Disclaimer: All information in this handbook is subject to change. The faculty of the School of Nursing reserves the right to make and implement changes in student policies as needed due to requirements of outside agencies, the University, and the practice of nursing. Significant changes will be communicated to students. The most current Student Handbook can always be found on the School of Nursing’s website, to which students are encouraged to refer frequently. If you have any questions, please contact your School of Nursing advisor.
Dear Nursing Student,

Congratulations on your acceptance into Cleveland State University’s School of Nursing. You have worked hard to prepare for this rigorous program and you should be proud of what you have accomplished—we certainly are. In my opinion, which may not be totally objective, nursing is the most challenging, exciting, and rewarding profession. How wonderful that you have decided to make it your career path. We are here to help you along the way.

Cleveland State is committed to Engaged Learning, and the School of Nursing excels at just that. Our courses are taught by outstanding nursing professors, all of whom will share their expertise with you and challenge you to reach higher each day. The program includes experiences in the classroom, the lab, and in a great variety of clinical sites. You will have the opportunity to learn while providing patient care in the many excellent hospitals and community health agencies in the Greater Cleveland area. These experiences are vital to your learning the art and science of being a professional nurse. With this opportunity, however, comes a personal responsibility to adhere to the stringent requirements expected in the health care setting as well as to follow the standards of the profession of nursing.

This Student Handbook provides valuable information that will serve as a roadmap for successful completion of the nursing program. Please refer to it frequently throughout your course of study and let us know if you have any questions or concerns at any time.

We look forward to providing you with an outstanding educational experience. If you put forth the discipline and effort required, you will become an excellent professional nurse. I wish you all the best on your journey. Know that everyone in the School of Nursing will support your efforts as you work to achieve your goal.

Sincerely,

Vida B. Lock, Ph.D., RN
Dean
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Hint: To search for a topic/word press “CTRL f” and put in the term you want to find.

PURPOSE

The faculty and staff of the Cleveland State University School of Nursing strive to support all students as they work to successfully earn a BSN degree. This handbook highlights many of the resources provided to students. These include services such as written and electronic sources of information, tutoring, counseling, and academic advising. This handbook serves dual purposes: to inform students of these valuable resources and to serve as a guide to the policies, regulations and procedures that govern student conduct, behavior, and performance while enrolled in the School of Nursing at Cleveland State University. Nursing students are responsible for abiding by the guidelines found in this handbook and are encouraged to consult it often throughout their course of study.
SECTION I
PROGRAM OVERVIEW, ACCREDITATION, APPROVAL, HISTORY, AND MISSION STATEMENT

PROGRAM OVERVIEW

Graduates of the Cleveland State University School of Nursing’s (CSU SON) Baccalaureate Program are prepared to function as nurse generalists throughout the health care delivery system and to provide primary, secondary and tertiary care to individuals, families, groups and communities. The Nursing Process [Assessment, Diagnosis, Planning, Implementation, and Evaluation] (American Nurses Association, 2014) provides the organizing mechanism for the critical thinking needed to deliver effective nursing care to such varied populations.

In addition to nursing concepts, the CSU SON’s curriculum focuses on the integration of theories from the humanities as well as the social, behavioral, physical and medical sciences in order to build a solid, interdisciplinary foundation for learning the role of a professional nurse. In the classroom, skills lab, and clinical experience settings, students are exposed to a variety of teaching methods and state-of-the-art technology so they may develop the knowledge, skills, and ability to use critical thinking rooted in highly competent and ethical nursing practice. Clinical experiences are offered to students in a variety of health care agencies across the continuum of care. These experiences occur at hospitals and health care agencies throughout northeast Ohio, including the various campuses of the Cleveland Clinic Foundation, University Hospitals of Cleveland, and MetroHealth Medical Center, three entities recognized locally and nationally as leaders in innovation and quality in the field of health care.

Graduates from the CSU SON’s Bachelor of Science in Nursing (BSN) program are eligible to take the National Council Licensure Examination (NCLEX-RN™) leading to licensure as a registered nurse (RN). The practice of nursing as an RN is defined by the board of nursing in the state in which the NCLEX-RN™ is taken, for example, the Ohio Board of Nursing. See http://www.nursing.ohio.gov/

PROGRAM APPROVAL/ACCREDITATION

The baccalaureate degree in nursing at Cleveland State University is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC, 20036, 202-887-6791. Cleveland State University School of Nursing has met and maintained the requirements of Chapter 4723-5, Ohio Administrative Code, and has been granted Full approval by the Ohio Board of Nursing.
Cleveland State University (CSU) was established in 1964 as the first state-assisted university in Cleveland. By absorbing the building, programs, faculty and staff of Fenn College, CSU opened in 1965 with 5,589 students in the Colleges of Arts and Sciences, Business, and Engineering. Since then CSU has grown, now covering over 85 acres in downtown Cleveland, and offering over 1,000 courses yearly in 200 majors. In addition to nursing, the University provides many undergraduate, graduate, professional licensure, certificate and continuing education programs.

Nursing was established as an undergraduate major in 1975 as a unit in the Department of Biology in the College of Arts and Sciences. It was the first RN to Bachelors of Science in Nursing (BSN) completion program in the greater Cleveland area. In 1981 Nursing was awarded Department status and received initial accreditation from the National League for Nursing (NLN). In 1985 the basic undergraduate BSN program was established, and in 2000 the Ohio Board of Regents granted the University permission to implement the Masters of Science in Nursing (MSN) program, which was accredited by the Commission on Collegiate Nursing Education (CCNE). In response to the nationally-recognized critical shortage of nurses, the first accelerated post-baccalaureate BSN program in Ohio was opened at CSU in 2002.

The restructuring of the university between 2002 and 2004 included the 2003 transition of nursing from a department in Arts and Sciences to a School of Nursing housed within the newly named College of Education and Human Services. In 2010, the School of Nursing became an independent college and relocated to Julka Hall, a newly-constructed building with state-of-the art classroom space. Nursing faculty collaborate with colleagues in other health professions programs to focus on the health care needs of the community. Together they are laying the groundwork for interprofessional education to prepare the health care providers of the future.

CSU provides the only state-assisted BSN and MSN programs in a contiguous five county area (Cuyahoga, Geauga, Lake, Lorain and Medina). Graduates of the CSU SON are sought after by health care employers, hold leadership positions across the continuum of care and contribute to the body of nursing knowledge through publications and research. Nursing students are engaged in classes on a modern campus with dedicated state-of-the art classrooms and laboratory space. Graduates are well-prepared for practice through the use of equipment such as human patient simulators and a comprehensive teaching electronic medical record system. Historically, NCLEX-RN™ pass rates for CSU SON graduates are higher than the national average.

The CSU SON’s urban location affords students and staff many opportunities to work with very diverse patient populations and therefore helps to address health disparities. By doing so, the CSU SON demonstrates its efforts to support the University’s commitment to diversity and urban health.
THE FUTURE

Health will certainly continue to be a clear focus at CSU far into the future and it is clear that the SON will play a major role in this distinctive mission. A key element of that focus is the new Center for Innovation in Health Professions, which will provide opportunities for faculty and students from a variety of health professions (such as Nursing, Medicine, Physical Therapy, Occupational Therapy, Speech and Hearing, Pharmacy) to learn together in the same building. Historically, disciplines were educated separately with significant interaction with each other only after graduation and upon entry into the clinical setting. The new Center will instead provide opportunities for various disciplines to address complex health problems in a collaborative manner, thus supporting the Center’s vision of Transforming Health through Research, Education, Action, and Discovery (THREAD) in order to improve the lives of individuals at local, state, and national levels.

Scheduled to open in the summer of 2015, the Center will be located on the south side of Euclid Avenue directly across from the Student Center and will house interdisciplinary classroom space along with state-of-the-art Nursing Resource and Simulation Labs and CSU Health and Wellness Services.

SCHOOL OF NURSING MISSION STATEMENT

The mission of the Cleveland State University School of Nursing is to provide a high quality nursing education to a diverse population of students for the practice of professional nursing. The curricula seek to provide a foundation for quality nursing practice, leadership, and research, as well as prepare the professional nurse to engage in lifelong learning. The School’s mission and philosophy share the University’s mission of excellence in teaching, research and service.

SCHOOL OF NURSING CORE VALUES

Accordingly, the Cleveland State University School of Nursing’s core values are:

- Excellence
- Professionalism
- Inquiry
- Service
- Continual improvement and Lifelong learning
- Communication and collaboration
- Respect for diversity across cultures
- Ethical and legal practice
- Health promotion and disease prevention
SECTION II
PHILOSOPHY, CONCEPTUAL FRAMEWORK AND UNDERGRADUATE PROGRAM OBJECTIVES

PHILOSOPHY AND CONCEPTUAL FRAMEWORK

The Cleveland State University School of Nursing has adopted a framework for practice that is based on an adaptation of Aaron Antonovsky’s Salutogenic Model of Health. Although not a nursing theory, no nursing theory has emerged as predominant and the Stress Framework has proven adaptable and useful for many CSU graduates over several decades. This theory has an orientation of health, rather than one of pathology; the original faculty adopting it felt that it reflected the nature of nursing practice more accurately than others they considered. The Stress Framework is regularly reviewed by SON faculty and has remained the philosophy on which the curriculum is based.

ANTONOVSKY’S DEFINITION OF HEALTH

In this model, health is not seen as an end point or goal for the patient, nurse or other members of the health care team. Health is instead a constantly moving point on a continuum of time anchored at opposite ends by ease or eustress and the other by disease or distress.

<table>
<thead>
<tr>
<th>Ease</th>
<th>Eustress</th>
<th>Disease</th>
<th>Distress</th>
</tr>
</thead>
</table>

Individuals move between these two extremes when affected by stress. Stress is defined as a demand that exceeds the resources of the body and requires the expenditure of energy and resources. Stress is commonly considered to be negative as in disease, trauma or severe emotional disturbance, but can have positive outcomes such as when the stressful situation motivates learning and growth.

THE STRESS RESPONSE: SELYE

The physiologic stress response was explained by Hans Selye as the sympathetic nervous system stimulation which occurred in response to a threshold of stimulation. Selye described two types of responses, the local adaptation syndrome (LAS) we know as inflammation and
the general adaptation syndrome (GAS) which we know as the stress response of fight or flight. Once triggered, the GAS or stress response occurs as an all or none reaction, affecting all organs through the release of stress hormones such as ACTH and Cortisol. The stress response consists of three stages – alarm, resistance and resolution.

Stress is ubiquitous in life; no person leads a fully stress free life. Stressors are appraised as damaging; having the potential for causing damage or as challenges that can be handled. An individual’s view of stress is affected by their Sense of Coherence which can be defined as a global orientation that helps express the extent to which they have a pervasive, enduring, dynamic feeling of confidence that their internal and external environment is predictable and that there is a high probability that things will work out as well as can be expected. Persons with a strong sense of coherence recognize and utilize resources, while those with a weak sense of coherence need assistance to find useful resources for coping and adaptation.

**STRESSOR CATEGORIES**

Antonovsky suggested that stressors could include the following categories: physical and or biochemical (disease, trauma, or illness) and psychosocial situations such as horrors in history (war), inherent social conflicts, paradigm shifting world changes and other disturbing media events, accidents and survivors (including the negative experiences of others), fear of body image alterations or death, normative or phase specific changes (based on Erickson's Stages of Development) and the gaps between goals and the means to achieve goals.

Antonovsky believed persons use general resistance resources (GRRs) to adapt to stress and in turn defined these resources as any characteristic that facilitates effective stress management. Resources are finite, but can be conserved. Categories for resources are physical and biochemical (medical treatments including drugs, effective immune responses, fitness), artifactual or material (money, insurance, medical supplies), valuative or attitudinal (motivation to work for health), cognitive or emotional (ability and readiness to learn), interpersonal and macrosociocultural (support of family, friends, society). Some things in life can act as both stressors and resources, but lack of a resource can become a stressor.

This framework provides a frame of reference for nursing students to approach the assessment, planning and provision of care to address the needs of patients. A more detailed explanation of the Cleveland State University School of Nursing's Philosophy and Conceptual Framework can be found on the School of Nursing’s website: [http://www.csuohio.edu/nursing/undergraduate-programs/undergraduate-programs](http://www.csuohio.edu/nursing/undergraduate-programs/undergraduate-programs)
The terminal and level objectives of the program identify behaviors that are to be demonstrated by graduates. As derived from the philosophy and organizing framework, they are:

1. Use knowledge and skills from the natural, physical, behavioral, and nursing sciences, the humanities, and the stress framework in nursing practice within community based settings.

2. Use the nursing process to provide therapeutic interventions at each level of preventive care to assist individuals, families, groups, and communities to mobilize General Resistance Resources.

3. Use nursing research findings in the delivery of preventive care.

4. Communicate with members of the interdisciplinary health team to manage the care of clients.

5. Use leadership skills to effect change and in the delivery of health care to clients in community-based settings.

6. Demonstrate responsibility, accountability and ethical behavior when enacting the roles of the professional nurse.

7. Recognize the need for life-long learning and continued professional growth.

These terminal objectives serve as the foundation for the level and course objectives of the curriculum.

*Table 1* on the following pages further illustrates the levels of learning as students move through the program.
# TABLE 1.
Terminal and Level Objectives for the BSN Program

<table>
<thead>
<tr>
<th>TERMINAL OBJECTIVES</th>
<th>FRESHMAN LEVEL OBJECTIVES</th>
<th>SOPHOMORE LEVEL OBJECTIVES</th>
<th>JUNIOR LEVEL OBJECTIVES</th>
<th>SENIOR LEVEL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses knowledge and skills from the national, physical, behavioral, and nursing sciences, the humanities, and the stress framework in nursing practice within community-based settings.</td>
<td>Knows major principles and concepts from the natural, physical, and behavioral sciences.</td>
<td>Identifies the stress framework as a mechanism for organizing nursing practice. Understand how the major scientific principles and concepts from the natural, physical, and behavioral sciences, the humanities, and the stress framework relate to nursing practice.</td>
<td>Applies knowledge of major scientific principles and concepts from the natural, physical, and behavioral sciences, the humanities, and use the stress framework for organizing therapeutic nursing interventions in community-based settings.</td>
<td>Synthesizes knowledge and skills from the natural, physical, behavioral and nursing sciences and from the humanities.</td>
</tr>
<tr>
<td>2. Uses the nursing process to provide therapeutic interventions at each level of preventative care to individuals, families, groups, and communities to mobilize General Resistance Resources (GRR)</td>
<td>Recognizes the nursing process as the primary mechanism for organizing nursing practice, and uses the nursing process to provide tertiary care to individuals.</td>
<td>Uses the nursing process to provide primary, secondary and tertiary preventative care to individuals and groups.</td>
<td>Uses the nursing process to provide primary, secondary, and tertiary preventative care to individuals, families, groups, and communities.</td>
<td></td>
</tr>
<tr>
<td>3. Uses nursing research findings in the delivery of preventative care</td>
<td>Recognizes sources of knowledge, truth, and evidence in basic, social and behavioral sciences</td>
<td>Recognizes nursing research as important in the delivery of nursing care and the development of the profession. Uses documented findings as a basis for nursing practice.</td>
<td>Uses primary sources as a basis for nursing practice.</td>
<td>Applies research findings of others and formulates one's own researchable question for clinical practice.</td>
</tr>
<tr>
<td>Terminal Objectives</td>
<td>Freshman Level Objectives</td>
<td>Sophomore Level Objectives</td>
<td>Junior Level Objectives</td>
<td>Senior Level Objectives</td>
</tr>
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<td>---------------------</td>
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</tr>
<tr>
<td><strong>4. Communicates with members of the interdisciplinary team to manage care of clients.</strong></td>
<td>Identifies the roles of the members of the interdisciplinary health team and implements the role of the interdisciplinary health team member.</td>
<td>Establishes collaborative relationship with members of the health team to help clients achieve their highest level of health.</td>
<td>Consults with other health professionals to develop multidisciplinary plans to manage care clients.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Uses leadership skills to effect change and to improve the delivery of health care to clients in community-based settings.</strong></td>
<td>Recognizes the leadership behaviors that characterize the performance of nursing leaders in the evolution of the profession.</td>
<td>Describes leadership theory and relates it to nursing practice. Understands the dynamics of leadership and change strategies as they relate to the delivery of nursing care.</td>
<td>Uses leadership skills to initiate change in the delivery of care to clients in community-based settings.</td>
<td></td>
</tr>
<tr>
<td><strong>6. Demonstrates responsibility, accountability, and ethical behavior when enacting the roles of the professional nurse.</strong></td>
<td>Identifies the meaning of components of ethical behavior as they relate to self as a person and as a professional.</td>
<td>Recognizes individual responsibility and accountability for the enactment of ethical behavior in nursing practice.</td>
<td>Uses ethical principles and assumes responsibility for own actions in managing client care.</td>
<td>Assumes responsibility and accountability for ethical behavior in all roles of the professional nurse.</td>
</tr>
<tr>
<td><strong>7. Recognizes the need for life-long learning and continued professional growth.</strong></td>
<td>Develops an awareness of the need for life-long learning in the development of the professional self.</td>
<td>Identifies the role of life-long learning in the development of the professional self.</td>
<td>Analyzes the relationship between learning and professional growth.</td>
<td>Formulates goals for further personal and professional development.</td>
</tr>
</tbody>
</table>
Section III

POLICIES AND PROCEDURES

STUDENT ADMISSION

ADMISSION TO CLEVELAND STATE UNIVERSITY

Applications and procedures for admission to Cleveland State University are available on the Office of Admissions’ website: http://www.csuohio.edu/admissions/admissions .

ADMISSION TO THE SCHOOL OF NURSING

Students must first be admitted to Cleveland State University before they can be admitted to the School of Nursing. Applications and procedures for all Undergraduate Nursing programs are available on the School of Nursing’s website: http://www.csuohio.edu/nursing/undergrad/index.html

STUDENT READMISSION

GENERAL GUIDELINES

Students who separate from any CSU SON program are not automatically eligible for readmission. Students who desire to return to the CSU SON after an approved leave of absence, however, may petition for readmission.

THERE ARE TWO TYPES OF APPROVED LEAVES OF ABSENCE THAT QUALIFY FOR READMISSION TO THE NURSING PROGRAM:

1. **Personal Leaves:** A leave of absence requested by the student usually for health or other personal reasons

2. **Academic Leaves:** A leave of absence resulting from a student’s failure to meet the requirements for progression in the nursing program
REQUESTING A LEAVE OF ABSENCE

Students should meet with their School of Nursing Advisor to discuss their request and then fill out an Undergraduate Petition Form (outlining the reasons for the requested personal or academic leave) for review by the Admission, Progression, and Academic Standards (APAS) Committee. The student will receive written notification of the APAS Committee’s decision. Upon completion of the leave of absence, students must apply for readmission to the Nursing Program.

READMISSION TO THE NURSING PROGRAM

Readmission is not automatic; students who desire to return from either type of leave of absence must submit a completed UNDERGRADUATE PETITION FORM to the APAS Committee. Readmission decisions are based on prior academic and clinical performance, past professional and ethical conduct, and space availability in CSU SON programs.

Concurrent with the APAS petition process, students are also required to schedule an appointment with the Undergraduate Program Director, who will assist with developing a plan for successful re-entry into the School of Nursing.

A request for an extension of a leave of absence must be submitted to the APAS Committee within one year of the initial effective date of the leave. The time limit for completion of the Undergraduate Nursing Program is five years, including periods of absence.

Readmitted students are responsible for following the guidelines contained in the CSU School of Nursing Student Handbook in effect at the time of readmission.

APPEALS PROCESS

Students who are dissatisfied with the decision of the APAS committee regarding readmission to the School of Nursing should first schedule an appointment with the APAS Committee Chairperson and the Undergraduate Program Director. If unresolved, they should then schedule an appointment with the Associate Dean, and finally the Dean. If the student’s concerns remain unresolved, they will be directed to the University’s Ombudsman or other appropriate resources for further discussion.
READMISSION FOLLOWING A PERSONAL LEAVE OF ABSENCE

The written petition to the APAS Committee must be submitted at least one semester before the requested readmission date. Students should contact a School of Nursing Advisor to obtain assistance with completing the required UNDERGRADUATE STUDENT PETITION FORM as well as drafting a cover letter/narrative that contains the following information: the requested date of return, the desired level of program re-entry, the students’ state of readiness to return, and any other factors that may influence the student’s future success in completing the Program.

NOTES: Students who withdrew from/failed a nursing didactic course must repeat the didactic course and associated clinical course. Students who withdrew from/failed a clinical course must repeat the clinical course as well as attend and meet the requirements for the didactic course. The official letter from the APAS Committee will detail all requirements. If the Academic Leave of Absence has exceeded two semesters, the APAS Committee will recommend the required level of competence in skill demonstration that must be completed. In any case, students who were on leave due to medical reasons must present a letter of clearance from their health provider with their petition.

Students who failed a nursing course in the ABSN Program may only petition for readmission to the Basic Program.

APAS STUDENT NOTIFICATION OF READMISSION FROM A PERSONAL LEAVE OF ABSENCE

The Chairperson of the APAS Committee will notify the student in writing of the readmission decision (denial or approval).

IF APPROVED, THIS LETTER WILL INCLUDE:

- The conditions under which the approval is granted;
- The required level of clinical competence that must be demonstrated for program re-entry;
- Any other written work that is to be submitted:
  - The semester in which the readmission becomes effective
  - Course sequence to be followed toward graduation
  - Any needed health data.
DEMONSTRATION OF CLINICAL PROFICIENCY AND COMPETENCE AS A REQUIREMENT FOR PROGRAM RE-ENTRY

Scheduling of the required Program Re-Entry Skill Competencies will occur during the student’s appointment with the Undergraduate Program Director. All program re-entry competencies must be successfully completed at least one week before semester classes begin. Failure to successfully complete the required demonstration of skill competence will result in a cancellation and voiding of the readmission decision.

NOTE: Students who fail to demonstrate the required clinical competence or skill proficiency as described in their letter of readmission must schedule an appointment with the Undergraduate Program Director to develop a remediation plan which includes a minimum of 10 documented hours of practice in the Nursing Resource Lab prior to retesting. Students may attempt to demonstrate clinical competence or skill proficiency for an additional 2 attempts only or they will be not be allowed to continue in the Nursing Program.

READMISSION FOLLOWING AN ACADEMIC LEAVE OF ABSENCE

The written petition to the APAS Committee must be submitted at least one semester before the requested readmission date. Students should see their School of Nursing Academic Advisor to obtain assistance with completing the required UNDERGRADUATE STUDENT PETITION FORM as well as drafting a cover letter/narrative that contains the following information: the requested date of return, the desired level of course re-entry, the students’ state of readiness to return and any other factors that may influence the student’s future success in completing the Program.

NOTE: Students who failed a nursing didactic (theory) course must repeat the didactic course and associated clinical course. Students who withdrew from/failed a clinical course must repeat the clinical course but must also register for and take or audit the didactic course (as determined by the APAS Committee and only if the didactic course was initially passed). If the course is offered the next semester, the student need not complete a Program Re-Entry Module. If the Academic Leave of Absence has exceeded two semesters, the APAS Committee will recommend the required level of Program Completion Module.

Students who fail a nursing course in the ABSN Program may only petition for readmission to the Basic Program.
APAS STUDENT NOTIFICATION OF READMISSION FROM AN ACADEMIC LEAVE OF ABSENCE

The Chairperson of the Admission, Progression, and Academic Standards (APAS) Committee will notify the student in writing of the readmission decision (denial or approval).

IF APPROVED, THIS LETTER WILL INCLUDE:
- The conditions under which the approval is granted;
- The required level of clinical competence that must be demonstrated for program re-entry.
- Any other written work that is to be submitted:
- The semester in which the readmission becomes effective
- Course sequence to be followed toward graduation
- Any needed health data.

DEMONSTRATION OF CLINICAL PROFICIENCY AND COMPETENCE AS A REQUIREMENT FOR PROGRAM RE-ENTRY

Scheduling of the required Program Re-Entry Competencies will occur during the student’s appointment with the Undergraduate Program Director. All Program Re-entry Competencies must be successfully completed at least one week prior to the beginning of the semester in which a student returns. **Failure to successfully complete the required Program Re-Entry Module will result in a cancellation and voiding of the readmission decision.**

**NOTE:**
Students who fail to demonstrate the required clinical competence or skill proficiency as described in their letter of readmission must schedule an appointment with the Undergraduate Program Director to develop a remediation plan which includes a minimum of 10 hours of documented practice in the Nursing Resource Lab prior to retesting. Students are allowed only 2 attempts to demonstrate clinical competence or skills proficiency or they will not be allowed to continue in the Nursing Program.

CREDIT FOR ADVANCED STANDING

Information on transient student status or transfer credit for military or LPN students seeking credit for previous coursework/experience may be found on the School of Nursing’s website: [http://www.csuohio.edu/nursing/undergrad/index.html](http://www.csuohio.edu/nursing/undergrad/index.html)
STUDENT PROGRESSION

INTRODUCTION

An academic counseling appointment is required for every Cleveland State University School of Nursing (SON) student at least once per academic year. As student records are maintained by SON Advisors and contain information that may be needed for graduation, this yearly appointment provides students an important review of their progression. Students also share responsibility for monitoring their progress toward completion of the Baccalaureate in Nursing degree and are encouraged to make an appointment with their SON Advisors for any assistance needed.

SCHOOL OF NURSING ACADEMIC ADVISORS PER PROGRAM

<table>
<thead>
<tr>
<th>ADVISOR</th>
<th>PROGRAM</th>
<th>TELEPHONE</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander Holt</td>
<td>Basic BSN Program</td>
<td>(216) 687-3592</td>
<td><a href="mailto:a.w.holt@csuohio.edu">a.w.holt@csuohio.edu</a></td>
</tr>
<tr>
<td>Stephanie Ciesla</td>
<td>Accelerated BSN Program</td>
<td>(216) 687-5517</td>
<td><a href="mailto:s.ciesla@csuohio.edu">s.ciesla@csuohio.edu</a></td>
</tr>
<tr>
<td>Mary Leanza-Manzuk</td>
<td>RN to BSN and MSN Programs</td>
<td>(216) 687-3810</td>
<td><a href="mailto:m.leanza@csuohio.edu">m.leanza@csuohio.edu</a></td>
</tr>
</tbody>
</table>

COURSE CATALOG REFERENCE FOR GENERAL ACADEMIC POLICIES

General Academic Policies for students in the Baccalaureate Nursing Program are consistent with the policies of the Undergraduate Catalog. Students should refer to the catalog in effect on the student’s admission date into the nursing major. A complete listing of all Undergraduate catalogs can be viewed at the CSU Online Catalog website: http://catalog.csuohio.edu/

GENERAL PROGRESSION REQUIREMENTS

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

- Achieve a grade of “C” or better in each nursing course and required support courses
- Maintain a minimum cumulative GPA of 2.50
- Maintain minimum nursing GPA of 2.50 per semester
- Demonstrate safe, professional and ethical behavior at all times
- Satisfactorily complete all Nursing Resource Lab skill checks
- Pass all required tests related to the synthesis of knowledge from previous classes prior to the beginning of each clinical course.
- Submit health data and forms by the due date as set forth by the SON
The Cleveland State University School of Nursing upholds a policy of progressive intervention. Faculty members support students in their professional development consistent with the behavior students demonstrate. Such interventions may range from informal discussion up to and including dismissal from the Nursing Program. Progressive intervention starts with the least restrictive method of intervention, after which progressively more restrictive methods follow as warranted. As progressive intervention involves a continuum of supportive strategies, it may begin at any level as deemed appropriate by faculty.

PROGRESSIVE INTERVENTION PROTOCOL

| COACHING | An intervention resulting in an informal discussion with a student for the purpose of clarifying performance expectations and performance improvement as observed by faculty, staff, or clinical agency representative. Coaching is documented and retained by the classroom instructor, NRL staff, or clinical instructor for consideration during performance evaluations. In the clinical setting, coaching may be documented on the Weekly Documentation form. |
| VERBAL REPRIMAND | A formal discussion with a student following unsatisfactory performance or behavior as observed by a faculty, staff, or clinical agency representative. A Verbal Warning is documented on a Progressive Counseling Form, which is given to the student with notification of the warning provided to the Course Coordinator or NRL Manager and Undergraduate Program Director, who will determine whether a copy is placed in the student’s academic file. |
| WRITTEN REMPRIMAND | A formal discussion with written notification to a student when previous verbal reprimand(s) have not resulted in improved performance or when the behavior is of a serious enough nature that it is unsafe, unethical, or unprofessional. A copy is given to the student, Course Coordinator, Undergraduate Program Director, Associate Dean, and APAS Committee; a copy is placed in the student’s academic file. Recommendation for probation or suspension can begin at the Written Reprimand level. |
### SUSPENSION
Temporary removal from activities in the Nursing Program as a potential consequence of a Written Reprimand or failure to meet the conditions of probationary status. Suspension from the Nursing Program is recommended to the APAS Committee by the Faculty member or Course Coordinator in consultation with the Undergraduate Program Director and approved by the Associate Dean. The APAS Committee will develop a remediation plan, the terms of which must be met before a student may return to the nursing program or graduate. **Students in the Nursing Program who have been suspended are restricted from participation in any classroom, NRL, simulation exercise, or clinical experience until the suspension has been lifted.**

### DISMISSAL
Permanent removal from the Nursing Program of a student who has failed to meet the terms of their academic or performance-based probation, suspension, or who has committed an act that is egregiously unsatisfactory, unsafe, or unethical. This decision will be communicated to the student in writing by the Associate Dean.

### ACADEMIC-BASED PROBATION
A status assigned to a student whose cumulative or nursing GPA falls below 2.5. Students placed on academic probation must develop a plan of action in conjunction with the Undergraduate Program Director and meet the terms outlined therein by the end of the following semester in order to continue in the Nursing Program.

### PERFORMANCE-BASED PROBATION
A status assigned to a student who has failed to meet expectations for improved performance following a written warning. Placement on Performance-Based Probation can occur as warranted by the serious nature of the behavior. Students placed on performance-based probation must develop a plan of action in conjunction with the Undergraduate Program Director and/or Associate Dean and must meet the terms outlined therein for the suspension to be lifted.

### ACADEMIC PROBATION
Students whose cumulative semester GPA falls below 2.5 will be placed on academic probation and receive notification from the Registrar’s Office. Nursing students whose nursing GPA falls below 2.5 will also be placed on academic probation in the School of Nursing and **must** meet with the Undergraduate Program Director to develop a plan to raise their nursing GPA to 2.5 or above the next semester. Failure to raise their GPA to 2.5 or above **the following semester** will result in academic dismissal from the nursing program.
Students who are dismissed from any CSU School of Nursing Program are not eligible for readmission to the Nursing Program.

**REMOVAL OF ACADEMIC PROBATIONARY STATUS**

A nursing student’s probationary status will be monitored by the student’s School of Nursing Advisor and reported to the APAS Committee. Students who successfully raise their cumulative and/or nursing GPA to 2.5 or above the semester following placement on probationary status will receive notification from the APAS Committee that the probationary status has been lifted.

**DECELERATING INTO THE BASIC NURSING PROGRAM**

Accelerated Nursing Program students who have not achieved a grade of “C” or better in a nursing course or failed to meet other academic standards may petition the APAS Committee to ‘decelerate,’ or transfer into the Basic Nursing Program. Students must have demonstrated safe, professional, and ethical, behaviors in the classroom, NRL, and clinical experiences in order to be considered for deceleration by the APAS Committee.

Accelerated Nursing Program students who are on academic leave or probation as a result of a nursing course failure must apply for readmission (i.e. decelerate into) the Basic Nursing Program.

**PERFORMANCE-BASED PROGRESSIVE INTERVENTION**

As evaluated by nursing faculty, students are responsible for demonstrating satisfactory, safe, responsible, and ethical behavior in the classroom, NRL, simulation exercises, and clinical experiences. Unsatisfactory, unsafe, or unethical behaviors are not acceptable and, as deemed appropriate, may lead to disciplinary action including reprimands, probation, suspension and/or dismissal from the nursing program.

**UNSAFE /UNSATISFACTORY OR UNETHICAL PERFORMANCE IS DEFINED AS, BUT NOT LIMITED TO:**

a) any violation of the standards of nursing student conduct consistent with Rule 4723-5-2-C of the Ohio Administrative Code: [http://codes.ohio.gov/oac/4723-5](http://codes.ohio.gov/oac/4723-5)
b) failure to uphold any element of the following codes for ethical conduct provided by the American Nurses Association (ANA) and National Student Nurses Association (NSNA) as presented on their respective websites:
   The ANA:  [http://www.nursingworld.org/codeofethics](http://www.nursingworld.org/codeofethics)

c) failure to adhere to any element of the Cleveland State University Student Conduct Code ([includes academic dishonesty such as cheating and/or plagiarism](https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf)):

d) lack of preparation for the classroom, NRL, simulation exercises, or clinical experience

e) inability to meet course objectives in the classroom, NRL, simulation exercises or clinical experience

f) unfounded interpersonal conflicts with peers, faculty, or clinical agency staff

g) failure to abide by the dress code within the Nursing Resources Laboratory, health care agencies or community settings

h) failure to submit required/updated health data or liability insurance in a timely manner

Any SON faculty member who observes student behavior that is significantly unsatisfactory, unsafe, or unethical may remove the student from further classroom, NRL, simulation, or clinical experience and must immediately notify the instructor of record, Course Coordinator/Lab Manager and the Undergraduate Program Director. Faculty will document the incident as a [WRITTEN REPRIMAND](#) on a [STUDENT COUNSELING FORM](#) and provide the student with a copy.

The student must meet with the instructor of record, Course Coordinator/Lab Manager and Undergraduate Program Director as soon as possible to review the incident in question. The student will present a written account of his/her perception of the incident at this meeting. The student is restricted from any activity in the nursing program until the issue has been reviewed and a decision made.

Following the meeting, the Faculty member and/or Course Coordinator and Undergraduate Program Director will present a comprehensive report in writing about the student’s behavior to the APAS Committee and Associate Dean for their review.
Depending on the nature of the behavior and the outcome of the meeting, the APAS Committee may:

1. Recommend **PROBATION OR SUSPENSION**, the terms of which must be met before the student may resume nursing program activities.

2. Permit the student to resume activities in the nursing program based on a **REMEDIATION PLAN** developed by the Course Coordinator/Lab Manager and Undergraduate Program Director and as approved by the APAS Committee.

3. Recommend that the student receives a **FAILING GRADE** for the course. However, final determination of the grade remains the responsibility of the classroom instructor, clinical instructor, or Lab Manager/staff.

4. Recommend **DISMISSAL** from the Nursing Program

**NOTES**

- Any student who has been suspended but then permitted to return to the classroom, clinical setting, simulation exercise, or clinical experience will be automatically placed on probation. Probationary status must be removed per APAS Committee review and recommendation.
- A student’s failure to meet the objectives outlined in the remediation plan may result in dismissal from the Nursing Program.
- Students who receive additional suspensions and/or probationary status may be subject to dismissal.

**DISMISSAL FROM THE NURSING PROGRAM**

In keeping with the spirit of progressive intervention, the School of Nursing reserves the right to dismiss a student from the nursing major immediately following incidents in which a nursing faculty member’s written documentation indicates that the student’s behavior was egregiously unsafe, unsatisfactory, unprofessional, or unethical. The APAS Committee will review documentation provided by faculty and make recommendations for intervention, which will in turn be reviewed by the Associate Dean or Dean, who will make the final decision for intervention, up to and including dismissal.

A student dismissed from the nursing program will not be considered for readmission.
GRADES IN NURSING COURSES

SCHOOL OF NURSING GRADING SCALE

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
</tr>
<tr>
<td>92-94%</td>
<td>A-</td>
</tr>
<tr>
<td>89-91%</td>
<td>B+</td>
</tr>
<tr>
<td>86-88%</td>
<td>B</td>
</tr>
<tr>
<td>83-85%</td>
<td>B-</td>
</tr>
<tr>
<td>80-82%</td>
<td>C+</td>
</tr>
<tr>
<td>75-79%</td>
<td>C</td>
</tr>
<tr>
<td>**65-74%</td>
<td>D</td>
</tr>
<tr>
<td>**64 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

** If earned as the final grade in any course, the course must be repeated if readmission is granted per APAS Committee recommendation and review.

CLASSROOM COURSES

A minimum collective average score of 75% for ALL TESTS, EXAMS, AND QUIZZES is required to receive the lowest passing grade of C in any nursing course. An average of 75% is also required on additional written assignments such as papers, reports or experiential activities (i.e. WAC papers, care plans, process recordings, case studies, presentations, etc.). The collective average of all test, exam, and quiz grades must be 75% or higher before any other assignments are added into the calculation of the final course grade. A POSSIBLE EXCEPTION TO THE REQUIRED 75% IS ON MED MATH QUIZZES, WHERE A QUIZ SCORE OF 100% IS REQUIRED TO PASS THE COURSE. Any written assignment required in the classroom receiving less than 75% may be re-written and re-submitted for grading one time only. The highest grade that can be achieved on any re-written assignment is 75%.

NURSING RESOURCE LAB (NRL)

Skill checks are considered part of a clinical course’s grade. A MAXIMUM OF 3 ATTEMPTS is allowed for any skill-check. After the 1st skill-check failure, the student will be referred to the NRL staff person to clarify any misinformation or opportunities to enhance skill performance. After the 2nd skill-check failure, the student will be referred to the Undergraduate Program Director and a remediation plan put in place, the conditions of which must be met prior to the 3rd skill-check attempt. If unsuccessful after the 3rd attempt, the student will receive a failing grade in the clinical course.
CLINICAL COURSES
A 75% or higher is required on the written FINAL CLINICAL EVALUATION, (which also take into account Weekly Documentation of Clinical Performance Forms) in any clinical course. A collective average of 75% or higher is required on each additional assignment (i.e. care plans, process recordings, presentations, experiential activities, journals, etc.). The score on the written Clinical Evaluation must be a 75% or higher before any other written assignments (i.e. care plans, process recordings, presentations, journals, etc.) are added into calculation of the final course grade. Any written assignment required in the clinical setting receiving less than 75% may be re-written and re-submitted for grading one time only. The highest grade that can be achieved on the re-written assignment is 75%.

MIDTERM WARNINGS
Students who have not successfully met objectives in classroom, NRL, or clinical courses at midterm will be issued a MIDTERM WARNING (see appendix). The midterm warning, developed between the student and instructor of record with input from the Course Coordinator/NRL Manager and Undergraduate Program Director, will outline a remediation plan to guide students, if possible, toward successful course completion.

GRAPES IN SUPPORT OR PRE-REQUISITE COURSES

DEFINITIONS

<table>
<thead>
<tr>
<th>Support Course</th>
<th>A course that compliments nursing courses and may be completed at any time prior to the nursing course for which they are prerequisite in the Basic Nursing Program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite Course</td>
<td>A course that must be taken prior to taking a nursing course(s) or progressing in the sequence of nursing courses in the Basic or Accelerated Nursing Programs.</td>
</tr>
</tbody>
</table>

1. Students must achieve a grade of “C” or above in each support course. Grades for support or pre-requisite courses will be monitored each semester.
2. Students must repeat any support course in which a grade of "D" or "F" was earned. A student may repeat a support course only once but may not repeat more than two separate support courses. Failure to pass a support course on the second attempt will result in academic dismissal from the nursing program. Students who are academically dismissed from any CSU School of Nursing program are not eligible for readmission.
3. If a grade of less than C is earned in a support course that is a prerequisite for a nursing course, students will be automatically placed on academic leave and not permitted to progress in the sequence of nursing courses until a grade of C or better is earned in the required support course. Depending on course scheduling, this may require the student to wait one year until the course is re-offered.

4. If the student has pre-registered or registered for the subsequent nursing courses and earns less than a C in a support course that is a prerequisite for a nursing course, he/she will be required to withdraw. A student will not be permitted to take a support course concurrently with the course for which it is a prerequisite.

5. The APAS Committee will monitor the student’s grades in support courses and notify students by mail if:
   a. a support or prerequisite course must be repeated, and
   b. the nursing course for which it is a prerequisite cannot be taken until the support course has been successfully repeated.

6. Once a grade of C or better has been achieved in the support or prerequisite course, the student, per APAS Committee review, may return from Academic Leave and resume coursework in the Nursing Program.

7. Students who resume coursework in the Nursing Program following an Academic Leave are automatically placed on Academic Probation, the terms of which must be met for program progression.

**INCOMPLETE GRADES**

1. Students may only receive a grade of “I” (Incomplete) in a nursing course if they meet the following criteria:
   A. The student has the potential to pass the course
   B. The student has not completed all assignments for reasons deemed justified by the instructor. The student must, however, have successfully completed over half the required course’s assignments.
   C. The student has provided justification to the instructor prior to the end of the grading period
   D. The course in question is a non-clinical course, as incomplete grades are not permitted for clinical courses.

2. Students who request an Incomplete grade must meet with faculty to develop a plan with dates for completion of all outstanding work.

3. Students must submit completed coursework for resolution of the “I” grade by the date(s) determined by faculty. If a student cannot complete the work by the first day of the next
semester, they are not permitted to register for nursing courses or must drop any nursing courses for which they have pre-registered. **NOTE:** The School of Nursing reserves the right to de-register a student from any scheduled nursing course if they have not successfully met the conditions for resolving a grade of “I” prior to the start of the next semester.

4. If all conditions listed above are not met, the student may receive a letter grade of "X." **NOTE:** an “I” automatically becomes an "F" if it is not resolved by the last day of instruction in the following semester.

5. If a student receives a letter grade of "I" or "X" in any support course, it must be removed before the nursing course for which it is a prerequisite is taken.

### REQUIREMENTS FOR PROGRAM COMPLETION

#### INTRODUCTION

All students must follow the sequence of nursing courses as prescribed by the curriculum. Full-time SON students in good standing must also:

- take at least one nursing course per semester and
- complete all nursing courses within five academic years.

The SON cannot guarantee students who need to repeat a nursing course for any reason will be able to so in the same academic year. Full-time students who cannot take at least one nursing course per semester must complete an **UNDERGRADUATE PETITION FORM** to submit their request for a personal leave of absence to the School of Nursing’s APAS Committee. Students who need guidance regarding course sequencing should schedule an appointment with their School of Nursing Advisor.

### COURSE REQUIREMENTS FOR PROGRAM COMPLETION

#### MINIMUM HOURS REQUIRED IN THE NURSING MAJOR

- **69 CREDIT HOURS** for Basic and Accelerated Nursing Program students
- **30 CREDIT HOURS** for RN to BSN students
PREREQUISITE COURSES FOR THE BASIC AND ACCELERATED PROGRAMS

All prerequisite courses must be completed prior to entry into either Nursing Program. The prerequisite GPA is composed of all grades earned in the following courses:

- **BIO 264** Introductory Microbiology
- **BIO 265** Introductory Microbiology Lab
- **BIO 266** Human Anatomy & Physiology I
- **BIO 267** Human Anatomy& Physiology Lab I
- **BIO 268** Human Anatomy & Physiology II
- **BIO 269** - Human Anatomy & Physiology Lab II
- **CHM 251** College Chemistry I
- **CHM 256** College Chemistry Lab I
- **CHM 252** College Chemistry II
- **CHM 257** College Chemistry Lab II
- **ENG 101** College Writing I
- **ENG 102** College Writing II
- **MTH 116** Foundations of Quantitative Literacy
- **PSY 101** Introduction to Psychology

SUPPORT COURSES FOR THE PRELICENSURE NURSING PROGRAMS

Support courses may be completed at any time prior to the nursing course for which they are prerequisite. See Course Descriptions section of this catalog for required sequence.

- **PHL 240** Health Care Ethics

AND ONE OF THE FOLLOWING COURSES IN STATISTICS

- **MTH 147** Statistical Concepts with Applications
- **COM 303** Communication Inquiry
- **PSY 311** Behavioral Science Statistics (not offered after fall 2014)
- **SOC 354** Quantitative Sociological Research
- **UST 404** Urban Data Analysis

NURSING COURSE SEQUENCE FOR THE PRELICENSURE NURSING PROGRAMS

- **NUR 200** Theory & Professional Practice
- **NUR 215** Fundamentals of Nursing Practice
- **NUR 216** Fundament Nursing Practice - Clinical
- **NUR 218** Nursing Pharmacology
- **NUR 219** Pathophysiology for Nurses
- **NUR 220** Health Assessment
NUR 221  Health Assessment - Lab
NUR 225  Medical Surgical Nursing I
NUR 226  Medical Surgical Nursing I - Clinical
NUR 300  Nursing Leadership & Management
NUR 305  Medical Surgical Nursing II
NUR 306  Medical Surgical Nursing II - Clinical
NUR 310  Nursing Research
NUR 312  Psychiatric Mental Health Nursing
NUR 313  Psychiatric Mental Health Nursing - Clinical
NUR 325  Pediatric Nursing
NUR 326  Pediatric Nursing - Clinical
NUR 380  Maternal Newborn Nursing
NUR 382  Maternal Newborn Nursing - Clinical
NUR 412  Community Health Nursing
NUR 414  Community Health Nursing - Clinical
NUR 415  Medical Surgical Nursing III
NUR 416  Medical Surgical Nursing III - Clinical
NUR 420  Professional Role Practicum - Capstone Clinical
NUR 425  Professional Role Preparation

THE RN TO BSN PROGRAM

This program is designed for nurses who have earned an associate's degree or diploma in nursing, are licensed RNs and desire to earn their BSN. All prerequisite courses must be completed prior to application to and entry into the RN to BSN Nursing Program. Please consult a SON advisor for transcript review and evaluation/credit for courses taken.

PREREQUISITE COURSES FOR RN TO BSN PROGRAM

All prerequisite courses must be completed prior to entry into the RN to BSN Nursing Program. The prerequisite GPA is composed of all grades earned in the following courses:

BIO 264  Introductory Microbiology
BIO 265  Introductory Microbiology Lab
BIO 266  Human Anatomy & Physiology I
BIO 267  Human Anatomy & Physiology Lab I
BIO 268  Human Anatomy & Physiology II
BIO 269  Human Anatomy & Physiology Lab II
CHM 251  College Chemistry I
CHM 256  College Chemistry Lab I
CHM 252  College Chemistry II
CHM 257  College Chemistry Lab II  
ENG 101  College Writing I  
ENG 102  College Writing II  
PSY 101  Introduction to Psychology  

AND ONE OF THE FOLLOWING COURSES IN STATISTICS:  
MTH 147  Statistical Concepts with Applications  
COM 303  Communication Inquiry  
PSY 311  Behavioral Science Statistics (not offered after Fall 2014)  
SOC 354  Quantitative Sociological Research  
UST 404  Urban Data Analysis  

SUPPORT COURSES FOR RN TO BSN PROGRAM  
PHL 240  Health Care Ethics  

NURSING COURSE SEQUENCE FOR RN TO BSN PROGRAM  
NUR 340  Theory & Professional Practice  
NUR 345  Computer Literacy  
NUR 346  Professional Writing & Communication  
NUR 350  Leadership & Management  
NUR 360  Nursing Research  
NUR 408  Gerontological Nursing  
NUR 409  Gerontological Nursing Clinical  
NUR 430  Professional Seminar  
NUR 440  Community as a Client  
NUR 441  Community as a Client - Clinical  
NUR 460  Role Practicum  

NOTE: THE RN TO BSN PROGRAM CAN BE COMPLETED IN THREE CONSECUTIVE SEMESTERS. REQUIRED CLINICAL PRACTICUMS ARE SCHEDULED DURING THE FINAL SEMESTER.  

ASSESSMENT TECHNOLOGIES, INC (ATI) PREDICTOR EXAMINATION  
The CSU SON uses a standardized testing package to help students assess their learning throughout the program. The final test in this package is the ATI National Council Licensure Examination (NCLEX™) comprehensive predictor examination. A passing score is required for all prelicensure nursing students on this exam. Students must pass this ATI examination at the
pre-determined level of 65% to demonstrate basic nursing competence for NCLEX™ preparation. Students who do not achieve this score must work with the Undergraduate Program Director to develop a remediation plan, after which students may re-take the test until the required passing score is achieved. Students will receive an “I” in CampusNet for NUR 425 until they have successfully passed the ATI Predictor. Passage of this exam is a requirement for graduation from the pre-licensure programs.

**NUR 420 PRACTICUM GUIDELINES**

**GENERAL**
The NUR 420 Senior Practicum is the capstone clinical course in the nursing curriculum. The practicum provides senior nursing students the opportunity to integrate knowledge and skills at an advanced level in the clinical setting.

**TYPES OF NUR420 PRACTICUMS**

<table>
<thead>
<tr>
<th>FACULTY-DIRECTED PRACTICUMS</th>
<th>PRECEPTOR-DIRECTED PRACTICUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>A practicum facilitated by a CSU SON faculty member in a Medical-Surgical clinical setting.</td>
<td>A practicum facilitated by nurse preceptor, typically within an area of clinical specialization.</td>
</tr>
</tbody>
</table>

Both types of practicums provide students opportunities to demonstrate mastery of psychomotor skills, critical thinking, and therapeutic/interprofessional communication. Placement in either the faculty-directed or preceptor-directed practicum is ultimately determined by student performance.

**FACULTY-DIRECTED PRACTICUMS**

Students chosen for faculty-directed practicums practice in a medical-surgical nursing environment. One School of Nursing faculty member is assigned to supervise multiple students at a local clinical site. The faculty member is on site at all times each clinical day and evaluates student performance in the course. Throughout the experience, students are expected to assume increasingly complex patient workloads as evidenced by the display of advanced skills, critical thinking, effective communication, and leadership.

**ELIGIBILITY GUIDELINES FOR FACULTY-DIRECTED PRACTICUMS**

1. Demonstrated student interest in a faculty-directed practicum
2. Faculty determination that placement in a faculty-directed practicum would benefit a student’s nursing education
3. Students with a nursing GPA below 3.0
4. Students who earned a grade of less than a B- in any nursing course
5. Students who did not pass the ATI Predictor examination in their first attempt
6. Students who were on a personal or academic leave for more than one semester
7. Students who are on probation at the time the practicum is scheduled

**PRECEPTOR-DIRECTED PRACTICUMS**

Students chosen for a preceptor-directed practicum are typically placed in an area of clinical specialization and work directly with an on-site preceptor. Students are expected to work more independently and accept guidance from their onsite preceptor as appropriate. CSU SON faculty members make scheduled/unannounced site visits to assess student progress.

**ELIGIBILITY GUIDELINES PRECEPTOR-DIRECTED PRACTICUM**

1. Demonstrated student interest in a preceptor-directed practicum
2. Faculty determination that placement in a preceptor-directed practicum would prove beneficial to a student’s nursing education.
3. Students whose Nursing GPA is 3.0 or above
4. Students who have earned a grade of B- or higher in all nursing courses
5. Students who passed the ATI Predictor Examination on their first attempt

**SCHEDULING OF THE PRECEPTOR-DIRECTED PRACTICUM**

1. Students are asked to select three areas of interest in the Fall of their senior year
2. Areas of interest are reviewed by the NUR 420 Coordinator
3. A random drawing for each requested area is held prior to the start of the NUR 420 practicum to determine specific placements and preceptors.
4. Students are not permitted to complete a practicum in their place of employment. However, students with signed commitments to work after graduation as an RN in specific facilities may be placed in that facility, but not on the unit they are/have been employed.
RECOGNITION AND PINNING CEREMONY

This Ceremony, held several days prior to graduation, honors graduating nursing students. Graduates receive their CSU SON pins during the ceremony. All nursing graduates are expected to attend. Each graduate will receive five tickets for family and/or friends.

STUDENT AWARDS

The School of Nursing presents awards to outstanding graduating seniors during the Recognition Ceremony. These awards include:

**FAYE MILLER COMMUNICATION AWARD**
Presented to a graduate who models outstanding communication techniques, listens well, demonstrates sensitivity and communicates well with clients, families, families, peers, and the health care team.

**ACADEMIC EXCELLENCE AWARD**
Presented to the nursing graduate with the highest earned GPA.

**COMMUNITY HEALTH AWARD**
Presented to students who displayed excellence in community health work or practice.

**CHERYL P. MCCAHON SERVICE AWARD**
Presented to students who have supported School of Nursing activities in keeping with the expectations of former Undergraduate Program Director Dr. Cheryl P. McCahon.

**EXCELLENCE IN CARING AWARD**
Presented to students who exemplify the caring component of nursing above and beyond expected standards.

**GREATER CLEVELAND NURSES ASSOCIATION AWARD**
Presented by the Greater Cleveland Nurses Association to one graduating nurse who has demonstrated exceptional clinical competence, leadership qualities, commitment to personal and professional growth, involvement in community and student associations, and government activities.
APPLYING FOR GRADUATION

All students are required to complete a graduation application through CampusNet well in advance of their projected graduation date. Students should consult their SON Recruiter/Advisor before submitting their application. Deadlines for graduation application are posted on the Registrar’s website: http://www.csuohio.edu/registrar/graduation.html.

UNIVERSTY GRADUATION/COMMENCEMENT EXERCISES

Attendance at this milestone event is highly recommended. Students must apply for graduation in Campusnet. They will then receive further information about the details of the graduation ceremony.

GRADUATION ACADEMIC REGALIA

Caps and gowns may be rented or purchased from the CSU Viking Outfitters Bookstore. Additional information may be found on the CSU Viking Outfitters Bookstore website: http://www.neebo.com/csuohio

LICENSURE/NCLEX™ EXAMINATION

Upon successful completion of the Basic or Accelerated Nursing Program, graduates are eligible to sit for the National Council Licensure Examination (NCLEX™). Information about the RN licensure process will be provided to students at the beginning of the senior year for those in the Basic Nursing Program and the beginning of second spring semester for those in the Accelerated Nursing Program.

Applications, related forms, and information concerning the (NCLEX™) Examination are located on the Ohio Board of Nursing’s website: http://www.nursing.ohio.gov/forms.htm#ExamEndorseForms

NCLEX™ Eligibility: The Ohio Board of Nursing ultimately determines candidate eligibility for the NCLEX™. Students who are concerned about eligibility to sit for the NCLEX™ in Ohio should contact the Ohio Board of Nursing. Candidates who have been cleared to take the NCLEX™ will receive an admission card from the Ohio Board of Nursing, which must be used to make an appointment to take the NCLEX™ at a designated Sylvan Testing Centers.

Out-of-State Licensure Exams: Candidates who desire to take the NCLEX™ in another state should contact that state’s Board of Nursing to determine eligibility and testing requirements.
Felony Convictions and Related Implications

Per Ohio law, only the State Board of Nursing can certify NCLEX™ eligibility for a candidate with a felony conviction. Graduates are advised to answer all questions on the Ohio Board of Nursing NCLEX™ eligibility application honestly and to direct any concerns about eligibility to sit for the NCLEX™ related to felony convictions to the Ohio Board of Nursing or the Board of Nursing in the state they plan on taking the NCLEX™.

PAYMENT OF FEES, EXPENSES, AND REFUNDS

INFORMATION ON CSU TUITION AND FEES, EXPENSES, REFUNDS, AND PAYMENT PLANS CAN BE FOUND ON THE TREASURY SERVICES WEBSITE:

http://www.csuohio.edu/treasury-services/treasury-services

INFORMATION ON CURRENT SCHOLARSHIPS, GRANTS, AND LOAN OPPORTUNITIES FOR NURSING STUDENTS CAN BE FOUND ON THE CSU SCHOOL OF NURSING WEBSITE:

http://www.csuohio.edu/nursing/tuitionandfin.html

STUDENT ILLNESS IN THE CLASSROOM, NURSING RESOURCE LAB, SIMULATIONS AND CLINICAL SETTINGS

GENERAL: STUDENT ATTENDANCE/ABSENCE

Preparing for the role of a professional nurse involves a great deal of time learning in a variety of formats including the classroom, the Nursing Resource Lab (NRL), simulation experiences, and the clinical setting. The greater the amount of time spent in each activity, the greater the knowledge, skill competence, and level of understanding achieved. To promote the greatest opportunities for learning, whenever possible the SON schedules more than the minimum time acceptable for each activity. Students are advised to take advantage of any available class time, NRL activity, simulation or clinical sessions, since attendance is carefully monitored and absence from any of these settings can negatively impact progression in the Nursing Program.
DEFINITIONS
Regardless of the reason, the Cleveland State University School of Nursing considers students to be **ABSENT** if they do not attend a scheduled class, Nursing Resource Lab (NRL) appointment, simulation session, or clinical experience).

Students who fail to report to--or report to and subsequently leave--the classroom, NRL, simulation session, or clinical experience are considered absent.

Students are considered to be **TARDY** if they arrive at any scheduled classroom, NRL activity/appointment, simulation session, or clinical day 5 or more minutes late.

Given the differing learning requirements of the classroom, nursing skills lab, simulation, and clinical settings, varied means are used to monitor attendance and promote student success.

**ABSENCE FROM THE CLASSROOM**

Students are expected to attend all didactic classroom sessions. Students are responsible for all material covered in the classroom whether they are present or absent, and are responsible for obtaining any content covered from a colleague when they are not present in class.

Course Faculty may designate up to 10% of the overall course grade to attendance and participation, and to take attendance at any time/multiple times during any classroom session. Faculty members are responsible for stating how attendance will be taken and how attendance and participation points will be calculated in course syllabi.

Attendance and participation points will be factored into final course grade calculations only after a student has successfully achieved 75% on all examinations and successfully achieved a 75% on all other assignments and written work.

**ABSENCE FROM THE NURSING RESOURCE LAB (NRL) AND SIMULATIONS**

Attendance at all scheduled NRL appointments, NRL test-outs, or simulations is mandatory.

Attendance will be taken at the beginning and end of each scheduled NRL, skill check or simulation session. For all other NRL activities, students should first check in NRL staff.

Students must notify NRL staff of an absence at least one hour prior to any scheduled NRL appointment and/or NRL test-out session. Permission must be granted in advance by NRL staff to attend an alternate classroom section covering the same course content. **An absence from a lab or skill check session will count as a clinical absence.**
Any NRL absence or tardiness will be reported to the clinical instructor and course coordinator. Students are expected to make-up all missed lab time at the convenience of NRL staff in conjunction with the Course Coordinator and as lab resources permit.

A “no call/no show” to a NRL appointment and/or NRL test-out session also counts as a clinical absence. Arrangements for make-up will be made at the convenience of NRL staff with notification to the course coordinator.

Any tardiness in excess of 5 minutes for a NRL appointment or lab test-out session will be reported to the NRL Manager and Course Coordinator. Any combination of three incidents of tardiness for a NRL appointment, NRL test-out session, or clinical day will constitute a clinical absence for courses with a clinical component.

CLASSROOM OR NRL ABSENCES DUE TO ILLNESS

Students are expected to seek health care when illness occurs. Should an illness occur during a class, students should follow directions of faculty or NRL staff. If the illness occurs outside of class, students are responsible for properly notifying their faculty members of the reason for an absence.

If a student has been absent due to illness, faculty may request a written statement from the student’s health provider confirming the student is ready to return to the classroom.

ABSENCE FROM CLINICALS

REQUIRED NUMBER OF CLINICAL HOURS
The number of clinical contact hours required for each clinical course is based on the number of semester credit hours the course has been assigned. For every semester hour of credit, a minimum of 30 CLINICAL CONTACT HOURS are required. In each case, the total clinical contact hours have been divided into clinical, simulation, observation, and laboratory hours based on the nature of the required skills and competencies.

Sometimes holidays or unexpected school or clinical agency closures/cancellations can impact clinical scheduling. The instructor will notify students when clinical time must be rescheduled in these circumstances.

Missed clinical hours due to faculty illness, holidays, or unexpected school or clinical agency closures/cancellations will not adversely affect students’ grades in clinicals; it is the responsibility of faculty and School of Nursing administration to ensure no student will be
offered less than the minimum number of required clinical hours. Some students may have the opportunity to participate in more than the minimum number of clinical hours, but all students are required to follow the stated schedule.

Students are expected to be prompt and attend all scheduled clinical sessions. In turn, clinical hours are carefully monitored. In order to pass a clinical course, students must attend NO LESS THAN 85% of a clinical course's scheduled clinical hours and experience no more than 2 absences. Students who must miss a scheduled clinical session must notify their clinical instructor no less than one hour prior to the start of the clinical session. Faculty will notify the student of required make-up activity.

**IMPACT OF ABSENCES ON CLINICAL GRADE**

Students with one episode of absenteeism but who still attend at least 85% of a course's scheduled clinical hours will have their FINAL GRADE LOWERED BY 2% (i.e. final grade's overall percentage will be reduced from 96% to 94%).

Students with two episodes of absenteeism but who still attend more than 85% of the scheduled clinical hours will have their FINAL CLINICAL GRADE LOWERED BY ONE FULL GRADE (i.e. final overall grade will be reduced from an A- to a B-, etc.).

Students with two episodes of absenteeism and who do not attend 85% of a course's required clinical hours will receive a FAILING GRADE IN THE COURSE.

Special circumstances, as presented by Faculty, will be reviewed by the Undergraduate Program Director in conjunction with the Associate Dean or Dean.

**LENGTH OF A CLINICAL DAY DEFINED**

A clinical day's constitution is dependent on the manner in which a course is scheduled:
- For NUR216 and NUR 226 (Basic), clinical sessions are typically scheduled for 5 hours per day. In the summer, NUR 226 (ABSN) is scheduled for 8 hour days.
- For NUR306 when the clinical is either one 8 hour day per week (Basic) or two 8 hour days per week (ABSN), a missed clinical day is counted as one 8 hour day.
- When a clinical is scheduled for two 4 hour and one 8 hour clinicals per week, missing one of the 4 hour days counts as one half day missed.
- For NUR313, 326, and 382 clinicals, one clinical day is 6 hours in length, meaning a missed clinical day counts as 6 hours.
- For NUR 416 clinicals, one clinical day is defined as 6 hours.
TARDINESS TO CLINICALS

ARRIVING 5 OR MORE MINUTES LATE to a scheduled clinical day or simulation session constitutes being tardy. Three (3) instances of tardiness count as a clinical absence. Students arriving more than 30 minutes late to a clinical day may not be able to meet the objectives for the clinical day and may be sent home or directed to return to the CSU SON to meet with the Undergraduate Program Director at the discretion of the instructor, in either case resulting in a clinical absence.

CLINICAL ABSENCES DUE TO ILLNESS

Students are expected to seek health care when illness occurs and to follow directions for properly notifying their clinical instructors of an episode of absence; caution must be used during the clinical experience for the protection of patients as well as the student.

If a student has been absent due to illness, injury or other condition requiring health care, a written statement from the student’s health provider may, at the discretion of the instructor, be required confirming the student is ready to return to the clinical setting without restrictions. Any absence involving two or more clinical days requires a letter from the student’s health provider confirming the student is ready to return to the clinical setting without restrictions.

There is no light duty in the nursing curriculum. After an episode of absence related to surgery, hospitalization, health related procedure, or serious illness, a letter from the student’s health provider is required confirming the student is ready to return to the clinical setting without restrictions. Per hosting clinical agency guidelines, students are not permitted to wear casts, splints, braces, slings, or other similar devices in the clinical setting.

Students are responsible for contacting instructors immediately regarding their illness-related clinical absence to make arrangements for a make-up assignment.

CLINICAL MAKE-UPS

Arrangements for make-up experiences are made on an individual student basis and are determined collaboratively by the Clinical Instructor, Course Coordinator, Undergraduate Program Director, and if necessary, the Nursing Resource Lab Manager.

A variety of ways may be used depending on the type of clinical and/or required student competencies. These may include: case studies, simulations in the NRL, or very rarely, an added day with another clinical group (in special cases only).
EMERGENCY MEDICAL CARE FOR STUDENTS
IN A HOSPITAL OR OTHER CLINICAL SETTING

Cleveland State University and the hospital or hosting clinical agency will not assume liability for any accident or illness during a student's assignment. The hospital will make available emergency medical treatment as required, **the cost of which shall be assumed by the individual student**. Students are advised to check their personal health insurance to determine whether their plan covers the cost of any injury incurred in the clinical setting.

ACCIDENTAL INJURY AND/OR ILLNESS DURING CLINICAL EXPERIENCES

Students are expected to complete both an agency incident report and the School of Nursing's incident report in the case of an injury or illness during any clinical experience. The agency’s report is to be counter-signed by the faculty member and submitted prior to the conclusion of the clinical day to the nursing service or designated department of the clinical agency. **The faculty member and student are to complete the School of Nursing's incident form and submit it to the SON's Undergraduate Program Director within 24 hours.**

To assure adequate follow-up, nursing students who sustain an accidental percutaneous (puncture wound) and/or mucous membrane exposure to blood or body fluids will comply with the following guidelines:

- If the exposure occurs in an acute care setting, the clinical instructor must be notified immediately. The instructor will assist the student in obtaining appropriate care, with completion of an agency incident report, and with following the agency’s policy for follow-up action.

- If the exposure occurs while the student is affiliated with an agency which has no policy or facilities to provide care after the exposure incident, the instructor will assist the student in obtaining appropriate care, with completion of an agency incident report, and with following the agency’s policy for follow-up action. Depending on the nature of the injury/illness, the student may be released from clinicals to assume the responsibility to seek health care by his/her personal health care provider, or EMS may be called.
STUDENT GUIDANCE AND COUNSELING SERVICES

ADVISING

School of Nursing students are encouraged to contact their Advisor at least once per year, and at any time with questions and concerns. Advisor offices are located in the main Julka Hall Nursing Office. Advisors assist students with matters such as registration, scheduling, degree maps, general education requirements, and petitions. Students may conveniently schedule an appointment through Starfish, or reach their advisor at any time via the contact information listed below.

SCHOOL OF NURSING ACADEMIC ADVISORS BY PROGRAM

<table>
<thead>
<tr>
<th>ADVISOR</th>
<th>PROGRAM</th>
<th>TELEPHONE</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander Holt</td>
<td>Basic BSN Program</td>
<td>(216) 687-3592</td>
<td><a href="mailto:a.w.holt@csuohio.edu">a.w.holt@csuohio.edu</a></td>
</tr>
<tr>
<td>Stephanie Ciesla</td>
<td>Accelerated BSN Program</td>
<td>(216) 687-5517</td>
<td><a href="mailto:s.ciesla@csuohio.edu">s.ciesla@csuohio.edu</a></td>
</tr>
<tr>
<td>Mary Leanza-Manzuk</td>
<td>RN to BSN and MSN Programs</td>
<td>(216) 687-3810</td>
<td><a href="mailto:m.leanza@csuohio.edu">m.leanza@csuohio.edu</a></td>
</tr>
</tbody>
</table>

FACULTY ADVISORS

Upon entry into a nursing program, each student is also assigned a faculty member to serve as an advisor. Students should contact their Faculty advisor at least once per year and should seek their help to answer nursing specific questions and professional issues.

COUNSELING AND SUPPORT SERVICES

CLEVELAND STATE UNIVERSITY COUNSELING CENTER

Actively enrolled SON students may seek free, confidential, and professional counseling at the Cleveland State University Counseling Center (located at 1860 East 22nd Street Cleveland, Ohio 44114) by calling (216) 687-2277. Counseling for actively enrolled students is free. Additional information about the Counseling Center may be found on the Center’s website: http://www.csuohio.edu/counselingcenter/counselingcenter

Faculty may also suggest that students schedule an appointment with the Counseling Center.

In specific situations, counseling may be a requirement for a student to continue in the program. All counseling is completely confidential.
OFFICE OF DISABILITY SERVICES

The Office of Disability Services is charged with determining eligibility for reasonable accommodation for any student with a documented disability. Students who feel they have a qualifying condition should visit the Office of Disability Services in room 147 of the Main Classroom Building, 2121 Euclid Avenue or call (216) 687-2105. Additional information on the Office of Disability Services may be found on their website: https://www.csuohio.edu/offices/disability/

In order for the School of Nursing to provide appropriate accommodation, students who receive an Accommodation Letter from the Office of Disability Services must provide a copy to their School of Nursing Academic Advisor as well as to each of their faculty members at the start of each new class. Accommodation is not retroactive.

ACADEMIC SUPPORT SERVICES

THE WRITING CENTER
The Writing Center is located in the Library/Rhodes Tower Room 124 and is free service to all students who need assistance in preparing written assignments. The Writing Center staff is especially helpful when preparing WAC (Writing Across the Curriculum) papers. Appointments are available by calling the Writing Center at (216) 687-6981. Further information about the Writing Center’s Services and WAC paper guidelines is located on their website:

http://www.csuohio.edu/academic/writingcenter/index.html

WAC Program Guidelines:
http://www.csuohio.edu/academic/writingcenter/WAC/requir.html

LIBRARY SERVICES

THE CSU MICHAEL SCHWARTZ LIBRARY
Rhodes Tower (216) 687-2479 with online resources located at: http://library.csuohio.edu/

ELECTRONIC RESERVE READINGS
SON students are often required to use a variety of references other than their textbooks. A list of required readings will be found in each course syllabus. Some instructors place readings on electronic reserve, indicating they have been placed housed at the Cleveland State University Michael Schwartz Library’s Electronic Reserve website:

http://researchguides.csuohio.edu/er.php
THE CHERYL MCCAHON STUDENT LENDING LIBRARY

The School of Nursing offers students a lending library in Julka Hall Room 238 in the main office next to the Reception Desk. Students must present their CSU ID card to sign out any resource. In order to maximize availability of book for all students, books must be returned by 5pm the same day.

OTHER AREA LIBRARIES
The Cleveland Public Library
Online resources located at: http://www.cpl.org/

THE CUYAHOGA COUNTY PUBLIC LIBRARY SYSTEM
Online resources located at: http://www.cuyahogalibrary.org/

CASE WESTERN RESERVE UNIVERSITY HEALTH SCIENCES LIBRARY
Online resources located at: http://www.case.edu/chsl/library/index.html

STUDENT GRIEVANCES, APPEALS, AND GRADE DISPUTES

CLEVELAND STATE UNIVERSITY GRIEVANCE POLICY
The School of Nursing students have the right to file grievances related to general Cleveland State University policies. Information on the Cleveland State University’s Student Grievance Policies can be found on CSU Office of University Compliance’s website:
http://www.csuohio.edu/compliance/student-grievance-procedure

OFFICE OF INSTITUTIONAL EQUITY

The Office of Institutional Equity (OIE) handles issues related to discrimination and/or harassment. For information on the Discrimination and Harassment Policy or the OIE procedures for investigating complaints of discrimination and/or harassment, please contact the OIE Office at 216-687-2223 or see their website at http://www.csuohio.edu/institutional-equity/office-for-institutional-equity-complaint-procedures
Other sources of information and support include the following:

- CSU Counseling Center 216-687-2277*
- CSU Employee Assistance Program (800) 227-6007*
- CSU Health and Wellness Services 216-687-3649*
- CSU Maryjoyce Green Women’s Center 216-687-4674
- CSU Office for Institutional Equity 216-687-2223
- CSU Office of Judicial Affairs 216-523-7346
- CSU Ombudsperson – contact the Provost Office 216-687-3588
- CSU Police 216-687-2020
- CSU Residence Life 216-687-5196
- Cleveland Rape Crisis Center 216-619-6192*
- Domestic Violence & Child Advocacy Center of Cleveland 216-229-2420 or 216-391-HELP for emergency assistance*
- Legal Aid 216-687-1900
- Witness/Victim Services Center 216-443-7345*

*denotes a confidential resource

GRADE DISPUTES OR ANY OTHER SON GRIEVANCES

The School of Nursing students have the right to file grade disputes if consensus cannot be reached with their classroom, Nursing Resource Lab, or clinical instructor. Prior to doing so, students are required to follow School of Nursing chain of command to determine if resolution is possible:

<table>
<thead>
<tr>
<th>STEP</th>
<th>SCHOOL OF NURSING CONTACT PERSON</th>
</tr>
</thead>
</table>
| 1    | Clinical Instructor (for clinical grades)  
      | Nursing Resource Lab staff member (for NRL grades), or  
      | Classroom Instructor (for classroom grades) |
| 2    | Course Coordinator |
| 3    | Undergraduate Program Director |
| 4    | Associate Dean |
| 5    | Dean |

Students who do not follow this chain of command will be redirected back to the appropriate faculty or staff member.
FACULTY SUPERVISION OF STUDENTS

Students in the CSU School of Nursing are supervised by faculty in a variety of settings including the classroom, Nursing Resource Lab, simulations, and clinical agencies. Regardless of the format, faculty are responsible for providing students with the supervision needed to provide an enriched learning environment while at the same time ensuring the provision of safe, effective nursing care.

Students will subsequently receive feedback from faculty in a variety of ways including individual/group discussions, examinations, clinical evaluations, and written assignments. This feedback may be delivered by a variety of electronic formats including via email and Blackboard; students are therefore encouraged to check their email and the Blackboard site for all courses often.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

As a general rule, School of Nursing faculty and staff approach student privacy in the same manner that clinicians approach patient privacy. As faculty supervises students, they often interact with confidential student information such as evaluations, grades, and personal identifying information. School of Nursing students are assured, however, that all student records and personal identifying information are protected and held in the strictest of confidence as required by the Family Educational Rights and Privacy Act (FERPA). Conversations about student progress and achievement are appropriate among the student’s educational team but are otherwise treated as strictly confidential. This further means that conversations with students about their evaluations, grades, or any other confidential information will take place only with the student unless he/she provides prior consent.

Additional information about FERPA may be found on the US Department of Education’s website:  http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

EVALUATION OF STUDENT PROGRESS

THE CLASSROOM

Student progress in classroom courses is assessed by a variety of methods including examinations/tests, quizzes, written assignments (i.e. papers and case studies), and experiential activities such as presentations and role plays. Faculty is responsible for timely
entry of grades for all assignments in Blackboard and is available to meet with students to discuss their progress during office hours.

**THE NURSING RESOURCE LAB (NRL)**
Student progress in the Nursing Resource Lab is assessed by a variety of methods including written narratives, skill demonstration, and practical examinations. Students are provided both verbal and written feedback on their performance.

**CLINICAL EXPERIENCES**
Student progress in clinical courses is monitored on an ongoing basis with feedback provided to students on the Weekly Documentation of Performance Form. Faculty further provides students with feedback at midterm and semester’s end. Faculty is responsible to present students who are not achieving clinical competence with a Midterm Warning during their midterm evaluation.

**CHANGES IN PROGRAM POLICIES**

The Cleveland State University School of Nursing affirms it will not implement changes to policies for student progression or requirements for program completion for students currently enrolled in the program at the time the changes are adopted.

For all other matters, the School of Nursing reserves the right to make and to implement changes in student policies as needed and provide appropriate notice to students.

**STUDENT LIFE**

**STUDENT PARTICIPATION IN SCHOOL OF NURSING COMMITTEES**

Students are eligible for membership on a variety of School of Nursing committees. At the start of each academic year, volunteers are solicited for membership on these committees. If no volunteers come forward, student committee members may be nominated by the Student Nurses Association.

A student representative on any committee is expected to participate in committee activities. To insure the privacy of all students, student committee members may be asked to recuse themselves from various meetings or activities when confidential or sensitive information concerning other students is discussed.
Accordingly, student committee members have the same responsibility as faculty committee members to treat all information discussed during committee meetings or activities in a confidential manner.

The following is a list of School of Nursing Committees that encourage student participation:

**CURRICULUM COMMITTEE**

The duties of this committee are to review degree requirements, recommend curricular changes as deemed necessary, and review proposals for new courses/program. This committee also recommends updates to the university catalog and collaborates with the Program Evaluation Committee to conduct activities related to AACN/CCNE and OBN curriculum standards.

**ADMISSION, PROGRESSION, AND ACADEMIC STANDARDS COMMITTEE (APAS)**

The duties of this committee include developing and maintaining policies on admission and progression, providing input into student selection for admission, and reviewing requests or recommendations regarding academic standing and/or progression. Students serving on this committee do not participate in any discussion or formal decisions of the committee.

**PROGRAM EVALUATION COMMITTEE**

The duties of this committee include the development and implementation of a comprehensive evaluation plan for the SON, the implementation of AACN/CCNE updates and the preparation of assessment documentation for accreditation organizations. This committee is charged with analysis of accreditation survey assessment findings and recommendations to SON administration and faculty for improvement based on those findings.

**EDUCATIONAL TECHNOLOGY AND MEDIA COMMITTEE**

The duties of this committee include exploring the integration of technology into the nursing classroom, Nursing Resource Lab, simulation, and clinical experiences. The committee works with SON faculty and the CSU Health Librarian on matters of acquisition and policy regarding the use of such technology and acts as a student liaison with the Center for E-learning.
MARKETING/ PUBLIC RELATIONS COMMITTEE

The duties of this committee are to communicate the activities of the SON to the university and the general public, to plan and conduct orientation for incoming students, and to support alumni involvement. This committee also helps to plan the annual SON Recognition Ceremony.

STUDENT AFFAIRS

The duties of this committee are to hear suggestions from students and to recommend changes in student policies. The committee is also responsible for providing input regarding the Student Handbook.

STUDENT ORGANIZATIONS

STUDENT NURSE ASSOCIATION (SNA)

The SNA is comprised of students currently enrolled in the School of Nursing who engage in educational, service, and social activities, all designed to prepare them for their future role as registered nurses. SNA members also serve as official representatives of the student body at various local, state, and national SNA functions. All students who are presently enrolled in the nursing program are eligible for membership. Additional information can be found on the SNA website: [http://www.csuohio.edu/nursing/studentnurseassociation.html](http://www.csuohio.edu/nursing/studentnurseassociation.html)

MINORITY ASSOCIATION OF NURSING STUDENTS (MANS)

MANS is comprised of students currently enrolled in the School of Nursing who are dedicated to exploring opportunities to empower all students through education on cultural competence and exploration of health disparities. By doing so, MANS seeks to promote diversity within the student body through outreach and retention efforts. Each year MANS sponsors a number of related activities including career outreach to local schools and the highly-anticipated annual Minority Health Fair. Additional information about MANS can be found at: [https://orgsync.com/46014/chapter](https://orgsync.com/46014/chapter)

SIGMA THETA TAU INTERNATIONAL, NU DELTA CHAPTER

Sigma Theta Tau is the international honor society for nurses. It recognizes superior academic achievement and the development of leadership qualities, fosters high professional
standards, encourages creative work, and strengthens commitment to the ideals and purposes of the nursing profession. There are currently 470 chapters world-wide and over 200 members in Nu Delta, the CSU SON’S chapter of Sigma Theta Tau. Members participate in meetings to explore opportunities for education and service. Additional information about the Nu Delta Chapter can be found at:  
http://www.csuohio.edu/nursing/info/SigmaTheta.html

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NURSES CHRISTIAN FELLOWSHIP (NCF)

Nurses Christian Fellowship (NCF) is both a Christian professional organization and a ministry of and for nurses and nursing students. NCF is a ministry of InterVarsity Christian Fellowship. Additional information can be found at  http://ncf-jcn.org

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PARKING

Students make arrangements for their own parking. As parking hang tags for university-sponsored parking spaces are sold on a first come, first-served basis, students are strongly advised to purchase them as soon as they become available. Additional information is available on the Parking Services website:  http://www.csuohio.edu/parking/parking

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VIKING OUTFITTERS BOOKSTORE

Textbooks for all courses are typically available at least one week prior to the start of each semester. Students can check availability of textbooks and all other required course materials at the CSU Viking Outfitters Bookstore website:  http://www.neebo.com/csuohio

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STUDENT CONDUCT

GENERAL: RULES FOR STUDENT CONDUCT IN THE SCHOOL OF NURSING APPLY TO THE CLASSROOM, NURSING RESOURCE LAB (NRL), SIMULATIONS, AND CLINICAL EXPERIENCES

SCHOOL OF NURSING STUDENTS ARE EXPECTED TO ABIDE BY THE CLEVELAND STATE UNIVERSITY’S CODE OF CONDUCT WHICH CAN BE FOUND AT:  
http://www.csuohio.edu/compliance/student-code-conduct
ACADEMIC MISCONDUCT/PLAGIARISM/ACADEMIC DISHONESTY
Students in the Nursing Program are responsible for demonstrating academic integrity at all times in the classroom, NRL, simulations, and clinical experiences. The School of Nursing Affirms Cleveland State University’s policy on student misconduct, plagiarism, and academic dishonesty which can be found at:

http://catalog.csuohio.edu/content.php?catoid=1&navoid=586

The CSU Code of Student Conduct, Policy on Academic Misconduct defines the following:

<table>
<thead>
<tr>
<th>Cheating</th>
<th>Fraudulent acquisition and/or submission of another’s intellectual property. This includes, but is not limited to the unauthorized giving or receiving of a copy of examination questions, the use of unauthorized or fabricated sources in carrying out assignments, and copying the examination questions of others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism</td>
<td>Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes, but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgement.</td>
</tr>
</tbody>
</table>

THERE ARE 2 CATEGORIES OF CHEATING AND PLAGIARISM, BASED ON THE DEGREE OF SERIOUSNESS INVOLVED:

<table>
<thead>
<tr>
<th>Minor Infractions</th>
<th>Acts of cheating or plagiarism involving an assignment or project that constitutes less than 25% of the overall course grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Infractions</td>
<td>Acts of cheating or plagiarism which affect the overall course grade such as a major/comprehensive exam, term paper, project, or final grade evaluation.</td>
</tr>
</tbody>
</table>

Accordingly, progressive intervention will be provided to any student who commits acts of cheating or plagiarism according to the degree of seriousness involved:

<table>
<thead>
<tr>
<th>Minor Infractions</th>
<th>A written reprimand may be issued concurrent with a grade of “F” on the individual assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Infractions</td>
<td>A grade of “F” may be issued in the course concurrent with recommendation for probation, suspension, or dismissal from the Nursing Program.</td>
</tr>
</tbody>
</table>
SOCIAL MEDIA POLICY

The CSU SON further upholds the standards for responsible and ethical use of social media by nurses. The National Council of State Boards of Nursing (NCSBN), the American Nurses Association (ANA) and the Sigma Theta Tau International (STTI) Honor Society for Nursing have all issued statements on this very serious and important issue. Students are encouraged to read the statements that can be found on their respective websites (below) and follow them.

https://www.ncsbn.org/347.htm

https://www.ncsbn.org/NSNA_Social_Media_Recommendations.pdf


http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media

USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

It is the responsibility of each student and faculty to maintain a productive, well-ordered learning environment, as evidenced by the responsible use of cell phones and other electronic devices. Accordingly, all cell phones and electronic devices should be placed on silent mode during all classroom, NRL, simulation, or clinical sessions. During classroom examinations, all cell phones and other electronic devices must be turned off. In any learning format, cell phones, computers, iPads, tablets, and other devices should only be used for purposes that support learning objectives. Texting, surfing the internet, games, and any other non-course related activity may result in the student being asked to leave the room or put the electronic device away for the remainder of the learning session.

RESPONSIBILITIES AND RIGHTS OF STUDENTS IN RELATION TO EDUCATIONAL STANDARDS

(Published by The Ohio Nurses Association and endorsed by the Student Nurses Association of Ohio)

The School of Nursing at Cleveland State University endorses THE RESPONSIBILITIES AND RIGHTS OF STUDENTS IN RELATION TO EDUCATIONAL STANDARDS written by the OHIO NURSES ASSOCIATION. The Cleveland State University School of Nursing further reserves the right to adjust the rights and responsibilities discussed in this document in
relation to the best interest of the students of the Cleveland State University and the patients they serve.

1. According to the Ohio Nurses Association, students of nursing are entitled to an environment where appropriate opportunities and conditions exist to insure freedom to learn. They are obligated, however, to exercise this freedom with responsibility.

2. Enrollment should be open to the limits of the School’s resources and facilities to qualified students as determined by admission standards. Access to schools of nursing should be unrestricted in the sense that no student as determined by admission standards. Access to schools of nursing should be unrestricted in the sense that no student should be denied admission on the basics of such factors as race, sex, age, or marital status.

3. At the same time, students should realize that schools of nursing are accountable to the public for quality of nurses graduated and that schools may establish standards of admission, retention, and graduation in accordance with the philosophy and their policies of the present instruction.

4. These standards should make evident to the students those characteristics considered important to success in the program(s) of study offered.

5. Students should be aware that schools of nursing have the obligation to protect the integrity of their educational purposes by setting standards of achievement and conduct for enrolled students and consumers of health care.

6. Because students have the responsibility for maintaining the standards of the program of study in which they are enrolled, they have the right to expert those standards of professional behavior and academic achievement, together with means of assessment, is clear.

7. Although students are responsible for mastering the content of courses, they should be free to present reasoned dissent and option which differ from those offered in any course.

8. Students are entitled to due process throughout the academic program; procedures used should ensure fairness.

9. In case of disciplinary action, students should expect to be appraised of charges against them, to have an opportunity to refute the charges, and to have means available to review decisions.

THE AMERICAN NURSES ASSOCIATION (2001)
CODE OF ETHICS GOVERNING CONDUCT

The CSU SON affirms the ANA’s (2001) Code of Ethics Governing Conduct:

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity for the profession and its practice, and for shaping social policy.

The ANA’s (2001) Code of Ethics Governing Conduct (including interpretive statements) can be found on their website:

STUDENT CONDUCT IN THE CLASSROOM

GENERAL GUIDELINES
a. Students should complete all readings and other assignments prior to each classroom session
b. Students should engage in active classroom participation
c. Students should submit all assignments on time, in accordance with the timeframes outlined in course syllabi
d. Students should acknowledge all late assignments will receive a penalty as outlined in the course syllabus; faculty reserve the right to refuse late assignments deemed excessively late.
e. Students should submit the original document with any re-submitted/re-written work.

f. Students furthermore should acknowledge any written work may be retained by the faculty and filed in a student’s SON Academic File for future review or by faculty for consideration in preparation for a student’s performance evaluation.

**RECORDING OF LECTURES**

Students must first secure permission from their faculty member before recording any activity in the classroom, NRL, or simulation. Faculty members have the right to deny student requests. Recording is **expressly prohibited in the clinical setting**.

**STUDENT CONDUCT IN THE NURSING RESOURCE LAB**

**GENERAL INFORMATION**

- The Nursing Resource Laboratory (NRL) is currently located in the Chester Building.
- The Medical-Surgical Labs are in rooms 183, 186, 187, 188, and 193 on the 1st floor.
- Obstetrics, Pediatrics and Health Assessment Labs are located on the second floor in rooms 274, 276, and 280, respectively.
- The NRL’s staff is primarily responsible for instruction that occurs in the Labs for courses with a clinical component.
- Time scheduled for students in the NRL is considered clinical time and any episode of tardiness or absenteeism will be documented as per the guidelines in the SON Student Attendance Policy.

**PURPOSE**

The NRL is dedicated space used by faculty and staff to explain, clarify, demonstrate and practice nursing procedures in a supportive learning environment. The experiences provided in the NRL benefits clinical agencies by preparing nursing students who are able to provide safe, competent nursing care commensurate with their mastery of School of Nursing Program Level Objectives. The NRL staff is committed to helping students gain the support and confidence they need in pursuit of these skills.

**MAJOR ACTIVITIES OF THE NRL**

1. Demonstration of psychomotor skills, supported by conceptual constructs, for each individual and clinical group as conducted by the NRL Manager and staff
2. Supervised practice of nursing skills by lab staff
3. Psychomotor skill checks (test-outs)
NRL STUDENT CONDUCT EXPECTATIONS

1. Hours of operation vary by semester. Students are made aware of the NRL schedule on the first day of lab. Hours are also posted on each door of the Medical-Surgical Labs and the Health Assessment Lab. If a modification in lab hours is deemed necessary, the changes will be conveyed via email from the Undergraduate Program Director and a sign will be posted outside the lab classrooms’ doors.

2. Students are required to demonstrate competency in designated nursing procedures as determined by course objectives for each clinical course.

3. Individual lockers are available in the NRL sitting area. Students must provide their own combination locks and remove the locks after completion of the NUR 306 course. Students must provide their lock’s combination to NRL staff, where it will be held in the strictest of confidence; failure to do so will result in the lock’s removal by the CSU locksmith at the student’s expense.

4. Food or beverages are not permitted in any laboratory area or student locker.

5. To promote a productive learning environment, socializing must occur outside the NRL.

6. Failure to prepare for lab will hamper student success. Students are expected to prepare for lab prior to their scheduled session so that skills can be demonstrated and practiced with expected level of assistance of laboratory staff. Preparatory activities may include voice over power points, DVD’s, pre-simulation worksheets, and other related readings. These preparatory activities, which align with course objectives, ensure that laboratory time can be used for active, engaged learning of psychomotor skills. Clinical instructors and Course Coordinators will be notified of students who consistently present to lab sessions unprepared.

7. Children are not permitted in the learning laboratory, nor may they be left unattended outside the laboratory.

8. Only current School of Nursing students are permitted to enter and practice skills in the NRL.

9. Students are to treat manikins and all NRL equipment with care and respect at all times. Students are expected to leave the manikin, bed, bedside table, and any other NRL area clean and neat after each NRL session.

10. Though full uniform is not required, students are to wear their lab coats and CSU SON name badge in the NRL at all times. Other clinical agency dress code policies also apply to the laboratory.

11. Cell phones must be placed on vibrate while in the NRL. Urgent calls may be addressed by stepping outside the laboratory.
SKILLS PRACTICE
1. Nursing students are required to purchase a Nursing Supply Bag (NSB) through the School of Nursing. It contains a wide variety of durable and consumable equipment and supplies which are required for practicing nursing skills throughout the nursing program. The student’s account will be charged for the NSB before classes commence. Students must keep the NSB in good order, as they will be needed for the Senior Proficiency Simulations.
2. Students are responsible for bringing appropriate supplies from their NSB to the NRL. The NRL will supply any other needed equipment/supplies.
   **NOTE:** Students are responsible for independently purchasing replacements for consumable supplies such as exam gloves and dressings.
3. Students are encouraged to practice with a peer, but lab staff is available to answer questions, clarify procedures, and supervise practice.

COURSE SKILL PRACTICE TIME AND SKILL CHECK APPOINTMENTS

Students are required to complete—and document—**one (1) hour of mandatory “hands on”** practice time in the lab per week prior to each skill check. For example, if the content of a particular skill spans a two week period and the skill check is scheduled for week 3, then two hours of documented mandatory practice are required prior to the skill check. The NRL will provide a practice area during skill check week; however, space is limited and students risk not being able to practice if space is not available. Consequently, students are required to complete practice prior to skill check week. Failure to meet the required number of practice hours will mandate that the skill check be rescheduled, as independent practice is required to develop competency. This will delay students being able to perform the skills in the clinical setting. Students are responsible for documenting their practice time per NRL policy.

SKILL-CHECK APPOINTMENTS
1. Students are expected to abide by the guidelines for attendance and punctuality in the NRL (see School of Nursing Attendance Policy).
2. Once a student has been handed the skill orders, the evaluation has begun. Conferring with colleagues or instructors must cease. **Textbooks, class notes, handouts or cell phones** are not permitted during skill check and must be stored away. A drug handbook **may** be used as a reference during a medication administration skill check to locate necessary information for safe medication delivery.
3. Skill check performance is evaluated either as satisfactory or unsatisfactory. Each student will have an evaluation sheet that corresponds to each skill set. The evaluator will document his/her evaluation on this sheet with relevant feedback.
4. If a student is being skill checked on several skills during one appointment and receives an unsatisfactory evaluation on one procedure, the student may be offered, at the discretion of the lab staff, the option of:
   - Terminating the skill check at that moment with a recheck and completion of the entire skill check at another time
   - Continuing the skill check of other procedures, and signing up to repeat the unsatisfactory procedure(s) at another time. A second unsatisfactory evaluation on a subsequent skill will be cause to terminate the skill check session.

Remediation of deficiencies will occur immediately following the conclusion of the unsatisfactory skill check. An additional one hour of practice time is mandatory prior to the second skill check, which will be scheduled based upon lab staff availability. Repeat skill checks will also be scheduled based on lab staff availability. The deficient skill check must be completed prior to progressing to subsequent skill checks.

Students who repeatedly fail the same skill check are subject to the following:

**One (1) Unsatisfactory Skill Check:** The student schedules a repeat skill check in consultation with the NRL staff. The NRL staff will answer questions, provide clarification and supervise practice, if desired by student. The NRL staff must notify the Clinical Faculty and Course Coordinator of the student’s performance.

**Two (2) Unsatisfactory Skill Checks:** The student must make an appointment with the Manager of the NRL to develop a remediation plan. The NRL Manager will notify the Clinical Faculty, Course Coordinator, and the Undergraduate Program Director as needed. Students may only schedule their final skill check after all conditions of the remediation plan have been met.

**Three (3) Unsatisfactory Skill Checks:** Failure to meet the requirements for a skill check on the 3rd attempt will result in failure of the associated clinical course.

5. **Each skill check has a defined time frame for completion.** The time frame is based on a reasonable expectation for the clinical environment. If the attempted skill check exceeds the designated time period, the evaluator will conclude the skill check, document the attempt as an **Unsatisfactory Skill Check** and ask the student to reschedule the completion.

6. **Students cannot perform a skill in the clinical setting until that skill has been satisfactorily performed in the NRL and validated via skill check.**

7. Students need to demonstrate competency in the all required skills for a designated course in order to advance in the program.

8. A Course coordinator/Clinical instructor may refer a student to the NRL for additional supervised practice when, in the instructor’s judgment, the student needs individual assistance or demonstrates slow or unsatisfactory performance in the clinical setting. A Lab Referral Form detailing the student’s needs will be forwarded to the lab. A student’s successful completion of the referral is required to continue in the clinical course. The
clinical instructor, with input from the laboratory manager, will determine when the student’s performance is satisfactory.

**STUDENT CONDUCT IN THE CLINICAL SETTING**

**STUDENTS IN THE CLEVELAND STATE UNIVERSITY’S SCHOOL OF NURSING PROGRAMS MUST ADHERE TO RULE 4723-5-12-C OF THE OHIO ADMINISTRATIVE CODE:**

Students who fail to adhere to any part of this Code will receive disciplinary action up to and including dismissal from the Nursing Program:

(1) A student **shall**, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient’s response to that care.

(2) A student **shall**, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.

(3) A student **shall** not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.

(4) A student **shall** implement measures to promote a safe environment for each patient.

(5) A student **shall** delineate, establish, and maintain professional boundaries with each patient.

(6) At all times when a student is providing direct nursing care to a patient the student **shall**:  
   (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and  
   (b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.

(7) A student **shall** practice within the appropriate scope of practice as set forth in division (B) of section **4723.01** and division (B)(20) of section **4723.28** of the Revised Code for a registered nurse, and division (F) of section **4723.01** and division (B)(21) of section **4723.28** of the Revised Code for a practical nurse;

(8) A student **shall** use universal and standard precautions established by Chapter 4723-20 of the Administrative Code;

(9) A student **shall not**  
   (a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
(b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

(10) A student shall not misappropriate a patient's property or:
(a) Engage in behavior to seek or obtain personal gain at the patient's expense;
(b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
(c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
(d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph:

(11) A student shall not:
(a) Engage in sexual conduct with a patient;
(b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
(c) Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
(d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

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

(12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
(a) Sexual contact, as defined in section 2907.01 of the Revised Code;
(b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

(13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.

(14) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.

(16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.

(17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.
(18) A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.

(19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

(20) A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.

(22) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

(23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.

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

(25) To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

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

CLINICAL EXPERIENCE SITE TRAINING AND PERFORMANCE REQUIREMENTS

GENERAL: CLINICAL EXPERIENCE DEFINED

Clinical experiences are offered in a variety of settings to support meeting course objectives:

1. Learning experiences in off-campus clinical settings
2. Clinical recitations/skill practice or test-out sessions in any setting including the NRL
**CLINICAL AGENCY DISCLAIMER**
While assigned to clinical agencies, students are not considered employees of the agency and will not be covered by Workman’s Compensation, or malpractice insurance policies of the agency. Students must abide by existing rules and regulations of the Clinical Agency during their clinical assignments.

**BACKGROUND: ACEMAPP AND PASSPORT**
Cleveland State University has affiliation agreements with many hospitals and community agencies within Northeast Ohio. The Northeast Ohio Nursing Initiative (NEONI) is a collaborative group of education and hospital partners that work to grow and sustain the healthcare workforce. The collaborative work of NEONI is facilitated by the Center for Health Affairs. The scheduling of clinical placements is completed through ACEMAPP-PASSPORT, a system that captures the documentation required for clinical placement. The Alliance for Clinical Experience (ACE) works in conjunction with NEONI to provide a database that houses student clinical information.

**DEFINITIONS:**
- **ACEMAPP** = Database for groups of students that require clinical placement
- **PASSPORT** = Database for individual student and clinical instructor data

**ANNUAL PASSPORT EDUCATION MODULES REQUIREMENT**
All students are required to complete five modules within the PASSPORT system. Students must obtain a score of 80% on each of the modules to obtain clearance for the clinical site. These modules **must be completed annually**. Each student is provided with a maximum of three attempts to successfully complete each of these modules:
1. HIPAA
2. OSHA
3. Blood Borne Pathogen Training
4. Delivering Safe Patient Care
5. Patient and Family Interactions.

**IMMUNIZATION REQUIREMENTS**
Per the ACE Advisory Council, students are required to provide documentation of immunization and/or positive titer results for the following:

1. Hep B 3- positive titer results
2. T-Dap/DT-documentation of completion (and then a booster every 10 years)
3. Varicella – proof of positive titer results
4. MMR –Proof of positive titer results  
5. BLS –current “BLS for the Healthcare Provider” (CPR) certification  
6. TB- titer results (Quantiferon to prove negative TB)  
7. Proof of Influenza Vaccination by start of flu season each year  
8. Drug Screening –may be requested by certain hospital/community partners. If so, a negative drug screen must be achieved in order to attend clinicals at that site.

**UNIFORMS/DRESS CODE**

1. Students must wear plain white CSU uniforms, plain white undergarments, white socks and shoes.  
2. The CSU and clinical site ID badges must be placed on the outer garment and be clearly visible above the waist.  
3. A clean, neat appearance is required.  
4. Students are not permitted to wear artificial nails or nail polish of any kind, and nails must be less than ¼ inch in length.  
5. Only one set of earrings (simple post earrings only—no hoop earrings, gauges, ear cuffs, or other types of ear jewelry) are permitted; no other form of facial jewelry or visible piercings are permitted.  
6. The Course Coordinators of Psychiatric/Mental Health and Community Nursing will determine the dress codes based on the clinical site.  
7. At the discretion of faculty, students who do not meet dress code criteria may be sent home, thus counting as an episode of absenteeism.

**CLINICAL SITE ORIENTATION**

Clinical Course orientation is mandatory prior to any clinical site rotation. Clinical instructors will pre-arrange the date and time for this orientation, which includes site-specific information such as parking, documentation and most importantly, the needs of the patients served. Failure to attend clinical site orientation will count as an episode of absenteeism.

**MEDICATION POLICIES IN THE CLINICAL SETTING**

**MEDICATION ADMINISTRATION POLICY**

Students administer medications in an incremental way in clinical courses. In order to properly administer medications per the principles of pharmacology taught throughout the undergraduate curriculum, students only pass medications under clinical instructor
supervision and at the level for which they have demonstrated competence. To that end, medications must be administered accurately in a safe and timely manner and per the medication orders and pharmacological guidelines as integrated into the client’s plan of care. Per course objectives, instructors give students clinical/laboratory instruction including, but not limited to:

1. Students must adhere to CSU School of Nursing and clinical agency policies for medication administration at all times.
2. Students must prepare for and research each medication they are to administer.
3. Students must pass the course’s medication math assessment prior to administering medications.
4. Faculty will make out student assignments according to the criteria set forth by the clinical agency (i.e. clinical agencies limit the number of students who may administer medications at each clinical site).
5. Even though students are not administering medications to a patient they should still consider the patient’s medications when developing the daily plan of care.
6. Students and faculty must review agency medication policies prior to each clinical orientation, even if students have been in the agency during a prior clinical course.
7. Students and faculty must maintain a distraction free environment during medication administration.
8. No medication administration skill may be utilized in the clinical setting unless the student has completed the appropriate skill assessment in the NRL.
9. The faculty or preceptor must check all medications and IV solutions administered by nursing students. This includes topical medications at the client’s bedside.
10. All math calculations must be verified by faculty or preceptor.
11. Students may not administer blood products.
12. Students may not administer cardiac emergency drugs.
13. Students may not administer chemotherapy medications.
14. Students may not program PCA or epidural pumps.
15. Students may not administer medications associated with clinical trials.
16. Students should have access to medications for only one client at a time.
17. Medications must remain visible and must not be left unattended at all times.

### COURSE SPECIFIC MEDICATION ADMINISTRATION INFORMATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Medication Administration Responsibilities</th>
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<tbody>
<tr>
<td>NUR 216</td>
<td>Subsequent to successful skill demonstration in the NRL, students may administer oral medications only.</td>
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Requires 100% supervision at all levels.
NUR 226 | Subsequent to successful skill demonstration in the NRL, students may administer oral, sublingual, topical, and intramuscular medications as well as medications via enteral feeding tubes.

NUR 306 | Includes the scope of medication administration along with required skill demonstration as noted for NUR226. After successful skill demonstration in the NRL, students may administer IV infusions, IV piggyback, IV push medications.

NUR 326 | Builds on scope of medication administration skills noted in NUR306. Special attention is paid to pediatric dosages and administration techniques taught in the didactic course.

NUR 382 | Builds on scope of medication administration skills noted in NUR306. Special attention is paid to prenatal, neonatal, intrapartal and postnatal dosages and administration techniques taught in the didactic course.

NUR 416 | Builds on scope of medication administration skills noted in NUR306 and encourages further mastery.

NUR 420 | Builds on scope of medication administration skills noted in NUR306. Preceptor will provide supervision in appropriate clinical settings.

**MEDICATION ERROR POLICY**

In the unlikely event a student makes a medication error during a clinical session, the following serves as a guideline to properly define the scope of the error as well as develop a plan for appropriate follow-up involving one of the potential sources of error:

**Improper Client ID:**
- No copy of Medication Administration Record (MAR) or workstation on wheels (WOW) at the bedside
- Two unique identifiers not used
- Medication administered to the wrong client
- Near miss, medication error interrupted by faculty before reaching the client

**Route:**
- Medication administered via the incorrect route

**Dose:**
- Calculation error
- Preparation of an incorrect dose
Medication Information:
- Lack of preparation for medication recitation or administration

Time:
- Medication administered at the wrong time
- Medication omission (student oversight)
- Non-adherence to agency administration times

Documentation:
- Incorrect or incomplete documentation
- Failure to document
- Failure to document reason for medication omission
- Documentation of medication before administration

Bar Code:
- Agency bar-coded medication administration procedures bypassed.

Intravenous:
- Improper calculation of IV infusion rate
- Failure to maintain IV infusion rate
- Improper programming of IV infusion device
- Failure to document IV infusion intake
- Failure to assess IV site at requisite intervals
- Incorrect administration of IV push medication
- Incorrect maintenance IV fluids administered
- Incorrect IV medication administered

Miscellaneous:
- Preparation of a medication without the EMAR
- Violation of the 6 rights
- Failure to apply age related administration data
- Preparation/administration of medication without instructor supervision or approval
- Any act that is determined to be a medication error in the clinical agency
IF A MEDICATION ERROR OCCURS

To promote a culture of safety, medication errors require immediate follow-up by students and the clinical instructor. Therefore, the following steps must be followed:

1. The student must report any error to faculty immediately.
2. The faculty and student will assess the client.
3. The faculty will immediately notify the primary nurse of the error, charge nurse, and nurse manager.
4. The student and faculty will research and follow the agency’s policy for medication errors.
5. The student will be restricted from patient care but will remain in the clinical setting while the medication error is being investigated.
6. The student will complete all required documentation for the agency and the school of nursing.
7. The faculty will notify the Course Coordinator and Undergraduate Program Director.
8. The student will be required to meet with the course coordinator.
9. The student will meet with their Clinical Instructor to discuss all actual and potential medication errors to ensure that student performance is safe at all times.
10. If previous medication errors have occurred, the student will be asked to review patterns of unsafe medication preparation or administration as well as document the experience on the course’s clinical evaluation tool.
11. Further action may occur at the discretion of the Course Coordinator, Undergraduate Program Director, or Associate Dean.

SCHOOL OF NURSING OFFICE GUIDELINES

SON FACULTY AND STAFF DIRECTORY

A complete directory of all School of Nursing faculty and staff can be found on the School of Nursing’s website: http://www.csuohio.edu/nursing/faculty-staff/faculty-staff-0
FACULTY MAILBOXES

Each faculty member has a mailbox in Julka Hall Room 238. Students may drop off assignments or other correspondence for faculty at the School of Nursing front desk Monday-Friday from 8am-5pm, for staff to place in a faculty member’s mailbox.

STUDENT USE OF THE SCHOOL OF NURSING OFFICES AND EQUIPMENT

Students are expected to provide copies of all requested health data and student information. Students may not use School of Nursing copiers or FAX machines. Copy machines for student use are located in the main library. Students may print out health data forms, classroom assignments, handouts, etc. class handouts, etc. in the 1st floor Julka Hall Computer Lab free of charge. Students who have special needs may inquire with the secretaries in the main SON office, who will assist them to the extent possible.

SCHOOL OF NURSING BULLETIN BOARDS

All materials posted on School of Nursing bulletin boards should be related to School of Nursing activities and must be approved. Any information posted without approval will be removed. Please inquire at the main SON Office for approval.

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STUDENT RECORDS

GENERAL: CHANGE OF STUDENT INFORMATION

Students are responsible for updating their personal information (phone numbers and address changes) in CAMPUSNET. In the event of a change in name, a student should also inform the Registrar’s Office as well as their faculty members and the School of Nursing Office.
STUDENT SCHOOL OF NURSING EDUCATIONAL RECORDS
The School of Nursing maintains educational records for each student enrolled in the nursing program.

An educational record is maintained for current nursing students that consists of:

1. The School of Nursing application form
2. Transcripts from all colleges attended
3. A copy of correspondence between student and the School of Nursing
4. Summary of all correspondence between the student and advisor
5. Clinical evaluation forms, WAC papers, other assignments and reports

STUDENT REQUESTS TO VIEW SON EDUCATIONAL RECORDS

Students have the right to review their educational records by making an appointment with the SON Advisor through Starfish, allowing 24 hours for a response. Students must view their file in the presence of their SON Advisor, and when doing so, the following rules apply:

1. Students may not remove, delete, or change any contents of the record
2. After review, students may request a conference with a specific faculty member to discuss contents of the record.
3. Students may request, in writing, a change/amendment to their educational record, if after conference with a specific faculty member the student feels the record contains inaccurate information.
4. Requests for amending student records will be processed by the Associate Dean within two (2) weeks of the written request. A letter stating the disposition of the request will be sent to the student.
Student Handbook

Memorandum of Understanding

My signature on this form affirms that I have read the Student Handbook and agree to abide by the policies contained therein.

I understand that changes or updates to this handbook will occur while I am progressing in the nursing program and I will be held responsible for adhering to the policies, procedures and standards contained in the most current handbook.

After signing below, return this form to the School of Nursing office (Julka Hall Room 238) by the start of your first nursing class.

_________________________________________  __________________________
  Student’s Signature                        Date

_________________________________________
  Printed Name
Informed Consent

I understand that the CSU SON must share personal information that I have provided via the forms in the required Program and Health Packet to clinical agencies in order to be placed in clinical courses and provide informed consent for sharing this information.

I have read the information provided relative to “Potential Risk for Discomfort or Injury” and understand the nature and purposes of the required learning experiences. I understand that I have a responsibility to exercise judgment in the practice of these various learning experiences in order to protect myself from risk of injury or discomfort. I understand further that from time to time I may be asked to act as a subject in the classroom, Nursing Resource Laboratory, or simulation exercise and that there may be risks involved in these activities.

I understand that when I am engaging in learning experiences in a clinical or community setting (i.e. hospitals, client’s homes, residential facility, ambulatory health clinic, etc.) that there is a potential for risk of injury or discomfort related to the presence of hazards to me or an unborn fetus if pregnant (i.e. drugs, bacteria, viruses, radiation, machines, physical force and accidents).

I hereby consent to participate in the required learning experiences and will not hold Cleveland State University or its agents responsible for injury that occurs to me during these experiences.

After signing below, return this form to the School of Nursing office (Julka Hall Room 238) by the start of your first nursing class.

________________________________________     ______________________
Student’s Signature                          Date

________________________________________
Printed Name

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Media Release and Copyright Permission

I hereby grant permission to Cleveland State University and its representatives the right to produce, use, transmit, place online and reproduce any photograph, video recording, and/or audio record taken of me during my tenure as a student at Cleveland State University in the School of Nursing or while participating in any activities related to or sponsored by Cleveland State University and/or the School of Nursing.

I understand that I am granting permission to Cleveland State University the right to produce, use, transmit, place online, or reproduce the above-mentioned item(s) for instructional or research purposes, for exhibition, display, illustration, advertising or promotional or any other purposes which may benefit the University or the School of Nursing to further its educational and service missions. Hereafter, Cleveland State University will retain all proprietary and copyrights in the abovementioned material and any component thereof.

Please indicate whether you have any objection to the use of your name in connection with the above-mentioned items.

___ Yes ___ No

Please check one

_____ I am legal age

_____ I am not of legal age, but the signature of my parent or guardian acting on my behalf appears below.

After signing below, return this form to the School of Nursing office (Julka Hall Room 238) by the start of your first nursing class.

_________________________________  __________________________________
Student’s Signature                     Date

_________________________________  __________________________________
Signature of parent or guardian if not legal age  Date

Address
Acknowledgement of Responsibility for CSU SON Property: Clickers

Student Name _______________________________________________________________
(please print)

Student ID # _____________________________________________

Cohort __________________________________________________________

Clicker serial number ___________________________________________

By signing below, I agree to be responsible for the clicker provided to me. I in turn affirm I will bring it with me to each class and lab session unless told otherwise. I will return it to the Cleveland State University School of Nursing when I complete my degree or if I leave for any reason prior to graduation. I understand that I am responsible for this equipment and agree to pay the replacement costs should I lose or damage the clicker given to me.

After signing below, return this form to the School of Nursing office (Julka Hall Room 238) by the start of your first nursing class.

________________________________________
Signature

_____________________________________
Date
Cleveland State University  
School of Nursing  

Documentation of Student Behavior Requiring Progressive Intervention

Student counseled: _________________________________________________________

Date of Counseling: __________________________________________________________________________

Description of Incident/Situation:

Level of progressive intervention required:

Coaching _____
Reprimand _____
Suspension _____
Dismissal _____

Corrective Action proposed and Implementation Plan:

Instructor Signature __________________________ Date _________

Student Signature __________________________ Date _________
Cleveland State University
School of Nursing

WAIVER OF FERPA RIGHTS

I, ________________________________, waive my Family Educational Rights and Privacy Act (FERPA) rights to privacy and request that ______________________, who is/are my_________________________ (specify mother, father, guardian, etc.)

meet/speak with School of Nursing Faculty and/or Administration to discuss my academic performance and status.

________________________________________
Signature

______________________________________
Date