



Oklahoma State University

College of Education and Human Sciences

BSN Student Handbook

2023-2024

BSN STUDENT HANDBOOK

2023-2024

Table of Contents

SECTION I: INTRODUCTION

- Welcome4
- Accreditation5
- First Things First6
- OSU Mission7
- OSU- EHS Vision7
- HCCP Mission7
- BSN Program Mission7
- BSN Program Student Outcomes7
- Value Statement of Inclusion8
- OSU BSN Program Goals8
- Essentials of Baccalaureate Education for Professional Nursing Practice8
- Licensure9

SECTION II: GETTING STARTED

- Time and Commitment9
- Computer Literacy9
- Computer Access and Recommendations10

SECTION III: THE BSN PROGRAM CURRICULUM

- BSN Curriculum11
- BSN Program Required Nursing Courses12

SECTION IV: BSN STUDENT SUPPORTS

- Academic Advisors13
- Information Technology Helpdesk13
- Writing Supports13
- Edmon Low Library13
- Records Office14
- Financial Aid14

SECTION V: BSN PROGRAM POLICIES

- Admission Policy14
- Verification of English Language Requirements14
- Additional Requirements14
- Student ID Badges15
- Guidelines for Accommodations of Students with Disabilities15
- Grading Scale.16
- Academic Progression16
- Graduating from the Nursing Program.16
- Incomplete Grades16
- Academic Alert Procedure16
- Student Probationary Contract17
- Nonfulfillment of Progression Requirements.18
- Interruption in Normal Progression18

Student Dismissal	18
Student Conduct Policies	19
Policy for Drug and Alcohol Problems	19
Tobacco Use Policy	19
Chemical Use and/or Abuse Policy ..	19
Marijuana Policy	19
Academic Integrity Policy	20
Civility Policy and Code	20
Critical Incident Policy	20
Formal Complaint Policy	21
Student Representation on Committees	21
Course Syllabi ..	21
Attendance Policy	22
Testing Policy ..	22
Achievement Exams	23
Student Email	23
Clinical/Lab Attendance Policy	23
Student Clinical Requirements	24
Clinical Preceptors	26
Professional Liability Insurance	27
Professionalism in Clinical	27
Ethical Nursing Practice	28
Use of Electronic Devices and Social Networking	29
Unsafe Nursing Practice	30
Storage, Use, and Disposal of Hypodermic Syringes and Needles	31
Clinical Competency	31
Medication Administration	32
Assumption of Risk-Clinical Experiences	34

APPENDICES

Appendix A: Evidence of Status Form	37
Appendix B: BSN Degree Sheet	38
Appendix C: Student Academic Alert/Counseling Form	39
Appendix D: Student Probationary/Contract Form	40
Appendix E: Student Release to Return to Clinical	41
Appendix F: Clinical Competencies	42
Appendix G: Appeal	62
Appendix H: HESI Review and Testing Policy	63

SECTION I: INTRODUCTION

Welcome to the Cowboy Family and congratulations on your admission into the Oklahoma State University Bachelor of Science in Nursing program (“BSN Program”)! We are very excited to be a part of your educational journey in pursuing your goal to become a nurse! Faculty are here to support you and facilitate your progress through the rigorous nursing program. Students in this program are expected to take responsibility and initiative in furthering their knowledge and developing the higher level thinking skills necessary for a successful student, graduate, and nurse.

When enrolled in the BSN program, students become a part of the university community with rights and responsibilities inherent in that capacity, including adherence to University Policies. The Student and Family Guidebook provides an introduction to the history, traditions, opportunities and services provided at OSU. OSU’s Information for families provides extensive information on OSU student resources, scholarship opportunities, tuition/fees, academic policies, and more.

This BSN Student Handbook (“Handbook”) will serve as your guide during your enrollment in the nursing program. It contains vital information, including program-specific policies and procedures. Please read it carefully and become familiar with its contents. When you have questions, know that your faculty and academic advisor are great resources to supplement the information within the Handbook. Students enrolled in the Nursing Program are subject to the policies and provisions in this Handbook as well as all OSU policies applicable to undergraduate students. To the extent the policies and provisions in this Handbook conflict with OSU's policies applicable to undergraduate students, the provisions and policies in this Handbook control.

In choosing to become a nurse, you have chosen a noble profession dedicated to serving those in need. On behalf of the faculty and staff, we wish you the best in your endeavors and look forward to helping you reach your goals as you progress through this life-changing, educational journey.

Sincerely,

Alana Cluck

Alana Cluck, PhD, RN
Nursing Director, BSN Program
Assistant Professor

Accreditation Statements

The baccalaureate degree program in nursing at Oklahoma State University is accredited by the Commission on Collegiate Nursing Education (<http://www.cneaccreditation.org>).



“The BSN Program at Oklahoma State University is approved by the Oklahoma Board of Nursing. Graduates of this state-approved program are eligible to apply to write the National Council Licensure Examination (NCLEX) for (registered or practical) nurses. Applicants for Oklahoma licensure must meet all state and federal requirements to hold an Oklahoma license to practice nursing. In addition to completing a state-approved nursing education program that meets educational requirements and successfully passing the licensure examination, requirements include submission of an application for licensure, a criminal history records search, and evidence of citizenship or qualified alien status [59 O.S. §§567.5 & 567.6]. To be granted a license, an applicant must have the legal right to be in the United States (United States Code Chapter 8, Section 1621). In addition, Oklahoma law only allows a license to be issued to U.S. citizens, U.S. nationals, and legal permanent resident aliens. Other qualified aliens may be issued a temporary license that is valid until the expiration of their visa status, or if there is no expiration date, for one year. Applicants who are qualified aliens must present to the Board office, in person, valid documentary evidence of:

1. A valid, unexpired immigrant or nonimmigrant visa status for admission into the United States;
2. A pending or approved application for asylum in the United States;
3. Admission into the United States in refugee status;
4. A pending or approved application for temporary protected status in the United States;
5. Approved deferred action status; or
6. A pending application for adjustment of status to legal permanent resident status or conditional resident status.

The Board has the authority to deny a license, recognition or certificate; issue a license, recognition or certificate with conditions and/or an administrative penalty; or to issue and otherwise discipline a license, recognition or certificate to an individual with a history of criminal background, disciplinary action on any professional or occupational license or certification, or judicial declaration of mental incompetence [59 O.S. §567.8]. These cases are considered on an individual basis at the time application for licensure is made. Potential applicants to state-approved education programs, with a criminal history, may obtain a determination of eligibility for licensure or certification from the Oklahoma Board of Nursing for a fee.

Oklahoma State University holds institutional accreditation with the Higher Learning Commission, HLC (www.hlcommission.org).



Disclaimers

This BSN Student Handbook is neither a contract nor an offer to make a contract. While every effort has been made to ensure the accuracy of the information enclosed. The current Student Handbook will be maintained on the program website. OSU and the Program of Nursing reserve the right to make changes at any time with respect to course offerings, degree requirements, services, policies, or any other subject addressed in this document. Any changes in information will be communicated to students in the program. The information enclosed is provided solely for the convenience of the reader, and OSU expressly disclaims any liabilities that may otherwise be incurred.

This version of the Handbook supersedes all previous versions. Students are responsible for familiarizing themselves with its contents and for compliance with the policies and procedures contained herein.

Oklahoma State University-Stillwater is committed to a policy of equal opportunity and nondiscrimination in employment & education and is a member of the Oklahoma State Colleges and Universities system. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or membership or activity in a local commission as defined by law.

See: [OSU's Title IX policies](#).

First Things First

Before you begin classes in the BSN program, the short list below is your critical to-do list. Please confirm that all necessary post-admission items are completed, submitted, and processed so you can focus on your educational journey from here forward.

- Email. The OKSTATE.edu email is used for all school correspondence. Check it daily.
- Your CWID is your student ID and it is important that you remember it.
- Verifications. Proof of all required immunizations and AHA BLS CPR certification are due by the first day of class. The required information is found in the "Clinical Policies" section in the student handbook.
- Computer & Software Requirements. A computer with technology that will support your progress is required. Related information and suggestions are on page 10.
- Financial Aid. Check out the OSU Student Resources tab for information on scholarships.
- Registration. Meet with your advisor to set up your academic plan and register for classes.
- Functional Abilities. If special accommodations are needed to meet program requirements, see the BSN program's information on functional abilities on page 15.

Statements of Belief

Oklahoma State University Mission

Building on its land-grant heritage, Oklahoma State University promotes learning, advances knowledge, enriches lives, and stimulates economic development through teaching, research, extension, outreach, and creative activities.

OSU-College of Education and Human Sciences Vision

With a commitment to diversity and inclusion, we advance the land-grant mission by developing socially-responsible lifelong learners and scholars who serve others to enhance the education, health and well-being of individuals, families and communities.

OSU-School of Health, Counseling and Counseling Psychology Mission

The School of Community Health Sciences, Counseling and Counseling Psychology fosters the development, integration, and application of knowledge, theory, skills and experiences to promote social, physical, psychological, educational, and environmental health.

BSN Program Mission

The mission of the BSN program is to prepare nurses to practice professional nursing that meets the dynamic health care needs of individuals, families, groups, communities and global populations. Faculty facilitate the education of students in the art and science of nursing to provide leadership with an emphasis on ethics, wellness, cultural competency, population-based and professional inter-collaborative practice.

BSN Program Student Outcomes

Graduates of the BSN program are prepared to:

1. Integrate knowledge of the humanities, natural sciences and social sciences in the practice of professional nursing.
2. Provide person centered care that is holistic, compassionate and evidence based; involves patients in decision-making; is coordinated and promotes optimal health and health equity.
3. Cultivate a professional identity based on nursing values, ethics and standards of nursing practice.
4. Explore methods of care coordination within systems of health care to promote safe, quality, equitable care to diverse individuals and populations.
5. Participate in interprofessional collaboration and communication effectively to promote optimal care of individuals, families and populations.
6. Examine appropriate use of communication and information technology to optimize health outcomes.
7. Apply principles of wellness and disease management in planning and coordinating measures to improve health outcomes of individuals and populations.
8. Use principles of quality and safety to enhance quality of care and assure patient safety.
9. Employ best practices in nursing to improve health outcomes and decrease health disparities.
10. Engage in activities that promote professional development, well-being, lifelong learning, leadership and scholarship.

Value Statement of Inclusion

The Oklahoma State University BSN Program creates an environment that values a culture of inclusion and openness for faculty, staff, students, and community partners in pursuit of teaching/learning, scholarship, research and services both locally and globally.

BSN Program Goals

1. Maintain accreditation by the Commission on Collegiate Nursing Education (CCNE).
2. Sustain an interdisciplinary BSN program across academic units using a variety of evidenced-based and effective instructional strategies and activities.
3. Strive for an 80% completion rate after three years enrollment in the BSN Program.
4. Attain at least an 80% employment rate of graduates within 12 months of graduation.
5. Achieve scores at or above the national mean on NCLEX-RN licensure exam pass rate for first-time test takers.

The Essentials of Baccalaureate Education for Professional Nursing Practice

The Essentials of Baccalaureate Education for Professional Nursing Practice (2008) by the American Association of Collegial Nursing are a foundation for the curriculum in the BSN Program at OSU and include 9 essentials for nursing graduates:

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

o A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

o Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: Scholarship for Evidence Based Practice

o Professional nursing practice is grounded in the translation of current evidence into one's practice.

Essential IV: Information Management and Application of Patient Care Technology

o Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Health Care Policy, Finance, and Regulatory Environments

o Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

o Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health

o Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values

o Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Essential IX: Baccalaureate Generalist Nursing Practice

- o The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
- o The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Licensure

Completion of the BSN degree does not guarantee eligibility for or successful completion of the registered nurse licensure examination. Most states have other requirements in their Nurse Practice Act. Please refer to the Oklahoma Board of Nursing for current Oklahoma licensure requirements at <https://nursing.ok.gov/>.

Applicants for Oklahoma licensure must meet all state and federal requirements to hold an Oklahoma license to practice nursing. In addition to completing a state-approved nursing education program that meets educational requirements and successfully passing the licensure examination, requirements include submission of an application for licensure, a criminal history records search, and evidence of citizenship.

Oklahoma law only allows a license to be issued to U.S. citizens, U.S. nationals, and legal permanent resident aliens. Other qualified aliens may be issued a temporary license that is valid until the expiration of their visa status, or if there is no expiration date, for one year. Applicants who are qualified aliens must present to the Board office additional documents and should contact the Board of Nursing.

The Oklahoma Board of Nursing has the right to deny a license to an individual for any reason stated in the Oklahoma Nursing Practice Act and implementing regulations. This includes anyone with a history of criminal background, disciplinary action on any professional or occupational license or certification, or judicial declaration of mental incompetence [59 O.S. §567.8]. These cases are considered on an individual basis at the time application for licensure is made, with the exception of felony convictions. An individual with a felony conviction cannot apply for licensure for at least 5 years after completion of all sentencing terms, including probation and suspended sentences, unless a presidential or gubernatorial pardon is received [59 O.S. §567.5 & 567.6].”

SECTION II: GETTING STARTED

Time and Commitment

The BSN program requires a significant commitment of time devoted to study. As a general guideline, students should plan to spend three hours preparing for each hour of credit for a course (e.g., a 3 credit course = 9 hours involvement/week).

Computer Literacy

Each BSN student must have computer literacy for this program. Computer literacy is defined as the essential knowledge needed to function independently with a computer, holding comfortable knowledge about computer operations and software. This includes your ability to:

- word process
- use email (@okstate.edu email is required as the only official email communication)
- navigate a course learning site called Canvas
- create presentations with or without narration (e.g., PowerPoint or similar format)
- manage documents and files
- search the Internet
- utilize Zoom or similar program

Computer Access and Recommendations

This BSN program uses the online environment to augment this educational experience. Therefore, it is important for students to utilize appropriate hardware and software to be successful. OSU's Technology department will help ensure that your equipment will serve your needs; please contact Information Technology (helpdesk@okstate.edu) for any questions.

Technology Requirements:

Ensure browser is compatible with Canvas.

Check browser and mobile device for compatibility:

Desktop Support:

Browser:

Mozilla® Firefox® -Latest version

Google® Chrome™ -Latest version

Either Firefox or Chrome are recommended.

Apple® Safari® -Latest version; however, while it works for most things, Foxfire or Chrome is recommended.

Microsoft® Edge -Latest version

Microsoft® Internet Explorer® **Not supported**

Tablet and Mobile Support:

Device /Operating System	Browser	Supported Browser Version(s)
Android™ version 8 or 9	Android	Android Latest
Apple iOS version 12 or 13	Safari	Latest
Microsoft Surface Windows® 10	Internet Explorer	11

- At a minimum, access to a reliable dial-up internet connection; access to a high-speed internet connection is preferred.
- Ability to open pdf files (free download at <http://get.adobe.com/reader/>).
- Access Flash-based content using Flash player (free download at <http://www.adobe.com/products/flashplayer/>).
- Play back media using Windows Media Player (free download at <http://www.microsoft.com/windows/windowsmedia/default.mspx>).
- View Shockwave files using Adobe's Shockwave Player (free download at <http://get.adobe.com/shockwave/>).
- Navigate the internet and your computer to interact with the learning management system.

If you have technical difficulties, contact the OSU IT Help Desk for further assistance at 405-744-HELP (4357) or toll free at 1-877-951-4836.

As a reminder, OSU uses your OKSTATE.EDU email address as a primary form of communication. Students are expected to check their OSU email on a frequent and consistent basis to remain informed of their official university business. If you do not use the OSU email system, you must redirect your okstate.edu email using the Orange-Key System (www.okey.okstate.edu). Failure to maintain an accurate email address may result in missed or lost university communications. You are responsible for knowing the content of official communications. For email assistance contact the IT Helpdesk at 405-744-HELP (4357).

Name change, telephone number or address change must be reported to the nursing administrative assistant and registrar's office. This is necessary to ensure grades are reported appropriately and information is sent to the correct address.

SECTION III: THE BSN PROGRAM

BSN Curriculum

- The OSU BSN degree requires 123 total credits. All OSU baccalaureate students must successfully complete a total of 60 upper division (3000-4000 level) credits to graduate. Successful completion of required nursing courses will allow students to meet this requirement.
- All BSN students complete the required 64 credit hours within the professional coursework.
- Students must maintain a cumulative GPA of 2.5 and earn a minimum of a “C” in each required nursing course in order to progress in this major (see Progression Policy in Section V).

BSN Course Grid:

Freshman Fall	15	Freshman Spring	16
EDHS 1112	2	Comp II (ENGL 1213 or 1413 or 3323)	3
Comp I (ENGL 1113 or 1313)	3	Hist (HIST 1483 or 1493 or 1103)	3
Math (MATH 1513 or 1483)	3	Psychology (1113) (S)	3
Biology + lab (BIOL 1114 or BIOL 1113+1111)	4	Chem + Lab (CHEM 1314 or 1215)	4
Gov (POLS 1113)	3	Humanities (H)(D)	3
Sophomore Fall	13	Sophomore Spring	15
Statistics (STAT 2013 or 2023 or 2053 or 3023)	3	Human Anatomy + lab (BIOL 3214)	4
Nutrition (NSCI 2113)	3	Microbiology + Lab (MICR 2123+ MICR 2132)	5
Humanities (H) (I) (D)**	4	Dev Psychology (PSYC 2583 or HDFS 2113)	3
Physiology + lab (BIOL 3204)		Gen Ed Elective (A, H, N, S)	3
Junior Fall	17	Junior Spring	17
NURS 3018 Foundations of Nursing	8	NURS 3118 Adult Health Nursing I	8
NURS 3003 Pharmacology in Nursing I	3	Competencies in Nursing	3
HLTH 4783 Health Issues in Gerontology	3	NURS 4043 Nursing Research and Evidence-Based Practice	3
NURS 3013 Theoretical and Conceptual Foundations of Nursing	3	NURS 3223 Global and Cultural	3
		NURS 4023 Trends and Issues in Nursing	
Senior Fall	15	Senior Spring	15
NURS 4116 Adult Health Nursing II	6	NURS 4136 Essentials of Nursing	6
NURS 4216 Family and Community Health Nursing	6	Leadership	
NURS 3103 Pharmacology in Nursing II	3	NURS 4054 Nursing Capstone and Transition to Practice	4
		NURS 4242 Nursing Informatics	2
		HLTH 3723 Principles of Epidemiology	3

**The requirement for (I) and (D) designated courses can be met through certain Humanities courses with those designations. The detailed degree sheet can be found in Appendix B.

BSN Program Required Nursing Courses

The nursing course sequencing and descriptions are listed below:

JUNIOR FALL SEMESTER	JUNIOR SPRING SEMESTER
<p>NURS 3018 Foundations of Nursing: examines concepts of physiological integrity, psychosocial integrity, safe, effective care environments, and health promotion/maintenance. The focus is on beginning competencies with an emphasis on health assessment, interpersonal communication, safety, documentation, and selected basic nursing interventions required for clients with acute and chronic health problems.</p> <p>NURS 3013 Theoretical and Conceptual Foundations of Nursing: introduces selected concepts and theories pertinent to nursing practice in a variety of healthcare environments.</p> <p>HLTH 4783 Health Issues in Gerontology: An in-depth study of physiological aspects, special health concerns, chronic illnesses and services as applied to gerontology.</p> <p>NURS 3003 Pharmacology in Nursing I: presents core drug knowledge, pharmacotherapeutics, pharmacodynamics and pharmacokinetics. The course emphasizes dosage calculation and drug classifications by categories affecting various body systems and disease states.</p>	<p>NURS 3118 Adult Health Nursing I: provides concepts of nursing theory for holistic care of adult clients with physical and mental health alterations. This course includes opportunities to provide nursing care in simulated experiences and clinical settings.</p> <p>NURS 4043 Nursing Research and Evidenced-Based Practice: provides a basic understanding of the research process and its application to nursing. Emphasis is placed on evidence-based practice, ethics, and the rights and responsibilities toward human subjects.</p> <p>NURS 3223 Global and Cultural Competency in Nursing: expands understanding of cultural diversity and global concepts in relation to health care beliefs and practices. This course prepares students to improve health care delivery in globally diverse settings and population groups.</p> <p>NURS 4023 Trends and Issues in Nursing: focuses on current and emerging topics that directly affect the professional nurse and the healthcare environment.</p>
SENIOR FALL SEMESTER	SENIOR SPRING SEMESTER
<p>NURS 4116 Adult Health Nursing II- provides concepts of nursing theory for the holistic care of adult clients with critical health alterations. This course includes opportunities to provide nursing care in simulated experiences and clinical settings.</p> <p>NURS 4216 Family and Community Health Nursing: provides concepts of nursing theory for the holistic care of child- bearing women, newborns, children, older adults, families, and the communities in which they live. Clinical focuses on health and wellness promotion, providing nursing care to vulnerable populations in a variety of settings.</p> <p>NURS 4023 Trends and Issues in Nursing: focuses on current and emerging topics that directly affect the professional nurse and the healthcare environment.</p> <p>NURS 3103 Pharmacology in Nursing II: presents advanced drug knowledge, pharmacotherapeutics, pharmacodynamics and pharmacokinetics with special attention to polypharmacy.</p>	<p>NURS 4136 Essentials of Nursing Leadership- examines theories and processes critical to management and leadership in nursing practice. Applies concepts of leadership and management through supervised experiences in clinical settings.</p> <p>NURS 4054 Nursing Capstone and Transition to Practice: will examine and apply an understanding of professional nursing standards, ethical problem-solving, and a commitment to lifelong learning. Students prepare and demonstrate readiness for the NCLEX-RN.</p> <p>NURS 4242 Nursing Informatics: provides an overview of electronic information related to health sciences. The course focuses on the use of technology-based health applications to support clinical, administrative, and educational decision-making.</p> <p>HLTH 3723 Principles of Epidemiology: Survey of epidemiological principles as they relate to the planning of both community and consumer-focused health promotion and disease prevention programs.</p>

SECTION IV: STUDENT SUPPORTS

Academic Advisor

Students admitted to the BSN program are assigned to a designated nursing advisor. The advisor will assist with course planning and identification of resources needed for academic progression, including instructions on how to apply to graduate for your final semester of enrollment. Each semester you will schedule a meeting via the **STAR System** to plan for course registration for the next term.

To set up an advisement meeting, log into the online scheduling system – the **STAR System**:

1. Go to <http://star.okstate.edu/>. Click STAR System Log-In.
2. Log in to GradesFirst system using O-Key information.
3. Select correct term. Click the blue Get Advising button.
4. Select Reason: **Meet with My Advisor, Advising Appointment**. Click Next.
5. Select your advisor's office location, then an Advisor. Click Next.
6. Select a day and time to meet. For more options, click the blue Next Week arrow. Click Next.
7. Enter information to share with your advisor including phone number and topic. Click Confirm Appointment.
8. Receive confirmation e-mail to your OSU address.

You will not be able to register until you have been cleared with your advisor. At that point, you'll enroll yourself through OSU's Banner system for the next term. Register early!

Information Technology Helpdesk

Canvas is the learning management system used to deliver the BSN courses at OSU. The starting page for your understanding and using Canvas is under [Information Technology Services](#) on the OSU web. The IT Helpdesk is available to provide support to students and faculty. The Helpdesk link is in each Canvas BSN nursing course. The Helpdesk will attempt provide a rapid response, which can include providing remote computer support, chat sessions, and much more. Contact information for IT is on the web; you may contact the Helpdesk at helpdesk@okstate.edu or call 405-744-HELP for assistance.

Writing Supports in the BSN Program

The [OSU Writing Center](#) provides excellent online assistance at all stages of the writing process. From brainstorming to assistance with APA, the Writing Center provides students the opportunity to review their assignment prior to submission and is highly recommended by the nursing faculty. [Appointments](#) with writing specialists are available and strongly encouraged. (As a reminder, the OSU BSN Program uses APA Style for all papers in the program, as stated in syllabi and assignments.)

For additional writing assistance, Purdue University has an excellent online writing lab known as [OWL](#) that is free to the public. This is an incredibly friendly site where you will find helpful explanations and sample papers to help you with writing and with APA formatting. See these additional OWL links:

- The <https://owl.english.purdue.edu/owl/section/2/>
- The OWL's PowerPoint Tutor: <https://owl.english.purdue.edu/owl/resource/686/01/> (a refresher on the essentials of APA!)

Edmon Low Library

Library services and materials are available both on-line and on-campus through the Edmon Low Library:

<http://www.library.okstate.edu>

- As a student, you can access OSU's databases and interlibrary loan using your campus email and password. See more information on this page: <http://www.library.okstate.edu>.
- Within the library link, there is a chat feature for the library to assist faculty and students in real-time. When chat hours are not available, questions may be submitted directly to the [library electronically](#).

Records Office

The OSU Registrar's Office can be contacted at <https://registrar.okstate.edu/>. The Registrar manages your student transcripts, and other official documents from admission through graduation. The Records Office is knowledgeable about the program policies for transfer credit and program completion. This office also supports students with academic appeals, grade and tuition refund requests, and more.

Financial Aid

OSU's Scholarship and Financial Aid can be contacted at <https://financialaid.okstate.edu/>. The office has experienced counselors who assist students in completing the requirements to access available financial aid of all varieties (grants, federal and state aid, etc.).

SECTION V: BSN PROGRAM POLICY STATEMENTS

Admission, Progression, & Retention

The admission and retention policy for the BSN program adheres to the OSHRE Policy 3.9 in that "minimum curricular requirements, criteria, and standards for admission are identified."

- To be considered for admission to the BSN program, students must have a minimum grade point average of 2.5 on all prerequisite courses and achieve minimum grades of "C" or "P" in the college/departmental requirements (i.e., EDHS 1112, MICR 2123 and 2132, BIOL 3204 and 3214, NSCI 2113).
- Application materials must be completed and submitted by established deadlines.
- Formal acceptance by the Nursing Program is required for admission.
- In addition to the admission requirements for OSU, the applicant must have:
 - All college transcripts.
 - A passing score for the HESI A2 Admission Exam.
 - Minimum of a "C" or better in all required science courses.
 - Paid the appropriate fees.
 - All applicants for whom English is not their primary language must meet OSU's TOEFL iBT admission requirements prior to applying to the Nursing Program.

Verification of English Language Requirement

- All applicants for whom English is not their primary language must meet OSU's TOEFL iBT admission requirements prior to applying to the Nursing Program.
- Naturalized USA citizens, immigrants with permanent residence status, and international students from non-English speaking countries must demonstrate proof of English proficiency by one of the following options:
 - International TOEFL (Internet Based Test) score 80 or higher.
 - Successful completion of at least 24 credits in a regionally accredited US college or university.
 - Graduation from a U.S. high school
- Scores are the property of OSU and therefore are not transferable to any other institution.

Additional Requirements

- Applicants must submit copies of immunizations or titers indicating immunity to include:
 - a. Rubella, Mumps and Rubeola;
 - b. Varicella;
 - c. Hepatitis B;
 - d. Tetanus, Diphtheria and Pertussis (Tdap);
 - e. Proof of absence of active TB.
 - f. Many clinical sites require COVID and Flu vaccinations and students admitted to the program must be willing to comply with these requirements if exemptions are not allowed by the clinical facility and there

are no alternative options. Program requirements are based on clinical site requirements, which are subject to change.

- g. Applicants will be expected to obtain and maintain American Heart Association BLS CPR Certification
 - h. Applicants will be expected to pass a urine drug screen (UDS) and an extensive background check, at their own expense.
 - i. See “Clinical Policies” section for detailed information on these requirements.
- It is important to note that in order to successfully progress through the nursing curriculum and function as a practicing nurse upon graduation, an individual must be able to perform certain physical activities that include vocal, visual, auditory, and dexterity requirements:
 - a. Visual acuity, such as is needed in the accurate preparation and administration of medications, and for the observation necessary for client assessment and nursing care.
 - b. Vocal and auditory perception to elicit and receive verbal communication from clients and members of the health team (even if wearing a mask) and to assess health needs of clients through the use of monitoring devices such as stethoscopes, intravenous infusion pumps, cardiac monitors, fire alarms, etc.
 - c. Gross and fine motor coordination to respond promptly and to implement the skills required in meeting client health care needs safely and the physical strength to assist in moving and turning patients. These include, but are not limited to, manipulation of and moving equipment and performance of CPR.
 - d. Intellectual function; cognitive, psychological and emotional stability to plan, implement and provide safe care for clients.
 - The Nursing Program of OSU is committed to the goal of providing equal educational opportunities and participation for students with disabilities, in accordance with the principles and requirements of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.
 - a. NOTE: Truthful and full disclosure with documentation is for the student’s safety. Falsification and/or exclusion of information may result in disciplinary action by the college.
 - b. If a student needs reasonable accommodations, they should contact Student Accessibility Services at <https://accessibility.okstate.edu>. Students must submit the appropriate documentation to Student Accessibility Services and then provide course faculty with the appropriate documentation from Student Accessibility Services prior to the start of the semester in which accommodation is sought.
 - c. An individual denied admission or continuance in the program due to the inability to perform certain activities has the right to appeal any decision made.
 - Nursing students are required to have reliable transportation to attend various clinical assignments located off campus.
 - Applicants who are accepted into the nursing program and who do not enroll in the semester for which they are accepted must reapply.

Student ID Badges

OSU Nursing Student name badges are required and are provided on a one-time basis upon admission to the nursing program. If the name badge is lost or damaged, the student is responsible for replacement and should contact the nursing department.

Academic Progression

In order to progress in the BSN major, students must:

- Maintain a cumulative 2.5 GPA in the nursing program courses
- Earn a grade of C or higher in each nursing course; and
- Complete the core nursing courses within 3 calendar years

Grading Scale

A	92-100%
B	83 -91%
C	76-82%
D	70-75%
F	69% & below

The final grade will be rounded to the next whole number if 0.5 or higher.

Graduation from the Nursing Program

In order to meet the criteria for graduation, students must:

- Maintain a “C” (76%) or better in all nursing courses and a passing grade in all clinical components;
- Be in good standing with the University and Nursing Program (i.e., no financial holds and all equipment and written materials returned); and
- Apply for graduation/degree check by OSU deadline.

Graduation and Commencement

OSU’s graduation requirements are presented at this site: https://registrar.okstate.edu/degree_requirements.html. Students must submit, to Registrar, an Application for Graduation by the application deadline of the anticipated graduation semester.

BSN graduates are highly encouraged to participate in the commencement ceremony at program completion. The ceremony brings graduates together with family, faculty, and staff – and is an important time to celebrate this achievement! Information regarding commencement activities will be sent approximately one month before the semester ends.

The BSN Program has a pinning ceremony for graduates, separate from the university graduation ceremony. This ceremony is an established nursing tradition and a symbol of the nursing students’ hard work and dedication towards their coursework and clinicals. The pinning ceremony is an opportunity to celebrate the accomplishment of program completion with family, friends, and faculty and commemorates the transition from nursing student to nursing graduate. Attendance at this ceremony is required of BSN graduates.

The OSU Bookstore has academic attire and graduation announcements for purchase. Nursing pins are also available for purchase from a separate vendor. Should you wish to make purchases, please enter the related links at <http://universitystore.okstate.edu/>

Successful program completion qualifies a graduate to take the NCLEX-RN Exam (subject to approval by the Oklahoma Board of Nursing). The graduating seniors will be informed of the NCLEX-RN application process during NURS 4054: Nursing Capstone and Transition to Practice.

Incomplete Grades

The mark of “I” (Incomplete) may be granted when the student is unable to complete course requirements for reasons beyond their control and when arrangements have been made with the instructor before the end of the semester.

The course with “I” designation must be completed by end of the subsequent term or the grade changes to “F.” Should a student receive an incomplete in a nursing course that is a pre-requisite for a subsequent course, the pre-requisite course must have a grade before continuing to the subsequent course.

Student Academic Alert Procedure

The OSU Academic Alert System (AAS) is a communication tool delivered through OSU’s Slate System, and is used to support students’ academic success and retention. Through this system, instructors can report information about student attendance and performance to students and advisors. Submission of an Academic Alert notifies the

student's advisor(s) and generates an email to the student from the instructor. The email requests the student to contact the instructor to discuss opportunities for improvement and the academic advisor for assistance and referral to resources.

The Academic Alert System (AAS) will be used for any nursing student who is not making satisfactory progress in academic or clinical portion of a nursing course. This process must be implemented before a student is placed on Probationary Contract (see below). The AAS will be initiated when the student has been unsuccessful in one or more of the following areas:

- Attending class on a regular basis
- Completing assigned work
- Participating in class
- Passing examinations
- Achieving a satisfactory grade in clinical
- Achieving a passing grade at mid-term
- Demonstrating professional and ethical behavior
- Other, as identified by the faculty

Initiation of the AAS will generally be by the faculty teaching the nursing course. Once an AAS is initiated with a student, the student and the faculty should develop a plan and intervention strategies and establish a schedule of appointments for follow-up. Interventions should be based upon the assessment and identification of specific problem(s).

After an agreed upon period of time, a meeting to determine the student's progress will be conducted. Students are responsible for keeping track of their scores and progress within each course. See Appendix C.

Student Probationary Contract

When a student fails to meet the requirements of the nursing program through the AAS process, the Student Probationary Contract will be initiated. The Probationary Contract will be used to assist and guide students who are not making progress. The Probationary Contract Conference will include the student, faculty member, and Program Director of Nursing (if indicated). Those present will:

- review situation/incident
- document recommendations for improvement
- develop a plan for improvement with student
- establish length of probationary period
- sign contract
- receive a copy.

The student will receive individual supervision and assistance throughout the probationary period. The probationary period will be terminated if student satisfies conditions of probation by the required date.

Since the BSN is a program with sequential courses, the probationary contract may be continued into the next semester, or until the student graduates. The course faculty of the current course and the following courses will meet with the student at the end of the current semester or the beginning of the next semester to determine whether the probationary period will continue. Serious Nursing Program violations may result in immediate probation or dismissal from the program. Failure of the student to meet the terms of the Probationary Contract may result in dismissal from the nursing program. See Appendix D.

If dismissal is a result of grades and a student wishes to appeal, visit this link:

<https://adminfinance.okstate.edu/site-files/documents/policies/appeal-of-final-grade-not-involving-alleged-violations-of-academic-integrity.pdf>

If dismissal is a result of serious nursing program violations, the appeal process is described in Appendix G.

Nonfulfillment of Progression Requirements (grade D, F, W)

Should standards for academic progression not be met, the following policy applies:

1. Any nursing course that was unsuccessful (grade D, F, or W) must be repeated successfully before progressing in the major.
2. An unsuccessful attempt (grade D, F, W) of any nursing course may be repeated only ONE time on a space-available basis. A second unsuccessful attempt will result in dismissal from the program.
3. Unsuccessful attempts (grade D, F, W) of any TWO nursing courses within the baccalaureate program will result in immediate dismissal from the program. If there have been unsuccessful attempts in any TWO nursing courses, the second failed course cannot be re-attempted.
4. The faculty member will communicate any unsuccessful attempts to the Director at the end of the semester.

To pass each nursing course the student must (a) achieve a minimum of 76% on the theory examinations, if applicable **AND**, (b) achieve a minimum of 76% on the theory examinations when combined with other course requirements **AND**, (c) achieve a minimum of 76% on clinical evaluation, if applicable. If a student does not meet the criteria listed above, earned grade will be recorded as the official grade.

Please note: Raw scores will be used as a basis for calculating grades and only the final grade will be rounded. Students who must withdraw from any nursing course are encouraged to change their enrollment to audit status. The faculty believe auditing a course may enhance learning and increase the student's ability to succeed.

Interruption of Normal Progression and Re-enrollment

1. Nursing students must successfully complete the NURS major area courses required for the Bachelor of Science in Nursing within a three-year period. The period of time begins with the first enrollment in NURS 3018 Foundations of Nursing.
2. Interruption of normal progression will occur when the student:
 - a) Does not achieve a grade of "C" or better in any course in the program.
 - b) Requests permission to delay progression for a period not to exceed two (2) semesters.
 - c) Does not maintain a grade/retention GPA of 2.5 or better.
3. A student who has been placed on a Probationary Contract, does not comply with all required activities in the Probationary Contract, and fails to successfully complete the nursing course will not be allowed to re-apply to the program or re-enroll in the nursing course.
4. A student who has a first time interruption of progression in any NURS course, has not repeated a course, has not violated any patient safety requirements, is not on Probationary Contract, meets the GPA requirement, and will graduate within the three years will need to submit a written or e-mail request to the Program Director, which is dated, signed, and states the course for which student is requesting re-enrollment, the circumstances surrounding the interruption, and the reason the request should be considered. These requests need to be submitted within two weeks from last day of semester in which student had interruption.
5. A student may re-enroll only one time in the major Nursing courses required for the Bachelor of Science in Nursing.
6. Re-admission to the Nursing Program through any avenue will not be considered if the student leaves the program due to a second unsuccessful completion of any nursing course or due to dismissal from the program.
7. Re-enrollment is based on space availability. When available spaces are insufficient, students will be ranked according to the grade in the course when they withdrew or at the end of the course, then by OSU Nursing GPA, and then by their overall GPA.

Student Dismissal

1. Students may be immediately dismissed from the nursing program and denied re-admission to the nursing program for:
 - a. Serious violations which threaten patient safety
 - b. Dishonesty in any clinical situation which may or may not result in care that is less than acceptable to the Nursing faculty

- c. Failure to notify instructor appropriately prior to scheduled exams and clinical absence (No call/No show)
- d. Academic dishonesty including (but not limited to) plagiarism, cheating on exams or assignments, or attempting to access instructor materials -electronic or otherwise. (Refer to Academic Dishonesty or Misconduct)
- e. Noncompliance with HIPAA and/or social networking policy
- f. Violations of OSU Student Rights & Responsibilities Code
- g. Failure to comply with terms of contract
- h. Submission of a second non-negative urine drug screen result
- i. A criminal conviction during the Nursing Program that makes the student ineligible to participate in client nursing care. This includes (but is not limited to) violence or abuse, theft, illegal use of weapons, or illegal use or possession of a controlled substance. Positive results of student criminal background checks will be submitted to clinical sites which may deny the student's clinical attendance

2. Students who wish to appeal a dismissal based on conditions outside of GPA or course grades may refer to the appeal process provided in Appendix G.

Any student who feels they have a grievance regarding grades, faculty, or the Nursing Department, should refer to the university websites:

- OSU Student Conduct Office: <https://ssc.okstate.edu/>
- Undergraduate grade appeals: <https://academicaffairs.okstate.edu/faculty-development/grade-appeal.html>
- OSU student discrimination grievances: <https://accessibility.okstate.edu/grievance.html>

Student Conduct Policies

All students are expected to read and are required to abide by the OSU Student Code of Conduct, which is available online at <https://ssc.okstate.edu/student-conduct/>.

Policy for Drug and Alcohol Problems

In compliance with the Drug Free Schools and Communities Act, OSU coordinates a program to prevent unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. For information on OSU policies about alcohol and drugs, internal and external sanctions that students and employees may receive when those policies are violated, as well as health risks and treatment resources related to drug and alcohol use, please visit <https://ssc.okstate.edu/student-conduct/>.

Tobacco Use Policy

OSU is committed to creating a clean, safe, and healthy living, learning, and working environment - for all students, employees, and constituents of the University (as are those in clinical sites and/or agencies).

Tobacco use of any kind is not permitted while functioning in the role of the OSU Nursing student.

Chemical Use and/or Abuse Policy

If there is a reasonable suspicion that a student has used or is using, possessing, transferring, or selling alcohol or illegal drugs, the OSU Nursing student may be tested pursuant to the program and/or clinical site's drug and alcohol testing policy. The faculty will complete documentation reporting the incident. The student will be sent home after safe transportation has been arranged. The fees associated with testing will be the responsibility of the student. If the tests are confirmed non-negative, the student will be subject to disciplinary action according to program and/or clinical site policy.

Marijuana Policy

The use of cannabis, marijuana and/or any form of Tetrahydrocannabinol (THC) is illegal under federal law and is prohibited on OSU's campus under OSU policy. Because nursing students attend clinical sites that receive federal funding and have a safety-sensitive job duty to patients, a positive cannabis/marijuana/THC drug screen may result

in immediate dismissal from the nursing program, regardless of medical marijuana patient licensure status and regardless of the location of use.

Academic Integrity Policy

Oklahoma State University is committed to instilling and upholding integrity as a core value. The consequence of academic dishonesty ranges from disciplinary probation to expulsion. The nursing program holds the following policy on academic integrity:

1. There is NO tolerance for cheating and/or plagiarism on any assignments in this program.
2. As established in the university-wide OSU Student Handbook, “cheating” includes, but is not limited to, the use of assistance in quizzes, tests, exams; using sources beyond those authorized by faculty to complete assignments; engaging in any behavior prohibited by a faculty on syllabus or class directives. “Plagiarism” includes, but is not limited to the use, by paraphrase or direct quotation, of another’s works without full and clear acknowledgement; the use of another’s materials or of hiring an online writing service, and etc.
3. When a faculty has convincing evidence of cheating or plagiarism, the student will fail the assignment and may fail the course.
4. All written work must be done individually (unless assigned to a group project) and properly cited and referenced, using APA style.
5. All required assignments may be subject to being screened through plagiarism detection software.
6. If a student has questions about the policy, it is the student’s responsibility to discuss it with their faculty or academic advisor.
7. All work must be completed in a manner consistent with the OSU codes for academic conduct. For a copy of the codes for academic conduct, please refer to the OSU Student Handbook and Student Conduct Code at <https://ssc.okstate.edu/student-conduct/>.

Civility Policy

Oklahoma State University Department of Nursing is committed to collegial and academic citizenship demonstrating high standards of humane, ethical, professional, and civil behavior in all interactions. We must take responsibility for the relationship between our personal conduct and the quality of campus life. What we do and say always has an effect on others, whether we see it or not.

Civility means more than respecting campus facilities and grounds. Civility means consistently treating people with consideration and respect. It means being courteous, polite, and fair. It means recognizing diversity and honoring differing points of view. When our behavior is guided by concern for others in our community, we are being civil. Practicing civility requires thoughtful behavior and checking our assumptions and perceptions of others’ race, ethnicity, gender, gender expression, sexual orientation, abilities, culture, belief systems and economic status.

Civility Code

OSU places a priority on learning. We value the inherent worth and dignity of every person, thereby fostering a community of mutual respect. Students have the right to a learning environment free of disruptive behaviors and offensive comments. Faculty have the right to define appropriate behavioral expectations in the classroom and expect students to abide by them. Faculty have the responsibility to manage and address classroom disruption. Staff have the right and responsibility to define appropriate behaviors necessary to conduct any university activity free of disruption or obstruction.

We believe that in order to achieve these ideals, all OSU students, staff, and faculty are expected to exhibit and practice civil behaviors that exemplify: (1) respecting faculty, staff, fellow students, guests, and all university property, policies, rules and regulations; (2) taking responsibility for one’s choices, actions and comments; (3) delivering correspondence – whether verbal, nonverbal, written, or electronic – with respectful language using professional writing standards and etiquette; and (4) accepting consequences of one’s choices and actions.

Critical Incident Policy

A critical incident is described as a breach of any associated policy of a nursing course, of the program, college, or of professional nursing standards as outlined in the ANA's Code of Ethics and/or Scope and Standards of Practice, nurse practice acts, and more. Examples of critical incidents, in part, would be unprofessional or unethical behavior, unsafe practice, breaches in confidentiality (HIPAA), incivility, lack of integrity, cheating, intentional plagiarism, etc. An occurrence of a critical incident is a significant concern and documentation enables faculty to support re-direction of at-risk behaviors. A critical incident would be documented by faculty on a Critical Incident Complaint Form found at <https://studentconduct.okstate.edu/report>. The documentation of the critical incident, including a plan of action, would be reviewed and signed by the student. The Complaint Form would be filed with the Program Director of Nursing. Note below that any combination of two critical incidents results in program dismissal.

Formal Complaint Policy

The nursing program is committed to the promotion of quality education in an environment of civility, fairness, and integrity that is free from discrimination. To honor that commitment, students are encouraged to seek resolution of any concerns, problems, or grievances that they may encounter during the course of their education.

The nursing program defines a formal complaint as a concern, grievance and/or complaint in which an individual feels that he/she has not received treatment consistent with University policy and/or has concerns about students, faculty, staff, or the department as a whole. A complaint becomes formal after it cannot be resolved informally.

The complaint process should occur in the following order:

1. Informal Process
 - The student will first discuss the problem with the person(s) directly involved to seek resolution of the problem (for instance, another student, a preceptor).
 - If the matter remains unresolved, the student discusses the problem with the faculty member.
 - If the matter remains unresolved, the student contacts the Director of Nursing. The student provides as much detail about the concern as possible. The student indicates a potential resolution. This communication must be presented via written format accompanied with the student's signature and date. (Note: The Director will keep a record of all complaints for documentation and program quality improvement purposes.)
2. Formal Process
 - If the matter still remains unresolved despite advancing the matter through the informal process ranks, the student will file a formal complaint.
 - In filing a formal concern, students are referred to the OSU Student Conduct Office at: <https://ssc.okstate.edu/>
 - Undergraduate grade appeals are addressed at: <https://academicaffairs.okstate.edu/faculty-development/grade-appeal.html>
 - The OSU policy regarding student discrimination grievances can be found at: <https://accessibility.okstate.edu/grievance.html>

Student Representation on Committees

In the spirit of shared governance, students have advisory input into the nursing program through volunteer participation in program committees. See committee listings and description below:

- Curriculum Committee: provides curriculum input from the student perspective. The committee meets bi-monthly.
- Nurse Planning Committee: provides student input at the program level. Committee meets monthly.
- Advisory Committee: provides student input with the community of interest. The committee meets annually.

Classroom & Coursework Policies

Course Syllabi

Specific guidelines for assignments and grading are found in each course syllabus. Students are responsible for reading each syllabus and following the criteria and procedures outlined for each course. Students will be advised of any changes

in the course syllabus through email or announcement in Canvas. Each nursing syllabus is considered the student-teacher contract for that specific course.

Attendance

Students are expected to attend all scheduled classes. If a student misses a class, it is the student's responsibility to contact faculty and make arrangements to complete any work missed. Students are expected to participate in hybrid or online courses regularly, as directed by course faculty. Some faculty require specific attendance and can monitor student activity in the online class. Regardless of the attendance policy, students are always responsible for the learning activities for each module (learning unit) in the course in Canvas. Refer to individual course syllabi for specifics

Exams & Testing Policy

The BSN Nursing Program must prepare students to provide safe and effective care. One way to evaluate student knowledge, skills and ability is by giving examinations. Examinations are emphasized in the nursing program since students will be demonstrating core competence in taking the NCLEX-RN licensure examination. Faculty utilize the most recent NCLEX-RN test plan as a guide for development of course objectives and examinations that evaluate student achievement of those objectives. Keep the following in mind when preparing for examinations:

- Examinations are developed according to the learning objectives listed in the syllabus. Students are responsible for achieving the objectives, whether or not "covered" during class. Consequently, students are expected to utilize the assigned readings and other resources listed.
- Objectives and examination items are written according to Bloom's revised taxonomy for cognitive levels (Remembering, Understanding, Applying, and Analyzing, Evaluating, and Creating). Since the practice of nursing requires the application of knowledge, skills, and attitudes, more and more emphasis is placed on the higher cognitive levels as student progress through the program.
- Higher-level examination items require multi-logical thinking, or application of more than one fact to a patient situation. Therefore, answers for application and analysis level exam items require integration of knowledge from many resources and cannot be found on any one page of a book, handout, or PowerPoint presentation slide.
- All exams must be taken as scheduled. Any student unable to take the exam at the scheduled time must notify the course faculty **prior to** the exam start time. Permission to take the exam other than at the scheduled time must be granted by the course faculty. If any student does not follow the above guidelines, a zero will be recorded for that exam. Extenuating circumstances will be considered on an individual basis. Make-up exams must be taken within one week of the scheduled date. An alternate form of the exam may be given at the faculty's discretion.
- Students scoring less than 76% on an exam must complete remediation assignment provided by course faculty.

Study Tips:

Given the need to apply knowledge to patient situations, students must prepare for examinations with deep level processing. Here are some tips to help you be successful on examinations:

- Read the objectives and complete the assigned readings prior to class to define the scope and depth of material to be learned and so that you can actively (rather than passively) participate in class activities.
- Review your handouts and lecture notes as soon as possible after class. Then, review them the next day and at least one more time prior to exams.
- Deep level processing requires more than copying from the textbook to make flash cards or notes and then memorizing the facts. You will need to practice applying what you've learned. Some ways to do this include:
 - Make notes about what you are reading in the margins of the book.
 - Use different colors of highlighters to designate information related to the steps of the nursing process. For example, use blue for assessments, pink for medications, yellow for nursing actions, etc.
 - Draw symbols, such as stars, to designate nursing actions that promote patient safety or letters to designate which actions you can delegate to an AUA, LPN, or less experienced RN
 - When reading, distinguish between late and early signs of patient problems

- Meet with your study group to apply what you've learned to a case study from the free resources that come with your textbook.
- Practice applying what you've learned by answering 200 – 300 NCLEX-RN style items relevant to the content that will be on the examination.

Dosage Calculation Exams

Students must pass a *Dosage Calculation* basic competency quiz at the end of each semester with a grade of 90% or higher to progress in the program. Students are allowed three attempts with remediation given prior to each subsequent attempt. Students unable to pass will not be allowed to enter the clinical setting in the next semester. Inability to enter the clinical setting will result in clinical failure, failure of the nursing course, and dismissal from the Nursing Program.

HESI Achievement Examinations and Curriculum Support

Standardized testing is used in the Nursing Department as part of the program assessment plan, as well as a tool for students to measure their progress and remediate in areas in which they may be deficient. Standardized testing will occur at designated points during the curriculum, as determined by the faculty and in consultation with the Program Director. Please review associated course syllabi for standardized testing information and associated grading.

Additional curricular support items include Sherpath, Elsevier Adaptive Quizzing (EAQ), SimChart®, Shadow Health®, HESI Compass RN, and more. These HESI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content. See Appendix C.

Communication Policies

Student Email

As provided in the OSU student policy, university email accounts are required for official communication with OSU students. Nursing students are expected to check their email daily, along with course news announcements, for important updates.

Communication with Faculty

Students are to email faculty using the university email accounts. Faculty may not respond outside of office hours. Faculty have office hours posted for student meetings. Setting up appointments to meet with faculty is preferred.

Clinical/Lab Attendance Policy

1. Students are held accountable for all work covered in a course despite valid reasons for absence from laboratory, simulation, or clinical. Each student is expected to attend all clinical and laboratory periods.
2. The student must provide documentation of all requirements (listed previously) prior to clinical experience. In the event a student reports for clinical without meeting these requirements, they will not be allowed to provide care and will be sent home and counted as absent.
3. In the event a student reports for clinical or laboratory unprepared, the student will not be allowed to participate and may be counted as absent.
4. Attendance at pre-post conference is required. Students 15 minutes late for clinical will be counted absent and will need to make up the clinical time. Extenuating circumstances will be dealt with on an individual basis. All missed clinical time must be made up before the last semester scheduled clinical and will be at the instructor(s) discretion and clinical availability. Clinical and laboratory absences will be made up as soon as possible on a date and location determined by the teaching team. Clinical and laboratory experiences are 100% mandatory. A student missing more than 12 clinical hours will petition the faculty in writing for permission for clinical make-up days. Absenteeism could result in administrative withdrawal from the course.
5. Clinical absences may count as zero or failure, at faculty discretion.

6. A nursing student who has been absent due to illness for two consecutive days must present, upon return, a *Release to Return to Clinical Activity Form*. The instructor reserves the right to make the final decision of allowing the student to class, clinical, or laboratory utilizing the criteria of patient safety.
7. A nursing student who has an injury that interferes with the ability to perform clinical duties must present, upon return, a *Release to Return to Clinical Activity Form*. The instructor reserves the right to make the final decision of allowing the student to class, clinical, or laboratory utilizing the criteria of patient and student safety.
8. All students must be enrolled and maintain enrollment in myClinicalExchange and/or Clinical Hub. Failure to enroll will lead to the inability to be present at clinical which will result in clinical failure.
9. Once a clinical or laboratory assignment is made, a contract is established for the student to give nursing care and is considered binding. Therefore, the student who is going to be tardy or absent is responsible for notification of the designated person(s), stipulated by the instructor, prior to the beginning of the clinical or laboratory period.
10. Students are responsible for transportation to and from clinical sites.
11. A student who is *unprepared* for the clinical care of the patient may be recorded as “Absent from clinical due to lack of preparation for patient care”. The facility clinical faculty may make this determination when the student is unprepared as evidenced by:
 - a) Lack of adequate verbalization of plan of care
 - b) Lack of knowledge related to the patient’s basic needs regarding safe nursing care
 - c) Inability to safely care for the assigned patient; or
 - d) Sleeping or appearing to be asleep while in clinical setting
12. A student who is unprepared for participation in assigned Laboratory/Simulation experiences may receive a failing grade for that session. The nursing faculty may make this evaluation if the student:
 - a) Lacks basic, preparatory knowledge of the skills being discussed (knowledge that would have been obtained through required readings)
 - b) Is unwilling to participate in laboratory practice and discussion
 - c) Is inattentive during the clinical laboratory session; or
 - d) Comes to the laboratory session without all of the necessary supplies and/or paperwork.

Clinical courses in the nursing program involve activities in the laboratory. Detailed information for grading of these activities will be provided in the course syllabi.

Students will perform a skills verification to demonstrate competence in assigned nursing skills, following practice of each assigned skill. If the student does not demonstrate competence, the student will have the opportunity to remediate the same skill with a faculty member and perform a repeat skills verification attempt. If the student does not pass the weekly skills verification by the third attempt, the student fails the laboratory portion of the course.

When a student successfully completes a skill verification, faculty will document this on the student’s “Clinical Skills Checklist.” Students are responsible for bringing the card to each laboratory session and to each clinical rotation. Students cannot complete skills in the clinical setting unless that skill has been completed successfully and checked off on the “Clinical Skills Checklist.”

At the end of the first semester of the BSN Program, students will be required to participate in a Skills Test and successfully perform one or more skills covered during the semester, as chosen by faculty. If the student does not demonstrate competence, the student will have the opportunity to remediate with a faculty member. If the student is unable to perform the Skills Test successfully on the second attempt, the student fails the laboratory portion of the course, thus preventing the student from progressing to the next semester in the nursing program.

Student Clinical Requirements

- Students must have all clinical requirements completed by the first week of class:
 - a. American Heart Association Basic Life Support for Health Care Providers Certification

- b. Extensive background check, the results of which must be satisfactory to the Nursing Program and all clinical training sites at which student will participate in training
 - c. Non-negative urine drug screen (UDS).
 - d. Additional requirements as mandated by clinical training sites.
- Immunizations required include:
 - a. Dates & verification of 2 MMR Vaccines or Titer results indicating immunity
 - b. Dates & verification of Tdap (Tetanus, Diphtheria and Pertussis) Vaccine within 10 years or Titer results indicating immunity
 - c. Dates & verification of 2 Varicella Vaccines or Titer results indicating immunity
 - d. Dates & verification of 3 Hepatitis B Vaccines or Titer results indicating immunity
 - e. Dates & verification of COVID vaccines as required by clinical facilities
 - f. If clinical rotation occurs during October to March, Date & verification of flu vaccine
- Nursing students are required to show yearly proof of absence of active tuberculosis with either TWO negative PPD Skin Tests or QuantiFERON TB Gold blood test. If a student converts to a positive TB skin test or QuantiFERON TB Gold blood test and/or has had contact with an active TB patient, clearance from the city/county health department or a qualified health care provider is required. Clearance equates to the submission of the TB screening questionnaire form provided by the city/county health department that has been signed by a Health Department Nurse or designee or a qualified health care provider.
- Students must maintain clinical requirements in order to maintain enrollment in the program.
- The BSN Program is responsible for providing quality training sites for students, preparing students for required licensure exams, and providing students with the appropriate knowledge to be a safe, beginning registered nurse. It is the student's responsibility to comply with the policies and procedures of each respective clinical training site.
- The Nursing Program is not responsible for finding rotation practice sites for students who are unable to meet the requirements of a clinical site. Students should be aware that failure to satisfy any clinical training site's policies and/or prerequisites to train at the training site will prevent the student from participating in that clinical experience and may delay the student's completion of the degree program requirements or prevent the student from completing the degree program.
- If a student exhibits impairment on campus, at a clinical site, or while performing functions of and/or activities of the Nursing Program, the student may be required to obtain an additional UDS. A student with a non-negative UDS (or refusal to provide a UDS) and/or a positive background check will be administratively withdrawn.
- To participate in the clinical experience, students must provide proof of health insurance upon request, which must remain current through the academic year.
- Nursing students are required to have reliable transportation to attend clinical assignments located off campus.
- If a student has a lapse in the program (an interruption of normal progression--one semester or more), an extended background check and a urine drug screen must be resubmitted before re-entry.
- Students are prohibited from working an overnight shift immediately prior to a scheduled clinical.
- **A nursing student who experiences illness or injury during any Nursing Program activity, function, and/or requirement will assume total financial responsibility for medical care arising from such illness or injury. Neither the clinical facility nor OSU will assume any liability.** Any student experiencing a change in health status (surgical procedure, treatment for an injury, pregnancy, delivery, immunosuppression, or disabling illness, etc) will be required to provide a *Release to Return to Clinical Activity Form* completed by a qualified health care provider. This form states that the student is able to meet the physical requirements to attend and participate in clinical experiences and outlines any restrictions imposed on the student. If reasonable accommodations can be made by the university for classroom and lab experiences and if clinical affiliates will allow the indicated restrictions, then the student may return with the restriction. If the restriction is not allowed by the clinical facility, or if the university is unable to accommodate the restriction, students will not be allowed to return until restrictions are removed. Accrued absences may affect the student's ability to meet course objectives and progress in the nursing program. The *Release to Return to Clinical Activity Form* is available in Appendix E. If the

student needs to request accommodations upon anticipated return from a leave of absence, the student must contact OSU's Student Accessibility Services Office.

- If the clinical site policy differs from the policy of Oklahoma State University Nursing Department, the student will be required to comply with the more restrictive policy.

Clinical- Parking at Clinical Sites - Many sites have designated parking areas for students. Check with your clinical faculty member regarding designated parking areas prior to the learning experience. Some sites may have illegally parked vehicles towed.

Valuables – Bring only necessary supplies to clinical sites as there is minimal storage area for students. Valuables should always be guarded during the clinical learning experiences. Neither the clinical site nor OSU are responsible for lost, stolen, or damaged valuables. It is recommended that valuables be left at home.

Clinical Preceptors

Oklahoma Board of Nursing Preceptor Policy:

Purpose: Clinical preceptors may be used for supervision of students in community health, leadership/management, independent study, elective courses, home health, and selected hospitals and long-term care facility experiences consistent with Board policy. [OAC 485:10-5-4.1(6)]. This policy is applicable to students enrolled in nursing education programs leading to licensure as a Registered Nurse or Licensed Practical Nurse.

II. Definitions

A. "Preceptor": a licensed nurse who is employed by the facility in which the clinical experience takes place, and who agrees to provide supervision to a student for a specified period of time during the preceptor's scheduled work hours in order to assist the student to meet identified learning objectives.

B. "Preceptorship": a clinical experience in which a student is participating in the provision of care for one or more clients and a faculty member may not be in attendance on-site.

C. "Faculty Member": Clinical instructor employed by the nursing education program meeting qualifications consistent with Board policy.

III. The following established Board policies must be met for a clinical preceptorship:

A. Preceptors may be used for supervision of students only after students have demonstrated to the faculty member knowledge and skills that are required for the clinical situation.

B. Preceptorships may constitute only a small percentage of a student's total clinical experiences.

1. The clinical percentage requirement is waived with a Nursing Academic Practice Clinical Partnership agreement in place.

2. The decision to provide a clinical experience through a preceptorship shall be made after evaluation of the student's individual learning needs and must be justified by the nature of the experience required.

C. When the preceptorship is provided in a setting in which the student is employed, the faculty member must ensure that both the student and the preceptor understand the difference in the student's role during the preceptorship experience vs. their role while employed at the facility.

D. A clinical preceptor shall have not less than the following minimum qualifications:

1. at least one year of experience in nursing

2. current unencumbered licensure as an R.N. or L.P.N.

3. hold a nursing license with comparable or greater educational preparation, i.e.: a B.S.N. to act as preceptor for baccalaureate students; an A.D.N. to act as preceptor for associate degree students; an L.P.N. to act as preceptor for practical nursing students.

E. A written agreement will be established among the cooperating agency, the preceptor, and the nursing education program, and shall delineate the functions and responsibilities of the parties involved in the preceptorship.

F. Medication administration and invasive nursing procedures and care may be supervised by the preceptor after the student has satisfactorily completed initial instruction and clinical practice with faculty member supervision. An appropriate orientation to the setting for the preceptorship experience will be provided by the facility for the student.

G. A faculty member shall be responsible for coordinating preceptorships. Orientation of faculty responsibilities as provided by the nursing program shall be documented in the faculty files.

H. The faculty member shall provide each preceptor with an orientation to the role of the preceptor and shall be responsible for evaluating the effectiveness of the preceptor in the role.

I. The designated faculty member shall be responsible for students' learning experiences and shall meet regularly with the preceptor and student to review clinical objectives, monitor and evaluate learning experiences. Although the preceptor may provide input regarding the student's performance, the faculty member retains responsibility for evaluation of the student's achievement of the clinical objectives.

J. The designated faculty member shall be readily available by telephone when students are under the supervision of a clinical preceptor. The designated faculty member should be available to provide assistance or supervision of the student at the clinical site, should a problem arise that cannot be resolved by telephone.

IV. On-site supervision of students by a faculty member is required at all times, **except** in the following cases:

A. The clinical experience is strictly observational.

1. The purpose of an observational experience is to allow the student to observe specialized or advanced areas of clinical care. In an observational experience, the student does not provide hands-on care.

2. Students may be placed at clinical sites for observational experiences without the supervision of a preceptor, provided that such experiences are limited to a small percentage of the student's clinical time and learning objectives and guidelines for the experience are clearly identified.

3. Examples of observational experiences include but are not limited to attendance at an AA meeting or birthing class, an experience at the office of a health care provider, or "shadowing" a nurse in a specialized role, such as a wound care nurse or nurse administrator.

B. The experience is a precepted clinical experience meeting the criteria established in this policy.

V. Regulatory Authority: OAC 485:10-5-4.1 (6)

Professional Liability Insurance

The Nursing Department requires that all nursing students have professional liability insurance, which will be purchased through the university. The insurance policy does not cover accidental injury to a student that may occur before, during or after classes or clinical. Students are not covered when traveling to and from clinical sites. The insurance covers the student while performing nursing tasks in the clinical setting in accordance with the policy of insurance.

Professionalism in Clinical

Students must present themselves as professional and positive representatives of the Nursing Program at Oklahoma State University in all clinical sites. Students must exhibit professional behavior in speech, appearance, demeanor, and behavior.

Specific requirements for appropriate attire may vary by site, to be communicated by your course faculty, but the following information details general expectations for OSU students in clinical experiences:

- Program scrubs w/ clear identification of affiliate school, student ID/badge must be in plain sight at chest level at all times.
- No hoodies, jackets, lab coats, and coats should be worn in patient care areas.
- Long-sleeved solid undershirts are permitted.
- No jeans or t-shirts are to be worn during clinical learning experiences.
- Professional appearance is expected.
- Close-toed shoes with solid surface on the top and sides are required.
- Clogs, slides, and half-shoes are prohibited.
- No perfume or cologne should be worn.
- Nose rings, tongue rings, other facial jewelry, and/or fingernail jewelry are not appropriate. Where permitted, jewelry should be understated and complimentary to a well-groomed, professional appearance.
- Flesh colored plugs for gauged ears, nose rings, etc., are permitted.

- Nails should be well-groomed, trimmed (less than 5/8 inches from base to tip).
- Artificial nails and nail polish of any kind are prohibited.
- Nails should not interfere with job duties or performance.
- Hair and facial hair well-kept, non-natural hair tones are not permitted.
- Facial hair should be well groomed and neatly trimmed and may not interfere with personal protective equipment (PPE).
- Tattoos should remain covered during clinical opportunities.
- No Hats or headgear are allowed, except for religious purposes.
- Students are considered members of the health profession and must uphold standards of cleanliness and adequate grooming. Students are expected to perform daily hygiene and must avoid smelling of strong odors, including tobacco, perfume, or cologne.
- Make-up should be conservative. Eyelash extensions are not allowed.
- On days when students are not required to wear scrubs to their clinical site, business attire must be worn, along with their OSU name badge.
- Business attire is classic, conservative, clean, and neat. Business attire does not include tight or baggy clothing, ripped or faded clothing, denim, workout apparel, revealing clothing, flip flops, etc.
- Jeans and casual tops are never appropriate for an OSU student in a clinical setting.

If a student appears at a clinical agency inappropriately attired and/or without an identification badge, the instructor may send the student home with an unexcused absence or require the student go home and change into appropriate attire. Clinical site staff also have the authority to send a student home.

Nursing students who are employed by health care agencies to provide client care are employees of the respective agencies. As an employee, neither the faculty nor the administration of the Department of Nursing or the University is responsible for the student's performance in the employment situation. Employed students may not wear the school uniform adopted by the Department of Nursing to imply student status nor present themselves as clinical students in the workplace.

Nursing students must be cognizant of the image they present and conduct themselves as health professionals, especially when wearing the uniform which identifies them as an OSU nursing student. Students are not allowed to wear the OSU nursing uniform outside of clinical and educational settings.

Ethical Nursing Practice

A nursing student is a nursing professional and is expected to maintain appropriate conduct and adhere to the ethical obligations and standards of the profession. Unethical conduct is nursing behavior (acts, knowledge, and practices) which fails to conform to the accepted standards of the nursing profession and which could jeopardize the health and welfare of others which shall include, but not be limited to the following:

- Appropriating without authority medications, supplies or personal items of the client or agency,
- Falsifying documents in the clinical setting or submitted to the Nursing Program,
- Violating the confidentiality of information or knowledge concerning the client,
- Conduct detrimental to the public interest,
- Impersonating a licensed practitioner or permitting another person to use their nursing student identification for any purpose,
- Allowing personal value system to interfere with client care/well-being,
- Professional boundaries violations, including sexual misconduct,
- Violating the ANA Code of Ethics which can be found at <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>; and
- Any illegal behavior.

(Adapted from the Code for Nurses by the American Nurses' Association, the Nurse Practice Act of the State of Oklahoma, Professional Boundaries by the National Council of State Boards of Nursing)

If a nursing student demonstrates unethical behavior in a course or courses, the nursing faculty may impose any of the following:

- Removal from the clinical site.

- Additional learning assignments designed by the faculty to contribute to the achievement of course objectives and change undesirable behavior.
- Grade of “D” or “F” for course.
- Dismissal from course.
- Dismissal from the nursing program.

. If a student wishes to appeal, Appendix G provides information on the process.

There are nine provisions in the **ANA Code of Ethics** to which students are required to adhere:

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2: The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4: The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy”

Use of Electronic Devices and Social Networking

With the advent of electronic devices, a large amount of nursing, medical, and productivity software has been developed. Studies have shown that students who use electronic devices in the clinical setting are more successful and are not as anxious about the experiences. The use of electronic devices in the clinical setting provides the student with up-to-date information, which is readily available. Therefore, the student may use an electronic device as a resource during clinical experiences as per clinical site policy. Compliance with the Health Insurance Portability and Accountability act (HIPAA) must be met.

Social networking has potentially negative consequences if appropriate caution is not taken in its use.

- **Under no circumstances are students allowed to utilize, comment on, discuss, take or post pictures or share information about patients or client(s) in a social media site/venue. Posting patient or client information on any electronic site/venue is prohibited and may result in a violation of state or federal law, including HIPAA. Inappropriate posting about program related matters may result in academic or disciplinary consequences. This includes Facebook, Twitter, YouTube, and any other electronic pathway.**
- Students should be aware that future employers might review their social media postings as part of any hiring process. Students should exercise caution and use their best professional judgment when deciding what information to share on social media.
- Students must behave professionally and ethically in all online forums.

OSU Nursing students are expected to adhere to the American Nurses Association (ANA) Social-Media Standards. Students must review and comply with the ANA’s Six Principles for Social Networking and other related ANA documents on Social Media:

Principle 1: Nurses must not transmit or place online individually identifiable patient information.

Principle 2: Nurses who interact with patients on social media must observe ethically prescribed patient-nurse professional boundaries.

Principle 3: Nurses should evaluate all their postings with the understanding that a patient, colleague, educational institution, or employer could potentially view those postings.

Principle 4: Nurses should take advantage of privacy settings available on many social networking sites in their personal online activities and seek to separate their online personal and professional sites and information.

Principle 5: As the patient's advocate, nurses have an ethical obligation to take appropriate action regarding instances of questionable healthcare delivery at an individual or systems level that reflect incompetent, unethical, illegal, or impaired practice.

Principle 6: Nurses are encouraged to participate in the development of policies and procedures in their institutions and organizations for handling reports of online conduct that may raise legal concerns or be professionally unethical.

American Nurses Association (2011). ANA principles for social networking and the nurse. Retrieved from www.Nursingworld.org/social

Unsafe Nursing Practice

The definition of unsafe nursing practice includes any action that jeopardizes a client's life, health, safety or welfare.

Unsafe nursing practice includes, but is not limited to, the following behaviors of a nursing student:

- Accepting the delegation of a nursing function or prescribed health care function when the delegation or acceptance could reasonably be expected to result in unsafe or ineffective client care;
- Failure to utilize appropriate judgment in administering safe nursing practice based upon the expected level of nursing preparation;
- Failure to exercise technical competence in carrying out nursing care;
- Performing new nursing techniques or procedures without proper education and preparation;
- Engaging in activities which do not fall within the realm of standardized nursing practice;
- Endangering the welfare of the client through impaired physiological or mental health status;
- Inaccurate recording, reporting, falsifying or altering client records;
- Verbally or physically abusing clients;
- Falsely manipulating drug supplies, narcotics or client drug records;
- Leaving a clinical assignment without properly advising appropriate personnel;

(Adapted from the Nurse Practice Act of the State of Oklahoma and the Ethical Code for Nurses by the American Nurses' Association).

A violation of the Unsafe Nursing Practice Policy is a violation of academic standards and will subject the student to disciplinary action, which may include one or more of the following:

- Removal from the clinical site,
- Grade of "F" for course,
- Dismissal from course,
- Dismissal from the nursing program.

Clinical Accidents and Errors

All accidents or errors that involve nursing care in a clinical setting should be reported immediately to the appropriate instructor and to the nurse in charge of the client. This is the student's legal and ethical responsibility.

Standard Precautions Policy

The Nursing Program believes students and faculty deserve to be protected from all foreseeable hazards in the care of clients. The department has made efforts to ensure that the best information concerning the growing threat of infectious disease is provided to students.

1. Since medical history and examination cannot reliably identify all patients infected with blood-borne pathogens, blood and body-fluid precautions will be used consistently for ALL patients, regardless of diagnosis. Nursing

students will routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure when contact with blood or other body fluids of any patient is anticipated. Standard Precautions are to include the following procedures:

- a. Gloves will be worn for touching blood and body fluids, mucous membranes, or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture and other vascular access procedures;
 - b. Hands will be washed and gloves will be changed before and after contact with each patient;
 - c. Masks and protective eyewear or face shields will be worn during procedures that are likely to generate droplets or sprays of blood or body fluids to provide protection for mucous membranes of the mouth, nose and eyes;
 - d. Gowns or aprons will be worn as necessary to prevent contamination of clothing and protect the skin from blood and body fluid exposure;
 - e. Hands and other skin surfaces will be washed immediately and thoroughly if contaminated with blood or other body fluids;
 - f. Nursing students will take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during disposal of used needles; and when handling sharp instruments after procedures. To prevent needle-stick injuries, needles will not be recapped, purposely bent or broken by hand. After they are used, disposable syringes and needles, scalpel blades and other sharp items will be placed in puncture resistant biohazard containers for disposal;
 - g. To minimize direct contact transmission: CPR mouth shields, resuscitation bags, or other ventilation devices will be available for use in areas in which the need for mouth-to-mouth resuscitation is predictable.
2. Nursing students with special health problems may be exempted from providing care to patients with suspected or diagnosed communicable disease. Students must provide from their primary health care provider, a release statement identifying specific limitations regarding patient care in a health care environment. The release form will be submitted prior to participation in the clinical setting.
 3. Students and faculty will follow health care agency/facility policy.

Storage, Use, and Disposal of Hypodermic Syringes and Needles

1. Hypodermic syringes and needles will be kept under lock.
2. Hypodermic syringes and needles may be used by nursing students for practice of nursing skills under the supervision of Nursing faculty.
3. Hypodermic syringes and needles are to be used in the Skills Lab or other faculty-designated practice areas. They are not to be removed from the practice areas.
4. Immediately after final use, the hypodermic syringe and needle will be disposed of in a special puncture resistant biohazard container specifically for contaminated syringes and needles.
5. Containers of contaminated hypodermic syringes and needles will be disposed of at appropriate intervals by designated Nursing faculty.

Clinical Competency

Students must pass a *Dosage Calculation* basic competency quiz at the end of each semester with a grade of 90% or higher to attend clinical and progress in the program. Students are allowed three attempts on any basic test with remediation given prior to the third attempt. Students unable to pass all basic testing will not be allowed to enter the clinical setting. Inability to enter the clinical setting will result in clinical failure, failure of the nursing course, and dismissal from the Nursing Program.

- Students are required to pass basic safety testing including *Fire Safety, Hazardous Communication, Blood Borne Pathogens, TB, HIPAA* with a grade of 80% or greater each year before attending clinical and annually.
- Students must demonstrate competency and meet the clinical objectives to pass each clinical rotation for a clinical course. Students must write to each clinical objective describing the way/s in which they have demonstrated competency during the rotation for each course. Faculty will review and must approve the written and demonstrated objective as being met by the end of the rotation. See Clinical Competencies in

Appendix F. Failure to meet clinical objectives will result in failure of the clinical rotation and will result in exit from the nursing program. Clinical grading and expectations are included in individual course syllabi.

- All students must be enrolled in and maintain enrollment in myClinicalExchange and/or Clinical Hub. Failure to enroll will lead to the inability to be present at clinical which will result in clinical failure.
- Once a clinical or laboratory assignment is made, a contract is established for the student to give nursing care and is considered binding. Therefore, the student who is going to be tardy or absent is responsible for notification of the designated person(s), stipulated by the instructor, prior to the beginning of the clinical or laboratory period.
- Students are responsible for transportation to and from clinical sites.

Medication Administration

The purpose of this policy is to assure safe and appropriate medication administration according to course objectives.

Knowledge And Skills Students Must Apply In Medication Administration:

1. Dosage calculation skills.
2. The *Rights of Medication Administration* and responsibility to inform patient why medication is being administered.
3. Safety measures, including application of principles related to developmental needs and age of the patient, and/or mental condition of the patient.
4. Appropriate sites of administration.
5. Correct medication administration technique.
6. Legal rights of the patient and ethical issues related to medication administration.
7. Reporting of any error related to medication administration.

Students cannot administer medications without instructor approval. This applies to all medications of any type or form. The clinical instructor has the final decision on the student's medication administration opportunities. Student preparation prior to the administration of any medication includes the ability to correctly describe the following concerning medications:

1. Classification
2. Action
3. Desired response
4. Appropriate dosage
5. Untoward effects
6. Appropriate nursing precautions

Nursing students will be allowed to perform IV starts in the clinical area after the following conditions have been met:

1. The student has attended the campus clinical laboratory class on IV placement and care and received a satisfactory evaluation, documented on the Skills Checklist.
2. The clinical site has an existing policy that allows nursing students to place IV catheters.
3. The OSU clinical faculty member must be present for all IV starts performed in the clinical area.
4. The OSU clinical faculty member is granted discretion on allowance of the skill performance.

Restrictions on medication administration/access devices are as follows:

1. Students are not to prepare or administer any drug classified as an antineoplastic such as an alkylating agent, antimetabolite, or a plant alkaloid.
2. Students are not to prepare or administer any drug used in emergent situations. Common examples include epinephrine, atropine, bicarbonate, and calcium chloride.

3. Students are not to prepare or administer any drug used for the purpose of procedural sedation. Common examples include versed, propofol, and fentanyl.
4. STUDENTS MAY ONLY ADMINISTER IV PUSH OR PICC LINE MEDICATIONS UNDER THE DIRECT, PERSONAL SUPERVISION OF THE NURSING INSTRUCTOR. THE CLINICAL PRECEPTOR OR STAFF NURSE MAY **NOT** SUBSTITUTE FOR DIRECT FACULTY SUPERVISION DURING ADMINISTRATION OF IV PUSH MEDICATIONS. THIS ACTIVITY IS AT THE DISCRETION OF THE CLINICAL FACULTY
5. Students **cannot** access or initiate access to an implanted VENOUS PORT. For example, a subcutaneous port such as a Port-a-cath.
6. Students are not to have narcotic drugs or the narcotic keys in their possession other than to directly obtain an ordered medication for a patient and properly administer the medication. The instructor or assigned nursing staff member is to co-sign the Narcotic Record each time the student signs out a narcotic for administration to a patient. Any time any portion of a narcotic drug must be “wasted,” this is to be witnessed by the instructor or assigned staff member and co-signed.
7. Students are not to administer blood or blood products; RhoGAM is considered a blood product. The only exception is albumin. The student may monitor a patient who is receiving a blood product, if prepared to observe for and report the potential complication of this therapy immediately to the staff.
8. Students are not allowed to discontinue central venous access devices or arterial lines.

SAFE MEDICATION ADMINISTRATION IS ESSENTIAL FOR SAFE NURSING PRACTICE. STUDENTS ARE REQUIRED TO REPORT ANY ERROR RELATED TO MEDICATION ADMINISTRATION, INCLUDING ERRORS OF OMISSION AND COMMISSION.

Any student who fails to follow this policy is subject to suspension, clinical failure, course failure, and/or immediate dismissal from the nursing program. The appeal process is provided in Appendix G.

Assumption of Risk – Clinical Experiences

Clinical experiences, including clinical rotations and supervised practice, are a required component of many of the courses in Oklahoma State University's Nursing Program. Clinical experiences occur in hospitals, clinics, schools, community organizations, and other appropriate settings where students can interact with clients and their families, some of which may have communicable diseases, including hepatitis, HIV/AIDS, and COVID-19. You may also come into contact with blood or other potentially infectious materials. As participation in clinical activities are required for program completion, you will be taught up-to-date information regarding communicable diseases, their transmission, and standard precautions. This knowledge is to be used while caring for patients and handling potentially infectious materials. You will be responsible for using these mandates in your nursing care to minimize diseases transmission risk. Since you may be at risk of contracting communicable diseases, vaccines (or titer) are required prior to patient care experiences. These immunizations will be at your own expense.

OSU's clinical facilities and Nursing Program are required to take reasonable and appropriate measures to protect students' health and safety in the clinical setting. Students will have access to appropriate PPE during their clinical experiences and will receive training related to potential hazards and prevention techniques. Students have the responsibility to report any potential exposures to the supervisor at their site as well as their OSU clinical faculty. However, even with such measures, there are risks inherent to clinical experiences.

Potential risks of completing clinical experiences include, but are not limited to:

- Exposure to infectious diseases through blood or other body fluids via skin, mucus membranes, or parenteral contact
- Exposure to infectious diseases through droplet or air-borne transmission
- Hazardous chemical exposure
- Radiation exposure
- Environmental hazards, including slippery floors and electrical hazards
- Physical injuries, including back injuries
- Psychosocial hazards
- Offensive, inappropriate, or dangerous conduct by patients or clients, including violence, harassment, and sexual harassment

These risks can lead to serious complications, trauma, bodily injury, or death. The current situation regarding COVID-19 is especially concerning as the disease is highly contagious with clinical manifestations that may range from minimal to no symptoms or may potentially lead to severe illness.

Participating in clinical experiences, even when practicing safely, may result in an adverse or harmful incidence including the risk of contracting COVID-19 as these risks cannot be fully eliminated.

STUDENT AFFIRMATION FORM

I understand that as a nursing student I am a member of a profession which requires the utmost discretion and professionalism to protect those with whom I work with and for. I acknowledge that as a member of the profession I have a responsibility to act in a manner consistent with the essential standards and guidelines of the profession.

In this regard:

_____ I agree to adhere to HIPAA guidelines and protect the privacy of faculty, peers, clients, and family members of clients by maintaining confidentiality of information that is imparted to me in my capacity as an OSU nursing student. In addition, I agree I will not inappropriately divulge confidential information about an agency or institution that is imparted to me.

_____ I have read, agree to, and verified with my signature that I will follow the requirements, policies and procedures outlined in Oklahoma State University's Nursing Student Handbook. The Nursing Program reserves the right to revise policies and procedures based upon updated standards/requirements issued from the Oklahoma Board of Nursing (OBN), the American Association of Collegial Nursing (AACN), and/or affiliated clinical agencies.

_____ I agree that I will conduct myself in a manner that demonstrates professional values and in compliance with the ANA Code of Ethics for Nurses.

_____ I have read the civility and personal conduct policy and agree I will conduct myself in a civil manner at all times.

_____ I agree to uphold the academic integrity policy of Oklahoma State University and will not condone, conceal, or participate in any activities of academic dishonesty, which may include but is not limited to, plagiarism, cheating, stealing or copying another's work, recreating or accepting any portions of exams, or being dishonest about any situation.

_____ I agree to sign my own documents and will not sign any other student's name to anything, including class rolls.

_____ I agree to abide by the Social Media Policy of OSU Nursing Program and I will not discuss or post any information about faculty, peers, clients, family members, or any clinical facility on any electronic venue (i.e., Facebook, Twitter, cell phones, etc.). Nor will I leave/save any client, family, faculty, clinical facility or student information on any open access desktop or hard drive.

_____ I authorize Oklahoma State University Nursing to release any information required by a clinical facility or agency, including, but not limited to, background check, drug screen, and immunization history.

Student's Signature: _____

Student's Printed Name: _____

Date: _____



APPENDICES

Appendix A

OKLAHOMA BOARD OF NURSING

2915 N. Classen Blvd., Suite 524

Oklahoma City, OK 73106

(405) 962-1800

<https://oklahoma.gov/nursing.html>

EVIDENCE OF STATUS FORM

GENERAL INFORMATION

State law requires the Board of Nursing to issue a license or certificate only to U.S. citizens, nationals and legal permanent resident aliens; and to applicants who present to the agency, ***in person***, valid documentary evidence of:

- A valid, unexpired immigrant or nonimmigrant visa status for admission into the U.S.;
- A pending or approved application for asylum in the U.S.;
- Admission into the U.S. in refugee status;
- A pending or approved application for temporary protected status in the U.S.;
- Approved deferred action status; or
- A pending application for adjustment of status to legal permanent residence status or conditional resident status.

Applicants in the above six categories will be eligible to receive a license/certification that is valid only for the time period of their authorized stay in the U.S., or, if there is no end date to the time period of their authorized stay, for one year. The license/certification is required to indicate that it is temporary. The information will be verified through the Systematic Alien Verification for Entitlements (SAVE) Program, operated by the U.S. Department of Homeland Security.

In order to verify citizenship or qualified alien status, applicants for nursing licensure by endorsement or examination, for certification as an advanced unlicensed assistant, or for reinstatement/return to active status of their license or certificate, must upload an *Evidence of Status Form* and the required supporting documentation before the application is processed

INSTRUCTIONS FOR COMPLETION OF THE FORM

If you are a U.S. citizen, U.S. national, or legal permanent resident alien, you must upload the notarized *Evidence of Status Form: Part A*, with a photocopy of one of the documents listed under “Acceptable Documents to Establish Evidence of Citizenship” on the *Evidence of Status: Part A form*. A license will not be issued until the appropriate documentation is uploaded.

If you are a qualified alien, you must bring the *Evidence of Status Form: Part B* to the Oklahoma Board of Nursing office, along with the original documents that support your qualified alien status, as shown on the *Evidence of Status: Part B form*. At the Board office, a staff member will review your qualified alien documentation and will make a notarized copy.

Appendix B

Degree Sheet



COLLEGE OF EDUCATION AND HUMAN SCIENCES
OKLAHOMA STATE UNIVERSITY

BACHELOR of SCIENCE

MAJOR: NURSING

Minimum Overall Grade Point Average: 2.50
(cumulative graduation/retention GPA)

Total Hours: 123

GENERAL EDUCATION REQUIREMENTS: 41 HOURS		
Area	Hours	To be selected from:
English Composition	6	ENGL 1113 (or 1313) and ENGL 1213 (or 1413 or 3323) (See Academic Regulation 3.5 in Catalog)
American History & Government	6	HIST 1103 (or 1483 or 1493) and POLS 1113
Analytical & Quantitative Thought (A)	6	MATH (1483 or 1513) and STAT (2013, or 2023 or 2053)
Humanities (H)	6	Courses designated (H)
Natural Sciences (N) Must include one Laboratory Science (L) course.	8	BIOL 1114, CHEM (1215 or 1314)
Social & Behavioral Sciences (S)	6	PSYC 1113 and PSYC 2583 or HDFS 2113
General Education Electives	3	Courses designated A, H, N, or S
<p><i>DIVERSITY (D) & INTERNATIONAL DIMENSION (I)</i> May be completed in any part of the degree plan. At least one Diversity (D) course At least one International Dimension (I) course</p>		
<p>COLLEGE/DEPARTMENTAL REQUIREMENTS: 18 HOURS Minimum GPA <u>2.50</u> with a minimum grade of "C" or "P" in each course: EDHS 1112 MICR 2123 and 2132 BIOL 3204 and 3214 NSCI 2113</p>		

MAJOR REQUIREMENTS: 64 HOURS	
Minimum GPA of <u>2.50</u> with a minimum grade of "C" or "P" in each course.	
HLTH 3723	Principles of Epidemiology
HLTH 4783	Health Issues in Gerontology
NURS 3003	Pharmacology in Nursing I
NURS 3018	Foundations of Nursing
NURS 3013	Theoretical & Conceptual Foundations of Nursing
NURS 3118	Adult Health Nursing I
NURS 3223	Global and Cultural Competencies in Nursing
NURS 4023	Trends and Issues in Nursing
NURS 3103	Pharmacology in Nursing II
NURS 4116	Adult Health Nursing II
NURS 4216	Family and Community Health Nursing
NURS 4136	Essentials Nursing Leadership
NURS 4043	Nursing Research and EBP
NURS 4242	Nursing Informatics
NURS 4054	Nursing Capstone and Transition To Practice

Other Requirements: 40 hours of upper-division course work. Required for graduation: (2.50 Overall GPA; (2) 2.50 GPA in College/Departmental Requirements; and (3) 2.50 GPA in Major Requirements. The student must earn minimum grades of "C" or "P" in the College/Departmental Requirements and Major Requirements.

Additional State/OSU Requirements – At least: 60 hours at a four-year institution; 30 hours completed at OSU; 15 of the final 30 or 50% of the upper-division hours in the major field completed at OSU. Limit of: one-half of major course requirements as transfer work; one-fourth of hours earned by correspondence; 8 transfer correspondence hours. Students will be held responsible for degree requirements in effect at the time of matriculation and any changes that are made, so long as these changes do not result in semester credit hours being added or do not delay graduation. Degrees that follow this plan must be completed by the end of Summer 2027.

Student Name: _____ Course: _____ Date: _____

Reason(s) for counseling:

- 1. Failure to do assigned work.

Explain:

- 2. Failure to participate in class.

Explain:

- 3. Failure to take exam or took exam late.

Explain:

- 4. Failure to achieve satisfactory performance in clinical.

Explain:

- 5. Failure to achieve a passing grade.

Explain:

- 6. Demonstration of unprofessional conduct.

Explain:

- 7. Other.

Explain:

Specific requirement(s) for satisfactory performance:

Date by which satisfactory performance must be achieved: _____

Failure to achieve the requirement(s) listed above may result in a failing course grade or being placed on contract, probation, or dismissal from the nursing program.

Student signature _____

Date _____

Faculty signature _____

Date _____

Appendix D

STUDENT PROBATIONARY CONTRACT FORM

Student Name: _____ Course: _____ Date: _____

Reason(s) for student Probationary Contract:

- 1. Failure to do assigned work.

Explain:

- 2. Failure to participate in class.

Explain:

- 3. Failure to take exam or took exam late.

Explain:

- 4. Failure to achieve satisfactory performance in clinical.

Explain:

- 5. Failure to achieve a passing grade.

Explain:

- 6. Demonstrate unprofessional conduct.

Explain:

- 7. Other.

Explain:

Specific requirement(s) for satisfactory performance:

Date by which satisfactory performance must be achieved: _____

Failure to achieve the requirement(s) listed above may result in a failing course grade or dismissal from the nursing program.

Student signature _____

Date _____

Faculty signature _____

Date _____ Nursing

Director signature _____

Date _____

Appendix E

STUDENT RELEASE TO RETURN TO CLINICAL ACTIVITY

Students in the Nursing Program at OSU are required to perform clinical skills in a nursing laboratory as well as participate in the provision of direct patient care in clinical facilities. Any student experiencing a change in

health status (surgical procedure, treatment for an injury, pregnancy, delivery, immunosuppression, or disabling illness, etc.) is required to provide documentation from a health care provider (physician, NP, PA) which states that the student is able to meet the physical requirements to attend and participate in clinical experiences. These requirements include:

1. Visual acuity, such as is needed in the accurate preparation and administration of medications, and for the observation necessary for patient assessment and nursing care.
2. Auditory perception to receive verbal communication from patients and members of the health team and to assess health needs of people through the use of monitoring devices such as stethoscopes, intravenous infusion pumps, cardiac monitors, fire alarms, etc.
3. Gross and fine motor coordination to respond promptly and to implement the skills required in meeting patient health care needs safely. These include, but are not limited to, manipulation of equipment and performance of CPR.
4. Intellectual function; cognitive, psychological and emotional stability to plan, implement and provide safe care for patients.
5. Physical strength to assist in lifting and/or positioning patients and/or medical equipment.
6. Ability to participate fully in clinical activities.

This is to verify that _____ has been under my care for the treatment of illness, pregnancy, delivery, disease, or injury. I have determined that this student may return to participation in clinical experiences which require the physical abilities as outlined above:

- with no restrictions
- with the following restrictions:

Health Care Provider Signature: _____ Date: _____

Printed Name: _____

Address: _____

As a student, I understand that limitations may prevent me from successfully completing the program requirements.

Student Signature: _____ Date: _____

RETURN TO: Oklahoma State University, Nursing Program, 435 Willard Hall, Stillwater, OK 74078

Appendix F

Clinical Competencies

1. Integrate knowledge of the humanities, natural sciences and social sciences in the practice of professional nursing.
Domain 1: Knowledge for Nursing Practice

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

NURS 3018 Foundations of Nursing	NURS 3118 Adult Health Nursing I	NURS 4116 Adult Health Nursing II	NURS 4216 Family and Comm. Health Nsg	NURS 4136 Essentials of Nursing Leadership
<p>Knowledge integration:</p> <ul style="list-style-type: none"> • Use <i>critical thinking</i> to identify knowledge from the biophysical and psychosocial sciences to provide physical safety and psychological well being when implementing care for an adult client: • Use knowledge base and experience to provide client care. • Identify possible solutions to simple client care situations using problem solving and the nursing process. • Identify critical thinking attitudes and their relationships to client care. • Identify intellectual standards of critical thinking in delivering client care. • Describe how standards of care impact client care. 	<p>Knowledge integration:</p> <ul style="list-style-type: none"> • Use <i>critical thinking</i> to apply concepts and make inferences from the biophysical and psychosocial sciences to guide safe care of adult clients: • Compare and contrast knowledge base and experience to client care situations to individualize client care. • Create alternative solutions to client care situations as a basis for decision making using problem solving and nursing process. • Integrate critical thinking attitudes in the approach to client care. • Integrate intellectual standards of critical thinking in delivering client care. 	<p>Knowledge integration:</p> <ul style="list-style-type: none"> • Use <i>critical thinking</i> to analyze knowledge from the biophysical and psychosocial sciences to deliver safe care of adult clients: • Make nursing judgments based on comparison with the theoretical and experiential knowledge base for the client with complex health needs. • Generate alternative solutions as a basis for decision making in problem solving and nursing process. • Analyze how critical thinking attitudes alter client care approaches. • Analyze how intellectual standards alter client care. 	<p>Knowledge integration:</p> <ul style="list-style-type: none"> • Use <i>critical thinking</i> to analyze knowledge from the biophysical and psychosocial sciences to deliver safe care of adult clients: • Make nursing judgments based on comparison with the theoretical and experiential knowledge base for the childrearing/childbearing family and community. • Generate alternative solutions to childbearing and childrearing client care situations as a basis for decision making in problem solving and nursing process. • Analyze how critical thinking attitudes alter client care approaches. • Analyze how intellectual standards alter approaches to client care. • Analyze the relationship between standards of care and client outcomes. 	<p>Knowledge integration:</p> <ul style="list-style-type: none"> • Use <i>critical thinking</i> to integrate principles from the biophysical and psychosocial sciences to assist clients to attain an optimal level of wellness: • Make nursing judgments based on comparison with the theoretical and experiential knowledge base for the client with complex health needs. • Generate alternative solutions as a basis for decision making in problem solving and the nursing process. • Evaluate the impact of critical thinking attitudes on client care outcomes. • Evaluate the impact of intellectual standards on

	<ul style="list-style-type: none">• Use standards of care to make decisions about client care.	<ul style="list-style-type: none">• Analyze the relationship between standards of care and client outcomes		<p>client care outcomes.</p> <ul style="list-style-type: none">• Evaluate the impact of standards of care on the quality of care provided by the health care team.
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2. Provide person centered care that is holistic, compassionate and evidence based; involves patients in decision-making; is coordinated and promotes optimal health and health equity.

Domain 2: Person-Centered Care

Essential III: Scholarship for Evidence Based Practice

Essential VIII: Professionalism and Professional Values

NURS 3018 J-FALL Foundations of Nursing	NURS 3118 J-SP Adult Health Nursing I	NURS 4116 S-FALL Adult Health Nursing II	NURS 4216 S-FALL Family and Comm. Health Nsg	NURS 4136 S-SP Essentials of Nursing Leadership
<p>Caring relationship:</p> <ul style="list-style-type: none"> Identifies qualities of empathy. Identifies compassionate care. Establish mutual respect with the individual and family. 	<p>Caring relationship:</p> <ul style="list-style-type: none"> Apply qualities of empathy. Applies compassionate care. Establish mutual respect with the individual and family. 	<p>Caring relationship:</p> <ul style="list-style-type: none"> Demonstrates qualities of empathy. Demonstrates compassionate care. Establish mutual respect with the individual and family. 	<p>Caring relationship:</p> <ul style="list-style-type: none"> Demonstrates qualities of empathy. Demonstrates compassionate care. Establish mutual respect with the individual and family. 	<p>Caring relationship:</p> <ul style="list-style-type: none"> Demonstrates qualities of empathy. Demonstrates compassionate care. Establish mutual respect with the individual and family.
<p>Nursing Process:</p> <ul style="list-style-type: none"> Use the nursing process to plan care for the adult client with simple health care problems. 	<p>Nursing Process:</p> <ul style="list-style-type: none"> Apply the nursing process to plan and provide individualized care for adults with physiological and psychosocial problems. 	<p>Nursing Process:</p> <ul style="list-style-type: none"> Apply the nursing process to plan and provide individualized care for clients with complex health care problems. 	<p>Nursing Process:</p> <ul style="list-style-type: none"> Apply the nursing process to plan and provide individualized care for childbearing and childrearing families and the communities in which they live. 	<p>Nursing Process:</p> <ul style="list-style-type: none"> Apply the nursing process to facilitate the care for clients with complex health care problems in a variety of settings.
<p><u>Assess:</u></p> <ul style="list-style-type: none"> Identify relevant objective and subjective data. Utilize available resources in assessment of assigned client. 	<p><u>Assess:</u></p> <ul style="list-style-type: none"> Gather reliable client assessment data using appropriate physiological and psychosocial assessment techniques. 	<p><u>Assess:</u></p> <ul style="list-style-type: none"> Complete comprehensive and ongoing assessments on clients with complex health care problems. 	<p><u>Assess:</u></p> <ul style="list-style-type: none"> Completes comprehensive and ongoing assessments on childbearing and childrearing clients . Perform a community assessment. 	<p><u>Assess:</u></p> <p>Complete comprehensive and ongoing assessments on clients with complex health care problems.</p>
<p><u>Analyze:</u></p> <ul style="list-style-type: none"> Organize data according to given concepts. Identify deviations from normal and nursing implications of 	<p><u>Analyze:</u></p> <ul style="list-style-type: none"> Organize data into a framework. Identify patterns and relationships. Use scientific rationale to interpret 	<p><u>Analyze:</u></p> <ul style="list-style-type: none"> Organize data to formulate priority nursing diagnoses. Demonstrate understanding of diagnostic 	<p><u>Analyze:</u></p> <ul style="list-style-type: none"> Organize data to formulate priority nursing diagnoses. Demonstrate understanding of diagnostic 	<p><u>Analyze:</u></p> <ul style="list-style-type: none"> Organize data to formulate priority nursing diagnoses. Demonstrate understanding of diagnostic

specific diagnostic tests for client.	diagnostic tests/procedures	results when planning care.	results when planning care.	results when planning care.
<p><u>Diagnose:</u></p> <ul style="list-style-type: none"> • Select nursing diagnoses based on relevant data. • Identify the priorities of nursing diagnoses. 	<p><u>Diagnose:</u></p> <ul style="list-style-type: none"> • Develop prioritized physiological and psychosocial nursing diagnoses. 	<p><u>Diagnose:</u></p> <ul style="list-style-type: none"> • Formulate prioritized physiological and psychosocial nursing diagnoses. 	<p><u>Diagnose:</u></p> <ul style="list-style-type: none"> • Formulate prioritized physiological and psychosocial nursing diagnoses. 	<p><u>Diagnose:</u></p> <p>Formulate prioritized physiological and psychosocial nursing diagnoses.</p>
<p><u>Plan:</u></p> <ul style="list-style-type: none"> • Identify realistic goals and related outcome criteria appropriate to nursing diagnosis. • Include client in planning. • Plan appropriate interventions reflecting theory base. 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> • Develop realistic goals and related outcome criteria appropriate to nursing diagnosis. • Plan individualized client care by consulting with client, significant other, and health team. • Plan evidence based nursing interventions. 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> • Develop realistic goals and related outcome criteria appropriate to nursing diagnosis. • Plan individualized client care by consulting with client, significant other, and health team. • Plan evidence based nursing interventions. • Plan care utilizing a holistic approach. 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> • Develop realistic goals and related outcome criteria pertinent to nursing diagnosis. • Plan individualized client care by consulting with client, significant other, and health team. • Plan evidence based nursing interventions. • Plan care utilizing a holistic approach. 	<p><u>Plan:</u></p> <ul style="list-style-type: none"> • Develop realistic goals and related outcome criteria appropriate to nursing diagnosis. • Plan individualized client care by consulting with client, significant other, and health team. • Plan evidence based nursing interventions. • Plan care utilizing a holistic approach.
<p><u>Implement:</u></p> <ul style="list-style-type: none"> • Implement prepared plan with guidance. • Maintain client safety while implementing nursing care. • Demonstrate the nursing responsibilities necessary for safe administration and documentation of medications. 	<p><u>Implement:</u></p> <ul style="list-style-type: none"> • Adapt planned nursing interventions to meet individual client needs. • Maintain a safe, comfortable and therapeutic environment. • Demonstrate the nursing responsibilities necessary for safe administration and documentation of medications as well as: 	<p><u>Implement:</u></p> <ul style="list-style-type: none"> • Adapt planned nursing interventions to meet individual client needs. • Maintain a safe, comfortable and therapeutic environment. • Demonstrate the nursing responsibilities necessary for safe administration and documentation 	<p><u>Implement:</u></p> <ul style="list-style-type: none"> • Adapt planned nursing interventions to meet individual client needs. • Maintain a safe, comfortable and therapeutic environment. • Demonstrate the nursing responsibilities necessary for safe administration and documentation 	<p><u>Implement:</u></p> <ul style="list-style-type: none"> • Adapt planned nursing interventions to meet individual client needs. • Maintain a safe, comfortable and therapeutic environment. • Demonstrate the nursing responsibilities necessary for safe administration and documentation

	<ul style="list-style-type: none"> ○ Monitoring med effects ○ Client education ○ Math calculations ○ Rationale for med use 	<p>of medications as well as:</p> <ul style="list-style-type: none"> ○ Monitoring med effects ○ Client education ○ Math calculations ○ Rationale for med use 	<p>of medications as well as:</p> <ul style="list-style-type: none"> ○ Monitoring med effects ○ Client education ○ Math calculations ○ Rationale for med use 	<p>of medications as well as:</p> <ul style="list-style-type: none"> ○ Monitoring med effects ○ Client education ○ Math calculations Rationale for med use
<p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ● Describe care given to assigned client. 	<p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ● Evaluate goal attainment by demonstrating achievement of outcome criteria. ● Describe additional data that indicates need for modifications. 	<p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ● Evaluate goal attainment by demonstrating achievement of outcome criteria. ● Describe additional data that indicates need for modifications. 	<p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ● Evaluate goal attainment by demonstrating achievement of outcome criteria. ● Describe additional data that indicates need for modifications. 	<p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ● Evaluate goal attainment by demonstrating achievement of outcome criteria. ● Describe additional data that indicates need for modifications. ●

3. Cultivate a professional identity based on nursing values, ethics and standards of nursing practice

Domain 9: Professionalism

Essential VIII: Professionalism and Professional Values

NURS 3018 J-FALL Foundations of Nursing	NURS 3118 J-SP Adult Health Nursing I	NURS 4116 S-FALL Adult Health Nursing II	NURS 4216 S-FALL Family and Comm. Health Nsg	NURS 4136 S-SP Essentials of Nursing Leadership
Legal/ethical <ul style="list-style-type: none"> • Identify legal guidelines and ethical principles involved in the practice of nursing • Complies with the Code of Ethics, Standards of Practice, and policies and procedures of OSU Nursing Program and clinical agencies: <ul style="list-style-type: none"> ○ Report own errors ○ Maintain confidentiality of client information ○ Identify unsafe practice ○ Respect client's rights and choices 	Legal/ethical <ul style="list-style-type: none"> • Apply legal guidelines and ethical principles involved in the practice of nursing • Complies with the Code of Ethics, Standards of Practice, and policies and procedures of OSU Nursing Program and clinical agencies <ul style="list-style-type: none"> ○ Report own errors ○ Maintain confidentiality of client information ○ Report unsafe practice ○ Intervene in situations for potential unsafe practice ○ Respect client's rights and choices 	Legal/ethical <ul style="list-style-type: none"> • Apply legal guidelines and ethical principles involved in the practice of nursing • Complies with the Code of Ethics, Standards of Practice, and policies and procedures of OSU Nursing Program and clinical agencies: <ul style="list-style-type: none"> ○ Report own errors ○ Maintain confidentiality of client information ○ Report unsafe practice ○ Intervene in situations for potential unsafe practice ○ Respect client's rights and choices 	Legal/ethical <ul style="list-style-type: none"> • Apply legal guidelines and ethical principles involved in the practice of nursing • Complies with the Code of Ethics, Standards of Practice, and policies and procedures of OSU Nursing Program and clinical agencies: <ul style="list-style-type: none"> ○ Report own errors ○ Maintain confidentiality of client information ○ Report unsafe practice ○ Intervene in situations for potential unsafe practice ○ Respect client's rights and choices 	Legal/ethical <ul style="list-style-type: none"> • Function within the legal and ethical guidelines of the nursing profession. • Complies with the Code of Ethics, Standards of Practice, and policies and procedures of OSU Nursing Program and clinical agencies: <ul style="list-style-type: none"> ○ Report own errors ○ Maintain confidentiality of client information ○ Report unsafe practice ○ Intervene in situations for potential unsafe practice ○ Respect client's rights and choices
Demonstrates professionalism: <ul style="list-style-type: none"> • Maintains personal appearance according to the policies of OSU Nursing Program and affiliating institutions. 	Demonstrates professionalism: <ul style="list-style-type: none"> • Maintains personal appearance according to the policies of OSU Nursing Program and affiliating institutions. 	Demonstrates professionalism: <ul style="list-style-type: none"> • Maintains personal appearance according to the policies of OSU Nursing Program and affiliating institutions. 	Demonstrates professionalism: <ul style="list-style-type: none"> • Maintains personal appearance according to the policies of OSU Nursing Program and affiliating institutions. 	Demonstrates professionalism: <ul style="list-style-type: none"> • Maintains personal appearance according to the policies of OSU Nursing Program and affiliating institutions.
Demeanor:	Demeanor:	Demeanor:	Demeanor:	Demeanor:

<ul style="list-style-type: none"> • Demonstrates tact, discretion, and honesty. • Accepts the expression of positive or negative feelings expressed by client and others without imposing own values. 	<ul style="list-style-type: none"> • Demonstrates tact, discretion, and honesty. • Accepts the expression of positive or negative feelings expressed by client and others without imposing own values. 	<ul style="list-style-type: none"> • Demonstrates tact, discretion, and honesty. • Accepts the expression of positive or negative feelings expressed by client and others without imposing own values. 	<ul style="list-style-type: none"> • Demonstrates tact, discretion, and honesty. • Accepts the expression of positive or negative feelings expressed by client and others without imposing own values. 	<ul style="list-style-type: none"> • Demonstrates tact, discretion, and honesty. • Accepts the expression of positive or negative feelings expressed by client and others without imposing own values.
<p>Accountability:</p> <ul style="list-style-type: none"> • Assumes responsibility for one's own nursing practice • Evaluates strengths and weaknesses regarding clinical performance • Uses constructive criticism and suggestion to increase knowledge and change behavior. 	<p>Accountability:</p> <ul style="list-style-type: none"> • Accepts responsibility and accountability for own nursing practice, personal conduct, learning and self-evaluation. • Evaluates strengths and weaknesses regarding clinical performance • Responds appropriately to faculty and supervisory health care team members concerning directions for improving clinical performance and providing safe client care. 	<p>Accountability:</p> <ul style="list-style-type: none"> • Develops strategies to enhance personal accountability, on-going self-development and continuing education. • Evaluates strengths and weaknesses regarding clinical performance • Makes changes in clinical performance based upon self and faculty evaluation 	<p>Accountability:</p> <ul style="list-style-type: none"> • Develops strategies to enhance personal accountability, on-going self-development and continuing education. • Evaluates strengths and weaknesses regarding clinical performance • Makes changes in clinical performance based upon self and faculty evaluation 	<p>Accountability:</p> <ul style="list-style-type: none"> • Demonstrates and evaluates personal accountability for own nursing practice. • Evaluates strengths and weaknesses regarding clinical performance • Demonstrates professional growth based on feedback.
<p>Boundaries:</p> <ul style="list-style-type: none"> • Initiates, maintains, and appropriately terminates therapeutic relationships with clients and others. 	<p>Boundaries:</p> <ul style="list-style-type: none"> • Initiates, maintains, and appropriately terminates therapeutic relationships with clients and others. 	<p>Boundaries:</p> <ul style="list-style-type: none"> • Initiates, maintains, and appropriately terminates therapeutic relationships with clients and others. 	<p>Boundaries:</p> <ul style="list-style-type: none"> • Initiates, maintains, and appropriately terminates therapeutic relationships with clients and others. 	<p>Boundaries:</p> <ul style="list-style-type: none"> • Initiates, maintains, and appropriately terminates therapeutic relationships with clients and others.
<p>Preparedness:</p> <ul style="list-style-type: none"> • Reports promptly to all scheduled 	<p>Preparedness:</p> <ul style="list-style-type: none"> • Reports promptly to all scheduled 	<p>Preparedness:</p> <ul style="list-style-type: none"> • Reports promptly to all scheduled 	<p>Preparedness:</p> <ul style="list-style-type: none"> • Reports promptly to all scheduled 	<p>Preparedness:</p> <ul style="list-style-type: none"> • Reports promptly to all scheduled

<p>activities prepared for client care.</p> <ul style="list-style-type: none"> • Notifies the instructor regarding absence or tardiness prior to the start of clinical sessions. • Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area. • Initiates patient contact only when the instructor is in clinical setting. • Seeks instructor's guidance when client needs exceed own knowledge and expertise. 	<p>activities prepared for client care.</p> <ul style="list-style-type: none"> • Notifies the instructor regarding absence or tardiness prior to the start of clinical sessions. • Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area. • Initiates patient contact only when the instructor is in clinical setting. • Seeks instructor's guidance when client needs exceed own knowledge and expertise. 	<p>activities prepared for client care.</p> <ul style="list-style-type: none"> • Notifies the instructor regarding absence or tardiness prior to the start of clinical sessions. • Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area. • Initiates patient contact only when the instructor is in clinical setting. • Seeks instructor's guidance when client needs exceed own knowledge and expertise. 	<p>activities prepared for client care.</p> <ul style="list-style-type: none"> • Notifies the instructor regarding absence or tardiness prior to the start of clinical sessions. • Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area. • Initiates patient contact only when the instructor is in clinical setting. • Seeks instructor's guidance when client needs exceed own knowledge and expertise. 	<p>activities prepared for client care.</p> <ul style="list-style-type: none"> • Notifies the instructor regarding absence or tardiness prior to the start of clinical sessions. • Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area. • Initiates patient contact only when the instructor is in clinical setting. • Seeks instructor's guidance when client needs exceed own knowledge and expertise.
<p>Organizational skills:</p> <ul style="list-style-type: none"> • Organize assignment to meet priority client needs. • Perform ordered treatments and procedures accurately. • Work in a neat and orderly manner. 	<p>Organizational skills:</p> <ul style="list-style-type: none"> • Organize care to meet individual client needs according to priority. • Demonstrate compliance with applicable agency procedures and established client care protocols. • Organize and use equipment and supplies in an efficient, cost effective manner. 	<p>Organizational skills:</p> <ul style="list-style-type: none"> • Organize care for clients based individual's priority needs. • Demonstrate compliance with applicable agency procedures and established client care protocols. • Organize, adapt, and use equipment and supplies in an efficient, cost effective manner. 	<p>Organizational skills:</p> <ul style="list-style-type: none"> • Organize care for clients based individual's priority needs. • Demonstrate compliance with applicable agency procedures and established client care protocols. • Organize, adapt, and use equipment and supplies in an efficient, cost effective manner. 	<p>Organizational skills:</p> <ul style="list-style-type: none"> • Organize care for clients based individual's priority needs. • Demonstrate compliance with applicable agency procedures and established client care protocols. • Organize, adapt, and use equipment and supplies in an efficient, cost effective manner.

<p>Time management:</p> <ul style="list-style-type: none"> • Completes assigned client care in allotted time. • Submits assignments punctually and according to criteria. 	<p>Time management:</p> <ul style="list-style-type: none"> • Completes client care assignments within specified time frame. • Submits assignments punctually and according to criteria. 	<p>Time management:</p> <ul style="list-style-type: none"> • Provides total client care for clients in time allotted. • Submits assignments punctually and according to criteria. 	<p>Time management:</p> <ul style="list-style-type: none"> • Provides total client care for clients in time allotted. • Submits assignments punctually and according to criteria. 	<p>Time management:</p> <ul style="list-style-type: none"> • Completes client care in a timely and efficient manner. • Submits assignments punctually and according to criteria.
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4. Explore methods of care coordination within systems of health care to promote safe, quality, equitable care to diverse individuals and populations.

Domain 7: Systems-Based Practice

Essential V: Health Care Policy, Finance, and Regulatory Environments

NURS 3018 J-FALL Foundations of Nursing	NURS 3118 J-SP Adult Health Nursing I	NURS 4116 S-FALL Adult Health Nursing II	NURS 4216 S-FALL Family and Comm. Health Nsg	NURS 4136 S-SP Essentials of Nursing Leadership
<p>Organizational structure:</p> <ul style="list-style-type: none"> • Identify organizational structure, mission, vision, philosophy, and values. • Identify various healthcare delivery environments across the continuum of care. 	<p>Organizational structure:</p> <ul style="list-style-type: none"> • Describe organizational structure, mission, vision, philosophy, and values. • Describes various healthcare delivery environments across the continuum of care. 	<p>Organizational structure:</p> <ul style="list-style-type: none"> • Describe organizational structure, mission, vision, philosophy, and values. • Differentiate between various healthcare delivery environments across the continuum of care. 	<p>Organizational structure:</p> <ul style="list-style-type: none"> • Describe organizational structure, mission, vision, philosophy, and values. • Differentiate between various healthcare delivery environments across the continuum of care. 	<p>Organizational structure:</p> <ul style="list-style-type: none"> • Describe organizational structure, mission, vision, philosophy, and values. • Differentiate between various healthcare delivery environments across the continuum of care.
<p>Cost effectiveness:</p> <ul style="list-style-type: none"> • Identify the impact of healthcare cost and payment models on the delivery, access, and quality of care. • Identify the impact of health disparities and social determinants of health on care outcomes. 	<p>Cost effectiveness:</p> <ul style="list-style-type: none"> • Acknowledge the impact of healthcare cost and payment models on the delivery, access, and quality of care. • Acknowledge the impact of health disparities and social determinants of health on care outcomes. 	<p>Cost effectiveness:</p> <ul style="list-style-type: none"> • Describe the impact of healthcare cost and payment models on the delivery, access, and quality of care. • Recognize the impact of health disparities and social determinants of health on care outcomes. 	<p>Cost effectiveness:</p> <ul style="list-style-type: none"> • Describe the impact of healthcare cost and payment models on the delivery, access, and quality of care. • Recognize the impact of health disparities and social determinants of health on care outcomes. 	<p>Cost effectiveness:</p> <ul style="list-style-type: none"> • Describe the impact of healthcare cost and payment models on the delivery, access, and quality of care. • Recognize the impact of health disparities and social determinants of health on care outcomes.

<ul style="list-style-type: none"> Acknowledge the importance of efficiency, value, and cost in providing care. 	<ul style="list-style-type: none"> Acknowledge the importance of efficiency, value, and cost in providing care. 	<ul style="list-style-type: none"> Incorporate considerations of efficiency, value, and cost in providing care. 	<ul style="list-style-type: none"> Incorporate considerations of efficiency, value, and cost in providing care. 	<ul style="list-style-type: none"> Incorporate considerations of efficiency, value, and cost in providing care.
<p>System effectiveness:</p> <ul style="list-style-type: none"> Identify a systematic approach for decision-making. Use reported performance metrics to compare/monitor outcomes. Acknowledge the importance of evaluating system effectiveness. 	<p>System effectiveness:</p> <ul style="list-style-type: none"> Identify a systematic approach for decision-making. Use reported performance metrics to compare/monitor outcomes. Recognize the importance of evaluating system effectiveness. 	<p>System effectiveness:</p> <ul style="list-style-type: none"> Demonstrate a systematic approach for decision-making. Use reported performance metrics to compare/monitor outcomes. Participate in evaluating system effectiveness. 	<p>System effectiveness:</p> <ul style="list-style-type: none"> Demonstrate a systematic approach for decision-making. Use reported performance metrics to compare/monitor outcomes. Participate in evaluating system effectiveness. 	<p>System effectiveness:</p> <ul style="list-style-type: none"> Demonstrate a systematic approach for decision-making. Use reported performance metrics to compare/monitor outcomes. Participate in evaluating system effectiveness.

5. Participate in **interprofessional collaboration and communication** effectively to promote optimal care of individuals, families and populations.

Domain 6: Interprofessional Partnerships

Essential IV: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

NURS 3018 J-FALL Foundations of Nursing	NURS 3118 J-SP Adult Health Nursing I	NURS 4116 S-FALL Adult Health Nursing II	NURS 4216 S-FALL Family and Community Health Nursing	NURS 4136 S-SP Essentials of Nursing Leadership
<p>Communicates:</p> <ul style="list-style-type: none"> Communicates caring through interest, concern, and respect during interactions with others. Communicate the nurse’s roles and responsibilities clearly. 	<p>Communicates:</p> <ul style="list-style-type: none"> Communicates caring through interest, concern, and respect during interactions with others. Communicate the nurse’s roles and responsibilities clearly. 	<p>Communicates:</p> <ul style="list-style-type: none"> Communicates caring through interest, concern, and respect during interactions with others. Communicate the nurse’s roles and responsibilities clearly. 	<p>Communicates:</p> <ul style="list-style-type: none"> Communicates caring through interest, concern, and respect during interactions with others. Communicate the nurse’s roles and responsibilities clearly. 	<p>Communicates:</p> <ul style="list-style-type: none"> Communicates caring through interest, concern, and respect during interactions with others. Communicate the nurse’s roles and responsibilities clearly.
<ul style="list-style-type: none"> Communicates on the client’s level of understanding. Communicates non-judgmental attitudes and 	<ul style="list-style-type: none"> Communicate effectively according to client’s need and level of understanding. 	<ul style="list-style-type: none"> Communicate effectively according to capabilities of client, demonstrating increased 	<ul style="list-style-type: none"> Communicate effectively according to capabilities of client, demonstrating increased 	<ul style="list-style-type: none"> Communicate effectively according to capabilities of client, demonstrating increased

<p>respect for the individual’s belief, attitudes, values, and spiritual /cultural diversity.</p> <ul style="list-style-type: none"> Identify and use basic communication techniques. Conducts basic interview with client to plan care. Identifies own communication strengths and weaknesses with client, peers, and others. 	<ul style="list-style-type: none"> Communicates non-judgmental attitudes and respect for the individual’s belief, attitudes, values and spiritual/cultural diversity. Identify and use therapeutic communication techniques. Identify blocks and differentiate between process and content. Conducts thorough interview with client, family or significant other to plan client care. Demonstrates awareness of others responses to own verbal, emotional and behavioral messages and seeks to modify own behavior if the effect is not therapeutic. 	<p>understanding of human behavior.</p> <ul style="list-style-type: none"> Communicates non-judgmental attitudes and respect for the individual’s belief, attitudes, values and spiritual/cultural diversity. Evaluates the use of therapeutic communication technique sand develops alternative approaches to facilitate therapeutic interactions. Conducts purposeful systematic interview with client, family or significant other to plan client care. Demonstrates awareness of others responses to own verbal, emotional and behavioral messages and seeks to modify own behavior if the effect is not therapeutic. 	<p>understanding of human behavior.</p> <ul style="list-style-type: none"> Communicates non-judgmental attitudes and respect for the individual’s belief, attitudes, values and spiritual/cultural diversity. Evaluates the use of therapeutic communication technique sand develops alternative approaches to facilitate therapeutic interactions. Conducts purposeful systematic interview with client, family or significant other to plan client care. Demonstrates awareness of others responses to own verbal, emotional and behavioral messages and seeks to modify own behavior if the effect is not therapeutic. 	<p>understanding of human behavior.</p> <ul style="list-style-type: none"> Communicates non-judgmental attitudes and respect for the individual’s belief, attitudes, values and spiritual/cultural diversity. Evaluates the use of therapeutic communication technique sand develops alternative approaches to facilitate therapeutic interactions. Conducts purposeful systematic interview with client, family or significant other to plan client care. Demonstrates awareness of others responses to own verbal, emotional and behavioral messages and seeks to modify own behavior if the effect is not therapeutic.
<p>Interprofessional collaboration:</p> <ul style="list-style-type: none"> Collaborates with health care team to assess and plan client care. Collaborates with interprofessional team members to establish mutual healthcare goals for individuals, communities, or populations. 	<p>Interprofessional collaboration:</p> <ul style="list-style-type: none"> Facilitate collaboration with the health care team in determining health needs/problems, identifying resources, and implementing care. Collaborates with interprofessional team members to establish mutual 	<p>Interprofessional collaboration:</p> <ul style="list-style-type: none"> Initiates collaboration with members of the health care team to formulate a coordinated plan of care utilizing official channels of communication with the agency. Collaborates with interprofessional team members to establish mutual 	<p>Interprofessional collaboration:</p> <ul style="list-style-type: none"> Initiates collaboration with members of the health care team to formulate a coordinated plan of care utilizing official channels of communication with the agency. Collaborates with interprofessional team members to establish mutual 	<p>Interprofessional collaboration:</p> <ul style="list-style-type: none"> Initiates collaboration with members of the health care team to formulate a coordinated plan of care utilizing official channels of communication with the agency. Collaborates with interprofessional team members to establish mutual

<ul style="list-style-type: none"> • Communicates with assigned nurse by: <ul style="list-style-type: none"> ○ Receiving report prior to initiation of care ○ Reports significant changes in client condition ○ Gives report after completion of care • Participates with health care team to ensure continuity of client care • Consults with client, family, significant others and member of the healthcare team to contribute to the plan of care. 	<p>healthcare goals for individuals, communities, or populations.</p> <ul style="list-style-type: none"> • Communicates with assigned nurse by: <ul style="list-style-type: none"> ○ Receiving report prior to initiation of care ○ Reports significant changes in client condition ○ Gives report after completion of care • Coordinates nursing care activities with health care team to ensure continuity of client care. • Consults with client, family, significant others or members of the health care team to validate information and ensure effective individualized care. 	<p>healthcare goals for individuals, communities, or populations.</p> <ul style="list-style-type: none"> • Communicates with assigned nurse by: <ul style="list-style-type: none"> ○ Receiving report prior to initiation of care ○ Reports significant changes in client condition ○ Gives report after completion of care • Coordinates nursing care activities with health care team to ensure continuity of client care. • Functions independently and collaboratively with the health care team to ensure continuity of client care. 	<p>healthcare goals for individuals, communities, or populations.</p> <ul style="list-style-type: none"> • Communicates with assigned nurse by: <ul style="list-style-type: none"> ○ Receiving report prior to initiation of care ○ Reports significant changes in client condition ○ Gives report after completion of care • Coordinates nursing care activities with health care team to ensure continuity of client care. • Functions independently and collaboratively with the health care team to ensure continuity of client care. 	<p>healthcare goals for individuals, communities, or populations.</p> <ul style="list-style-type: none"> • Communicates with assigned nurse by: <ul style="list-style-type: none"> ○ Receiving report prior to initiation of care ○ Reports significant changes in client condition ○ Gives report after completion of care • Coordinates nursing care activities with health care team to ensure continuity of client care. • Functions independently and collaboratively with the health care team to ensure continuity of client care.
<p>Delegation:</p> <ul style="list-style-type: none"> • Identify nursing tasks which may be delegated by the licensed nurse to other members of the health care team. • Perform delegated independent, dependent, and interdependent nursing actions. 	<p>Delegation:</p> <ul style="list-style-type: none"> • Distinguish nursing tasks which the licensed nurse delegates to other members of the health care team. • Differentiate nursing tasks which are appropriate to the interests and skills of various health care team members. 	<p>Delegation:</p> <ul style="list-style-type: none"> • Apply professional guideline when delegating client care to other health care providers. • Delegate appropriate nursing tasks to other health care providers. • Evaluate the delegation of 	<p>Delegation:</p> <ul style="list-style-type: none"> • Apply professional guideline when delegating client care to other health care providers. • Delegate appropriate nursing tasks to other health care providers. • Evaluate the delegation of 	<p>Delegation:</p> <ul style="list-style-type: none"> • Apply professional guideline when delegating client care to other health care providers. • Delegate appropriate nursing tasks to other health care providers. • Coordinate and evaluate

<ul style="list-style-type: none"> Recognize contributions of various health care team members in providing complete client care. 	<ul style="list-style-type: none"> Identify guidelines and caregiver skills which are used by the licensed nurse when developing client care. 	<p>care provided by various health care team members.</p>	<p>care provided by various health care team members.</p>	<p>delegated nursing care activities to provide for continuity of care, improve quality and promote safety.</p>
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6. Examine appropriate use of communication and information technology to optimize health outcomes.

Domain 8: Informatics and Healthcare Technologies

Essential IV: Information Management and Application of Patient Care Technology

NURS 3018 J-FALL Foundations of Nursing	NURS 3118 J-SP Adult Health Nursing I	NURS 4116 S-FALL Adult Health Nursing II	NURS 4216 S-FALL Family and Comm. Health Nsg	NURS 4136 S-SP Essentials of Nursing Leadership
<p>Communication technology tools:</p> <ul style="list-style-type: none"> Identify the variety of information and communication technologies used in care settings. Identify the basic concepts of electronic health, mobile health, and telehealth systems for enabling patient care. 	<p>Communication technology tools:</p> <ul style="list-style-type: none"> Identify the variety of information and communication technologies used in care settings. Identify the basic concepts of electronic health, mobile health, and telehealth systems for enabling patient care. 	<p>Communication technology tools:</p> <ul style="list-style-type: none"> Identify the variety of information and communication technologies used in care settings. Identify the basic concepts of electronic health, mobile health, and telehealth systems for enabling patient care. 	<p>Communication technology tools:</p> <ul style="list-style-type: none"> Identify the variety of information and communication technologies used in care settings. Identify the basic concepts of electronic health, mobile health, and telehealth systems for enabling patient care. 	<p>Communication technology tools:</p> <ul style="list-style-type: none"> Identify the variety of information and communication technologies used in care settings. Identify the basic concepts of electronic health, mobile health, and telehealth systems for enabling patient care.
<p>Safe care:</p> <ul style="list-style-type: none"> Use information and communication technology in a manner that supports the nurse patient relationship. Enter accurate and appropriate data when planning care. Identify impact of information and communication technology on 	<p>Safe care:</p> <ul style="list-style-type: none"> Use information and communication technology in a manner that supports the nurse patient relationship. Enter accurate and appropriate data when planning care. Identify impact of information and communication technology on 	<p>Safe care:</p> <ul style="list-style-type: none"> Use information and communication technology in a manner that supports the nurse patient relationship. Enter accurate and appropriate data when planning care. Identify impact of information and communication technology on 	<p>Safe care:</p> <ul style="list-style-type: none"> Use information and communication technology in a manner that supports the nurse patient relationship. Enter accurate and appropriate data when planning care. Identify impact of information and communication technology on 	<p>Safe care:</p> <ul style="list-style-type: none"> Use information and communication technology in a manner that supports the nurse patient relationship. Enter accurate and appropriate data when planning care. Identify impact of information and communication technology on

<p>quality and safety of care.</p> <ul style="list-style-type: none"> Identify the importance of reporting system processes and functional issues (error messages, mis-directions, device malfunctions, etc.) 	<p>quality and safety of care.</p> <ul style="list-style-type: none"> Identify the importance of reporting system processes and functional issues (error messages, mis-directions, device malfunctions, etc.) 	<p>quality and safety of care.</p> <ul style="list-style-type: none"> Identify the importance of reporting system processes and functional issues (error messages, mis-directions, device malfunctions, etc.) 	<p>quality and safety of care.</p> <ul style="list-style-type: none"> Identify the importance of reporting system processes and functional issues (error messages, mis-directions, device malfunctions, etc.) 	<p>quality and safety of care.</p> <ul style="list-style-type: none"> Identify the importance of reporting system processes and functional issues (error messages, mis-directions, device malfunctions, etc.)
<p>Documentation/communication:</p> <ul style="list-style-type: none"> Identify the role of communication technology in enhancing clinical information flows. Identify how information and communication technology tools support patient and team communications. 	<p>Documentation/communication:</p> <ul style="list-style-type: none"> Explain the role of communication technology in enhancing clinical information flows. Describe how information and communication technology tools support patient and team communications. 	<p>Documentation/communication:</p> <ul style="list-style-type: none"> Explain the role of communication technology in enhancing clinical information flows. Describe how information and communication technology tools support patient and team communications. 	<p>Documentation/communication:</p> <ul style="list-style-type: none"> Explain the role of communication technology in enhancing clinical information flows. Describe how information and communication technology tools support patient and team communications. 	<p>Documentation/communication:</p> <ul style="list-style-type: none"> Explain the role of communication technology in enhancing clinical information flows. Describe how information and communication technology tools support patient and team communications.
<p>Ethical/legal:</p> <ul style="list-style-type: none"> Identify common risks associated with using information and communication technology. Comply with legal and regulatory requirements while using communication and information technologies. Review patients' rights to access, review, and correct personal data and medical records. 	<p>Ethical/legal:</p> <ul style="list-style-type: none"> Identify common risks associated with using information and communication technology. Comply with legal and regulatory requirements while using communication and information technologies. Educate patients on their rights to access, review, and correct personal data and medical records. 	<p>Ethical/legal:</p> <ul style="list-style-type: none"> Identify common risks associated with using information and communication technology. Comply with legal and regulatory requirements while using communication and information technologies. Educate patients on their rights to access, review, and correct personal data and medical records. 	<p>Ethical/legal:</p> <ul style="list-style-type: none"> Identify common risks associated with using information and communication technology. Comply with legal and regulatory requirements while using communication and information technologies. Educate patients on their rights to access, review, and correct personal data and medical records. 	<p>Ethical/legal:</p> <p>Identify common risks associated with using information and communication technology.</p> <ul style="list-style-type: none"> Comply with legal and regulatory requirements while using communication and information technologies Educate patients on their rights to access, review, and correct personal data and medical records. Discuss how clinical judgment

<ul style="list-style-type: none"> Identify importance of clinical judgment and critical thinking in the presence of information and communication technologies. 	<ul style="list-style-type: none"> Discuss how clinical judgment and critical thinking must prevail in the presence of information and communication technologies. 	<ul style="list-style-type: none"> Discuss how clinical judgment and critical thinking must prevail in the presence of information and communication technologies. 	<ul style="list-style-type: none"> Discuss how clinical judgment and critical thinking must prevail in the presence of information and communication technologies. 	<p>and critical thinking must prevail in the presence of information and communication technologies.</p>
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7. Apply principles of wellness and disease management in planning and coordinating measures to improve health outcomes of individuals and populations.

Domain 2: Person-Centered Care

Domain 3: Population Health

Essential VII: Clinical Prevention and Population Health

NURS 3018 J-FALL Foundations of Nursing	NURS 3118 J-SP Adult Health Nursing I	NURS 4116 S-FALL Adult Health Nursing II	NURS 4216 S-FALL Family and Comm. Health Nsg	NURS 4136 S-SP Essentials of Nursing Leadership
<p>Self-care:</p> <ul style="list-style-type: none"> Assist the individual to engage in self-care management. Educate individuals and families regarding self-care for health promotion, illness prevention, and illness management. Respect individuals and families' self-determination in their healthcare decisions. Identify resources available to support self-care management. 	<p>Self-care:</p> <ul style="list-style-type: none"> Assist the individual to engage in self-care management. Educate individuals and families regarding self-care for health promotion, illness prevention, and illness management. Respect individuals and families' self-determination in their healthcare decisions. Identify resources available to support self-care management. 	<p>Self-care:</p> <ul style="list-style-type: none"> Assist the individual to engage in self-care management. Educate individuals and families regarding self-care for health promotion, illness prevention, and illness management. Respect individuals and families' self-determination in their healthcare decisions. Identify personal, system, and community resources available to support self-care management. 	<p>Self-care:</p> <ul style="list-style-type: none"> Assist the individual to engage in self-care management. Educate individuals and families regarding self-care for health promotion, illness prevention, and illness management. Respect individuals and families' self-determination in their healthcare decisions. Identify personal, system, and community resources available to support self-care management. 	<p>Self-care:</p> <ul style="list-style-type: none"> Assist the individual to engage in self-care management. Educate individuals and families regarding self-care for health promotion, illness prevention, and illness management. Respect individuals and families' self-determination in their healthcare decisions. Identify personal, system, and community resources available to support self-care management.
<p>Population health:</p> <ul style="list-style-type: none"> Assess the priorities of the 	<p>Population health:</p> <ul style="list-style-type: none"> Assess the priorities of the 	<p>Population health:</p> <ul style="list-style-type: none"> Assess the priorities of the 	<p>Population health:</p> <ul style="list-style-type: none"> Assess the priorities of the 	<p>Population health:</p> <ul style="list-style-type: none"> Assess the priorities of the

<p>community and/or the affected clinical population.</p> <ul style="list-style-type: none"> Identify ethical principles to protect the health and safety of diverse populations. 	<p>community and/or the affected clinical population.</p> <ul style="list-style-type: none"> Identify ethical principles to protect the health and safety of diverse populations. 	<p>community and/or the affected clinical population.</p> <ul style="list-style-type: none"> Identify ethical principles to protect the health and safety of diverse populations. 	<p>community and/or the affected clinical population.</p> <ul style="list-style-type: none"> Identify ethical principles to protect the health and safety of diverse populations. 	<p>community and/or the affected clinical population.</p> <ul style="list-style-type: none"> Identify ethical principles to protect the health and safety of diverse populations.
<p>Partnerships:</p> <ul style="list-style-type: none"> Identify other health professionals to assist with population health issues. Use culturally and linguistically responsive communication strategies. 	<p>Partnerships:</p> <ul style="list-style-type: none"> Engage with other health professionals to assist with population health issues. Use culturally and linguistically responsive communication strategies. 	<p>Partnerships:</p> <ul style="list-style-type: none"> Engage with other health professionals to assist with population health issues. Use culturally and linguistically responsive communication strategies. 	<p>Partnerships:</p> <ul style="list-style-type: none"> Engage with other health professionals to assist with population health issues. Use culturally and linguistically responsive communication strategies. 	<p>Partnerships:</p> <ul style="list-style-type: none"> Engage with other health professionals to assist with population health issues. Use culturally and linguistically responsive communication strategies.
<p>Socioeconomic impact:</p> <ul style="list-style-type: none"> Identify patient-focused and/or community action plans that are safe, effective, and efficient in the context of available resources. 	<p>Socioeconomic impact:</p> <ul style="list-style-type: none"> Prioritize patient-focused and/or community action plans that are safe, effective, and efficient in the context of available resources. 	<p>Socioeconomic impact:</p> <ul style="list-style-type: none"> Prioritize patient-focused and/or community action plans that are safe, effective, and efficient in the context of available resources. 	<p>Socioeconomic impact:</p> <ul style="list-style-type: none"> Prioritize patient-focused and/or community action plans that are safe, effective, and efficient in the context of available resources. 	<p>Socioeconomic impact:</p> <ul style="list-style-type: none"> Prioritize patient-focused and/or community action plans that are safe, effective, and efficient in the context of available resources.
<p>Advocacy:</p> <ul style="list-style-type: none"> Identify a need for change. 	<p>Advocacy:</p> <ul style="list-style-type: none"> Identify a need for change. 	<p>Advocacy:</p> <ul style="list-style-type: none"> Identify a need for change. 	<p>Advocacy:</p> <ul style="list-style-type: none"> Identify a need for change. 	<p>Advocacy:</p> <ul style="list-style-type: none"> Identify a need for change.
<p>Public health:</p> <ul style="list-style-type: none"> Identify the principles and methods regarding personal safety measures, including personal protective equipment (PPE). Implement infection control measures and proper use of 	<p>Public health:</p> <ul style="list-style-type: none"> Describe the overarching principles and methods regarding personal safety measures, including personal protective equipment (PPE). Implement infection control measures and 	<p>Public health:</p> <ul style="list-style-type: none"> Describe the overarching principles and methods regarding personal safety measures, including personal protective equipment (PPE). Implement infection control measures and 	<p>Public health:</p> <ul style="list-style-type: none"> Describe the overarching principles and methods regarding personal safety measures, including personal protective equipment (PPE). Implement infection control measures and 	<p>Public health:</p> <ul style="list-style-type: none"> Describe the overarching principles and methods regarding personal safety measures, including personal protective equipment (PPE). Implement infection control measures and

personal protective equipment.	proper use of personal protective equipment.	proper use of personal protective equipment.	proper use of personal protective equipment.	proper use of personal protective equipment.
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8. Use principles of quality and safety to enhance quality of care and assure patient safety.

Domain 5: Quality and Safety

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

NURS 3018 J-FALL Foundations of Nursing	NURS 3118 J-SP Adult Health Nursing I	NURS 4116 S-FALL Adult Health Nursing II	NURS 4216 S-FALL Family and Comm. Health Nsg	NURS 4136 S-SP Essentials of Nursing Leadership
<p>Apply QI principles:</p> <ul style="list-style-type: none"> Identify QI sources to guide nursing practice. Implement standardized, evidence-based processes for care delivery. Identify strategies to improve outcomes of patient care in practice. 	<p>Apply QI principles:</p> <ul style="list-style-type: none"> Identify QI sources to guide nursing practice. Implement standardized, evidence-based processes for care delivery. Identify strategies to improve outcomes of patient care in practice. 	<p>Apply QI principles:</p> <ul style="list-style-type: none"> Identify sources and applications of national safety and quality standards to guide nursing practice. Implement standardized, evidence-based processes for care delivery. Identify strategies to improve outcomes of patient care in practice. Develop a plan for monitoring quality improvement change. 	<p>Apply QI principles:</p> <ul style="list-style-type: none"> Identify sources and applications of national safety and quality standards to guide nursing practice. Implement standardized, evidence-based processes for care delivery. Identify strategies to improve outcomes of patient care in practice. Develop a plan for monitoring quality improvement change. 	<p>Apply QI principles:</p> <ul style="list-style-type: none"> Identify sources and applications of national safety and quality standards to guide nursing practice. Implement standardized, evidence-based processes for care delivery. Identify strategies to improve outcomes of patient care in practice. Develop a plan for monitoring quality improvement change.
<p>Culture of safety:</p> <ul style="list-style-type: none"> Identify the factors that create a culture of safety. Identify the nurse's role in promoting safety and preventing errors and near misses. Assume accountability for reporting unsafe conditions, near 	<p>Culture of safety:</p> <ul style="list-style-type: none"> Describe the factors that create a culture of safety. Identify the nurse's role in promoting safety and preventing errors and near misses. Assume accountability for reporting unsafe conditions, near 	<p>Culture of safety:</p> <ul style="list-style-type: none"> Describe the factors that create a culture of safety. Identify the nurse's role in promoting safety and preventing errors and near misses. Assume accountability for reporting unsafe conditions, near 	<p>Culture of safety:</p> <ul style="list-style-type: none"> Describe the factors that create a culture of safety. Identify the nurse's role in promoting safety and preventing errors and near misses. Assume accountability for reporting unsafe conditions, near 	<p>Culture of safety:</p> <ul style="list-style-type: none"> Identify the factors that create a culture of safety. Identify the nurse's role in promoting safety and preventing errors and near misses. Assume accountability for reporting unsafe conditions, near

misses, and errors to reduce harm.	misses, and errors to reduce harm.	misses, and errors to reduce harm.	misses, and errors to reduce harm.	misses, and errors to reduce harm.
Provider & work safety <ul style="list-style-type: none"> Identify actual and potential level of risks to providers within the workplace. Recognize one’s role in sustaining a just culture reflecting civility and respect. 	Provider & work safety <ul style="list-style-type: none"> Identify actual and potential level of risks to providers within the workplace. Recognize one’s role in sustaining a just culture reflecting civility and respect. 	Provider & work safety <ul style="list-style-type: none"> Identify actual and potential level of risks to providers within the workplace. Recognize one’s role in sustaining a just culture reflecting civility and respect. 	Provider & work safety <ul style="list-style-type: none"> Identify actual and potential level of risks to providers within the workplace. Recognize one’s role in sustaining a just culture reflecting civility and respect. 	Provider & work safety <ul style="list-style-type: none"> Identify actual and potential level of risks to providers within the workplace. Recognize one’s role in sustaining a just culture reflecting civility and respect.

9. Employ best practices in nursing to improve health outcomes and decrease health disparities.

Domain 2: Person-Centered Care

Domain 3: Population Health

Essential VII: Clinical Prevention and Population Health

Essential IX: Baccalaureate Generalist Nursing Practice

NURS 3018 J-FALL Foundations of Nursing	NURS 3118 J-SP Adult Health Nursing I	NURS 4116 S-FALL Adult Health Nursing II	NURS 4216 S-FALL Family and Comm. Health Nsg	NURS 4136 S-SP Essentials of Nursing Leadership
Equity: <ul style="list-style-type: none"> Identify access and equity implications of proposed intervention(s). Identify the impact of policies on health outcomes, including social justice and health equity. Describe the impact of diversity, equity, and inclusion on communication. 	Equity: <ul style="list-style-type: none"> Describe access and equity implications of proposed intervention(s). Describe the impact of policies on health outcomes, including social justice and health equity. Describe the impact of diversity, equity, and inclusion on communication. 	Equity: <ul style="list-style-type: none"> Describe access and equity implications of proposed intervention(s). Describe the impact of policies on health outcomes, including social justice and health equity. Articulate the impact of diversity, equity, and inclusion on communication. Advocate for practices that advance diversity, equity, and inclusion while providing care. 	Equity: <ul style="list-style-type: none"> Describe access and equity implications of proposed intervention(s). Describe the impact of policies on health outcomes, including social justice and health equity. Articulate the impact of diversity, equity, and inclusion on communication. Advocate for practices that advance diversity, equity, and inclusion while providing care. 	Equity: <ul style="list-style-type: none"> Describe access and equity implications of proposed intervention(s). Describe the impact of policies on health outcomes, including social justice and health equity. Articulate the impact of diversity, equity, and inclusion on communication. Advocate for practices that advance diversity, equity, and inclusion while providing care.
Health disparities:	Health disparities:	Health disparities:	Health disparities:	Health disparities:

<ul style="list-style-type: none"> Identify the impact of health disparities and social determinants of health on care outcomes. 	<ul style="list-style-type: none"> Acknowledge the impact of health disparities and social determinants of health on care outcomes. 	<ul style="list-style-type: none"> Recognize the impact of health disparities and social determinants of health on care outcomes. 	<ul style="list-style-type: none"> Recognize the impact of health disparities and social determinants of health on care outcomes. 	<ul style="list-style-type: none"> Recognize the impact of health disparities and social determinants of health on care outcomes.
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10. Engage in activities that promote professional development, well-being, lifelong learning, leadership and scholarship.

Domain 4: Scholarship for the Nursing Discipline (Research)

Domain 10: Personal, Professional, and Leadership Development (Leadership, Capstone)

Essential IX: Baccalaureate Generalist Nursing Practice

NURS 3018 J-FALL Foundations of Nursing	NURS 3118 J-SP Adult Health Nursing I	NURS 4116 S-FALL Adult Health Nursing II	NURS 4216 S-FALL Family and Comm. Health Nsg	NURS 4136 S-SP Essentials of Nursing Leadership
Scholarship: <ul style="list-style-type: none"> Identify theoretical framework(s)/models in practice. 	Scholarship: <ul style="list-style-type: none"> Identify theoretical framework(s)/models in practice. Participate in scholarly inquiry as a team member. Evaluate research Communicate scholarly findings. 	Scholarship: <ul style="list-style-type: none"> Apply theoretical framework(s)/models in practice. Participate in scholarly inquiry as a team member. Evaluate research Communicate scholarly findings. 	Scholarship: <ul style="list-style-type: none"> Apply theoretical framework(s)/models in practice. Participate in scholarly inquiry as a team member. Evaluate research Communicate scholarly findings. 	Scholarship: <ul style="list-style-type: none"> Apply theoretical framework(s)/models in practice. Participate in scholarly inquiry as a team member. Evaluate research Communicate scholarly findings.
Evidence: <ul style="list-style-type: none"> Identify ways to improve nursing care. 	Evidence: <ul style="list-style-type: none"> Evaluate clinical practice to generate questions to improve nursing care. 	Evidence: <ul style="list-style-type: none"> Evaluate clinical practice to generate questions to improve nursing care. 	Evidence: <ul style="list-style-type: none"> Evaluate clinical practice to generate questions to improve nursing care. 	Evidence: <ul style="list-style-type: none"> Evaluate clinical practice to generate questions to improve nursing care.
Ethical conduct: <ul style="list-style-type: none"> Identify ethical behaviors in quality improvement and EBP initiatives. 	Ethical conduct: <ul style="list-style-type: none"> Demonstrate ethical behaviors in scholarly projects including quality improvement and EBP initiatives. 	Ethical conduct: <ul style="list-style-type: none"> Demonstrate ethical behaviors in scholarly projects including quality improvement and EBP initiatives. 	Ethical conduct: <ul style="list-style-type: none"> Demonstrate ethical behaviors in scholarly projects including quality improvement and EBP initiatives. 	Ethical conduct: <ul style="list-style-type: none"> Demonstrate ethical behaviors in scholarly projects including quality improvement and EBP initiatives.
Personal health and well-being: <ul style="list-style-type: none"> Identify healthy, self-care behaviors that 	Personal health and well-being: <ul style="list-style-type: none"> Demonstrate healthy, self-care behaviors that 	Personal health and well-being: <ul style="list-style-type: none"> Demonstrate healthy, self-care behaviors that 	Personal health and well-being: <ul style="list-style-type: none"> Demonstrate healthy, self-care behaviors that 	Personal health and well-being: <ul style="list-style-type: none"> Demonstrate healthy, self-care behaviors that

<p>promote wellness and resiliency.</p> <ul style="list-style-type: none"> Identify conflict between personal and professional responsibilities. 	<p>promote wellness and resiliency.</p> <ul style="list-style-type: none"> Manage conflict between personal and professional responsibilities. 	<p>promote wellness and resiliency.</p> <ul style="list-style-type: none"> Manage conflict between personal and professional responsibilities. 	<p>promote wellness and resiliency.</p> <ul style="list-style-type: none"> Manage conflict between personal and professional responsibilities. 	<p>promote wellness and resiliency.</p> <ul style="list-style-type: none"> Manage conflict between personal and professional responsibilities.
<p>Spirit of inquiry:</p> <ul style="list-style-type: none"> Reflect on one’s practice. Be receptive to feedback to improve performance. Commit to personal and professional development. 	<p>Spirit of inquiry:</p> <ul style="list-style-type: none"> Engage in guided and spontaneous reflection of one’s practice. Integrate comprehensive feedback to improve performance. Commit to personal and professional development. 	<p>Spirit of inquiry:</p> <ul style="list-style-type: none"> Engage in guided and spontaneous reflection of one’s practice. Integrate comprehensive feedback to improve performance. Commit to personal and professional development. 	<p>Spirit of inquiry:</p> <ul style="list-style-type: none"> Engage in guided and spontaneous reflection of one’s practice. Integrate comprehensive feedback to improve performance. Commit to personal and professional development. 	<p>Spirit of inquiry:</p> <ul style="list-style-type: none"> Engage in guided and spontaneous reflection of one’s practice. Integrate comprehensive feedback to improve performance. Commit to personal and professional development.
<p>Leadership:</p> <ul style="list-style-type: none"> Identify leadership behaviors. 	<p>Leadership:</p> <ul style="list-style-type: none"> Identify leadership behaviors. 	<p>Leadership:</p> <ul style="list-style-type: none"> Identify leadership behaviors. 	<p>Leadership:</p> <ul style="list-style-type: none"> Identify leadership behaviors. 	<p>Leadership:</p> <ul style="list-style-type: none"> Compare and contrast leadership principles and theories. Demonstrate leadership behaviors in professional situations. Modify one’s own leadership behaviors based on guided self-reflection. Communicate a consistent image of the nurse as a leader. Recognize the importance of nursing’s contributions as leaders in practice and policy issues.

APPENDIX G

Appeal Process

The OSU BSN Program, as part of the School of Community Health Sciences, Counseling and Counseling Psychology, adheres to the University's due process procedures and mechanisms for handling academic problems, conflict situations, and grievances. These include (although they are not limited to) such academic matters as violations of academic integrity, course procedures, clinical performance, and retention decisions. They also include (although they are not limited to) non-academic matters such as inappropriate behavior and/or unethical behavior by students.

Students are encouraged, in the event of a problem, conflict, or grievance against a faculty member or the program, to first approach (if feasible, given the nature of the problem) the faculty member involved or the Program Director (if the student has a program-related conflict or grievance). If the problem cannot be solved to the satisfaction of all involved, then the student and/or the faculty member, and/or the Program Director may take the matter up with the School Head for possible resolution. If necessary, the School Head may establish a committee to consider the problem or grievance and possible resolutions or remedies, and the committee may forward its recommendations to the School Head. Students may take the matter to the appropriate university committees or boards for further consideration, if, in their estimation, a satisfactory or just resolution of the problem could not be attained at the departmental level.

Appendix H

HESI Review and Testing Policy

What is HESI?

- HESI is a product of Elsevier that was created to evaluate how well students are understanding key concepts and using their clinical judgment skills.
- The comprehensive program is backed by many years of research. Elsevier experts are focused on aligning with NCSBN to create items delivered in the same valid, reliable, and secure manner that students have relied upon for ensuring they are ready for the NCLEX. These include Sherpath, Elsevier Adaptive Quizzing (EAQ), SimChart®, Shadow Health®, HESI Specialty Exams, HESI Compass RN, and more. These HESI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation can be used for program's quality improvement and outcome evaluation.
- HESI information and orientation resources can be accessed from the student home page. It is highly recommended that the student spend time navigating through the orientation material.
- Using illegally purchased test content is grounds for dismissal from the program.

Sherpath:

Personalized & interactive quizzing and interactive lesson content to better engage students and ensure they are prepared for class.

Elsevier Adaptive Quizzing (EAQ):

High-quality questions and rationales allow students to practice applying their knowledge and facilitate critical thinking in a formative way, all while helping them prepare and remediate with exam-specific content.

SimChart®:

Developed with nursing students in mind, SimChart® provides a realistic, yet controlled way to help students master their practice. The simulated electronic health record (EHR) helps students to perfect electronic charting and demonstrate clinical judgment in patient care.

Shadow Health®:

Shadow Health's Digital Clinical Experiences™ allow nursing students to demonstrate and perfect their clinical reasoning skills through lifelike interactions with Digital Standardized Patients™.

HESI Specialty Exams:

HESI Specialty Exams are standardized assessments that will help the student to identify what they know as well as areas requiring remediation. There are practice assessments for the student and standardized proctored assessments that will be scheduled during each course.

Remediation:

Remediation is a critical piece of the standardized testing process, improving student retention and academic success. Each HESI exam provides students with targeted remediation study packets to reinforce understanding of content.

Student Process:

At the beginning of each semester review the syllabus for each course to see what requirements are in place for HESI.

1. Most courses will require HESI Practice Tests and EAQs.
2. Each student is required to meet the benchmark of 90% on the practice assessment.
3. After each student has completed the HESI Specialty Exam then they need to complete Essential Packets and any assigned Case Studies in HESI Remediation.
4. The proctored assessment benchmark is a score of 850. Case Studies must be completed with a score of >80%. Students who do not meet the benchmark must take the scheduled retake exam.
5. The student is required to follow the guidelines in each individual course to meet the requirements for HESI learning.