA falls below the required 2.3 for a second time will be dismissed from the School of Nursing
- If a student fails a third mandatory nursing course, the student will be dismissed from the School of Nursing even if a 2.3 nursing GPA is maintained.
- A student who fails the same mandatory nursing course a second time will be dismissed from the nursing program.
- A student may be dismissed for unethical professional conduct or conviction of a felony.
- A student may be dismissed for unsafe practice in the clinical area.
- A student suspected of academic dishonesty will be reported to the Office of Student Conduct and Community Standards and may be subjected to dismissal.
- A student who falsifies any documents submitted as evidence of meeting clinical requirements will be dismissed from the School of Nursing
- A student who is dismissed from the School of Nursing will not be granted readmission.

Nursing Student Procedure:
Students must meet with a College of Health and Human Sciences advisor when dismissed from the School of Nursing to decide on either a change of major or a change of college.

INDEPENDENT STUDY GUIDELINES
Independent Study (NURS 497) is for the purpose of permitting a student to concentrate on an individually selected topic of interest in nursing. Independent Study is not intended for purposes of:
- Obtaining remedial assistance
- Duplicating content already in the curriculum
- Raising the GPA in nursing

Students must have completed the courses in which traditional content relative to the Independent Study topic is presented prior to enrolling in Independent Study.

Students requesting Independent Study must be progressing satisfactorily through the baccalaureate nursing program without difficulty, both in theory and practice. The baccalaureate student must have a minimum nursing GPA of 2.75.

The student who intended to take an independent study must first secure a faculty advisor who will guide the study project proposed by the student.

In consultation with the faculty advisor, the student must develop independent study objectives, plan of activities, and method of evaluation. The advising faculty member will verify that the objectives, plan for activities, and evaluation methods meet the number of credits selected by the student. Independent study projects cannot involve clinical learning experiences where direct care is provided. If observational experiences are desired, the student and faculty advisor will develop a description of the experience. This description (after being signed by the student and faculty member) will be submitted along with the Independent Study project objectives, plan, and evaluation to the Assistant Director of Undergraduate Programs for approval. The Assistant Director of Undergraduate Programs will obtain written authorization from the agency for the observational experience. A copy of the approved Independent Study project will be placed by the Assistant Director into the student's official file. Upon completion of the Independent study, a copy of the completed project is to be given to the Director of the School of Nursing to be kept on file in that administrative office.

WITHDRAWAL FROM THE NURSING PROGRAM
Policy
A student may withdraw only one (1) time from the nursing program of study. Students withdraw from the School of Nursing for a variety of reasons and may request permission to return. Any student withdrawing from the program of study for a period of 6 calendar months will be required to successfully complete an Independent Study of 1 to 2 credit hours prior to re-enrolling. The purpose of the independent study is to validate the student's knowledge and skill level. This may include written assignments and skills testing. This policy also applies to transfer students who have been absent from a clinical course for 6 months.

Procedure
- Exit Interview is required:
- Schedule appointment with the Assistant Director.
- Explain reason(s) for withdrawal.
- Establish anticipated return to the School of Nursing.
- A completed Withdraw/Return Form (see appendix C) is filed in student's academic file.

Failure to complete this procedure may impact your ability to re-enroll (see Appendix C). Any student's absence that would extend their time past the date of their contract period, may be required to reapply for admission to the program.

REENTRY IN THE NURSING PROGRAM
Policy
Students who have been absent from core nursing courses ***must*** petition in writing for re-enrollment to the Student Success Center.
The student's record will be reviewed by the Baccalaureate Admissions Committee for appropriate placement within the current curriculum. (Refer to Contract Policy)
Re-enrollment is based on prior record and space available basis.
Re-enrollment requests will not be granted for students dismissed from the School for academic reasons such as, but not limited to, failure to remove probation, failing grades in core nursing courses, or unsatisfactory clinical performance.

Procedure
Students who must withdraw from the School of Nursing/Program are responsible for contacting the Records Specialist (330) 972-7560 regarding re-entering the nursing program.
- To apply for re-enrollment, the student must initiate a written request to the Baccalaureate Admissions Committee. The due date for submitting requests is based on the semester in which the students is asking for re-enrollment.
    - For summer and spring semesters: no later than October 1
    - For fall semesters: no later than April 1st.
- This request is mailed or e-mailed to the Records Specialist of the School of Nursing.
- The written request must contain the following information:
    - The semester of re-enrollment and courses involved
    - The last semester of enrollment in the School of Nursing and the last courses completed and grades received.
    - Original admission date into the School of Nursing and contract completion date.
    - Academic standing within the School of Nursing at the time of withdrawal including earned nursing GPA.
- The Baccalaureate Admissions Committee will review the student request and the student record at the regularly scheduled meeting in October or April. The student may schedule an interview with the Baccalaureate Admissions Committee to supplement the request and add to the record.

The Baccalaureate Admissions Committee will determine if the student shall be re- enrolled based on prior record and space available in the course. If there are more than one request to return than available course spaces, individuals will be ranked according to:

- Merit of the request
- The student's prior nursing GPA
- The student will be notified in writing of the Committee's decision by the Director of the School of Nursing

CHAPTER 5: ACADEMIC RULES, POLICIES, AND PROCEDURES

STUDENT PROBLEM-SOLVING PROCESS
The School of Nursing takes very seriously its commitment to students' rights and due process. For this reason, the following process has been designed. When an academic or administrative problem arises which does not violate the Student Code of Conduct, the steps of this process should be started as soon as possible and completed before filing a written appeal. It is hoped that the problem will be resolved informally early in this process.

The steps of the problem-solving process are:
I.   The student should make an appointment with the instructor or person involved.
II.   Discuss resolution of the problem with the instructor or involved party; a decision is filed by the instructor or involved party in student's file after the meeting.
III.   If the problem remains unresolved, the student should make an appointment with the Assistant Director, Undergraduate Programs or the Director of the School of Nursing.
IV.   Discuss resolution of the problem; Assistant Director files decision in student's file.

STUDENT GRIEVANCE PROCESS
When a problem remains unresolved after meeting with the School Assistant Director, a written request for an appeal may be filed with the School Director.

APPEAL CRITERIA
A written appeal should provide evidence of one of the following:
- A violation, misinterpretation, or inequitable application of a School of Nursing policy or procedure
- A violation of the student's academic rights as defined in The University of Akron's Statement of Rights and Responsibilities 3359-42-01 https://www.uakron.edu/ogc/UniversityRules/university-rules-by-number.dot

**A grade assigned by an instructor is not appealable except in cases of unfair treatment that includes mistake, fraud, bad faith or incompetency.

A student dismissed from the School of Nursing will receive a dismissal letter via e-mail and also by certified mail. A student may not be enrolled in a clinical course while an appeal about **dismissal** from the School of Nursing is pending.

A student has the right to File an Appeal Form with the School Director within 10 days of the date on dismissal letter. For appeal related to either appeal criteria above, the appeal form must be submitted within one week of picking up or receiving the form.

Process for filing an appeal:
When filing an appeal, the following steps MUST be followed as described below:

I.   Obtain a School of Nursing Appeal Form from the Assistant Director or Director of the School of Nursing.
II.   Submit completed form to the Director of the School of Nursing.
III.   Initial Review of an Appeal
       Upon receipt of the appeal, the Director of the School of Nursing will transmit a copy of the appeal to the parties whose decision(s) has (have) been appealed, the Assistant Director, and the Chair of the Student Appeals Committee. All documents pertinent or related to the appeal shall be kept in a Student Appeal file, numbered consecutively for each calendar year. The file shall be made available only to members of the Student Appeals Committee, the Assistant Director, and the School Director. The file shall not be made available to other parties except as provided by law.

IV. The Student Appeals Committee will determine whether the criteria for an appealable issue/problem are met and note to accept or reject the appeal. The student, all involved parties, the Assistant Director, and the Director of the School of Nursing will be notified of the Student Appeals Committee's decision by the chair of the Student Appeals Committee.

V. Investigation and Hearing of an Appeal
If an appeal is accepted for further investigation, the student will meet privately with two Student Appeals Committee members prior to the hearing. The other involved parties will also meet privately with two other Student Appeals Committee members prior to the hearing.

VI. In a closed session the Student Appeals Committee shall conduct a hearing of the appeal. Persons who may attend and their type of participation are:
- Student- The student may speak on his or her own behalf.
- Support person for student- This person may attend but may not speak.
- School of Nursing members shall appear upon request of the Student Appeals Committee and speak on the issue/problem.
- **No** attorney may be present at the hearing in a legal capacity.

VII. Appeal Decision and Recommendation
Upon completion of the hearing, the Student Appeals Committee will immediately send its recommendation to the Director of the School of Nursing. The Committee will send a copy of its recommendation to the student, the person whose decision is being appealed, and the appropriate program Assistant Director. A copy will be placed in the Student Appeal File.
The recommendation may be one of the following:
- Find in favor of involved parties.
- Find in favor of the student and create recommendations for resolution.
- The Director shall review the Student Appeals Committee recommendation and take one of the following actions:
    o Accept the recommendation.
    o Accept the recommendation with modification.
    o Reject the recommendation and formulate his or her own resolution.

The School Director will notify the student, the person whose decision is being appealed and the appropriate Assistant Director in writing of the Director's decision. A copy will also be placed in the Student Appeal File.

Further Resolution if Necessary
If the student deems the issue/problem unresolved after receipt of the Student Appeals Committee recommendation and School Director's response, the student may make an appointment with the School Director to discuss and resolve the issue/problem in person. After this meeting the School Director shall decide on a course of action and notify the student, the person whose decision is being appealed, and the Assistant Director of her final decision.

If the student deems the issue/problem to be unresolved after receipt of the School Director's decision, the student may contact the Dean of the College. The University of Akon Provost's Office is the final destination of any unresolved appeals.

STANDARDIZED ASSESSMENT/ACHIEVEMENT TESTS
Each student is required to take a variety of standardized Achievement Tests in the program. By completing these tests, the student will become familiar with licensing program format and will be able to identify personal strengths and weaknesses. The tests also provide program feedback. Faculty assigning the achievement tests may require remediation. The costs of these achievement tests are included with the course fees. Information about these tests will be offered during the program.

SCHOOL OF NURSING ATTENDANCE POLICY
Students are required to attend all components of the course unless they are excused.
An excused absence is defined as any university or school sponsored event such as a sports event for athletes, military duty, illness, funeral, religious accommodations request (per university policy), emergencies, or mandatory orientation to a nursing related job. The student must provide official documentation.

CLASS CANCELLATION POLICIES
When all campus classes are cancelled, announcements will be made on UA e-mail, radio and television stations. Students may call the University Emergency Information number (330) 972-SNOW and sign up for text messaging service.

It will be the responsibility of the student to notify the clinical instructor (or designated agency individual) if it is impossible to make it to the clinical agency, or if they will arrive late. Since students come from a variety of directions it is impossible to know what conditions are like in each section of northeast Ohio, therefore, students will be expected to determine if travel is a wise decision. All clinical time missed must be made up.

Snow Day/University Closure Policy
If The University of Akron closes for a snow day students will not attend clinical if the closure occurs before the clinical day begins.
If The University of Akron closes for a snow day once students are already in the clinical setting, the clinical instructor and students may decide whether to stay in clinical or leave for the day. If the clinical instructor decides it is best to leave, all students must also leave the clinical setting. If the clinical instructor decides to stay, students may stay or leave using their judgement regarding what is safest for their particular situation.
If classes are cancelled due to an occurrence specific to a problem at The University of Akron campus that does not affect surrounding hospitals/clinical sites, students will still have clinical.
If classes are cancelled but other university activities are still being held (such as sporting events), it will be the responsibility of the course coordinator to decide whether to hold clinical. No student will be required to attend if he or she feels their particular situation is not safe.
If students perceive their safety to be at risk and decide not to attend or to leave clinical, they will make up the clinical hours at an available time or during finals week.
In the case of a snow day, students who are scheduled to work with an individual preceptor in the clinical setting should decide whether to attend based on their individual judgement regarding safety.

FACULTY EVALUATIONS BY STUDENTS
Students will be provided with an opportunity to evaluate the lecture and/or clinical teaching of faculty. Standardized faculty and course evaluations are available for students to complete on the university's electronic course evaluation system. Results of student evaluations are not distributed to the appropriate faculty member until after final course grades are submitted.

USE OF MOBILE DEVICES
Mobile devices and the software that accompanies them provide nursing students with access to information that will enhance their ability to provide safe, quality care. Therefore, The University of Akron School of Nursing may require all traditional, accelerated and LPN BSN students to use a mobile device equipped with a nursing reference software package.

Guidelines for use of Mobile Devices
The American Nurses Association (ANA) and the National Council of State Boards of Nursing (NCSBN) have established guidelines that relate to the use of mobile devices. "Nurses" should be understood to include licensed practicing nurses as well as nursing students, who are being prepared by the School to become practicing nurses and as such will be held to these standards of practice.

School of Nursing Policies for the use of Mobile Devices
Based on the guidelines outlined above and The University of Akron Code of Student Conduct, the following policies shall apply to the use of mobile devices by the students in the clinical setting, classroom or learning resource center (LRC)

- Use of any mobile device must follow all protocols and policies of the clinical site.
- Personal phone calls and text messages are permitted during break periods away from patient care only in an area deemed acceptable for use by faculty.
- It is never appropriate to take a picture or video of anyone in the lab or clinical setting.
- Do not access the Internet for anything other than to retrieve information necessary to provide care.

USE OF SOCIAL MEDIA

ANA: Principles for Social Networking

- Nurses must not transmit or place online individually identifiable patient information.
- Nurses must observe ethically prescribed professional patient – nurse boundaries.
- Nurses should understand that patients, colleagues, institutions, and employers may view postings.
- Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
- Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
- Nurses should participate in developing institutional policies governing online conduct.

NCSBN: A Nurse's Guide to the Use of Social Media

- First and foremost, nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Do not refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients on personal devices, including cell phones. Follow employer policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices.
- Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Consult employer policies or an appropriate leader within the organization for guidance regarding work related postings.
- Promptly report any identified breach of confidentiality or privacy.
- Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the workplace.
- Do not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.

- Do not post content or otherwise speak on behalf of the employer unless authorized to do so and follow all applicable policies of the employer.

NON-SMOKING POLICY
The University of Akron has established a non-smoking policy for students, faculty, staff, and visitors. Mary Gladwin Hall (MGH) is designated as a non-smoking building. Students in the School of Nursing are expected to comply with the intent of the University's policy and Ohio law as well as to smoking policies established within the health care settings to which they have been assigned.

SUBSTANCE ABUSE POLICY
Any nursing student undergoing medically prescribed treatment involving a chemical or natural substance which may limit the nursing student's ability to perform the required tasks must report that treatment to his/her professor prior to participating in activities in the classroom, laboratory, or clinical setting. Upon such disclosure, the faculty member shall accommodate the student's potential impairment in that setting. Failure to report this to the faculty may be cause for appropriate disciplinary action under these procedures. It is the nursing student's responsibility to determine from his/her physician whether a prescribed substance may impair performance. Any information provided by the nursing student shall be kept confidential.

Rationale and General Statement
The School of Nursing requires that nursing students at all times be capable of providing safe and effective patient care. To that end, the School of Nursing is committed to a substance-free workplace and environment. This means that nursing students must not be impaired by any substance during any part of the nursing program, including classroom work, laboratory assignments, and community based clinical settings in which nursing students participate. Therefore, any situation where a nursing student's ability or performance is impaired by a chemical or natural substance faculty will act to protect the safety of the patients and the student.

Reasons to Suspect Impairment Include, But Are Not Limited To:
- Alcohol on breath or odor of alcohol
- Flushed face and/or bloodshot eyes
- Tremors of the hands
- Unsteady gait
- Patterned absenteeism
- Frequent breaks or disappearance during clinical day
- Repeated tardiness
- Memory lapses, difficulty concentrating, confusion
- Lack of coordination/dexterity
- Slurred or incoherent speech
- Deterioration of appearance
- Dilation or constriction pupils
- Anger, hostility, irritability, mood swings, agitation
- Presence of drug paraphernalia
- Drowsiness or sleepiness

For more information see Chapter 4723-6 Alternative Program for Chemically Dependent Nurses at http://codes.ohio.gov/oac/4723-6

PRIVACY
Standards of Individually Identifiable Health Information:
Information enacted under the Health Insurance Portability and Accountability Act of 1996 was created to address patient information privacy concerns. If you would like more information about these standards, the United States Department of Health and Human Services website, located at http://www.hhs.gov/ocr/hipaa/,

has a number of resources, including a publication titled "Privacy and your Health Information," located at http://www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/consumer_summary.pdf.

CODE OF ETHICS
All students are expected to comply with standards deemed appropriate to the profession in the School of Nursing Code of Ethics as well as in the University of Akron's Code of Student Conduct, and in alignment with the American Nurses Association's "Code of Ethics for Nurses."

ACADEMIC MISCONDUCT
Academic misconduct is defined in the Code of Student Conduct of The University of Akron, section D). https://www.uakron.edu/ogc/UniversityRules/pdf/41-01.pdf. Examples of academic misconduct include, but are not limited to, the following:

Cheating
Cheating is any fraudulent, deceptive behavior including but not limited to the following:
- Seeking, acquiring, receiving, and giving information or assistance in taking quizzes, tests, or examinations, including web-based examinations, quizzes, and assignments during the examination period or releasing questions to others after the testing period. Student formed study groups and tasks assigned to student teams are not considered "cheating."
- Copying another student's work in part or in total during a test, a quiz, or for an assignment and submitting it as your own work.
- "Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the faculty member of the course for which the work is being submitted or supervising authority for the academic requirement (UA Student Code of Conduct, section D, 1, a, ii)."
- Failure to follow instructions in syllabus concerning assignment submission and computer malfunctions; attributing "computer problems" as an excuse for late submission.
- Using a "cheat sheet" during an exam or unauthorized copies of previous exams.
- Getting help via cell phone or any electronic device during an exam.

Professional Nursing examples of cheating:
- Falsifying patient information, i.e. vital signs.
- Signing off meds that were not given.
- Documenting an assessment that was not actually done.

Plagiarism
The Merriam-Webster Online Dictionary defines *plagiarism as*: stealing and passing off the ideas or words of another as one's own; using another's production without crediting the source; committing literary theft; Presenting as new an original idea or product derived from an existing source. Plagiarism can involve any and all drafts, any and all sources regardless of the media, and paraphrasing if the source of the paraphrased thought or idea is not cited.

Examples include but are not limited to:
- Word for word use of someone else's work without citation.
- Copying a definition from a dictionary or text from a website and not citing the source.
- Buying or copying an essay on-line.
- Omitting source article from the list of sources.
- Forgetting to use quotations marks in a direct quote.
- Letting another student copy your homework answers.

For more information on avoiding plagiarism, go to https://www.uakron.edu/tutoring/bwc/resources-for-students/resources-about-plagiarism.dot

Falsifying documents:
- Falsifying documents involves tampering with written or electronic records to misrepresent the reality of the situation.
- Falsifying Attendance Records
- Forging a signature
- Scanning a student's ID when they are not present
- Falsifying an "absence excuse" note or document when an absence has occurred.
- Using someone else's clicker to sign them in when they're not looking.
- Signing in on attendance sheet and then leaving class

Nursing examples of falsifying documents:
- Documenting care that has not been provided.
- Fabricating assessments that have not been completed.
- Verifying that a drug was "wasted" when not actually witnessed.
- Falsifying any clinical record or document.

PROFESSIONAL MISCONDUCT
Professional conduct is expected in all venues of student life: behavior inside and outside the classroom including clinical sites and environments external to them, as well as in all forms of communication, including electronic.

Hospital rules may be more stringent. Examples of violation of "professional behavior" would include but are not limited to:
- Rude, argumentative, or threatening behavior on campus or in any public place including the clinical setting.
- Profanity in oral, written or electronic communications (includes Facebook, Twitter, LinkedIn, etc.).
- Public drunkenness, use of illicit drugs, or impairment due to legal medications.
- Posting any image or information about patients/clients on social media.

Professional Nursing examples of violations of professional conduct would be:
- Oral or electronic profanity in the workplace.
- Physical or verbal altercations on hospital grounds.

Respect:
Professionals are consistent in their display of respect for themselves and others at all times.

Examples of disrespect would include but are not limited to:
- Tardiness to class, clinical, or other engagement.
- Criticism of peers or colleagues.
- Breach of confidentiality (including electronic breaches such as Facebook, Twitter, Linkedin, etc.).
- Spreading of gossip or other second-hand negative or embarrassing information, including on electronic social media sites.
- Sleeping in class or clinical.
- Disruptive talking or whispering during class or LRC.
- Negative facial expressions or body language toward faculty or peers.
- Slamming of books.

- Answering cell phone or texting while in class, clinical and LRC, in a fashion that causes disruption to other students and impacts their ability to learn. In case of emergency, remove yourself from the area to respond.

Points will be added to the Clinical Attendance and Performance form as appropriate based on the situation. Referral to the office of Student Conduct and Community Standards Ohio Board of Nursing Policies Related to Professional Conduct of Students–(OAC) 4723-5-12
http://www.nursing.ohio.gov/Law_and_Rule.htm

CONSEQUENCES FOR VIOLATION OF RULES, POLICIES, AND PROCEDURES
Academic misconduct procedure (Code of Student Conduct of The University of Akron)
An incident of academic misconduct may be resolved and a sanction assessed in a meeting between the faculty member and student. If the student and faculty member agree on the facts of the incident and the proposed sanction(s), the matter can be resolved informally. The faculty member shall confer with the Department of Student Conduct and Community Standards to determine whether any prior academic misconduct has occurred. Written documentation of the agreement as to the facts and the sanction should be created by the faculty member, signed by the student, and retained for the faculty member's records. A copy shall be sent to the Department of Student Conduct and Community Standards and the student.

If the student and faculty member disagree about the facts of the incident or the proposed sanction(s), then the matter shall be referred to the Department of Student Conduct and Community Standards for adjudication as provided in the code of student conduct.

CHAPTER 6: CLINICAL EXPERIENCES

CLINICAL LOCATIONS
Complementing a rigorous classroom education, School of Nursing students have opportunities to gain valuable clinical experiences in a variety of health care environments. Ranging from world class health organizations to intimate social service agencies, students gain the experiences necessary to make the transformative contributions to healthcare that are the hallmark of a University of Akron nursing graduate.

For our students, access to clinical experiences is critical to becoming the kind of nurse capable of transforming lives. Working with hospitals, clinics and health care agencies close to campus and throughout the region, student nurses gain the critical clinical insight and practical experiences that allow them to enter the healthcare workforce capable of being productive and engaged nurses.

CLINICAL EVALUATION PROCEDURES
For each clinical rotation, faculty members will provide ongoing feedback using the Clinical Attendance and Performance Form (Appendix A)
A student will receive an evaluation of "S" or "U" for clinical performance.
Each course determines clinical objectives and criteria for acceptable clinical performance.
An "S" represents satisfactory completion of clinical requirements.
The "U" represents unsatisfactory achievement of clinical requirements. An "NI" represents a needs improvement. An "NI" will only be given during a course to guide the student towards improvement. An "NI" will not be given at the end of the course.
The student must receive a grade of "S" in clinical performance to pass the course.
The student who receives a grade of "U" in clinical performance will receive a grade of "F" for the course and must repeat the course in its entirety before progressing to another clinical course.

CLINICAL ATTENDANCE POLICY
Clinical attendance falls under the School of Nursing Attendance Policy outlined in Chapter 5.
All clinical experiences are mandatory.
It is the responsibility of the student to notify the instructor in advance if unable to attend the planned clinical experiences. Failure to notify the instructor and the agency represents a lack of professional accountability. Any clinical absence may result in the student being dismissed from the course if it is determined that course objectives cannot be achieved. Make up days for clinical absences will be determined at the discretion of the instructor.

Upon request of the instructor, students must present official documentation explaining the reason for the absence. A medical document from a provider needs to include a statement identifying any limitations resulting from an illness.

Each clinical course requires students to sign a Clinical Attendance and Performance contract. The contract has a built-in point evaluation system to evaluate clinical tardiness, absence and other areas such as, student professional demeanor and unsafe clinical behavior. If the student accumulates 9 or more points in this contract, they will receive an unsatisfactory in the nursing course associated with the clinical.

PROFESSIONAL LIABILITY/MALPRACTICE INSURANCE
Each student in the School of Nursing is required to have and maintain nursing liability insurance in the amounts of $1,000,000/$3,000,000 as a prerequisite to enter a clinical course. Cost of this liability insurance is included in course fees.

SAFE NURSING PRACTICE
Safe nursing practice is essential to all clinical courses. Safe nursing practice is defined as the application of scientific principles and nursing theory in performing nursing care. Care is provided in a reasonable and prudent manner providing for the welfare and protecting the well-being of the client. Safe practice implies

that the student can demonstrate awareness of the potential effect of actions and decisions. Such actions and decisions shall not endanger the integrity of the client.

Policy for Safe Nursing Practice

Below are the policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723-5-12 of the Revised Code and the rules adopted thereunder, including, but not limited to the following:

- A student shall, in a complete, accurate, and timely manner, report and document nursing assessments orobservations, the care provided by the student for the client, and the client's response to that care.
- A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviationsfrom the current valid order.
- A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reportsor time records, reports, and other documents related to billing for nursing services.
- A student shall implement measures to promote a safe environment for each client.
- A student shall delineate, establish, and maintain professional boundaries with each client.At all times when a student is providing direct nursing care to a client the student shall:
- Provide privacy during examination or treatment and in the care of personal or bodily needs; andTreat each client with courtesy, respect, and with full recognition of dignity and individuality.

A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code;

A student shall not:

- Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client.Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
- A student shall not misappropriate a client's property or:
- Engage in behavior to seek or obtain personal gain at the client's expense;
- Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at theclient's expense;
- Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personalrelationships.

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

A student shall not:

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

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

A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
- Sexual contact, as defined in section 2907.01 of the Revised Code;
- Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient assexually demeaning.
- A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.
- A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcoholor other chemical substances to an extent that impairs ability to practice.
- A student shall not have impairment of the ability to practice according to acceptable and prevailing standardsof safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances thatimpair the ability to practice.
- A student shall not have impairment of the ability to practice according to acceptable and prevailing standardsof safe nursing care because of a physical or mental disability;
- A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice;
- A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent,unless restored to competency by the court.
- A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medicationaide without a certificate issued by the board.
- A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform orinduce an abortion;
- A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
- A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information,or document to the nursing program, its faculty or preceptors, or to the board.

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

The right of privacy is an inalienable right of all persons; therefore, confidential information about the client acquired from any source is to be safeguarded. With the nurse-client relationship based on trust, the client's welfare and reputation can be jeopardized by inappropriate disclosure and the nurse-client relationship destroyed. Students are expected, without exception, to observe the client/patient's right to privacy. Serious consequences will result if the student fails to maintain this privacy. Students are reminded that confidentialityhas legal and ethical implications, and that an inappropriate break of confidentiality may expose the student toliability.

Failure to adhere to the above policies will result in the following:
Safe Practice is an essential requirement for progression to the next course and will be determined within the clinical faculty and clinical site personnel. Students who engage in unsafe practice will receive an unsatisfactory grade for the clinical portion of the course, resulting in a grade of "F" for the course. Student will be counseled and may, if appropriate, be given the chance to improve within the time frame of the course.

Documentation of unsafe practices will be formulated by faculty and discussed with and signed by

students.Faculty will have the sole discretion to determine if the student is to be dismissed for the day or for the remaining portion of the course.

Points will be added to the Clinical Attendance and Performance form as appropriate based on the situation.

STUDENT SIGNATURE ON CLINICAL DOCUMENTS
The correct student signature is "M. Gladwin, UANS" or according to the individual agency's document requirements.

MANDATORY AGENCY REQUIREMENTS FOR CLINICAL EXPERIENCE
As future nurses, there are important ethical and professional considerations of which you should be aware that convictions of egregious felonies may prevent you from being licensed in Ohio or elsewhere and may preclude you from obtaining gainful employment as a nurse. Even after obtaining your license, convictions of such crimes may cause your license to be suspended or revoked. It is therefore very important that you conduct yourself professionally and ethically as a law-abiding citizen. Please take note of the following information.

All nursing students are subject to thorough screening which includes annual criminal background checks and drug screens while in the nursing program, The cost of these background checks and drug screens are the student's responsibility. All background checks <u>may</u> reveal a student's unsealed <u>and</u> sealed criminal record.

Background Checks
The School of Nursing requires a yearly background check after students are admitted and determines whether a student may be placed in clinical settings under Ohio laws. This includes the Board of Nursing's Felony Preclusion rule, which is explained below. While the School of Nursing makes every effort to work with students whose record reveals a conviction other than ones listed below, clinical sites may decline to accept the student, which could negatively impact the students' ability to successfully complete the academic program. Students with any conviction (felony) will not be considered for admission or will be dismissed from the School of Nursing. Students who are convicted of, plead guilty to or have a judicial finding of guilt for any crime subsequent to enrollment should immediately notify the School of Nursing in order to determine whether such action will negatively impact their ability to complete the program or obtain an Ohio license.

Drug Screening
All students enrolled in the School of Nursing will be required to provide a urine sample for drug screening at least annually. Agencies that accept students for clinical placement may request additional screening prior to a student being permitted in a clinical area. Additional drug screening will be required for just cause by the agency and/or by an instructor. Drug screening is done at the student's expense. <u>Any student whose drug test shows a positive result will not be permitted in any clinical setting</u>. If a student cannot or will not produce a specimen when asked by the clinical agency or drug screening facility, that student will be considered as testing positive for illicit drugs. The results of all drug screening are reported to the Assistant Director of Undergraduate Programs in the School of Nursing.

If a student tests positive for illicit drugs upon application to the School of Nursing, the student will be denied admission to the program and may only reapply for admission in the next academic year after admission denial. At the time of reapplication, the student must show documentation of successful completion of a certified drug rehabilitation program, verified by a program counselor indicating readiness of the student to return to the program of study with prognosis for full recovery.
If a student tests positive for illicit drugs during screening after being admitted to the School of Nursing, whether during the required annual screening, screening requested by a clinical agency, or screening for just cause at the request of an instructor or clinical agency, <u>the student will be immediately withdrawn from the program of study for a minimum of one semester</u>. Prior to requesting re-enrollment, the student must show

documentation of successful completion of a certified drug rehabilitation program verified by a program counselor indicating readiness of the student to return to the program of study with prognosis for full recovery. After the student has completed the required certified drug rehabilitation program, tested negative for illicit drugs, and returns to the clinical setting, random drug testing at the expense of the student will occur periodically until the student graduates from the program of study.

Ohio Board of Nursing Licensure Screening
Currently, there are eleven offenses that are *automatic bars* to obtaining a nursing license for applicants who enter a pre-licensure nursing education program after June 1, 2003. This means that the Board of Nursing (Board) is prohibited from issuing a license to a person who has pled guilty to, been convicted of, or has a judicial finding of guilt for one of the offenses listed below.
Aggravated Murder • Murder • Voluntary Manslaughter • Felonious Assault •Kidnapping • Rape • Aggravated Robbery • Aggravated Burglary • Sexual Battery • Gross Sexual Imposition • Aggravated Arson • or a substantially similar law of another state.

In addition, the Board may propose to deny an application, or place restrictions on a license granted, for a conviction of, a plea of guilty to, a judicial finding of guilt of, a judicial finding of guilt resulting from a plea of no contest to, or a judicial finding of eligibility for intervention in lieu of conviction for the following: (1) any felony (that is not an absolute bar); (2) a crime involving gross immorality or moral turpitude; (3) a misdemeanor drug law violation; or (4) a misdemeanor in the course of practice. **In regard to these four types of offenses, the Board is unable to advise or give a definitive answer about the effect a criminal history will have on the ability to obtain a nursing license in the State of Ohio.**

For information concerning the Ohio Board of Nursing licensure requirements, see
http://www.nursing.ohio.gov/PDFS/Discipline/CRIMINAL_HISTORY_FACT_SHEET-July_2013.pdf

Additional mandatory agency health requirements:
Upon admission to the School of Nursing a student must submit to the Records Specialist the following:
   I.   A completed health physical form documenting a recent physical examination (within the last four months). A copy of a physical exam (within the last four months) from places of employment, military, etc. can be submitted.
   II. Tuberculin (TB) testing is to be done **YEARLY.** Initially, proof of a two-step Mantoux is required. Once the two step Mantoux is documented, all subsequent yearly testing need be only a single step Mantoux *unless one of the following exceptions apply:*
      o   If students have a positive Mantoux, they will need to provide results of a chest x-ray upon admission and sign an annual follow up form found in the orientation packet. (Appendix B)
      o   If students have had BCG vaccine, they must have a single TB test plus a chest x-ray.
   III. Submit a document verifying the dates when the student received the following immunizations: Measles, Mumps, Rubella (MMR), Varicella, Hepatitis B, Tdap (Tetanus-Diptheria-Pertusis), and Polio vaccinations. If the student does not have the dates for these immunizations or had the specific disease, the student may have blood drawn for titers. Contact the Records Specialist before having titers drawn. It is the student's responsibility to have the Tdap updated if a booster is required while in the nursing program.
   •   Submit a copy of the student's current American Heart Association BLS (Basic Life Support for the Provider) CPR certification/recertification.
   •   Annual Flu immunization will be required during the appropriate season.
   •   Yearly background check (See Background Check Policy)
   •   Yearly drug screening is required for all students. (See Drug Screening Policy)
   •   Proof of health insurance.
   •   Other requirements may be added as stipulated by contracting agencies.

If a student fail to provide the required proof for ANY of the above requirements, all clinical nursing courses on their schedule will be dropped. Once documentation for these requirements has been received by the Records Specialist, they will notify the Assistant Director of the SON that the student is compliant with clinical

requirements. The student will need to re-register for any sections of clinical placements, assuming availability.

Any student submitting false documents as proof that they have met any of the clinical or School of Nursing requirements will be removed from the clinical course. The student will be referred to Student Conduct and will be dismissed from the School of Nursing for falsification of documentation.

Students **MUST** keep a copy of all the above documentation for their own records. Students will need a copy of their health history for employment applications.

STANDARD PRECAUTION POLICY

The School of Nursing has established a policy, which requires students to follow Standard Precaution Guidelines, set forth by the Center for Disease Control when caring for clients in any setting. Students receive information concerning these precautions in sophomore year. The School of Nursing seeks to provide its students with safe environments for the performance of various clinical activities. However, should students become aware of any personal health or safety hazards that can adversely affect them or others, the School of Nursing expects such students to communicate the existence of such hazards immediately to a responsible agent of the clinical agency and to an appropriate faculty member in the School of Nursing in order that prompt actions may be taken to alleviate the same.

The School of Nursing has adopted the standard precautions regulation that recognizes all blood and body substances as potentially infectious.

Standard precautions include:
Hand washing is the single most important way to prevent the spread of microorganisms. Students need to wash hands: between patients, immediately after contact with body substances, before and after using gloves. In the clinical setting, students are also expected to use alcohol-based gel to "Gel in and Gel out" when entering/leaving patient rooms.
Gloves are to be worn to prevent possibility of hands being infected, transmitting one's own indigenous flora, and transfer of microorganisms to others. Students are to use gloves when they practice and are tested in certain skills performance in the Learning Resources Center. Students are expected to adhere to the universal precautions policies established by the health care agency to which they are assigned.
Gowns/Aprons are to be worn if there is a possibility of a student's clothing being soiled by body substances.
Masks/Goggles are to be worn if there is a chance of encountering body fluids.
The Learning Resources Center in the School of Nursing has an exposure control plan. (*Refer to LRC Policy and Procedure Manual*).

POLICY FOR FINGER STICKS AND BLOOD BORNE PATHOGENS

Needle/Finger sticks:
Students, while participating in clinical education at clinical facilities and community agencies, usually receive the same emergency medical care or minor medical treatment as that extended to employees of that facility, while on duty. Report any incident immediately to the nurse manager and fill out an incident report. Follow the protocols outlined by that facility. Students are financially responsible for and will be billed for those services. This is NOT to be considered a Worker's Comp claim. If the agency does not provide such services, the student should seek treatment on their own.

BLOOD BORNE PATHOGENS:

Students who may have been exposed to bloodborne pathogens while participating in clinical education at clinical facilities and community agencies, usually receive the same emergency medical care or minor medical treatment as that extended to employees of that facility, while on duty. Report any incident immediately to the nurse manager and fill out an incident report. Follow the protocols outlined by that facility. Students are financially responsible for and will be billed for those services.

UNIFORM REQUIREMENTS
The School of Nursing has an official uniform; which students must purchase from the contracted company. Uniforms are expected to be kept clean, wrinkle free, and in good repair. School of Nursing uniforms are to be worn to all clinical events in accordance with agency dress code. Substitution of other clothing for the uniform is not permitted. (Also see Professional Appearance Policies)

Uniform code for all Undergraduate Students
The required uniform consists of:
- Navy scrub shirt (*women and men*) with embroidered logo
- Navy pants with embroidered logo
- White lab jacket with embroidered logo
- Black, navy, or dark gray shoes
- UA SON ID badge (Purchase at ZipsCard office)

Wearing the uniform:
Faculty will inform students what to wear in their respective clinical settings.
When the lab jacket is worn, it is to cover professional appearing business casual clothing (*no shorts, jeans, t-shirts, hoodies, or halter tops*). Pants and/or skirts worn under the lab jacket should be visible and at least knee length.
White lab jackets must be worn in the LRC.

PROFESSIONAL DEMEANOR

Professional Appearance:
In order to comply with infection control policies and enhance the comfort of patients, the student must be clean, neat and in compliance with the School and agency dress code when reporting for clinical laboratory experience.

Students shall adhere to the following:
- Uniforms should be clean and wrinkle free.
- Shoes should be black, navy, or dark gray fluid impermeable, and covering the entire foot.
- Students should wear School lab jacket over professional slacks or School uniform when at the hospital picking up their prep work the night before clinical.
- Jewelry that is permissible includes a watch with second hand and plain band, plain wedding band, small plain post earrings. Examples of jewelry not permitted includes but is not limited to:
  - Hoop or dangling earrings
  - Rings with set stones such as engagement rings
  - Necklaces
  - Facial piercings
  - Tongue piercings
  - Body piercings---No visible body piercings are permitted (other than earrings mentioned above). Examples of piercings that should not be worn includes but is not limited to:
    - Tongue studs
    - Eyebrow studs or hoops
    - Lip studs or hoops
    - Nose studs or hoops
    - Ear piercings beyond the single pair of plain post studs.
- Hair must be clean, neat, a natural color, pulled back and secured so that hair does not come in contact with the patient or the sterile field; men should be shaven or have neatly trimmed beards and/or mustaches.

- Nails must be kept short, clean, and in good repair. Polish should be clear or light and not chipped. Examples of nail enhancements that are <u>not</u> permitted due to danger of spreading infection and/or damage to fragile skin include but are not limited to:
    - Artificial nails
    - Artificial nail tips
    - Artificial lashes
    - Nail wraps
    - Nail appliqués
    - Acrylic gels
    - Any additional items applied to the nail surface
- Perfumes, after-shave lotions, or scented lotions of any type are <u>not</u> permitted due to possible patient allergies or asthmatic conditions.
- Body art of any form must be covered by the uniform.

Consequence 1st offense:
Verbal warning.
Points will be added to the Clinical Attendance and Performance form as appropriate based on the situation.

Consequence 2nd offense:
Written warning by clinical instructor, signed by student, sent to advisor and placed in student file.
Notification of the course instructor.
Points will be added to the Clinical Attendance and Performance form as appropriate based on the situation.

Consequence 3rd offense:
Dismissal from clinical site AND a conference with the course instructor.
Written as 3rd offense by the clinical instructor, signed by student, copy placed in student file.
Points will be added to the Clinical Attendance and Performance form as appropriate based on the situation.

CLINICAL EQUIPMENT
Students need the following clinical equipment: stethoscope, watch, scissors, pen, pencil, pen light. Cost varies depending on type of stethoscope, watch, etc. selected.

ID BADGES
Clinical agencies will require use of an identification badge while you are assigned to that agency for clinical learning experiences. You will be instructed on how to get an identification badge from the agency. Students must also have a UA SON ID badge. You will need to have this identification <u>prior</u> to the start of clinical. Students are not permitted in the clinical agencies unless they wear an identification badge. The ZipCard office on the 1st floor of Simmons Hall will be handling the identification badges. The badges will have your name, picture, and The University of Akron seal. <u>No other identification badge can be substituted.</u>

TRANSPORTATION TO OFF-CAMPUS LEARNING SITES
The School of Nursing uses a variety of clinical facilities for student learning experiences. Students are responsible for their transportation to and from the institution and agencies used for educational experiences. Examples of such facilities include: preschools, nursing homes, hospitals, health departments and other health care delivery agencies. In addition, nursing students will be required to visit selected clients and/or agencies in the community.

PERSONAL HEALTH INSURANCE
Students are required to carry their own personal health insurance coverage and submit proof of insurance to the Records Specialist prior to starting the nursing program. If students have a change in health insurance while in the program the student is responsible for providing proof of new insurance coverage to the Records Specialist.

PERSONAL ILLNESS
When the student questions whether he/she should attend the clinical setting because of illness, the student will be recommended to seek advice from a healthcare provider at the University Student Health Services on main campus, or the student's personal primary healthcare provider. A written statement must be obtained from a health care provider to clear the student to return to clinical setting following the absence and present the statement to the instructor before the student can return to clinical.

It is the responsibility of all students to maintain their own health. Students should notify the Assistant Director, course faculty, and clinical instructor(s) of pre-existing health conditions, especially those requiring medications. Such information will be helpful to the instructor(s) in the event of a student becoming ill in the clinical setting. (See substance Abuse Policy)

STUDENT ILLNESS/INJURY AT THE CLINICAL SETTING
If a student becomes ill (or is injured) while in the clinical setting, the clinical instructor will determine whether the student needs to be seen immediately, sent home, or allowed to rest in a quiet area. If immediate care is needed, the student may go to the emergency room, or decide to seek care from his/her own primary healthcare provider. If an injury does occur in an agency, it is best the student be seen in the emergency room in the event it becomes necessary for further evaluation. If the student requires transportation assistance, the clinical instructor will assess the best means by which this can be accomplished (e.g., peer, family member, friend).

If the student does seek emergency treatment in the agency's emergency room, the student will be billed for services rendered. This is NOT to be considered a Worker's Comp claim. Students should maintain their own health insurance coverage (as noted above) to protect them in case an illness or injury should occur.

The School of Nursing has affiliation agreements with numerous health care agencies. Faculty will review the agreement with the agency, in addition to the agency protocols, where they clinically supervise students so that they know what measures to take should a student become ill or be injured. The clinical supervisor will also initiate an incident report (if appropriate) or a note pertinent to the situation and place a copy of the report (or note) in the student's official record.

CHAPTER 7: LEARNING RESOURCE CENTER (LRC) EXPERIENCES

LEARNING RESOURCES CENTER (LRC)
The Learning Resources Center (LRC) includes a Nursing Skills Lab, a Simulation Lab, and an Operation Room Lab. The labs provide a simulated clinical setting, simulation equipment, videos, reference books and other reference material to support teaching and learning about nursing skills. Additionally, the labs provides clinical experiences with low to high fidelity simulators to support development of critical thinking and prepare students for safe patient care. Classes and independent practice are scheduled in the Skills Lab and the Simulation Lab. Visit the LRC web page for information and details about LRC. Staff office areas are OFF LIMITS TO ALL
Please ask staff for any resources (i.e., staplers, scissors, etc.)
Staff are very willing to help

Visit the LRC web page for information and details about the LRC
http://www.uakron.edu/nursing/student-life/lrc.dot

LRC GUIDELINES
Skills Lab
- Enter and Exit the Skills Lab from MGH Room 110 main entrance
- All other doors are for emergency exit
- Dress code as stated in this handbook regarding the wearing of a lab jacket
- Students are not to enter the Skills Lab until 5 minutes before class
- Students are responsible for maintaining a professional environment
- No pictures are to be taken in the lab
- No food, drink or cell phone use
- Sit only on chairs
- Put belongings in designated space
- Clean up after using equipment
- Take all of your belongings when you leave

Simulation Lab
- Enter the simulation lab from 104 and exit from 105
- Dress code as stated in this handbook regarding the wearing of a lab jacket
- Students are responsible for maintaining a professional environment
- No pictures are to be taken in the lab
- No food, drink or cell phone use
- Keep ink pens away from manikins
- Clean up after using equipment
- Leave belongings in 110 in designated space
- Take all of your belongings when you leave.

Operation Room Lab
- Enter and exit the operation room lab from 305D
- Dress code as stated in this handbook regarding the wearing of a lab jacket
- Students are responsible for maintaining a professional environment
- No pictures are to be taken in the lab
- No food, drink or cell phone use
- Keep ink pens away from manikins
- Clean up after using equipment
- Leave belongings in the anteroom in designated space
- Take all of your belongings when you leave.

OPEN HOURS

LRC Scheduled hours are posted on LRC web page

Students must sign up for **Open Practice** twenty-four (24) hours in advance to assure equipment and staff availability.

CHAPTER 8: UNDERGRADUATE STUDENT SERVICES & RESOURCES

SCHOOL OF NURSING BRIGHTSPACE PAGES
All necessary information will be disseminated to students via cohort Brightspace Pages. IT IS THE STUDENT'S RESPONSIBILITY TO CHECK THEIR BRIGHTSPACE PAGES FREQUENTLY FOR IMPORTANT DOCUMENTS, DEADLINES, ETC.

UANET ID
UAnet ID is free to all students of UA is assigned at admission to The University of Akron. The UAnet ID is necessary for Internet connection from the various computer labs on campus and in the School of Nursing. It will also serve as your electronic mail address and be used by faculty to post important course information. You will receive instructions in your courses on how to access course materials and electronic bulletin boards. It is **mandatory** that School of Nursing students check their UA e-mail on a daily basis. Faculty will be using email to communicate important information to their students.

STUDENT LEADERSHIP
The School of Nursing views the development of leadership skills as an integral part of preparation for the nursing profession (see School of Nursing "Goals" and "Competencies of the BSN Graduate" elsewhere in this handbook). The Student Success Center assists and supports students in various aspects of campus and School leadership. Students are encouraged to assume leadership positions in their class, in the various School student organizations, in campus organizations as well as leadership opportunities in the community at-large.

Class leaders function as a part of the Student Nurses Association (SNA) (http://www.uakron.edu/nursing/student-life/student-organizations/student-nurses-association.dot). Students may also participate in nursing student leadership at the state level (Ohio Nursing Student Association: http://www.ohionsa.com/) and at the national level (National Student Nurse Association: http://www.nsna.org/). Campus leadership opportunities include Undergraduate Student Government, Residence Life positions, fraternity and sorority opportunities, as well as other special interest groups.

A database is maintained to track student leadership. Students are encouraged to keep the SON informed of their involvement in leadership outside the School and/or outside the campus each year for accurate record keeping. This information may be used for recognition and/or award purposes at various times throughout the academic year.

GUIDELINES FOR STUDENT ELECTIONS AT THE SOPHOMORE LEVEL
All candidates will submit a self-nomination or be nominated electronically in January/February of their first year in the nursing major (deadline date to be announced via e-mail).
All elected sophomore officers and committee representatives shall be elected to serve until graduation of that class.
Elections for class officers and committee representatives will occur electronically during the month of February/March.

STUDENT REPRESENTATION ON SCHOOL AND UNIVERSITY COMMITTEES
There are several committees that have positions for students enrolled in the School of Nursing. Students selected/elected are expected to attend committee meetings, participate in discussions, and share the student's point of view with faculty. Students may be asked to serve on any other committees that deal with matters where student representation would be helpful.

Student representatives to the University, College, or School of Nursing Committees will be elected by their class members when appropriate. Committees include the following, however may include other committees.
- Associate Provost and Dean's Council
- Undergraduate Student Government

- Graduate Student Government University Program Board Residence Hall Council Residence Hall Program Board
- University Council (subcommittees which requires student membership) Hearing Board Pool
- Official events of recognized Honor Societies (e.g., Omicron Delta Kappa, Mortar Board)
- School of Nursing Committees:
    - Student Advisory Committee to the Dean Curriculum Committee
    - Student Affairs and Engagement Committee
    - Baccalaureate Curriculum Committee

SIGMA THETA TAU

This organization is the International Honor Society of Nursing. The School of Nursing was granted a charter in 1979 by Sigma Theta Tau, International, Inc., and became Delta Omega Chapter in 1980. Each Fall semester, eligible candidates will be invited to join by the Eligibility Committee.

Baccalaureate students who have completed the junior year courses and maintained a 3.0 cumulative GPA in the nursing major may be considered for membership. Students who are elected shall rank not lower than the highest 35% of their class in scholarship. The areas which applicants are screened are academic scholarship and potential leadership ability.

The purposes of Sigma Theta Tau are:
- Recognize superior achievement
- Recognize the development of leadership qualities
- Foster high professional standards
- Encourage creative work
- Strengthen commitment to the ideals and purposes of the profession

There is an induction fee (one time only) and annual dues. Membership includes subscriptions to two (2) publications from the International Office, the Delta Report from the Chapter, plus a variety of professional programs.

ACADEMIC GUIDANCE AND COUNSELING

Students will be assigned a College of Health and Human Sciences (CHHS) academic advisor on entry to the College. Advisor assignments can be found in My Akron under Stellic.

Nursing students will be advised by the advising staff in Student Success Center (MGH 313).
On entry into the nursing major, students will also work with a faculty advisor.

The student may contact their advisor via email or phone. Advisor contact information can be found at www.uakron.edu/health/ssc. Appointments can be made online through the link under each advisor and can be virtual or in person. There are also walk-in hours available.

Advising may include: identification of elective courses or minors; assistance with planning course sequencing, understanding degree requirements and general education, part-time study; clarification of policies; assistance in identifying resources for both academic and personal needs.

Personal counseling is available through the Counseling Center at the following website www.uakron.edu/counseling. Additional counseling concerning careers is available at The Career Center at www.uakron.edu/careers.

STUDENT SUCCESS AND STUDENT SERVICES (MGH 313)

The Student Success Center

We are dedicated to promoting educational excellence within the College of Health and Human Sciences. This office provides services to a diverse student body in the college that enables them to maximize the benefits that the School of Nursing and the university offer. Sensitive to the changing needs of today's

nursing students, the staff in Student Affairs is committed to supporting students and meeting their individual academic and personal goals.

The Student Success Center Vision
The Student Success Center will foster a campus of empowered and connected learners and alumni who are successful in a diverse and global society.

The Student Success Center Goals
- Support student development toward becoming independent, self-confident, and empowered learners connected to The Akron Experience.
- Promote recruitment, workforce development, and community outreach.
- Continually assess all constituents in The College of Health and Human Sciences to assure the efficacy of services and to guide the enhancement of future programming.
- Assure that state-of-the art technology is implemented in the delivery of student services wherever possible.

Services provided:
- Academic advising
- Progression to the nursing major workshops
- Leadership development
- Living/Learning Communities

SCHOLARSHIP INFORMATION
Prospective nursing students will be automatically evaluated for merit-based scholarships and/or grants during the application cycle by the Offices of Admissions and Student Financial Aid. In addition, applicants will be considered for any School of Nursing scholarships for which they meet the eligibility criteria.

Beginning in the sophomore year, continuing nursing students will receive annual communication via their University of Akron email inviting them to complete the Nursing Scholarship Questionnaire. This brief form serves as the application for all School of Nursing scholarships and ensures consideration for awards based on each student's qualifications.

A complete list of School of Nursing scholarships is available on the College of Health and Human Sciences website.

Awarded scholarships may supplement existing financial aid packages or fund portions of original merit-based awards from initial enrollment. The impact of each scholarship on a student's account depends on the type of award granted. All students who complete the Scholarship Questionnaire will be considered for all eligible opportunities. Recipients will be notified in writing, with details about how the scholarship funds will be applied.

STUDENT HEALTH SERVICES
A variety of health services are available to all students through Student Health Services. Student Health Services, (330-972-7808) is located in the Student Recreation and Wellness Center room 260 and is open 8:00 am to 4:30 pm. https://www.uakron.edu/healthservices/about/index.dot

STUDENT ACADEMIC RECORDS
Academic records of all School of Nursing students are maintained in Mary Gladwin Hall or on an online secure platform. The record contains information relevant and necessary for academic purposes. Items included in the record are:

- Progression to the nursing major form.
- Student Contract and other miscellaneous forms

- Health and Immunization Forms
- CPR Certification Verification
- Advisement Notes
- Clinical Evaluations
- Correspondence to/from School of Nursing pertinent to student
- Students may review their record after submitting a request in writing to the Records Specialist. The record must be reviewed in the presence of the Records Specialist. If a request is made for a copy of any material from the academic record, the student must put the request and purpose for the copy in writing. Allow 24 hours for request to be completed.

Name, Address, Telephone Changes
All changes must be submitted in writing to the Records Specialist in Mary Gladwin Hall 201B as soon as they occur. It is essential that the School of Nursing be notified of changes in order that the student can be contacted when/if the need arises.

Release of Student Names and Addresses
New students will be apprised of the fact that legitimate organizations (e.g., military, hospitals, or other health care agencies, ANA or NLN) contact the School of Nursing requesting names and addresses of students. Names and addresses will be given to these "legitimate organizations" only as prescribed by law. The Director of the School of Nursing will determine what a "legitimate organization" is.
Students may decide to refuse to participate in whatever activity or study is being proposed without jeopardizing their status as students in the School of Nursing.

Release of Student Health Information
Students must sign bottom of the health requirement form, which acts as a release of medical information to appropriate faculty, clinical agencies, or in the event of medical emergencies. The signed waivers will be kept on file.

LEARNING COMMUNITY
The School of Nursing is very pleased to provide several freshmen living/learning community options for students preferring a close-knit, supportive learning experience.
These communities give freshmen the opportunity to network with other freshmen interested in nursing careers while developing the academic skills necessary to succeed in the challenging nursing curricula. Students meet nursing faculty, receive advice from current nursing students, and experience many opportunities to become familiar with the School of Nursing culture and nursing career expectations.

The School of Nursing offers the following Learning Communities:
- The "living" option - Nursing: Living, Learning, and Leading---male and female freshmen students majoring in nursing share one floor in Spicer Hall. Several upperclassmen already in the nursing major live on the floor with the freshmen, serving as a mentors. Students are prioritized for admission into this living/learning community by the date on their housing contract. Students are advised to submit their housing contracts as early as possible.
- The "classroom" options - Four different class schedules are available, each containing 20 reserved seats. Several nursing prerequisite classes are linked together to provide the basis for this community experience and students may add one or two other classes to the set schedule as they wish. Students thus share very similar class schedules, instructors, assignments, etc.

New freshmen interested in learning communities are encouraged to confirm their enrollment at UA and attend a New Student Orientation, as early as possible as the nursing learning communities fill very early. Students do not need to live on campus in order to participate in one of these classroom communities.

LIVING AND LEARNING COMMUNITIES IN THE SCHOOL OF NURSING
The School of Nursing offers pre-nursing students and intended nursing majors the option of participating in several types of learning communities. A small group of students (usually around 20) will register for the

same sections of designated classes, and/or live in the same residence hall, and participate in various services and opportunities that are not necessarily available to students outside of the "community" structure. More information is available about the Living Learning Communities at www.uakron.edu/admissions/undergraduate/LearningCommunities.php and The Department of Residence Life & Housing at www.uakron.edu/reslife/living.php. The Center for Academic Achievement and Student Success and the CHHS Student Success Center have specific information about the courses that are offered in each community option.

CHAPTER 9: GRADUATION AND RN LICENSURE INFORMATION

GRADUATION POLICY
- Complete a minimum of 120 semester credits toward the degree (traditional BSN, LPN-BSN, RN-BSN, pre-MSN) or 65 semester credits for the Accelerated BSN and earn a minimum of 2.3 in the nursing major, and a GPA of 2.0 for all work attempted at The University of Akron.
- Students in RN/BSN Sequence are awarded 36 bypass credits for previous work. Bypass credit fee is less than per credit hour fees.
- Obtain approval of appropriate School faculty, Faculty Senate and the Board of Trustees.
- Complete the last 32 credits in the baccalaureate program at The University of Akron.
- Discharge all other obligations (financial, academic, return of property, etc.) to the University.
- Complete all requirements, which were in effect at the time of transfer to the School of Nursing.
- Participate in commencement exercises (unless excused by The University).
- Pay all required fees

GRADUATION FEES
Graduation involves the following
- Purchase or rental of cap and gown for graduation (cost available at bookstore)
- Pictures for class composite and licensure (optional).
- Pins (optional), approximately $90.00-$400.00 or more depending on choice of pin and cost of gold.

APPLYING FOR GRADUATION
It is required to file a graduation application with the Registrar in the final academic year. It is the student's responsibility to be aware of and to meet filing deadlines. Miscellaneous reminders are sent out via e-mail repeatedly each semester.

NCLEX REVIEW CLASS
A mandatory NCLEX review class is given for graduating seniors in the LPN, traditional and accelerated BSN tracks. There is no additional charge for the review class, however the course is a graduation requirement.

PROFESSIONAL LICENSURE APPLICATION PROCEDURE
Students successfully completing the baccalaureate program are eligible to apply to take the NCLEX -RN to obtain licensure as a registered nurse (RN). Students will be held responsible for filing their own applications for taking NCLEX-RN. Students will receive instructions on the NCLEX application process when taking the NURS 401 RN Transitions course.

EMPLOYMENT OPPORTUNITIES
The School of Nursing frequently receives information about employment opportunities for student nurses as well as for those graduating from the program. This information is disseminated via Brightspace pages.

Students are encouraged to make appointments with Career Services in the student union for assistance with resumes and interviewing skills as well as timely information concerning job openings and interview opportunities.

PINNING CEREMONY
The Pinning Ceremony is held each year in May during finals week. Traditional, LPN to BSN, and Accelerated students graduating in the same calendar year (May, August, and December) are invited to this ceremony. Students may purchase a University of Akron School of Nursing pin, but it is not mandatory that you purchase one in order to attend the pinning ceremony. No student will be excluded due to not purchasing a pin.

Pins are usually ordered during the senior academic year and information on how to purchase pins is sent to students electronically.

SENIOR PICTURES
Sitting for senior pictures:
- Usually occurs in the spring semester. Information is sent out and appointments are made electronically.
- Is optional.
- Will follow the same academic calendar as Pinning—Traditional, LPN, and Accelerated students graduating in the same calendar year (May, August, and December) are invited to sit for pictures and be included in the academic year's composite portrait.

SCHOOL OF NURSING AWARDS
The following awards are presented at pinning each May. Nominations and voting take place electronically.

Mary Gladwin Award
A senior student that demonstrates achievement in academic nursing practice and School/community activity is selected to receive this award. Nominations can be submitted by faculty and students (including self-nominations). The final selection is made by the faculty. The student will receive $100, a plaque, and have his/her name engraved on a plaque that is located in the College of Health and Human Sciences Student Success Center.

Outstanding Undergraduate Student Award
School faculty and students may nominate academically outstanding seniors with significant contributions to campus, professional and/or community activities. Faculty will then vote for a final selection.

Outstanding Accelerated Student Award
School faculty and students in the graduating accelerated class may nominate candidates for an Outstanding Accelerated Student Award. Nominated students should display the following characteristics.
- good academic standing in the School of Nursing and the university
- strong dedication toward the profession of nursing
- positive role model for members of the accelerated class as well as other students in the School
- visible leadership within the accelerated class Faculty will vote for a final selection.

Outstanding RN Student Award
School faculty and students will nominate academically outstanding RN-BSN seniors with significant contributions to campus, professional and/or community activities. Faculty will vote for a final selection.

Student Nurses Association Desiree Reeves Outstanding Student Award
Senior students who actively participated in the Student Nurses Association are eligible for this award. The selection is made by current members of the Student Nurses Association in collaboration with their Faculty Advisers. The award will be presented at the Pinning Ceremony each spring.

Outstanding Undergraduate Faculty Award
Senior students will nominate faculty members for the Outstanding Undergraduate Faculty Award. Students make the final selection.

Appendix A: Student Code of Academic and Professional Conduct
Appendix B: School of Nursing Clinical Attendance and Performance Contract
Appendix C: School of Nursing Program Withdrawal Exit Form

APPENDIX A

School of Nursing Student Agreement

All students entering the nursing major are given a copy of the form below at their orientation session. This form must be completed by the end of their third week of their first semester in the nursing major. This agreement becomes part of their official file.

THE UNIVERSITY OF AKRON
SCHOOL OF NURSING STUDENT AGREEMENT

I_____ID #_____acknowledge that I have entered Brightspace or the School of Nursing (SON) web site and reviewed the School of Nursing Baccalaureate Student Handbook for the current year,_____.

I understand that it is my responsibility to know and adhere to the policies of the Baccalaureate Program and to refer to the Handbook when the need arises.

I also understand that it is my obligation to review updates to this handbook upon notice of amendments.

I understand that electronic copies of the handbook are available on the School of Nursing website. ([School of Nursing Programs : The University of Akron, Ohio (uakron.edu)](https://www.uakron.edu)). I am permitted to make my own hard copy; however School of Nursing will not be able to provide this service for me.

I have read the School of Nursing Inclusive Excellence statement; the Safe Practice definition; the Professional Conduct, Appearance and Behavior policy; the Academic Dishonesty Policy; the School of Nursing Substance Abuse Policy; the Repeat Policy for science co-requisite and nursing courses; the SON policy for dropping or withdrawing from nursing courses (which is more strict than the overall University policy); and the SON Probation Policy (which is also more strict than the overall University policy).

I read and acknowledge understanding of the BSN handbook and that I must complete the program of study within 4 years from the date of admission to the school of nursing. I also understand that it is my responsibility to know and adhere to the terms of these policies.

_____

  SIGNATURE   DATE

APPENDIX B

Clinical Attendance and Performance

Student's Name: _____   Date: _____
Course: _____   Clinical Instructor: _____

Clinical Attendance and Performance		
Date of Each Occurrence	Point Value (Each occurrence)	Points will be accrued as noted below. Tardiness and absence occurrences are measured *per clinical rotation.*
		Tardiness:
	3	Student late for clinical.
		Absence (student must make up clinical time):
	6	Unexcused absence: instructor was notified prior to clinical start time.
	7	No Call/ No Show. Clinical faculty not notified at least 1 hour before the start of shift
		Student Professional Demeanor:
	3	Unprofessional conduct and disrespect. Did not follow instructor's direct instruction.
	3	Unprofessional appearance
	3	Unapproved or unauthorized use of cell phone
	1	Late Assignments: Springboard, journals, papers.
	6	HIPAA violation
		Unsafe Clinical Behavior:
	3	Incomplete clinical preparation or proceeding with patient care without clinical instructor's knowledge and/or approval.
	3	Failure to report an illness or physical limitation to clinical instructor.
	9	Lying, covering up, failing to report a mistake in the clinical setting, or falsifying any documentation.
	9	Violation of substance abuse policy
	9	Student unprofessional behavior leading to unsafe patient situation
Action Plan		
	5 or greater	**Written contract in the form of an Advisor note. A student who accumulates 5 or more points must make an appointment to meet with the clinical faculty member or course coordinator.**
	9 or greater	**Failure of clinical.** The student who accumulates **9 or more points** will receive an "F" in the nursing course associated with the clinical. There will be no option to withdraw from the course to prevent receiving a failing grade.
Total score At end of rotation		

First Occurrence

Date: _____Student: _____   Instructor's Signature: _____

Second Occurrence

Date: _____Student: _____   Instructor's Signature: _____

Third Occurrence

Date: _____Student: _____   Instructor's Signature: _____

Fourth Occurrence

Date: _____Student: _____   Instructor's Signature:_____
Clinical Attendance and Performance Contract

(This form is to be initialized and signed by the student prior to beginning each clinical rotation, and stapled to the final

signed clinical evaluation)

___ I understand that Clinical Attendance and Performance are mandatory to progress in the
        Nursing program.

___ I have reviewed the Clinical Attendance / Performance Contract.

___ I understand that Tardiness, Absences, Unprofessional or Unsafe Behaviors will all be
      tracked using a point system and will be tracked *per clinical rotation*.

___ I understand that *all* clinical hours must be completed to meet course
      objectives.

___ I understand that if I accrue <u>5</u> or more points, I am considered "at risk" for failure in the
      Clinical component and will be expected to sign an Advisor Note with my clinical instructor
         or course coordinator prior to the next clinical day.

___ I further understand that if my clinical instructor is unable to meet with me, it is my
         responsibility to contact the course coordinator for an appointment prior to the next clinical day.

___ I understand that if I accrue 9 or more points I will receive an "F" in the nursing course
         associated with the clinical.   There will be no option to withdraw from the course to
         prevent receiving a failing grade.

__ I understand the Student Handbook Policies regarding failures in nursing courses.

Signature of Student: _____

Date: _____

APPENDIX C

Program Withdrawal Exit Interview Form

Name:_____   Date:_____

Semester/year: _____

Course(s):_____

1. Reason (s) for Withdrawal:

    ___ Illness or Injury
        __ Self
        __ Significant other (parent, sibling, significant other, spouse, child)
    ___ Death in the family requiring assumption of increased responsibilities
    ___ Economics
    ___ Indecision about personal career goals
    ___ Academic reasons
    ___ Personal _____
    ___ Other   _____

2. Explanation pertaining to checked areas (Optional):

3. When does student anticipate returning to the School of Nursing?

4. Reviewed with student the withdrawal and return policies of the School of Nursing (on back side of this page)

_____   _____
Student   Date   Faculty   Date