Dear Class of 2018-2019:

Whether you are new to the program or returning for another term, we welcome you to the Department of Nursing at Park University. The Park University family has a rich history of student service, integrity, and commitment. The nursing team is committed to partnering with you while you achieve your professional nursing goals. Whether you want to be a full-time student in the Pre-Licensure program, or just take one class at a time in the RN-BSN program, nursing at Park is here to help you meet your goals.

Park’s Baccalaureate Degree program demonstrates the vision and commitment of Park University to the nursing program. The program design combines the best of Park University’s Liberal Arts, Humanities, and Sciences to prepare students for their nursing courses. Emphasis is placed on safe, patient centered, evidence based care that will be practiced in clinical based and simulation settings. Nursing faculty members are experts in their theoretical and clinical areas. Additionally, they are highly qualified Nurse Educators in preparing students for the professional nursing role.

The purpose of this handbook is to provide students with information, resources, performance expectations, and guidelines. The policies herein are designed to protect patient safety, describe professional expectations, and give consistency in program administration.

University life is much more than just coming to the classroom and clinical. There are many resources available to support your learning, co-curricular growth, and professional goals. Students from around the world enhance the environment and learning experience that is uniquely Park. As you wander through the campus over the next two years, I hope you will watch and listen for the wide variety of cultures and languages. I hope you will take full advantage of all it means to be a Park Pirate.

Thank you for choosing Park University to provide you with the next step of your education and professional goals.

Best Wishes,

Nichole Goergen, MSN, RN
Interim Chair, Department of Nursing and Associate Professor of Nursing
# Table of Contents

DEPARTMENT OF NURSING HISTORY ......................................................................................... 4  
PROGRAM APPROVAL & ACCREDITATION ............................................................................... 4  
PARK UNIVERSITY MISSION, VISION AND CORE VALUES STATEMENT ........................................ 5  
ORGANIZATIONAL STRUCTURE .................................................................................................... 6  
NURSING MISSION, VISION AND LEARNING FRAMEWORK ........................................................... 7  
  □ Bachelor of Science in Nursing: Goal and assessment of program effectiveness measures ............ 7  
  □ Curriculum model- BSN Degree organizing framework ............................................................. 8  
  □ QSEN – Pre-licensure KSAS Competencies .............................................................................. 9  
  □ Bachelor of Science in Nursing – Core Concepts .................................................................... 9  
  □ Bachelor of Science in Nursing – New graduate competencies .............................................. 10  
  □ Bachelor of Science in Nursing – Links to Competencies ....................................................... ERROR! BOOKMARK NOT DEFINED.  

TABLE 1.2- RN-BSN PROGRAM OPTION MAPPING ...................................................................... 22  
  □ Role Transition & Progression ............................................................................................... 26  

DEPARTMENT OF NURSING DIRECTORY .................................................................................... 27  

BSN PROGRAM FORMATS ......................................................................................................... 28  

PRE-LICENSURE OPTION FACE-TO-FACE WITH ONLINE ............................................................. 28  

ADMISSION POLICIES .................................................................................................................. 29  
  □ Admission Requirements ...................................................................................................... 29  
  □ Selection of Students for Acceptance / Admission ............................................................... 30  
  □ BSN Orientation Requirements .......................................................................................... 30  
  □ Transfer Credit .................................................................................................................... 31  
  □ Clock Hours ....................................................................................................................... 31  
  □ Conduct for Dismissal ........................................................................................................... 31  
  □ ReAdmission Policy .............................................................................................................. 32  

FINANCIAL INFORMATION ......................................................................................................... 34  
  □ Payment Policies ................................................................................................................ 34  
  □ Refund Policy ..................................................................................................................... 35  

ACADEMIC POLICIES ................................................................................................................ 35  
  □ Grading .............................................................................................................................. 35  
  □ Exam Standards ................................................................................................................ 35  
  □ Testing Policy .................................................................................................................... 35  
  □ Rounding ........................................................................................................................... 41  
  □ Late Assignments ............................................................................................................... 41  
  □ Late Work Policy ............................................................................................................... 41  
  □ Grade of D or F (Failure) .................................................................................................... 42  
  □ Grade of WF (Withdrawal) ............................................................................................... 42
PARK UNIVERSITY STUDENT NURSE ASSOCIATION (SNA) .......................................................... 73
CURRICULUM .......................................................................................................................... 73
COURSE DESCRIPTIONS ......................................................................................................... 75
STATEMENT OF CONFIDENTIALITY AND PROFESSIONAL RESPONSIBILITIES .............................................................................................................. 83
PROFESSIONAL INFORMATION .......................................................................................... 83
MISSOURI NURSE PRACTICE ACT ....................................................................................... 83
EQUAL OPPORTUNITY .......................................................................................................... 83
DISABILITY GUIDELINES ....................................................................................................... 83
DEPARTMENT OF NURSING: CODE OF CONDUCT .............................................................. 84
  □ UNIVERSITY CONDUCT CODE .................................................................................. 84
  □ AMERICAN NURSES ASSOCIATION (ANA) OF ETHICS CODE FOR NURSES .......... 84
  □ NATIONAL STUDENT NURSES’ ASSOCIATION (NSNA) CODE OF ETHICS ........ 85
  □ DEPARTMENT OF NURSING PROCEDURES FOR STANDARDS OF CONDUCT VIOLATIONS ................................................................. 92
FORMS AND DOCUMENTS ................................................................................................... 93
HEALTH RELEASE FORM ....................................................................................................... 93
REFERENCE REQUEST FORM ............................................................................................... 94
ACADEMIC DISHONESTY FORM ......................................................................................... 95
CONFIDENTIALITY AGREEMENT/SIMULATION LAB STUDENT POLICIES ..................... 98
NURSING STUDENT HANDBOOK AND CODE OF CONDUCT ........................................ 99
PHOTO RELEASE FORM ...................................................................................................... 100
NURSING STUDENT ACADEMIC YEAR POLICIES ........................................................... 101

*We reserve the right to amend and update the Student Handbook and Code of Conduct as deemed necessary.
The first nursing program offered by the Park University Department of Nursing was an Associate of Science degree. This ASN program was the first program in Missouri to provide direct articulation between nursing schools without additional prerequisite courses or repeated courses for LPNs. The program design provided educational upward mobility and career advancement opportunities for Licensed Practical Nurses, including the foundation to pursue a baccalaureate degree or other advanced educational opportunities in nursing. The first class of 35 students was admitted to the Department of Nursing on the Parkville Campus in August of 1987. In 1994, the Department of Nursing was granted full accreditation by the National League for Nursing Accreditation Commission – now known as the Accreditation Commission for Nursing Education (ACEN). Later that year the department was named the Ellen Finley Earhart Nursing Program in honor of a nurse benefactor who completed her Park College education in 1919. Park’s final ASN class graduated in May 2017.

In 2012 the first students of the Bachelor of Science in Nursing program RN-BSN Online option were admitted. The Bachelor of Science in Nursing, RN-BSN option provides a career mobility path for the Associate Degree RN to continue their nursing education. This career mobility program gives students an opportunity to expand their nursing knowledge and customize their plan of study in the arts, sciences and humanities to fit their personal interests to achieve their goal of becoming a BSN.

Increasing calls to the University requesting a pre-licensure BSN instigated a study looking at the feasibility and need for such a program. August 21, 2014 the Park University Board of Trustees approved the plan to implement a BSN pre-licensure program option on the Parkville Campus. In March, 2015 a petition for the development of the BSN pre-licensure program was accepted by the Missouri State Board of Nursing (MSBN). The program proposal was submitted to the MSBN in May 2015. Pre-nursing student demand in the spring of 2014 supported the decision to make the pre-nursing study plan available in January 2015. The BSN pre-licensure program option admitted its first students in the fall of 2016 after receiving initial MSBN approval in November 2015, and the site visit in July 2016.

During the summer of 2015, the Ellen Finley Department of Nursing moved to a brand new academic space located in the Academic Underground on the Parkville Campus. The new space, 40,000 square feet, includes 2 state of the art simulation labs, expanded high fidelity simulation equipment and video capabilities, assessment lab, fundamentals lab, 11 classrooms (seven seating 50, one seating 70 and three seating 30), computer lab, student gathering spaces, and faculty/department offices. The new academic space demonstrates Park’s commitment to nursing and providing students with learning opportunities reflecting the changing health care environment and patient care needs.

Park University is approved by national, regional, and state agencies. The Higher Learning Commission (HLC) and the State of Missouri Department of Elementary & Secondary Education have officially approved the academic standards of the university.
The Bachelor of Science in Nursing program has been granted initial approval by the Missouri State Board of Nursing. The baccalaureate degree program in nursing at Park University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

PARK UNIVERSITY MISSION, VISION AND CORE VALUES

Park University transforms lives through accessible, student-centered, quality higher education.

Park University will meet learners’ needs for a lifetime.

The following Core Values guide our actions:

  Accountability
  Civility and Respect
  Excellence
  Global Citizenship
  Inclusivity
  Integrity
Department of Nursing
Organizational Structure
2018-2019

Interim Provost  Michelle Myers, Ed.D.

Interim CEHP Dean  Timothy Westcott, Ph.D.

Chair  Nichole Goergen, MSN, RN

Assistant Chair, BSN  TBD

Bachelor of Science in Nursing Pre-Licensure

Full-Time Faculty
- Instructor Nichole Goergen, MSN,RN
- Asst. Prof. Kathy Jackson, MSN, RN
- Assoc. Prof. Deborah Negus, MSN,RN
- Asst. Prof. Kerry Nelsen, MSN,RN
- Asst. Prof. Cassie Werle-Rice, MSN,RN
- Asst. Prof. Jennine Wilson, MSN, RNBC

Clinical Coordinator
- Asst. Prof. Kerry Nelsen, MSN,RN

Clinical Adjunct Faculty
- Patricia Crowell, MSN,RN
- Yollie P. Endaya, MSN,RNC-OB, C-EMF
- John Grassman, BSN, RN
- Diana Owenby, BSN, RN
- Jingjing Pan, BSN, RN

Adjunct Faculty
- Asst. Prof. of Nursing
- Susan Scott Ricci, MSN,RN
  (RN-BSN online)

Administration
- Administrative Assistant  TBA
- Program Manager  Alysen Simmons

Simulation
- Simulation Director  Teresa Crowder, MSN, RN
- Simulation Technician  Staff
  Candice Graves, BSN,RN
The mission of the Department of Nursing is to “prepare students to apply theoretical knowledge, assimilate the professional attitudes required in making clinical judgments in diverse health care environments, and implement evidenced based patient care. These learner outcomes reflect ethical practice, health promotion and illness prevention, and holistic patient care for individuals, families, and communities across the life span.” The goals for the program include the “promotion of the concept of lifelong learning based on scholarly teaching, research, and practice to students who will excel in their professional service to the global community.”

The vision of the Park University Department of Nursing is “promotion of the concept of lifelong learning based on scholarly teaching, research, and practice to students who will excel in their professional service to the global community.”

The faculty adopted Kolb’s Experiential Learning Model to help students meet the graduate competencies. Kolb’s Experiential Learning Model illustrates that learning is a process whereby transformative experience generates new knowledge (1984). His experiential learning theory is a holistic, activist perspective that combines cognition, perception, experience, and behavior. The four stage learning cycle demonstrates how experience followed by reflection leads to new abstract concepts, which in turn are used to guide active experimentation and the choice of new experiences. Using laboratory, scenario, clinical, and instructor-independent modalities, learners will process in iterative fashion through the four stages of learning (concrete experience, reflective observation, abstract conceptualization, and active experimentation) toward developing proficiency in the BSN program competencies.

The nurse educator’s role is to advise, guide, direct, and assess learning; facilitate role progression; foster independent thinking and clinical reasoning; and model life-long learning and professionalism. The Nursing faculty believes nursing education prepares the students to progress in their career path by providing opportunities to apply their knowledge and practice opportunities. Faculty members maintain ownership and responsibility for curriculum and program assessment processes. In partnership with students, Faculty members provide varied opportunities to help students attain their professional goals.

- **Bachelor of Science in Nursing: Goal and assessment of program effectiveness measures**
  The systematic evaluation of the BSN program includes evaluation of student achievement of outcomes:
  - PL-70% of students complete the baccalaureate pre-licensure degree program within six (6) semesters of admission to the program.
  - RN-BSN–80% of enrolled students will complete the program within 2.5 years of matriculation
  - PL-80 % of graduates will pass the NCLEX-RN on the first attempt.
  - RN-BSN– 70% of graduates will report promotion, salary maintenance or increase, or change in job or role as a result of having acquired a baccalaureate in nursing (BSN) degree.
  - PL-70% of graduates who pass the NCLEX be employed by 12 months post-graduation.
  - 90% of new graduates who respond to the Exit Survey will rate each component of the survey as satisfactory or above.
• 90% of graduates who respond to the Post-graduate survey will rate the program satisfactory or above.

❖ Curriculum model- BSN Degree organizing framework

Based on The Essentials of Baccalaureate Education for Professional Nursing Practice, the following Organizational Framework core concepts emerged for Park University:

Safety
Leadership and Management
Evidence Based Practice/Nursing Judgment
Information Management
Patient Centered Care
Inter-professional Collaboration
Health Promotion
Professionalism

The Organizational Framework core concepts meet curriculum requirements in the didactic content and supervised clinical experiences/simulations in the prevention of illness and the promotion, restoration, and maintenance of health in patients across the life span as demonstrated below:

1. Using information technology to communicate, manage knowledge, mitigate error, and support decision-making. (Information Management)
2. Employing evidence-based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply best practices to nursing care. (Evidence Based Practice)
3. Considering moral, legal, and ethical standards in decision-making processes (Nursing Judgment)
4. Understanding quality improvement processes to measure patient outcomes, identify hazards and errors, and develop changes in processes of patient care. (Safety)
5. Considering the impact of policy and finance of the healthcare system. (Leadership and Management)
6. Involving patients in decision-making and care management. (Patient Centered Care)
7. Coordinating and managing continuous patient care (Leadership and Management)
8. Promoting healthy lifestyles for patient and populations (Health Promotion)
9. Working in interdisciplinary teams to cooperate, collaborate, communicate, and integrate patient care and health promotion (Inter-professional Collaboration)
10. Providing patient-centered culturally sensitive care with focus on respect for patient differences, values, preferences, and expressed needs. (Professionalism) (site reference AACN)
The Quality and Safety Education for Nurses (QSEN) identifies evidence-supported competencies to promote patient safety and quality improvement in nursing practice and the health care system.

The categories include:

- **Patient-Centered Care** - Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.
- **Teamwork & Collaboration** - Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
- **Evidence Based Practice** - Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
- **Quality Improvement** - Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
- **Safety** - Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- **Informatics** - Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

**Bachelor of Science in Nursing – Core Concepts**

Based on the faculty analysis of the competencies expected by Park University, Nursing as a profession, and patient safety standards, core concepts were identified. These concepts weave through the curriculum to assist the student in identifying themes and demonstrating competence.

Each core concept links to QSEN and the Baccalaureate Essentials the Core Concepts include:

1. **Nursing Judgment** (QSEN – Patient Centered Care, Evidence Based Practice and Safety)
2. **Evidence Based Practice** (QSEN – Evidence Based Practice, Quality Improvement)
3. **Inter-professional collaboration** (QSEN – Teamwork and Collaboration)
4. **Safety** (QSEN – Quality Improvement)
5. **Information Management** (QSEN – Informatics, Quality Improvement)
6. **Patient Centered Care** (QSEN – Quality Improvement, Patient Centered Care)
7. **Leadership and Management** (QSEN – Teamwork and Collaboration)
8. **Health Promotion**
9. **Professionalism**
Bachelor of Science in Nursing – New graduate competencies

To help determine the program's success in fulfilling its mission and goals, New Graduate Competencies are assessed.

The New Graduate Competences include:

1. Integrate knowledge from the humanities, natural and behavioral sciences and the nursing sciences as a basis for making nursing decisions.
2. Demonstrate professional leadership and management skills while implementing safety principles in the delivery of nursing care.
3. Apply evidence-based knowledge and theory in professional nursing practice.
4. Demonstrate competency with technology and information management in the delivery of safe care, while maintaining confidentiality and protecting patient rights.
5. Act as an advocate for both sick and healthy clients across the lifespan and for the nursing profession, reflecting current and changing health care systems, health policies, and global health care factors.
6. Collaborate with the patient, patient's family, and members of nursing and the inter-professional team to achieve positive health outcomes.
7. Demonstrate knowledge of health promotion and disease and Injury prevention across the lifespan for individuals, families, groups and populations.
8. Demonstrate ethical accountability and legal responsibilities using cultural parameters and professional nursing standards of practice and care to provide care to individuals, families, groups, and populations.
9. Demonstrate knowledge and competency in assessment, clinical (or nursing) judgment, and technical nursing skills in diverse environments of health care.

Bachelor of Science in Nursing – Links to Competencies

Table 1.1 Course Competences
<table>
<thead>
<tr>
<th>Activity</th>
<th>Assignment</th>
<th>Weeks</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the roles of nursing at various levels, including LPN, I, BSN, MSN, DNP and PhD</td>
<td>Class discussion in small and large group, Nursing Mission and Vision paper assignment</td>
<td>8</td>
<td>Teamwork and Collaboration, Leadership &amp; Management, Management of Care</td>
</tr>
<tr>
<td>Prioritize risk factors that may interfere with effective communication</td>
<td>HHS Culture Competence CEU, Culture Competence Paper</td>
<td>6</td>
<td>Teamwork and Collaboration, Inter-professional Collaboration, Management of Care</td>
</tr>
<tr>
<td>Discuss how the key reports and various journals have highlighted serious problems with patient safety</td>
<td>Textbook readings, small and large group discussions</td>
<td>3</td>
<td>Safety, Safety Evidence-Based Practice, Safety and Infection Control</td>
</tr>
<tr>
<td>Compare and contrast therapeutic versus social communication</td>
<td>“Into their Environment” paper reflection and Discussion-analysis of patient environment</td>
<td>6</td>
<td>Patient Centered Care, Patient centered care, Management of Care, Psychosocial Integrity</td>
</tr>
<tr>
<td>Discuss the types of disrespectful and abusive behaviors</td>
<td>Simulation, small and large group discussion</td>
<td>8 &amp; 9</td>
<td>Patient Centered Care, Professionalism, Management of Care</td>
</tr>
<tr>
<td>Describe physical, psychological, and cognitive demands of nursing to identify ways to manage stress</td>
<td>Stress inventories, Documentation of self-care activities</td>
<td>9</td>
<td>Patient Centered Care, Health Promotion, Psychosocial Integrity</td>
</tr>
<tr>
<td>Discuss characteristics of successful health care delivery teams</td>
<td>Small and large group discussion of health care delivery systems</td>
<td>2 &amp; 6</td>
<td>Teamwork and Collaboration, Leadership &amp; Management -Inter-professional Collaboration, Management of Care</td>
</tr>
<tr>
<td><strong>Course / Course Outcome</strong></td>
<td><strong>Assessment/ Evaluation</strong></td>
<td></td>
<td><strong>BSN Essentials</strong></td>
</tr>
<tr>
<td><strong>NUR320 Concepts of Nursing Fundamentals</strong></td>
<td><strong>QSEN</strong></td>
<td></td>
<td><strong>Organizing Framework</strong></td>
</tr>
<tr>
<td>Apply concepts of health promotion, disease and injury prevention for individuals</td>
<td>Case Study Health Illness and Disparities, The Aging Adult Unit Exams, Skill validation check off's: Infection Control, Hygiene and Personal Care, Activity, Nutrition. Adaptive testing: Prep U Unit 1,2,5,6,9 and 12.</td>
<td>7</td>
<td>Patient Centered Care, Health Promotion, Management of Care, Psychosocial Integrity</td>
</tr>
<tr>
<td>Apply the steps of the Nursing Process (assessment, diagnosis, planning, implementation, and evaluation) as a tool for safely meeting basic patient needs</td>
<td>Weekly clinical assignments, Concept maps, Adaptive testing Unit 7.</td>
<td>9</td>
<td>Patient Centered Care, Patient Centered Care, Management of Care, Physiological Integrity</td>
</tr>
<tr>
<td>Apply basic legal standards associated with professional practice</td>
<td>Case Study; Documentation, Unit Exam, Adaptive testing; Unit 14.</td>
<td>5</td>
<td>Safety, Professionalism, Management of Care</td>
</tr>
<tr>
<td>Apply principles of safe medication administration for adult patients</td>
<td>Skill demonstration through check off’ validation, Lab 5 ( IM, SQ, PO, transdermal, mixing medications, ampules, eye and ear gtts, inhalers G Tub administration), Medication Exam, Adaptive testing Unit 10.</td>
<td>9</td>
<td>Safety, Informatics, Safety, Management of Care, Physiological Integrity</td>
</tr>
<tr>
<td>Document simulated patient care using the Nursing Process (assessment, diagnosis, planning, implementation, and evaluation)</td>
<td>Weekly clinical assignments, Concept Maps, Adaptive testing Unit 14.</td>
<td>4</td>
<td>Safety, Informatics, Information Management, Management of Care</td>
</tr>
<tr>
<td>Perform fundamental</td>
<td>Weekly Skill</td>
<td>3 &amp; 9</td>
<td>Evidence Based, Patient Centered, Physiological</td>
</tr>
</tbody>
</table>
psychomotor skills based on current evidence demonstration through check off validation:
Lab 1- Infection Control: Hygiene/Personal Care; Urinary and Bowel Elimination; Activity;
Lab 2- Surgical Asepsis, Urinary and Bowel Elimination (foley), Lab 3- Lab Specimen Collection
Lab 4 Skin and Wound Care
Lab 5 Medication Administration
Lab 6- Oxygenation, Nutrition Assistance.

<table>
<thead>
<tr>
<th>Course / Course Outcome</th>
<th>Assessment / Evaluation</th>
<th>BSN Essentials</th>
<th>QSEN</th>
<th>Organizing Framework</th>
<th>Nursing Graduate Outcomes</th>
<th>NCLEX Content Area</th>
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<tbody>
<tr>
<td><strong>NUR330 Clinical Applications of Pharmacology</strong></td>
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<tr>
<td>Apply core drug knowledge (pharmacotherapeutics, pharmacokinetics, pharmacodynamics, contraindications, and precautions, adverse effects and drug interactions) for common therapeutic drug classifications</td>
<td>Unit exams, comprehensive final exam</td>
<td>1 &amp; 9</td>
<td>Safety</td>
<td>Patient Centered Care</td>
<td>7, 8, &amp; 9</td>
<td>Physiological Integrity</td>
</tr>
<tr>
<td>Select safe, appropriate nursing interventions based on psychologic, physiologic, and cultural responses to drug therapy</td>
<td>vSim patient scenarios for dosage calculations, anticoagulants, antidepressants, narcotics, anti-inflammatory, antibiotics, cardiovascular</td>
<td>9</td>
<td>Patient Centered Care</td>
<td>Nursing Judgment</td>
<td>9</td>
<td>Physiological Integrity</td>
</tr>
<tr>
<td>Predict the effect of selected pharmacologic agents upon patients with diverse variables</td>
<td>Unit mastery level PrepU quizzes</td>
<td>3 &amp; 9</td>
<td>Evidence Based Practice</td>
<td>Patient Centered Care</td>
<td>9</td>
<td>Safe and Effective Care Environment, Physiological Integrity</td>
</tr>
<tr>
<td>Discuss the role of evidence-based practice upon pharmacology related nursing practices</td>
<td>Gastrointestinal &amp; Infant/Pediatric in-class case study</td>
<td>3</td>
<td>Informatics</td>
<td>Evidence-Based Practice</td>
<td>3</td>
<td>Safe and Effective Care Environment, Physiological Integrity</td>
</tr>
<tr>
<td>Apply appropriate patient teaching communication techniques to selected scenarios</td>
<td>Unit exams, comprehensive final</td>
<td>6</td>
<td>Patient Centered Care</td>
<td>Information Management</td>
<td>4 &amp; 7</td>
<td>Safe and Effective Care Environment, Health Promotion and Maintenance</td>
</tr>
<tr>
<td>Propose professional solutions to ethical problems in pharmacologic applications</td>
<td>Units exams. Comprehensive final</td>
<td>9</td>
<td></td>
<td>Professionalism</td>
<td>8</td>
<td>Safe and Effective Care Environment, Health Promotion and Maintenance</td>
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<th>Course / Course Outcome</th>
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<th>Organizing Framework</th>
<th>Nursing Graduate Outcomes</th>
<th>NCLEX Content Area</th>
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<td><strong>NUR335 Adult Health I</strong></td>
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<tr>
<td>Apply knowledge from nursing and other scientific and humanistic disciplines to the care of adults</td>
<td>Metrology Exam</td>
<td>1</td>
<td>Patient Centered Care</td>
<td>Patient Centered Care</td>
<td>1</td>
<td>Health Promotion and Maintenance</td>
</tr>
</tbody>
</table>
| Utilize the nursing process in planning patient centered care of adults | In-Class Intraoperative Case Study, Osteomyelitis Concept Map Activity | 9 | Evidence-Based Practice | Evidence-Based Practice | 3 & 9 | Safe & Effective Care Environment: Management of
<table>
<thead>
<tr>
<th>Course / Course Outcome</th>
<th>Assessment/ Evaluation</th>
<th>BSN Essentials</th>
<th>QSEN</th>
<th>Organizing Framework</th>
<th>Nursing Graduate Outcomes</th>
<th>NCLEX Content Area</th>
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<tr>
<td>Integrate lifespan development and cultural variations into the design and delivery of</td>
<td>SCC Simulation, Weekly</td>
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<td>nursing care of adults with common problems</td>
<td>Clinical Experiences</td>
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<td>&amp; Reflections</td>
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<tr>
<td>Use information management to provide safe, effective care to adult populations</td>
<td>Lab Activities and</td>
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<td>Competencies: IV &amp; PCA</td>
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<td>pump Checkoff, Blood</td>
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<td>Administration</td>
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<td>Make nursing judgments reflecting pathophysiology alteration and psychosocial</td>
<td>Final Essay Exam</td>
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<td>dynamics in adults with common health problems</td>
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<td>Demonstrate collaboration in caring for adults with common health problems</td>
<td>Simulation Experiences:</td>
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<td>Fluids, Pancreatitis,</td>
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<td></td>
<td>&amp; Hypoglycemia</td>
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<tr>
<td>Integrate evidence-based practice in the provision of care for adults with common</td>
<td>Simulation Experiences:</td>
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<tr>
<td>health problems</td>
<td>Fluids, Pancreatitis,</td>
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<td>&amp; Hypoglycemia, Weekly</td>
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<td></td>
<td>Clinical Experiences</td>
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<tr>
<td>Employ strategies to collect subjective patient data / health history</td>
<td>Taking a Health History</td>
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<td>Lab Activity</td>
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<td>4 &amp; 9</td>
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<td>Demonstrate assessment techniques to obtain objective health data</td>
<td>“Assessment Teaching</td>
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<td>Presentation” Teaching</td>
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<td>topics include: Skin,</td>
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<td>HEENT, Respiratory,</td>
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<td></td>
<td>Cardiac, Abdomen,</td>
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<td>Neurological,</td>
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<td>Musculoskeletal, Renal,</td>
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<td>Biweekly checkoffs:</td>
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<td>Vital Signs, Cardiac,</td>
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<td>Respiratory, Cranial</td>
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<td></td>
<td>Nerves, Range of Motion,</td>
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<td>Complete Head to Toe</td>
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<td>Assessment Check-off</td>
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<tr>
<td>Use assessment findings to identify patient centered</td>
<td>ABC’s of Assessment</td>
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<td>Patient Centered Care</td>
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<td>3, 7, &amp; 9</td>
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<td>Patient Centered Care</td>
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<tr>
<td>Interventions for patients with common diseases and health promotion related needs</td>
<td>Nursing Judgment</td>
<td>Maintenance, Physiological Integrity; Reduction of Risk Potential</td>
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<tr>
<td>Professionally communicate health assessment findings using appropriate terminology, processes, and technique</td>
<td>Head to Toe Narrative, Complete Head to Toe Assessment Check-off, Biweekly checkoffs: Vital Signs, Cardiac, Respiratory, Cranial Nerves, Range of Motion</td>
<td>Informatics</td>
<td>Information Management</td>
<td>1, 4, 6, &amp; 9</td>
<td>Health Promotion and Maintenance, Psychosocial Integrity</td>
<td></td>
</tr>
<tr>
<td>Critique self-performance during simulated and actual assessment activities</td>
<td>“Assessment Teaching Presentation” Teaching topics include: Skin, HEENT, Respiratory, Cardiac, Abdomen, Neurological, Musculoskeletal, Renal with Peer Evaluation</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td>Health Promotion and Maintenance</td>
</tr>
</tbody>
</table>

### Course / Course Outcome

| NUR352 Pathophysiology for Nurses |
|---|---|---|---|---|---|
| Compare the pathologic effects of selected disease processes at the cellular and systemic levels applicable to the clinical setting | Adaptive Mastery Quizzes, Unit exams | 1 | Nursing Judgment | 1 & 7 | Physiological Integrity |
| Analyze the influence of genetic, ethnic, and cultural factors in health promotion, disease prevention, disease progression, and treatment | Unit pre-lecture quizzes, unit exams, comprehensive final exam | 1 | Health Promotion | 7 | Health Promotion & Maintenance |
| Interpret diagnostic tests in relation to objective and subjective patient symptomatology | Pulmonary Jeopardy game & Renal / Cardiac Bingo game, Heart Failure, Infection & Immunity Unfolding case studies | 9 | Informatics | Nursing Judgment | 9 | Physiological Integrity |
| Discuss major variables affecting the healing process in primary tissues and organ systems, and apply such concepts to the management and treatment of disease | Heart Failure, Infection & Immunity Unfolding case studies; Altered Cellular/Tissue Biology, Neurologic, Cardiovascular, Pulmonary, Renal/ Urologic, Reproductive & Gastrointestinal workbook sheets | 1 & 9 | Patient Centered Care | Patient Centered Care | 3 | Physiological Integrity |
| Apply the critical thinking process to the use of pathophysiologic principles as a basis for nursing practice | Adaptive Mastery Quizzes, Unit quizzes & exams, comprehensive final exam | 3 | Evidence-Based Practice | Evidence-Based Practice | 3 | Physiological Integrity |

### Course / Course Outcome

<p>| NUR356 Mental Health Nursing |
|---|---|---|---|---|---|
| Applies theories and concepts from a variety of disciplines and cultures in providing patient centered care for diverse individuals, families, and communities living with mental health problems | Psychobiology worksheet, Ego Defense Mechanisms Worksheet | 1 | Patient Centered Care | Patient Centered Care | 1 | Psychosocial Integrity, Management of Care, Physiological Integrity |
| Analyze the legal, economic, sociocultural, and ethical issues impacting the care of persons and population with mental health problems | Glore Museum Assignment, Ethical and Legal worksheet, Substance Abuse CEU, | 5 | Evidence-Based Practice | Patient Centered Care | 8 | Management of Care, Safety and Infection Control |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Unit Exams, Kaplan Exam, Final Exam</th>
<th>3, 7, 9</th>
<th>Patient Centered Care</th>
<th>Evidence-Based Practice</th>
<th>3 &amp; 7</th>
<th>Health Promotion and Maintenance, Psychosocial Integrity, Pharmacological and Parenteral Therapies, Reduction of Risk Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine theory and research related to the prevention and treatment of mental health problems</td>
<td>Neurocognitive Worksheet, Substance Abuse CEU, Unit Exams, Kaplan Exam, Final Exam</td>
<td>3, 7, 9</td>
<td>Patient Centered Care</td>
<td>Evidence-Based Practice</td>
<td>3 &amp; 7</td>
<td>Health Promotion and Maintenance, Psychosocial Integrity, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiological Adaptation</td>
</tr>
<tr>
<td>Discuss clinical modalities and psychiatric terminology as it relates to psychiatric/mental health problems</td>
<td>Support Group Assignment, Medication Cards, Psychobiology worksheet, Modifying Client Behavior Worksheet, Cognitive Distortion Worksheet, Ask, Listen, Refer Certificate, Schizophrenia Worksheet, Unit Exams, Kaplan Exam, Final Exam</td>
<td>9</td>
<td>Teamwork and Collaboration</td>
<td>Patient Centered Care</td>
<td>7 &amp; 9</td>
<td>Health Promotion and Maintenance, Psychosocial Integrity, Pharmacological Integrity, Pharmacological and Parenteral Therapies</td>
</tr>
<tr>
<td>Evaluate the multidisciplinary roles in the care of persons and populations with mental health problems</td>
<td>Clinical Self Evaluation and Reflection, Eating Disorders CEU, Personality Disorders Worksheet, Unit Exams, Kaplan Exam, Final Exam</td>
<td>6</td>
<td>Patient Centered Care</td>
<td>Inter-professional Collaboration</td>
<td>2 &amp; 6</td>
<td>Management of Care</td>
</tr>
<tr>
<td>Apply intermediate-level communication skills with people experiencing mental health problems</td>
<td>Process Recordings, Clinical Self Evaluation and Reflection, Therapeutic Communication Worksheet, Unit Exams, Kaplan Exam, Final Exam</td>
<td>6</td>
<td>Evidence-Based Practice</td>
<td>Patient Centered Care</td>
<td>1 &amp; 9</td>
<td>Psychosocial Integrity</td>
</tr>
<tr>
<td>Integrate evidence, clinical judgment, Inter-professional perspectives, and patient preferences in planning, implementing and evaluating comprehensive mental health care</td>
<td>Clinical Patient Assessment, Assignments for Clinical, Eating Disorders CEU, Unit Exams, Kaplan Exam, Final Exam</td>
<td>3</td>
<td>Safety Patient Centered Care</td>
<td>Nursing Judgment</td>
<td>3, 5, 6, 7, &amp; 9</td>
<td>Management of Care, Safety and Infection Control, Health Promotion and Maintenance, Psychosocial Integrity, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiological Adaptation</td>
</tr>
<tr>
<td>Identify barriers to care for patients with mental health problems</td>
<td>Schizophrenia class activity, Unit Exams,</td>
<td>8 &amp; 9</td>
<td>Evidence-Based Practice</td>
<td>Safety Health Promotion</td>
<td>5, 6, 8, &amp; 9</td>
<td>Management of Care, Health</td>
</tr>
<tr>
<td>Course / Course Outcome</td>
<td>Assessment / Evaluation</td>
<td>BSN Essentials</td>
<td>QSEN</td>
<td>Organizing Framework</td>
<td>Nursing Graduate Outcomes</td>
<td>NCLEX Content Area</td>
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<tr>
<td>Identify expected changes of aging with their impact on the health status of older adults</td>
<td>Reflection Papers, Concept Mapping, Presentation for Mid Term Testing and Finals</td>
<td>1</td>
<td>Patient Centered Care</td>
<td>Patient Centered Care</td>
<td>7</td>
<td>Health Promotion and Maintenance</td>
</tr>
<tr>
<td>Reflect on professional attitudes, values and expectations about physical and mental aging in the provision of patient centered care for older adults and their families</td>
<td>Reflection Papers, Concept Mapping, Presentation for Mid Term Testing and Finals</td>
<td>8</td>
<td>Patient Centered Care</td>
<td>Professionalism</td>
<td>3 &amp; 5</td>
<td>Health Promotion and Maintenance, Psychosocial Integrity</td>
</tr>
<tr>
<td>Formulate strategies to increase health literacy of older adults</td>
<td>Reflection Papers, Concept Mapping, Presentation for Mid Term Testing and Finals</td>
<td>7</td>
<td>Patient Centered Care Informatics</td>
<td>Health Promotion Information Management</td>
<td>6 &amp; 7</td>
<td>Health Promotion and Maintenance, Psychosocial Integrity</td>
</tr>
<tr>
<td>Identify appropriate assessment strategies and standardized tools for data collection in older adult populations</td>
<td>Reflection Papers, Concept Mapping, Presentation for Mid Term Testing and Finals</td>
<td>4</td>
<td>Informatics</td>
<td>Nursing Judgment Information Management</td>
<td>9</td>
<td>Safe and Effective Care Environment, Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity</td>
</tr>
<tr>
<td>Discuss the responsibility of nurses to address abuse; actual or potential mistreatment (physical, mental, financial abuse, and / or self-neglect) in older adults including legal and ethical considerations</td>
<td>Reflection Papers, Concept Mapping, Presentation for Mid Term Testing and Finals</td>
<td>5, 8, &amp; 9</td>
<td>Teamwork and Collaboration Patient Centered Care</td>
<td>Professionalism Inter-professional Collaboration Patient Centered Care</td>
<td>8</td>
<td>Safe and Effective Care Environment, Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity</td>
</tr>
<tr>
<td>Advocate for older adults and / or families / caregivers in health care treatment, initiation of health care directives, and implementation of end-of-life care</td>
<td>Reflection Papers, Concept Mapping, Presentation for Mid Term Testing and Finals</td>
<td>5, 8, &amp; 9</td>
<td>Patient Centered Care</td>
<td>Professionalism</td>
<td>5</td>
<td>Safe and Effective Care Environment</td>
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</table>

Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients with mental health problems and promoting health across the lifespan.

Clinical Self Evaluation and Reflection, Neurocognitive Worksheet, Anxiety Disorders Worksheet, Bipolar Disorders Worksheet, Schizophrenia Case Study, Substance Abuse CEU, ADHD video, Eating Disorders CEU, Personality Disorders Worksheet, Unit Exams, Kaplan Exam, Final Exam

3 & 9

Patient Centered Care

Patient Centered Care

2, 3, 4, 5, 6, 7, 8, & 9

Management of Care, Safety and Infection Control, Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiological Adaptation.
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<tr>
<th>Course / Course Outcome</th>
<th>Assessment/ Evaluation</th>
<th>BSN Essentials</th>
<th>QSEN</th>
<th>Organizing Framework</th>
<th>Nursing Graduate Outcomes</th>
<th>NCLEX Content Area</th>
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<tbody>
<tr>
<td><strong>NUR410 Community Health</strong></td>
<td>Integrate theoretical and empirical knowledge to make clinical judgments about populations</td>
<td>Final Exam, Kaplan Exam, Multiple Chapter Case Studies</td>
<td>3</td>
<td>Nursing Judgment</td>
<td>1, 6 &amp; 9</td>
<td>Safe and Effective Care Environment: Management of Care, Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity</td>
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<td></td>
<td>Incorporate concepts of disease prevention, reduction of risk, health promotion, and health restoration in plans of care for populations</td>
<td>Testing Your Understanding Chapter Questions, Unit Exams, Final Exam,</td>
<td>7</td>
<td>Patient Centered Care</td>
<td>1, 7 &amp; 9</td>
<td>Health Promotion and Maintenance, Physiological Integrity: Reduction of Risk Potential</td>
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<td></td>
<td>Use a social science theoretical framework to assess the physical, developmental, environmental, psychosocial, and spiritual influences on the family within the community</td>
<td>Community Health Assessment Paper, Weekly Clinical Experience - evaluated by formative and summative evaluation</td>
<td>1</td>
<td>Evidence-Based Practice</td>
<td>6 &amp; 7</td>
<td>Safe and Effective Care Environment: Management of Care, Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity: Basic Care and Comfort</td>
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<td></td>
<td>Implement evidence-based community health nursing interventions as appropriate for managing the care of patients with acute and chronic health problems and promoting health across the lifespan</td>
<td>Multiple Unit Case Studies, Nip It Vaccine Activity</td>
<td>7 &amp; 9</td>
<td>Evidence-Based Practice</td>
<td>1 &amp; 3</td>
<td>Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity: Basic Care and Comfort</td>
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<td>Apply research findings to the</td>
<td>Community Health</td>
<td>3</td>
<td>Evidence-Based</td>
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<td>Safe and</td>
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<tr>
<td>nursing care of community populations</td>
<td>Assessment Paper, Multiple Unit Case Studies, Clinical Experience</td>
<td>Practice</td>
<td>Practice</td>
<td>Effective Care Environment: Management of Care, Health Promotion and Maintenance</td>
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<td>Assess actual and potential health needs of populations</td>
<td>Community Health Assessment Paper, Challenge Your Knowledge Chapter Questions,</td>
<td>7</td>
<td>Patient Centered Care Quality Improvement</td>
<td>Patient Centered Care</td>
<td>1, 6 &amp; 9</td>
<td>Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity: Reduction of Risk Potential Reduction of Risk Potential</td>
</tr>
<tr>
<td>Identify collaborative strategies that can be used with other health care providers and clients to plan, provide and evaluate nursing and health care</td>
<td>Community Health Assessment Paper, Challenge Your Knowledge Questions,</td>
<td>6</td>
<td>Teamwork and Collaboration</td>
<td>Inter-professional Collaboration</td>
<td>6</td>
<td>Safe and Effective Care Environment: Management of Care, Health Promotion and Maintenance</td>
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<tr>
<td>Assume accountability for personal and professional behaviors</td>
<td>Transcultural Nursing Reflection, Global Health Inequity Reflection</td>
<td>8</td>
<td>Professionalism</td>
<td>8</td>
<td>Psychosocial Integrity, Physiological Integrity: Basic Care and Comfort</td>
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**Course / Course Outcome**

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<tr>
<th>NUR419 Women, Children, and Families</th>
<th>Assessment/Evaluation</th>
<th>BSN Essentials</th>
<th>QSEN</th>
<th>Organizing Framework</th>
<th>Nursing Graduate Outcomes</th>
<th>NCLEX Content Area</th>
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<tbody>
<tr>
<td>Participate in Inter-professional collaboration in the care of childbearing families</td>
<td>Interprofessional Simulation with the Spanish department–care of the non-English speaking patient and use of an interpreter for patient care, Concept Maps, Clinical experiences</td>
<td>6</td>
<td>Teamwork and Collaboration</td>
<td>Inter-professional Collaboration</td>
<td>6</td>
<td>Management of Care</td>
</tr>
<tr>
<td>Utilize the Nursing Process in planning safe, family-centered nursing care</td>
<td>Clinical experiences, Simulation, Concept Maps, Class Discussion, Case Studies, Unit Exams</td>
<td>9</td>
<td>Patient Centered Care</td>
<td>Patient Centered Care</td>
<td>9</td>
<td>Reductions of Risk Potential</td>
</tr>
<tr>
<td>Integrate developmental and cultural variation in the design and delivery of nursing care for childbearing families</td>
<td>Clinical experiences, Simulation, Concept Maps, Class Discussion, Case Studies, Unit Exams</td>
<td>1</td>
<td>Patient Centered Care</td>
<td>Patient Centered Care</td>
<td>1</td>
<td>Psychosocial Integrity</td>
</tr>
<tr>
<td>Use systems to provide safe, effective care to childbearing and pediatric populations</td>
<td>Clinical experiences, Simulation, Concept Maps, Class Discussion, Case Studies, Unit Exams</td>
<td>4</td>
<td>Informatics</td>
<td>Information Management</td>
<td>4</td>
<td>Management of Care</td>
</tr>
<tr>
<td>Demonstrate safe, nursing judgments to reduce risk and promote health</td>
<td>Clinical experiences, Simulation, Concept Maps, Class Discussion, Case Studies, Unit Exams</td>
<td>3 &amp; 7</td>
<td>Safety</td>
<td>Patient Centered Care</td>
<td>Health Promotion Safety Nursing Judgment</td>
<td>3 &amp; 7</td>
</tr>
<tr>
<td>Investigate professional values</td>
<td>Clinical experiences,</td>
<td>8</td>
<td>Professionalism</td>
<td>8</td>
<td>Management of</td>
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related to the care of childbearing families, women, and children

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<tr>
<th>Course / Course Outcome</th>
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<th>Nursing Graduate Outcomes</th>
<th>NCLEX Content Area</th>
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</thead>
<tbody>
<tr>
<td><strong>NUR435 Adult Health II</strong></td>
<td>Integration of knowledge from nursing and other disciplines as it relates to nursing care of adults with complex problems</td>
<td>Metrology Exam</td>
<td>1</td>
<td>Patient Centered Care</td>
<td>Patient Centered Care</td>
<td>1, 7, &amp; 9 Psychosocial Integrity, Safe and Effective Care Environment: Management of Care &amp; Safety and Infection Control, Health Promotion and Maintenance, Physiological Integrity: Basic Care and Comfort, Pharmacologic and Parenteral Therapies, Reduction of Risk Potential, &amp; Physiological Adaptation.</td>
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<tr>
<td></td>
<td>Utilize the nursing process in planning safe, patient-centered care for adults</td>
<td>Respiratory Distress/Arrest, Neurological: CVA, Shock: Hypovolemic, Cardiogenic, Obstructive, Distributive, Cardiac Arrhythmia Simulation and Concept Map, Weekly Clinical Experiences</td>
<td>9</td>
<td>Patient Centered Care</td>
<td>Nursing Judgment Safety</td>
<td>9 Safe and Effective Care Environment: Management of Care, Health Promotion and Maintenance, Physiological Integrity: Reduction of Risk Potential</td>
</tr>
<tr>
<td></td>
<td>Make nursing judgments based on lifespan developmental and cultural variations in the delivery of nursing care of adults with complex problems</td>
<td>In Class Case Studies over Cardiac Arrhythmias: Sinus Bradycardia, Sinus Tachycardia, SVT, A Fib, A Flutter, V Tach, V Fib, Asystole</td>
<td>1</td>
<td>Informatics</td>
<td>Nursing Judgment</td>
<td>5 &amp; 7 Physiological Integrity: Basic Care and Comfort, Pharmacologic and Parenteral Therapies, Reduction of Risk Potential, Physiological Adaptation, Safe and Effective Care Environment: Management of Care</td>
</tr>
<tr>
<td></td>
<td>Integrate information management to provide safe, effective care to adult populations</td>
<td>Cardiac Rhythm Interpretation In Class Activity; In Class Activity: 4 Types of Shock Concept Map</td>
<td>4</td>
<td>Patient Centered Care</td>
<td>Information Management</td>
<td>4 Safe and Effective Care Environment: Management of Care</td>
</tr>
<tr>
<td></td>
<td>Make nursing judgments that reflect pathophysiological alterations and psychosocial dynamics in adults with complex health problems</td>
<td>Final Exam, Weekly Clinical Experiences, In Class Case Studies over Shock/Trauma: Burns, Amputations, Chest and</td>
<td>1 &amp; 9 Teamwork and Collaboration</td>
<td>Nursing Judgment</td>
<td>1, 3, 7, &amp; 9 Safe and Effective Care Environment: Management of Care</td>
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</tr>
<tr>
<td>Practice inter-professional collaboration to advocate for adults with complex health problems</td>
<td>In Class Asthma Case Study, New Diagnosis Teaching Project: over student’s topic of choice (Respiratory, Cardiac, Neurological, Sensory, and Shock or Trauma related)</td>
<td>6</td>
<td>Evidence Based Practice</td>
<td>Inter-professional Collaboration</td>
<td>6</td>
<td>Safe and Effective Care Environment: Management of Care; Physiological Integrity: Basic Care and Comfort, Pharmacologic and Parenteral Therapies, Physiological Adaptation</td>
</tr>
<tr>
<td>Evaluate evidence-based nursing care for adults with complex health problems</td>
<td>Respiratory Distress/Arrest, Neurological: CVA, Shock: Hypovolemic, Cardiogenic, Obstructive, Distributive, Cardiac Arrhythmia Simulation and Concept Map, Weekly Clinical Experiences</td>
<td>3</td>
<td>Patient Centered Care</td>
<td>Evidence-Based Practice</td>
<td>3</td>
<td>Safe and Effective Care Environment: Management of Care; Physiological Integrity: Basic Care and Comfort, Pharmacologic and Parenteral Therapies, Physiological Adaptation</td>
</tr>
<tr>
<td>Demonstrate professional values reflecting ethical, legal, and moral standards in caring for patients and their families</td>
<td>Weekly Clinical Experiences, New Diagnosis Teaching Project: over student’s topic of choice (Respiratory, Cardiac, Neurological, Sensory, and Shock or Trauma related)</td>
<td>8</td>
<td>Patient Centered Care</td>
<td>Professionalism</td>
<td>6 &amp; 8</td>
<td>Psychosocial Integrity</td>
</tr>
<tr>
<td>Apply risk reduction principles to improve health outcomes of adults with emergent complex and chronic health problems</td>
<td>New Diagnosis Teaching Project: over student’s topic of choice (Respiratory, Cardiac, Neurological, Sensory, and Shock or Trauma related), Cardiac Rhythm Interpretation In Class Activity</td>
<td>7</td>
<td>Patient Centered Care</td>
<td>Health Promotion Patient Centered Care</td>
<td>7 &amp; 9</td>
<td>Health Promotion and Maintenance</td>
</tr>
</tbody>
</table>

### Course / Course Outcome Assessment/ Evaluation BSN Essentials QSEN Organizing Framework Nursing Graduate Outcomes NCLEX Content Area

**NUR450 Evidence Based Practice**

- **Analyze the role of the baccalaureate nursing as an informed consumer of research**
  - In class research PICO Activity, Weekly Chapter Questions
  - 1 & 3
  - Evidence-Based Practice
  - Evidence-Based Practice Professionalism
  - 3 & 4
  - Safe and Effective Care Environment: Management of Care, Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity: Basic Care and Comfort

- **Identify the moral, legal, and ethical factors affecting research**
  - Evidence Based Practice Outcomes Institute Project Worksheet
  - 5 & 8
  - Teamwork and Collaboration
  - Inter-professional Collaboration
  - 8
  - Safe and Effective Care Environment, Health Promotion and
<table>
<thead>
<tr>
<th>Course / Course Outcome</th>
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<th>QSEN</th>
<th>Organizing Framework</th>
<th>Nursing Graduate Outcomes</th>
<th>NCLEX Content Area</th>
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<tbody>
<tr>
<td>Identify the steps of the research process</td>
<td>Qualitative Article Review, Quantitative Article Review</td>
<td>3</td>
<td>Evidence-Based Practice</td>
<td>Evidence-Based Practice</td>
<td>3 &amp; 4</td>
<td>Safe and Effective Care Environment: Management of Care</td>
</tr>
<tr>
<td>Distinguishes among different research designs and identifies the purposes, strengths, and weaknesses of each.</td>
<td>Evidence Based Practice Model Research and Presentation</td>
<td>3</td>
<td>Evidence-Based Practice</td>
<td>Evidence-Based Practice</td>
<td>3</td>
<td>Safe and Effective Care Environment: Management of Care Health Promotion and Maintenance</td>
</tr>
<tr>
<td>Utilizes online resources to search data bases and disseminate findings</td>
<td>Library Research Activity</td>
<td>4</td>
<td>Informatics</td>
<td>Information Management</td>
<td>4</td>
<td>Health Promotion and Maintenance</td>
</tr>
<tr>
<td>Apply nursing judgment in the evaluation of selected research</td>
<td>Nursing Research Paper, Qualitative Article Review Quantitative Article Review</td>
<td>2 &amp; 3</td>
<td>Evidence-Based Practice</td>
<td>Nursing Judgment</td>
<td>1 &amp; 3</td>
<td>Safe and Effective Care Environment: Management of Care, Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity: Basic Care and Comfort</td>
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NUR460 Nursing Leadership

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<th>Organizing Framework</th>
<th>Nursing Graduate Outcomes</th>
<th>NCLEX Content Area</th>
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<tbody>
<tr>
<td>Examine issues evidenced in evolving health care systems</td>
<td>Friday Night in the ER game participation and reflection, Observation of Hospital Leadership positions and Reflection paper, Class Discussions</td>
<td>2 &amp; 5</td>
<td>Quality Improvement</td>
<td>Leadership &amp; Management</td>
<td>2 &amp; 5</td>
<td>Management of Care</td>
</tr>
<tr>
<td>Describe professional obligations in high quality health care, health care policy, and quality improvement</td>
<td>Mr. Potato Head game–to learn PDSA, PDSA project identification, completion, and presentation</td>
<td>2 &amp; 8</td>
<td>Quality Improvement</td>
<td>Professionalism Leadership &amp; Management</td>
<td>2</td>
<td>Management of Care</td>
</tr>
<tr>
<td>Analyze evidence-based practice related to health care issues</td>
<td>Identify and present an EBP issue from clinical immersion setting</td>
<td>3</td>
<td>Evidence Based Practice</td>
<td>Evidence-Based Practice</td>
<td>3</td>
<td>Management of Care</td>
</tr>
<tr>
<td>Critique the professional nursing role in the provision of safe nursing care</td>
<td>Nursing Philosophy paper, Resume/Cover letter project, Mock interview participation</td>
<td>2, 3, 5 &amp; 8</td>
<td>Safety Patient Centered Care</td>
<td>Professionalism Safety Patient Centered Care</td>
<td>2 &amp; 3</td>
<td>Safety and Infection Control, Management of Care</td>
</tr>
<tr>
<td>Debate the role of information management in patient care</td>
<td>Class Discussion and Analysis, Paper on Patient Safety and Information Technology in the patient care setting.</td>
<td>4</td>
<td>Informatics</td>
<td>Information Management</td>
<td>4</td>
<td>Management of Care</td>
</tr>
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21
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<tr>
<th>Course / Course Outcome</th>
<th>Assessment/ Evaluation</th>
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<th>Organizing Framework</th>
<th>QSEN</th>
<th>Nursing Graduate Outcomes</th>
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<tbody>
<tr>
<td>NU310 Nursing Transitions for the BSN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify current trends in nursing practice that facilitate the potential for positive patient outcomes.</td>
<td>Kaplan Predictor Exam Case Study Assignment on current trends in practice.</td>
<td>3</td>
<td>Evidence Based Practice</td>
<td>Patient Centered Care</td>
<td>3</td>
</tr>
<tr>
<td>Develop self-confidence, professional image, and sense of belonging to strengthen the transition to competent and confident practice.</td>
<td>Weekly Reflection Journal. Clinical practice with formative and summative evaluation.</td>
<td>2 &amp; 6</td>
<td>Teamwork and Collaboration</td>
<td>Leadership &amp; Management</td>
<td>2</td>
</tr>
<tr>
<td>Develop increasing autonomy in order to manage an assignment that closely approximates a realistic workload of a novice nurse in the clinical immersion environment.</td>
<td>Weekly Reflection Journal. Clinical practice with formative and summative evaluation.</td>
<td>8</td>
<td>Quality Improvement</td>
<td>Professionalism</td>
<td>2</td>
</tr>
<tr>
<td>Develop the roles of the baccalaureate generalist nurse at the novice level as provider of care including: a. Evaluating client changes and progress over time. b. Developing a beginning proficiency and efficiency in delivering safe care.</td>
<td>Weekly Reflection Journal. Clinical practice with formative and summative evaluation.</td>
<td>5 &amp; 8</td>
<td>Professional Values Patient Centered Care Teamwork and Collaboration</td>
<td>Professionalism Inter-professional Collaboration</td>
<td>2 &amp; 7</td>
</tr>
<tr>
<td>Develop the roles of the baccalaureate generalist nurse at the novice level as a designer, manager, and coordinator of care, including care transitions.</td>
<td>Weekly Reflection Journal. Clinical practice with formative and summative evaluation.</td>
<td>9</td>
<td>Evidence Based Practice Safety</td>
<td>Evidence-Based Practice Safety</td>
<td>3, 6, 7, 8, &amp; 9</td>
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</table>

TABLE 1.2- RN-BSN Program Option Mapping

<table>
<thead>
<tr>
<th>Course / Course Outcome</th>
<th>Assessment/ Evaluation</th>
<th>BSN Essentials</th>
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<tbody>
<tr>
<td>NU310 Nursing Transitions for the BSN</td>
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<td></td>
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</tr>
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<td>Identify current trends in nursing practice that facilitate the potential for positive patient outcomes.</td>
<td>Kaplan Predictor Exam Case Study Assignment on current trends in practice.</td>
<td>3</td>
<td>Evidence Based Practice</td>
<td>Patient Centered Care</td>
<td>3</td>
</tr>
<tr>
<td>Develop self-confidence, professional image, and sense of belonging to strengthen the transition to competent and confident practice.</td>
<td>Weekly Reflection Journal. Clinical practice with formative and summative evaluation.</td>
<td>2 &amp; 6</td>
<td>Teamwork and Collaboration</td>
<td>Leadership &amp; Management</td>
<td>2</td>
</tr>
<tr>
<td>Develop increasing autonomy in order to manage an assignment that closely approximates a realistic workload of a novice nurse in the clinical immersion environment.</td>
<td>Weekly Reflection Journal. Clinical practice with formative and summative evaluation.</td>
<td>8</td>
<td>Quality Improvement</td>
<td>Professionalism</td>
<td>2</td>
</tr>
<tr>
<td>Develop the roles of the baccalaureate generalist nurse at the novice level as provider of care including: a. Evaluating client changes and progress over time. b. Developing a beginning proficiency and efficiency in delivering safe care.</td>
<td>Weekly Reflection Journal. Clinical practice with formative and summative evaluation.</td>
<td>5 &amp; 8</td>
<td>Professional Values Patient Centered Care Teamwork and Collaboration</td>
<td>Professionalism Inter-professional Collaboration</td>
<td>2 &amp; 7</td>
</tr>
<tr>
<td>Develop the roles of the baccalaureate generalist nurse at the novice level as a designer, manager, and coordinator of care, including care transitions.</td>
<td>Weekly Reflection Journal. Clinical practice with formative and summative evaluation.</td>
<td>9</td>
<td>Evidence Based Practice Safety</td>
<td>Evidence-Based Practice Safety</td>
<td>3, 6, 7, 8, &amp; 9</td>
</tr>
<tr>
<td>Course / Course Outcome</td>
<td>Assessment/ Evaluation</td>
<td>BSN Essentials</td>
<td>Organizing Framework</td>
<td>QSEN</td>
<td>Nursing Graduate Outcomes</td>
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<tr>
<td>Debate issues associated with interdisciplinary communication in nursing with an emphasis on collegiality and culture, ethnic and social diversity.</td>
<td>Unit 3 and Unit 8 Discussion questions, Communication issues Paper</td>
<td>6 &amp; 8</td>
<td>Interprofessional Collaboration</td>
<td>Teamwork and Collaboration</td>
<td>Informatics Patient Centered Care</td>
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<tr>
<td>Design a plan for professional development</td>
<td>Unit 1 and Unit 6 Discussion questions</td>
<td>6</td>
<td>Evidence-based Practice</td>
<td>Patient Centered Care Quality Improvement Teamwork and Collaboration</td>
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</table>

### NU355 Pathophysiology for Clinicians

| Compare the pathologic effects of selected disease processes at the cellular and systemic levels applicable to the clinical setting. | Unit 1 Discussion question, Web Assignment Unit 1 and 3 Weekly Study Questions, Compare and Contrast Unit 1 Unit Exams 3, 5, 7 | Evidence-based Practice Safety | 7 & 9 | Evidence-based Practice | 7 |
| Analyze the influence of genetic, ethnic, and cultural factors in health promotion, disease prevention, disease progression, and treatment. | Unit 2, 3 and 4 Discussion questions, Unit 4 Case Studies, Weekly Study Questions, Unit Exams 3, 5, 7 | Health Promotion | 5 & 9 | Patient Centered Care Evidence-based Practice | 5 |
| Interpret diagnostic tests in relation to objective and subjective patient symptomology. | Unit 3 and 4 Discussion questions, Unit 2 Case Studies, Weekly Study Question Unit Exams 3, 5, 7 | Information Management | 9 | Safety Patient Centered Care | 9 |
| Discuss major variables affecting the healing process in primary tissues and organ systems and apply such concepts to the management and treatment of disease. | Unit 4, 5, 7 Discussion questions, Unit 4 and 6 Case Studies, Web Assignment Unit 1 Weekly Study Questions, Unit Exams 3, 3, 7 | Patient Centered Care Professionalism | 4 & 9 | Quality Improvement Teamwork and Collaboration | 4 |
| Apply the critical thinking process to the use of pathophysiologic principles as a basis for nursing practice | Unit 8 Case study and Discussion Question, Final Clinical Research Paper, Cumulative Final Exam | Nursing Judgement | 7 & 9 | Safety Informatics | 9 |

### NU 325 Nursing Informatics

<p>| Connect healthcare informatics with patient safety and quality of care initiatives | Unit 8 Discussion | Information Management Safety | 1 &amp; 4 | Informatics Safety | 4 |
| Identify strategies to enhance healthcare literacy | Health Literacy Assignment Unit 3 Discussion | Patient Centered Care Health Promotion | 6 &amp; 8 | Patient Centered Care | 5 |
| Assess methods of assuring patient safety during down-time situations | Down Time Policy and Procedure Project Unit 4 Discussion | Information Management Safety Leadership and Management | 1, 4, &amp; 6 | Safety Informatics Teamwork and Collaboration | 2 |
| Debate standards (moral, legal, and ethical) when applied to decision support processes | Unit 5 Discussion | Nursing Judgement Leadership and Management | 3 &amp; 5 | Teamwork and Collaboration Patient Centered Care | 9 |
| Evaluate the use of electronic medical records (EMR) in the management of continuous patient care | Unit 4 Discussion | Information Management | 4 &amp; 6 | Patient Centered Care Safety Quality Improvement | 4 |
| Analyze the role of interdisciplinary teams | Unit 2 Discussion | Inter- | 1 &amp; 6 | Teamwork and Collaboration | 6 |</p>
<table>
<thead>
<tr>
<th>Course / Course Outcome</th>
<th>Assessment/ Evaluation</th>
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<th>Nursing Graduate Outcomes</th>
</tr>
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<tbody>
<tr>
<td>in healthcare informatics</td>
<td>Professional Collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judge the effect of informatics on patient-centered culturally sensitive care</td>
<td>Down Time Policy and Procedure Project</td>
<td>Professionalism</td>
<td></td>
<td>Quality Improvement Patient Centered Care</td>
<td>8</td>
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<tr>
<td>Assess the evidence supporting best practices linked to healthcare informatics processes</td>
<td>Unit 1 Discussion</td>
<td>Evidence-based Practice</td>
<td></td>
<td>Evidence-based Practice Informatics</td>
<td>3</td>
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</table>

**NU400 Global Nursing Perspectives**

| Explore the health care practices of selected countries. | Country Overview Written Assignment (Unit 2) & Care Plan Assignment (Unit 4) | Professionalism | | Patient Centered Care | 9, 5, 8 & 9 |
| Discuss influences and barriers to global health promotion initiatives. | Health Promotion Plan (Unit 3) & Brochure Assignment (Unit 5) | Leadership and Management | | Informatics | 7 & 8, 4, 7 & 8 |
| Formulate an appropriate health promotion project for a global population using current evidence and best practices | Core Assessment: Global Health Promotions Project & Brochure Assignment (Unit 5) | Evidence-based Practice Health Promotion | | Teamwork and Collaboration Evidence-based Practice Informatics | 1 & 3, 1, 2 & 3 |
| Examine ethical issues related to global health through the standards of practice of the professional nurse | Culture Self Assignment (Unit 1) | Nursing Judgement | | Patient Centered Care | 4 & 7, 8 & 9 |
| Compare and contrast the current health care systems of selected countries | Policy Brief Assignment (Unit 6) & Journal Entry (Unit 7) | Safety Professionalism | | Teamwork and Collaboration Informatics Quality Improvement | 2 & 7, 7, 8 & 9 |

**NU410 Community Health Nursing Practice**

| Evaluate a community using research communication, critical thinking, and cultural humility concepts and practices. | Unit Exams, Final Exam, Challenge Your Knowledge Chapter Questions | Nursing Judgement Evidence-based Practice Professionalism | | Evidenced-based Practice Safety Informatics Patient Centered Care | 3, 7 & 9, 1, 7 & 9 |
| Collaborate with professionals from a variety of disciplines to identify community concerns and recommended actions. | Community Health Assessment Paper, Online Weekly Discussion | Inter-professional Collaboration Safety | | Teamwork and Collaboration Patient Centered Care | 6 & 7, 1, 7 & 9 |
| Appraise sociopolitical factors influencing community health | Testing Your Understanding Chapter Questions, Unit Exams, Final Exam, Community Health Paper | Information Management | | Quality Improvement Teamwork and Collaboration | 5 & 7, 1 & 9 |
| Compare community health nursing models and roles of the nursing with them. | Testing Your Understanding Chapter Questions, Unit Exams, Final Exam, Community Health Paper | Leadership and Management | | Teamwork and Collaboration | 2 & 7, 1 & 8 |
| Determine advocacy health promotion and community empowerment opportunities for diverse population in specialized setting and/or with particular health conditions | Transcultural Nursing Reflection, Community Health Paper, Global Health Inequity Reflection | Health Promotion Patient Centered Care | | Teamwork and Collaboration Patient Centered Care | 7 & 9, 5 |

**NU420 Leadership and the BSN Role**

<p>| Examine issues evidenced in evolving health care systems | Discussion Question Pt Safety/Sentinel Event/RCA HCAHPS Pt Experience | Leadership and Management | | Evidence-based Practice Quality Improvement Safety | 2 &amp; 3, 2 |</p>
<table>
<thead>
<tr>
<th>Apply the principles of change theory within a health care system.</th>
<th>Safe use of Technology, Distracted Nurse</th>
<th>PDSA change project proposal, development and presentation</th>
<th>Evidence-based Practice Safety</th>
<th>2, 5 &amp; 7</th>
<th>Teamwork and Collaboration</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze current literature related to health care issues.</td>
<td>Discussion Questions: Communication: Giving/Receiving Feedback What makes a great leader? Self-Care</td>
<td>Evidence-based Practice</td>
<td>3, 5 &amp; 7</td>
<td>Evidence-based Practice Quality Improvement</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Demonstrate communication skills within an interdisciplinary framework interacting with diverse populations.</td>
<td>Leadership Goals Paper, Leadership Competency Analysis Paper, Your Future as a Leader Paper, Leadership self-assessment paper</td>
<td>Inter-Professional Collaboration Information Management</td>
<td>6, 7, 8 &amp; 9</td>
<td>Teamwork and Collaboration Informatics Patient Centered Care</td>
<td>6</td>
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**Course / Course Outcome**

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<tr>
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<th>Nursing Graduate Outcomes</th>
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</table>

**NU450 Evidence-based Practice**

<table>
<thead>
<tr>
<th>Examine components of the research process.</th>
<th>Nurse Research Paper, Qualitative Article Review Quantitative Article Review</th>
<th>Safety</th>
<th>3</th>
<th>Quality Improvement Safety</th>
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</thead>
<tbody>
<tr>
<td>Evaluate research findings</td>
<td>Qualitative Article Review, Quantitative Article Review</td>
<td>Evidence-based Practice</td>
<td>2 &amp; 3</td>
<td>Quality Improvement Safety</td>
<td>1, 3, &amp; 7</td>
</tr>
<tr>
<td>Analyze the application of research to practice</td>
<td>Evidence Based Practice Outcomes Institute Project Worksheet, Online Discussion</td>
<td>Safety Evidence-based Practice</td>
<td>3 &amp; 9</td>
<td>Quality Improvement Patient Centered Care</td>
<td>3 &amp; 4</td>
</tr>
<tr>
<td>Assess research findings to disseminate to peers, colleagues, and lay public</td>
<td>Nursing Research Paper, Qualitative Article Review Quantitative Article Review</td>
<td>Information Management Health Promotion</td>
<td>3 &amp; 8</td>
<td>Evidence-based Practice Quality Improvement Teamwork and Collaboration Patient Centered Care</td>
<td>1, 3, &amp; 7</td>
</tr>
<tr>
<td>Identify opportunities for utilization for research findings to practice</td>
<td>Research PICO Activity, Online Discussion, Chapter Questions</td>
<td>Safety Inter-Professional Collaboration Leadership and Management</td>
<td>2, 3 &amp; 9</td>
<td>Quality Improvement Safety</td>
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**Course / Course Outcome**

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<th>Nursing Graduate Outcomes</th>
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</thead>
</table>

**NU455 Integrative Practice in Nursing**

<table>
<thead>
<tr>
<th>Deliver a professionally based presentation applying concepts of the NLN Graduate Competencies for the Baccalaureate prepared nurse as they relate to the professional expectations of the BSN.</th>
<th>Core Assessment: BSN Portfolio Project &amp; Competencies Assignment (Unit 1)</th>
<th>Leadership and Management Professionalism</th>
<th>1, 3 &amp; 8</th>
<th>Teamwork and Collaboration</th>
<th>1 &amp; 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate for professional/health care changes at local, state, and national levels</td>
<td>Advocacy in Action (Unit 1)</td>
<td>Safety Health</td>
<td>1, 2 &amp; 5</td>
<td>Teamwork and Collaboration Patient Centered Care</td>
<td>2 &amp; 5</td>
</tr>
</tbody>
</table>
Role Transition & Progression

Pre-Licensure Option

The BSN curriculum facilitates orientation to the student role in a professional program and assists students to progress in complexity of skill-building and critical thinking. Students will plan and provide nursing care for patients and will learn to assess and plan for the needs of patients, populations, and communities providing safe, evidence based, patient center care.

During the first semester of the pre-licensure nursing program, students will learn basic nursing skills, including physical assessment and basic concepts of pathophysiology. Clinical experiences in the simulation laboratory and clinical settings will allow students apply theory to practice. In the second semester of the pre-licensure program students will focus on the application of theoretical content and clinical reasoning associated with pharmacology and care of adults with common medical and mental health disorders using evidence based practice. In the third semester of the pre-licensure program, students will continue developing clinical judgment in the patient centered care of adults as well focused learning on community and gerontology. Students will have an introduction to the role of the RN in team leading and patient management in the final semester of the pre-licensure program, as well as learning about care of infants, children, and childbearing women. As novice leaders, students will learn to oversee patient care with a team of patients emphasizing delegation, prioritization, and management of patient outcomes through the implementation of best practices at the bedside while exploring nursing leadership and management issues.

RN-BSN Option

Satisfactory Academic Progress (SAP) – RN-BSN Degree students have the option to progress through the program part-time. Students have a maximum of 5 years to complete the program.
However, SAP for financial assistance for undergraduate students is based on three concepts:
1. Minimum number of hours completed in a 12 month period of enrollment (PACE)
2. Maximum time to complete the degree
3. Grade point average (GPA)

The full policy is outlined in the University catalog. The policy is also outlined and explained on the Student Financial Services website at:
http://www.park.edu/student-financial-aid/satisfactory-academic-progress.html
Please be sure to confirm your enrollment plans with financial services, as needed.

Students should express their enrollment plans within one semester of admission to the program. Students who have not enrolled, or communicated their enrollment plans, within three terms of admission will have their admission status deactivated. To re-enter the program, students may re-apply by submitting the online application. Upon re-verification of RN licensure, students will be notified of admission and may contact the RN- BSN academic advisor for enrollment plans.

### Department of Nursing Directory

#### Table 2- Ellen Finley Earhart Department of Nursing Directory

<table>
<thead>
<tr>
<th>Department Member</th>
<th>Email</th>
<th>Telephone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FULL TIME FACULTY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teresa Crowder, MSN, RN</td>
<td><a href="mailto:teresa.crowder@park.edu">teresa.crowder@park.edu</a></td>
<td>(816) 584-6252</td>
<td>AP 457</td>
</tr>
<tr>
<td>Director of Simulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor of Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nichole Goergen, MSN, RN</td>
<td><a href="mailto:nichole.goergen@park.edu">nichole.goergen@park.edu</a></td>
<td>(816) 584-6880</td>
<td>AP 459</td>
</tr>
<tr>
<td>Interim Department Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSN Assistant Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor of Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathy Jackson, MSN, RNC-OB</td>
<td><a href="mailto:kathy.jackson@park.edu">kathy.jackson@park.edu</a></td>
<td>(816) 584-6466</td>
<td>AP 453</td>
</tr>
<tr>
<td>RN-BSN Assistant Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor of Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debra Negus, MSN, RN</td>
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<td>(816) 584-6359</td>
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<tr>
<td>Associate Professor of Nursing</td>
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<tr>
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<td>AP 259</td>
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<tr>
<td>Clinical Coordinator</td>
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<td>Assistant Professor of Nursing</td>
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<td>Cassie Werle-Rice, MSN,RN</td>
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<td>Assistant Professor of Nursing</td>
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<tr>
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<tr>
<td>Assistant Professor of Nursing</td>
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<td><strong>ADJUNCT FACULTY</strong></td>
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27
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❖ **BSN Program Formats**

Pre-Licensure option Face-to-face with online

Every nursing course has online applications. The applications may include testing, threaded discussions, submission of papers and course work, virtual simulations, clinical documentation, standardized patients, and other applications as assigned. In some cases class time is given for outside online work, such as course examinations, online quizzes, and threaded discussions. Students will be informed at the beginning of the course which work is considered part of class time and which is considered homework.

Development of papers, reading of chapters, online learning modules, and literature review are examples of homework and are not part of the class time. Students should expect homework for a 3 credit hour course to equal approximately 9 hours per week for a 16-week course.

Students must make themselves available at least 5 days a week Monday – Friday from 6:30am to 6:00pm in the program. Nursing must be your 1st priority. (Face-to-face only)

Schedules (class and clinical) will be handed out the first day of the new term.

RN-BSN Online

Our online RN-BSN degree program allows Registered Nurses to complete the requirements of a Bachelor of Science degree in Nursing. This online program offers flexibility and is perfect for students who wish to complete the program either full-time or on a part-time basis.
**Admission Requirements**

Pre-Licensure Option

Please refer to Application Packet for complete information.

**Note:** All accepted students are required to complete Orientation prior to enrollment in the first semester of the nursing program.

RN-BSN option

Applicants Must:
1. Graduate of an nationally accredited Associate Degree Nursing Program
2. RN Licensure in the United States
3. Minimum GPA of 2.8 from an accredited Associate Degree or Diploma Nursing program
4. Submission of official Associate Degree or Diploma nursing program transcripts and all undergraduate transcripts

The Nursing Program awards accepted students 60 hours of course credit for their pre-licensure nursing program transcript. Students may choose to attend either full-time or part-time. Students have a maximum of 5 years to complete all degree requirements.

Applications should be submitted at least one month prior to the start of the term. See Park’s Academic Calendar for specific term start dates.

**Number of Students**

Pre-Licensure option

The Baccalaureate Nursing Degree program is approved by the Missouri State Board of Nursing for a maximum admission of 30 students every fall and spring. Applicants are advised the program is under no obligation to admit the maximum number of students or to identify alternate candidates. Wait list may be used for the Bachelor of Science Degree in Nursing program.

RN-BSN option

There is no maximum or minimum amount of students for our online RN-BSN program.
Selection of Students for Acceptance / Admission

Pre-Licensure option

The Admissions and Retention Committee is charged with reviewing applicant admission test performance, selecting a cohort of students to recommend to the Department Chair for approval.

The Admissions and Retention Committee Chair leads the committee composed of fulltime faculty members. The department chair is a non-voting ex-officio member.

A cohort of up to 30 students will be selected using the benchmarks as outlined in the Application Packet.

Acceptance into the Pre-Licensure Bachelor of Science Degree program is competitive. To accept those with the greatest promise for completion of the program, applicants will be ranked using a rubric with taking into consideration entrance exam scores, essay, letters of reference, pre-requisite work take at Park University, GPA, etc. Aggregate and individual sub-scores are considered by the Admission and Retention Committee.

The faculty of the Department of Nursing reserves the right to refuse acceptance / admission to any candidate who demonstrates unprofessional attitudes / behaviors during the application process in communicating with any Park University Professional (staff or faculty). Examples include but are not limited to; incivility of any kind during the application or testing process (rudeness, harassment, and bullying are examples), breaches of testing process policies, cheating, and violations of the Department of Nursing or Park University Standards of Conduct, failure to submit all required documents, and failure to complete all requirements in Orientation.

**Acceptance notifications will be issued via email by May 15 or November 15**

RN-BSN option

All Admission Requirements have to be met. Refer back to page 20 for admission requirements.

BSN Orientation Requirements

Pre-Licensure option

a) All students are required to attend all Orientation sessions prior to the first semester of the nursing program. Submission of all required clinical documentation, evidence of immunity, immunization, CPR, and other documentation must be submitted by established deadlines.
b) Failure to submit required documentation by published deadline prior to the start of the first semester in the nursing program can result in the student’s acceptance to the program being withdrawn.

RN-BSN option

No orientation requirements are needed.

❖ Transfer Credit

Transfer credit for required non-nursing courses from institutions accredited by one of the six regional accrediting associations is awarded if the courses are equivalent to the corresponding Park University courses. Only courses carrying a grade of "C" or better will transfer and apply toward graduation requirements. Nursing courses must be taken at Park University. Once NUR designated course work begins, all required non-nursing courses must be taken at Park University.

❖ Clock Hours

Clock hours is defined as the number of course credit hours (contact hours) multiplied by the number of weeks the course is offered. The clock hour calculation informs students about the number of hours per week to be spent in class related activities.

❖ Conduct for Dismissal

Purpose: The purpose of this policy is to establish standards of satisfactory academic progress and to establish procedures for identifying students who are not making satisfactory academic progress.

If a student is unable to remediate the performance deficiencies, which led to Academic or Non-Academic Probation, dismissal may be considered by the Admissions and Retention Committee. There is an appeal process for dismissal proceedings. See Academic Appeals policy.

The nursing student may be dismissed from the nursing program for the following reasons:
• A student does not enroll for two consecutive semesters, excluding the summer term.
• A student fails to complete the nursing major requirements in the required 150%.
• A student withdraws from more than three nursing courses.
• Grade below "C" (D or F) in multiple nursing courses.
• Inconsistent adherence to written school policies or course requirements. Examples would include but are not limited to attendance (absence or tardiness), submission of work, lack of following professional patient care expectations, and lack of preparation for the clinical experience.
• Academic Dishonesty or Plagiarism
• Failure to participate in and complete an approved remediation/student success plan implemented.
• Inability to meet course or clinical objectives
• Failure to comply with pre-admission and annual requirements for placement in clinical agencies
• Failure to demonstrate behaviors that are congruent with ANA Code of Ethics for Nurses or American Nursing Association Scope and Standards for nursing practice in all interactions or violation of confidentiality standards.
• Failure to demonstrate the behaviors conducive to effective nursing as stated by the Missouri Nursing Practice Act.
• Incivility, harassment, or bullying in any form – verbal, written, or visual – whether during scheduled class time or outside of class, demonstrates behavior with disregard for the effect of one’s actions upon others and is opposite of the ethical standard of the nursing profession to prevent harm.

In addition to the reasons listed for dismissal, additional reasons are found in “Academic Regulations and Policies” section in the Park Undergraduate catalog, a student may be withdrawn from Park.

❖ Withdrawal and Readmission

READMISSION POLICY

Purpose:
The purpose of this policy is to provide readmission guidelines for the Pre-Licensure BSN program.

Scope:
Nursing Students

Responsible Party:
Nursing Faculty

POLICY

I. Policy Statement
Readmission to the Pre-Licensure BSN program request must be submitted to the Department Chair 4 months prior to the semester of return. The Department Chair will forward the request to the Admissions and Retention Committee.

II. Procedure
The following conditions apply:

A. Readmission is not guaranteed and may be granted only if space in the cohort is available.
B. Students withdrawn from the program secondary to patient safety violations, standards of practice issues, Standards of Conduct violations, or other concerns are not eligible for readmission. Patient safety violations include but are not limited to unpreparedness for the rotation, inability to discuss medication criteria, breach of confidentiality, bringing cameras of any
kind to the clinical unit, breaking of sterile field, medication administration errors, evidence of abusive/ harassing behaviors to patients, faculty, peers, or health care team members, and demonstrations of clinical judgments that indicate unsafe practice.

C. Students, who withdraw for reasons other than clinical performance, standards of practice, or Standards of Conduct issues, must re-enter the program at the next available time the course or sequence of courses is offered, not to exceed one year.

D. Students requesting readmission greater than one year from the time they left the program are required to complete the reapplication / admission test process.

E. Students who are placed on academic suspension (found in the Park University Undergraduate Catalog) must follow the guidelines for readmission prior to submitting a request for readmission to the Department of Nursing.

F. The requirements for the degree will be determined by the catalog in effect at the time of readmission. Re-applicants may be required to repeat course work depending on previous performance and curricular changes. Students are advised to repeat courses with previous grades of C or below.

G. If applicable official academic and financial aid transcripts are required prior to being allowed to enroll if readmission is approved.

H. The Admissions and Retention Committee will evaluate each request and recommend the courses to be repeated.

I. The final determination of the selection of repeated course work is ultimately the decision of the student unless a failed course is the reason for the readmission request.

J. Failed courses must be repeated. The student is not required to repeat any course in which a grade of C or above was earned.

K. A nursing course may not be repeated more than one time (in the case of course failure).

L. Readmission will not be granted to any student who fails more than one nursing course during the entirety of the BSN program. A student who fails one (1) nursing course may repeat the course one (1) time.

M. Students who were removed from clinical or dismissed from the program due to substance abuse issues may apply for readmission with submission of substance abuse rehabilitation program completion and negative substance screening. However, the student will be subject to random drug screen processes at their own expense.

N. Evidence of physical ability (stability) if re-entrance is related to illness, pregnancy, addiction etc.

O. The Admission and Retention Committee reviews student grades at the completion of the nursing course final examination period.

P. Students who do not meet the required testing average, earn a D or F course grade, will be notified by email within 3 business days after the end of the semester.

Q. Should students not agree with the decision of the Admission and Retention Committee the Appeal Process Grade Challenge process should be followed as found in the undergraduate catalog. The letter / email requesting readmission must be received by the Department Chair one week after the end of the semester.(see readmission policy)

R. Students who delay readmission past the next time the course is offered will be required to reapply for the program and submit to the application process, which includes the admission testing process. (see admission policies)
S. Students who are readmitted are subject to the curriculum requirements, costs and requirements in place at the time of readmission.
T. Readmission is not guaranteed and is also dependent upon space availability in the cohort.

**FINANCIAL INFORMATION**

Cost of the Bachelors of Science in Nursing degree can be found in the current Park University Undergraduate Catalog- [http://www.park.edu/catalogs/index.html](http://www.park.edu/catalogs/index.html)

- Additional Expenses that will need to be covered by the student include but are not limited to:
  (These are expenses NOT covered in tuition and fees for the program)
  - Nursing Uniforms including shoes
  - Textbooks, resources, and other fees
  - Watch showing seconds
  - NCLEX-RN and RN License application and testing fees
  - Commencement Fee
  - Room and Board
  - Health Insurance – required for all nursing students. Evidence must be submitted at enrollment, annually, and upon request.
  - Documentation Required for Clinical/Program: Immunizations, Titers, Screenings, CPR, Castle Branch, etc.
  - Late Fees
  - Internet Fees
  - Parking Fees/Tickets
  - Miles
  - Gas/Fuel
  - Transportation
  - Various other Expenses

  **Expenses not covered by program and course fees are subject to change without notice.**

- Optional Expenses (items needed to be purchased by some):
  - Internet Fees and/or Late Fees
  - Student Nurse Association
  - Hotel

- Payment Policies
  See Park University Undergraduate Catalog
  A student will not be allowed to enroll unless all outstanding debts are liquidated to the satisfaction of the
Accounting Office. *Transcripts are not released if any debt is owed to the University and this includes releasing transcripts for NCLEX testing.*

- **Refund Policy**
  See Park University Undergraduate Catalog.

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**ACADEMIC POLICIES**

- **Grading**
  The following grading scale applies to NU/NUR designated courses within the BSN curriculum. A student must receive a C or better as a final grade in courses with an NU/NUR designation for progression in the nursing program. Non-nursing courses follow the Park University grading scale found in the undergraduate catalog.
  Exams and core assessments are weighted at 80% in all nursing courses. The remaining 20% will include in-class, lab, simulation, and clinical assignments, etc. It will be at the professor’s discretion how the remaining 20% will be allotted to each assignment/activity within the course.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>GPA Scale</th>
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<tbody>
<tr>
<td>A = 90 - 100%</td>
<td>A = 4</td>
</tr>
<tr>
<td>B = 80 - 89.99%</td>
<td>B = 3</td>
</tr>
<tr>
<td>C = 75 - 79.99%</td>
<td>C = 2</td>
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<tr>
<td>D = 66 - 74.99%</td>
<td>D = 1</td>
</tr>
<tr>
<td>F = 0 - 65.99%</td>
<td>F = 0</td>
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</tbody>
</table>

The grading scale applies to Nursing Theory, Clinical, Lab and Simulation. *Zero credit courses that students must complete to progress in the program will be graded as Pass/Fail (P/F) Grading.*

All students must maintain good standing in the program. A student is not in good academic standing if they have a:
- Grade of D or F in a theory, clinical, lab or simulation course.

- **Exam Standards**

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**TESTING POLICY**

- **Purpose:**
  The purpose of this policy is to provide student testing guidelines.

- **Scope:**
Nursing Students

**Issued By:**
Nursing Department Faculty

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**POLICY**

III. Policy Statement

Guidelines:
Students are expected to adhere to the Park University Department of Nursing exam policy.

Exam Policy

Students are expected to take examinations when scheduled. Students are required to notify faculty via Park University e-mail in advance if they must miss an exam.

Assessment methods for each Nursing course are outlined in the course syllabus. Examination points will not be altered once the semester has started.

Students must achieve a 78% exam average to pass the course and progress through the nursing program (also see progression policy). The exam average is based on exam points earned over total exam points for the course.

All courses within the nursing program have faculty generated unit and final exams. Prior to the exams, students are encouraged to seek clarification on concepts from the faculty responsible for the course material, as deemed necessary by the student.

Exam Tardiness

Students arriving late will not be admitted into the testing site/classroom. Once the exam begins, all class doors will be shut.

Students MUST email faculty responsible for the course at least 10 minutes prior to the start of the exam if they will be tardy via faculty's Park e-mail account only. Makeup exams for students who are tardy will follow the same guidelines as absences for exams.

Absences

Students are expected to take course examinations when scheduled. Students MUST notify faculty responsible for the course of any absence at least 24 hours PRIOR to the start of the exam via e-mail from a Park University email account. Failure to do so will result in a 10% deduction in the overall exam score. There will not be an opportunity for the absent student to take exam bonus questions.

Excused Absences
Absence from a unit or final exam may be excused for only the following reasons: death of an immediate family member, court mandated appearance and personal illness. Any absence must have appropriate documentation in order to be excused. All course faculty with the assistance of the Assistant Chair will make the determination of whether an absence is excused and meets the above criteria. This criterion is not exhaustive in the above list and is subject to change without notice.

Make-Up Exams for Excused Absences

Students are expected to make-up the unit or final exam in the testing center within seven days of the originally scheduled exam (with the exception of the final exam, please see below). Students are required to initiate and schedule the make-up exam following the testing center policy and must notify the course Faculty once the exam is scheduled with the testing center for the Faculty to complete the process. Failure to do so will result in an earned grade of ZERO for the exam.

If a student is absent from an exam, the student may be given an alternate exam than the one administered during the originally scheduled course exam time.

Unexcused Absences or Tardies

Students are expected to make-up the unit exam in the testing center within seven days of the originally scheduled exam. A 10% deduction in the overall exam score will be applied and no bonus questions will be on the make-up exam. Students are required to initiate and schedule the make-up exam following the testing center policy and must notify the course Faculty once the exam is scheduled with the testing center for the Faculty to complete the process. Failure to do so will result in an earned grade of ZERO for the exam.

If a student is absent from an exam, the student may be given an alternate exam than the one administered during the originally scheduled course exam time.

Final Exam

It is the student's responsibility to contact the faculty member at least one week before the scheduled exam to request permission to take a makeup exam. In the process of determining whether a makeup exam should be allowed, the burden of proof is on the student. The faculty member has the right to request verification of any excuse offered by the student. A student who is denied permission to take a makeup exam may appeal immediately to the Associate Dean/Dean of the School in which the course is offered. The appeal must be made in writing by the end of the first working day after the day of the denial. The appeal will be forwarded immediately to the Provost or designee whose decision will be final.

Medication Calculation Exam
If applicable; a medication calculation exam will be given in clinical associated courses. The student will be given a two week period to take the medication calculation exam, on Park University’s LMS, as many times as possible to achieve a Mastery score of 100%. If, at the end of the two week period the student does not meet the 100% Mastery benchmark, it will result in a course failure.

Exam

1. The exam may consist of a combination of a various question styles including but not limited to:
   - Multiple choice
   - Select all that apply
   - Essay
   - Short answer
   - Case Study
   - Presentations/Projects

2. All student possessions (backpacks, cell-phones, water bottles, hats, etc.) must be placed at a designated area in the examination environment.

3. Once class begins on exam days, students are NOT permitted to sit at their desk with notes prior to the exam.

4. The procedure for classroom exams is as follows:
   a. During exams, the only items permitted to be on the student desk is one pencil/ink pen and a blank sheet of paper supplied by Faculty. All other items should be cleared from your desk area.
   b. No part of the exam shall be shared during or after administration of the exam, verbally, in writing, or electronically. To share information about the exam is a violation of the academic honesty policies of the program.
   c. Students are to refrain from talking and are required remove all hats and hoods during the exam.
   d. Food and drink are not permitted during the exam.
   e. Students cannot leave or enter the classroom once the exam begins, it is recommended students utilize the restroom prior to the start of the exam. If the student deems it necessary to leave the classroom during the exam their exam will be submitted in progress and graded as though completed.
f. Students cannot re-enter the exam room until all students have finished the exam and are not to discuss exam items with other students while waiting for all students to complete the exam.

g. Questions during exam may be asked to provide for clarification about misspelling or sentence structure, no content or definitions of words will be provided.

h. Electronic exam logs are available for all exams taken in the learning management system. Once a student has started the exam, to prevent the appearance of academic dishonesty, he or she should not leave the exam browser page.

i. Students who demonstrate behaviors consistent with academic dishonesty will not be allowed to complete the exam if still in progress. Faculty will evaluate any such situation and take action under the university and department policy for academic honesty.

j. Answers to the exam will not be open for students until all students in the course have completed the exam and the exam has been evaluated by faculty.

k. Students who disagree with an exam item may complete a Student Exam Item Query form to explain their rationale for their chosen answer. The student will need to make an appointment with the instructor after the exam. These forms are to be submitted to the faculty prior to the scheduled appointment. No faculty will discuss questions before, during or after the exam in class or anytime after class on exam days.

l. There will be no discussion of exam items between students and faculty on the day of the exam.

m. A simple, non-graphing, calculator without memory will be provided used for dosage calculations.

Exam Analysis

1. The faculty who wrote the exam is responsible for analyzing exam results with a second faculty member to assist with evaluation.

2. Exam item adjustments may be made at the discretion of the course faculty for the following reasons:
   a. More than 70% of the students answered the question incorrectly.
   b. There is a formatting issue which makes the exam question/answer choices unclear or illegible.
   c. The course faculty deems the material was not adequately addressed.
   d. Student can provide documentation within the textbook that is being utilized in the course to support an answer other that the answer that was keyed correctly utilizing the Exam Item Query Form.
3. Exam item adjustments: not all adjustments lead to every student earning the same adjustments on the exam.****

Exam Review

1. At the faculty’s discretion, a group review may be conducted. If a review is conducted, students will not be allowed to take pictures, notes, or recording of any kind.

*Individual review:*

2. All students earning less than 78% on an exam are required to schedule an appointment and meet with the course faculty within 7 days (1 week) of the exam. Students are required to complete the My Academic Success Plan Form prior to the scheduled appointment with the faculty.

3. Students will only have 7 days (1 week) to meet with the instructor to review the exam. Exams will be available for review for only 7 days (1 week) following the exam.

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**Park University**
**BSN Program**
**Exam Item Query Form**

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<tr>
<th>Rationale: (Explain why you believe the test item is incorrect)</th>
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References


- Quizzes, standardized tests, focus tests, and other supplemental quizzes/tests are excluded.

❖ Rounding

NO student work: assignments, quizzes, unit exams, final exams, clinical scores, simulation scores, lab scores, or any other course work will be rounded in any NU/NUR designated course. Final course grades will NOT be rounded. (Ex. A 74.9% in a course will NOT be rounded to a 75%).

❖ Late Assignments

LATE WORK POLICY

Purpose:
The purpose of this policy is to provide late work guidelines for classroom, laboratory, clinical, and simulation experiences.

Scope:
Nursing Students

Issued By:
Nursing Department Faculty

IV. Policy Statement
Guidelines:
Students are expected to adhere to the Park University Department of Nursing late work policy.

A. Late work is not acceptable. Assignments will not be accepted past their required due date.

- **Grade of D or F (Failure)**
  A student will receive a D or F in any course in which the student fails to pass the course standards as described by the instructor, stated in the syllabus, and outlined above. A grade of D or F is included in calculating grade point average. Students must repeat a NU/NUR course if they receive a D or F. In order to repeat the course graded as a D or F, the student must re-register for the course. A grade of D or F remains on the student's official transcript even if the course is later repeated.

- **Grade of WF (Withdrawal)**
  Withdrawal issued after the 10th week of a 16-week semester. The WF may be student-initiated or instructor-initiated and will receive the same grade as an F. Instructors will initiate a "WF" when a student does not officially drop a course and who has not completed enough substantive work to receive a grade in the course. It is used when, in the opinion of the instructor, completed assignments, course activities, clinical/lab/simulation requirements or a combination of all were insufficient to make normal evaluation of academic performance possible. A grade of "WF" remains on the student’s official transcript even if the course is later repeated.

- **Grade of I (Incomplete)**
  If a student is unable to complete coursework due to extenuating circumstances, they may request a grade of incomplete from their appropriate course instructor. Extenuating circumstances may include unforeseeable serious illnesses, serious family emergency, or circumstances of comparable gravity. Requests for an Incomplete must be made in writing to the instructor, detailing the circumstances and including plans for course completion. It is at the discretion of the faculty member to grant an Incomplete grade. If an Incomplete grade is permitted, the faculty member will set a date of expected course completion. Students granted an Incomplete grade will receive an "I" grade on their transcript. Students with an "I" grade in a specialty course cannot continue in further specialty courses until their "I" grade is resolved. Course requirements must be completed within three terms during which original registration took place. Failure to complete course requirements will result in a grade of “WF” for the course(s) and the course(s) must be repeated to obtain credit. Students cannot graduate with a grade of "I" on their transcript. Note: Taking an "I" may suspend the student from financial aid.

- **Progression Policy**
**Purpose:**
The purpose of this policy is to provide progression guidelines for clinical, laboratory and simulation experiences.

**Scope:**
Nursing Students

**Issued By:**
Nursing Department Faculty

**V. Policy Statement**

Guidelines:
Students are expected to adhere to the Park University Department of Nursing progression policy.

A. Purpose: This policy establishes standards of academic progression to ensure students advance through the curriculum in a timely manner with maintain high standards of academic performance and professional conduct. The purpose is to ensure students reach and maintain high standards of learning throughout the nursing program, accomplish all learning objectives, and reach recommended competency levels.

Once students are admitted to a program, they should familiarize themselves with the guidelines for continuation within the program. The faculty have developed a number of policies to ensure students’ progress in an academically sound and safe manner with the program.

**Academic Progression requirements:**

In order to progress in the nursing program the student must:

- Students must achieve a final grade of “C” or higher in all required nursing courses in order to continue progression in the nursing program. A grade of less than a C (includes D or F) is not satisfactory for progression.
- Students who do not achieve a grade of “C” will be required to retake the course and earn a grade of “C” higher to continue progressing through the program.
- Students who do not achieve a passing grade in one of the first semester nursing courses will be required to reapply for admission to the program. Students who fail a course after their first semester in the program will be allowed to repeat that course; however, progression is dependent upon availability in that class. The student is not guaranteed a seat in the class the next semester if the course is already full.
- Students must achieve in all nursing designated courses (NUR) a testing average (unit exams, clinical exams and final exams) of 78% to pass the course. This average is based on points earned divided by total points available to equal the test average.
- A student may only repeat a course one (1) time after earning a grade below a “C”. If
the student earns a grade below "C" in the repeated course the student will be
required to withdraw from the program.
• Students who earns less than a "C" in more than one (1) class during a semester will
be removed from the program and are ineligible to repeat those nursing courses.
• Students must complete all clinical experiences and meet all clinical course outcomes
with a "satisfactory" to meet requirements for graduation.
• Students must maintain a "C" or better in each nursing course to be eligible for
graduation.
• Students must meet the attendance requirements in lab, simulation and clinical
courses.

Safety Progression requirements:
In order to progress in the nursing program the student must:
• Maintain health and physical capabilities adequate to meet course objectives.
  o Any student who does not meet the physical capability requirements set forth by
    the Health Care agencies may not attend clinical. This may result in failure of the
    course due to the students’ inability to meet the course outcomes.
• Meet Standards of Conduct and professional practice standards as established by
  the Department, Nurse Practice Acts and the ANA Standards of Practice, QSEN and
  other practice standards as determined by the profession.
• Demonstrate safe, ethical, and professional patient care practices in clinical, lab, and
  clinical simulation settings.
• Provide negative drug and alcohol screening results.

Identification of Academically At-Risk Students

Student Success Policy
Purpose: This policy is established to support student success in the nursing curriculum. It is the
student’s responsibility to take accountability for their personal academic and clinical progress.
Therefore, students are expected to perform at the established benchmarks within each course.
The faculty uses a variety of strategies to identify students who are academically at risk. The intent of the
strategies is to identify students who are at risk based on admission test results and pre-program
screenings, demonstrated academic performance during nursing courses below established
benchmarks, and / or clinical performance concerns.
Examples of strategies that may be assessed in determining academic / clinical at risk students follow. It is
important to note that faculty may use other strategies in addition to those listed below.
• Admission test scores
• Standardized test scores
• Course test scores / test average
• Clinical performance (laboratory, simulation, and facility based activities)
• Discussions
• Written assignments, etc.
To assist students whose performance is marginal or below the established benchmarks / threshold the Student Success process will be implemented. Any student whose performance is deemed academically at risk is required to participate in Student Success activities. Students who do not meet the requirements prescribed to correct performance will be referred to the Admissions and Retention Committee for evaluation of the ability of the student to continue in the BSN program. Students may self-refer to the Student Success process at any time. Student Success activities assigned by faculty will vary depending upon the student needs.

Indicators of academic risk include (but are not limited to) the following:
   a. Fundamentals standardized test score less than established threshold.
   b. Admission test science scores less than established threshold.
   c. Admission test math scores less than established threshold.
   d. Reading and or writing scores less than established threshold.
   e. Faculty member identifies unit test performance less than the established program test average requirement. This includes any unit test and / or a trending test average less than the established program test average requirement.
   f. Clinical performance indicates a need for improvement in one or more concern. Note: Students are required to be safe in the clinical environment at all times. Please see the Standards of Conduct and progression policies.
   g. Failure to successfully complete NU310 and/or NU 355 for RN-BSN students.

Retention and Probation: For all students, Park deploys a number of strategies to promote retention that likewise applies to students in Park’s nursing programs. Retention begins with a substantial student orientation for first-year and transfer students (transfer students may complete this orientation online) and a separate self-paced online orientation to Park’s Learning Management Platform, Canvas. New student orientation emphasizes awareness of student support resources and early engagement in student clubs and organizations. Prior to matriculation, new students’ academic readiness is determined through high school GPA, transfer credit evaluation, etc. Developmental courses, elective or required, and peer/professional tutoring are available. All first-time freshman also take LE 100, First Year Seminar, which orients them to Park’s history and educational mission/graduate outcomes, hones their critical thinking and information literacy skills, engages them in degree planning, builds awareness of key support resources, and connects them with faculty and other students in their intended majors. A section of LE 100 in fall 2016 is planned for pre-nursing students and taught by a member of the Department of Nursing. This nursing-specific section of LE 100 allows faculty with the opportunity to mentor students prior to admission to the program.

Once a declared major, all students have access to both professional success advisors and faculty advisors to monitor their progress. All faculty, regardless of discipline, are encouraged to use Park’s “early alert” system to prompt intervention when students display signs that their academic progress might be in jeopardy. The early alert team includes the success advisor, faculty advisor, and members of Student Life. Outcomes include behavioral intervention, support in utilizing tutoring and other academic support resources, and referral to counseling services.
Once a student has been admitted to the nursing program, his/her academic performance is monitored by both a faculty advisor and the Admissions and Retention Committee. The Department of Nursing maintains an admissions and retention committee to aid in selection of the classes/cohorts and oversee all matters pertaining to student progress and retention. Regarding retention, the committee meets a minimum of two times per semester to review student progress and retention measures as reported by faculty. The committee works with and at the direction of the course faculty and the faculty advisor to draft written student Performance Improvement Plans and to determine appropriate interventions (e.g., individualized instruction by a faculty member, referral to the Academic Support Center, etc.).

In addition to and in concert with Park University’s undergraduate polices for academic progress and probation, the Department of Nursing institutes a retention plan for students who fail any course, whose Park University’s cumulative nursing GPA falls below a 2.8, or whose exam averages are below 78%. These interventions support student persistence and compliance with program-specific requirements and the University’s requirements for satisfactory academic progress (a student is considered in good standing as long as the student’s cumulative GPA stands at 2.8 or better, and the student continues to achieve a Park University GPA of 2.8 or better at the end of the fall and spring semesters). If a student falls below a 2.8, he/she receives an academic warning letter with suggested actions to improve performance. The University also maintains thresholds for academic probation, suspension, and readmission, which are outlined in the undergraduate catalog.

**Academic Advising**

- Each student is assigned a full time nursing faculty member as adviser and a Student Success Advisor for course registration and academic issues identified as the student progresses through the program.
- Nursing students are not allowed to add and/or drop classes without a nursing faculty advisor’s written approval. Students are responsible for securing and completing the Add/Drop form.

Academic advisers are at liberty to encourage students to seek additional assistance as indicated. Examples include referrals to the Counseling Center, Academic Support Center, skills lab practice, remediation assistance, or other services as indicated.

**Email**

All communication via Student/Faculty/Staff will be conducted through your Park University email or the Park University learning management system (LMS) only. Faculty/Staff will not be subject to respond to emails that are not Park University email addresses.

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**ELECTRONIC COMMUNICATION POLICY**

**Purpose:**
The purpose of this policy is to provide electronic communication guideline for classroom, clinical, laboratory and simulation experiences.

**Scope:**
VI. Policy Statement

Guidelines:
Students are expected to adhere to the Park University Department of Nursing electronic communication policy.

U. All student and faculty electronic communication is to take place using Park University email or the Park University learning management system (LMS).

B. You are required to use your Park University student email or LMS for sending electronic communication to University Faculty. The only circumstance in which you can use a private email address is if the university email server is offline/down.

C. Faculty has 24-48 business hours to respond to your email or LMS electronic communications.

D. If you have been provided a faculty cell phone number they are to only be used for clinical or simulation emergencies. If you call or text a faculty at their private cell phone for any other situation, faculty reserve the right to not respond to your call or text.

VII. Emailing your Faculty

A. Here is a template for you to following when constructing an email to a professor. The elements below are explained further.

B. Elements of an Effective Email
   1. Element #1: Salutation
      a) Right off the bat, here's where you can establish that you view your relationship with your professor as a professional one. Use “Dear,” or if that feels horrifically formal to you, you can use “Hello” or “Hi”.

   2. Element #2: Honorific
      a) The simplest way to do this is to address them as “Professor.” If they have a PhD, you can technically call them “Dr.” but you’re safer with “Professor.” Not all instructors have PhDs (and many won’t even have the world professor in their official job title), but if they are teaching a college class they are inhabiting the role of Professor and can be addressed as such. The bonus of “Professor” and “Dr.” is that they don’t require you to know anything about your professor’s gender identity or marital status.

   3. Element #3: Name
a) You might be surprised at how frequently students get their professor’s name wrong. Use their last name. Spell out the whole thing. Spell it correctly. If there’s a hyphen in it, use both names and the hyphen.

4. Element #4: Meaningless Nicety
   a) It never hurts to say something like “I hope you’re enjoying the beautiful weather today,” or “I hope you had a relaxing weekend,” to start off. It shows that you see your professor as a person who has some kind of life.

5. Element #5: Reminder of how they know you
   a) This is key, especially if it’s the first time you are contacting your professor. You can’t count on them to remember your name from their rosters or to be able to put your face with your name. If there’s something distinctive about you that would jog their memory and make them look upon you fondly, include that. For instance, “I stayed after class to ask you about the reading that one time.”

6. Element #6: The real reason for the email
   a) This is the whole reason you’re sending the email, so make it good. The important thing here is to get in and get out, while remaining courteous. Concisely state what it is you need from the professor without offering a bunch of excuses or going into excessive detail or sounding like you are making demands. If you can’t explain why you’re emailing in a sentence or two, consider making an appointment to meet with the professor in person, in which case your line here will be “I was hoping we could meet to talk about X. What would be a good time for that?” If they can’t meet and just want to discuss it over email, they’ll let you know.

7. Element #7 and #8: This is where you prove you’re a wonderful person
   a) A vast number of emails sent to professors by students are seeking information that has already been communicated by the professor. Before even sending the email, you should actually check the syllabus and your notes (and the class website if there is one) to see if your question has indeed been answered there. It doesn’t hurt to ask someone else from the class too – this is why you should try to get at least one classmate’s phone number or email address during the first week. If you’ve actually done all these things and you still have a question, then your contacting the professor will actually provide helpful information to them that they might not have been clear about something. If you can try to answer your own question, and you turn out to be right, that saves them a little bit of time in their response. For instance, if you are writing to set up a meeting, you could say “It says on the syllabus that your office hours are Tuesdays at 3pm. Could I come this Tuesday at 3:15?” This also shows that you thought about the whole thing for more than two seconds before deciding to take up their email-reading time.

8. Element #9: Supper polite restatement of your request
a) If you’re asking a question you need an answer to, you can say something like “If you could let me know at your earliest convenience, I’d really appreciate it.” If you need to fill out a form, or contact someone on your behalf, or do something that requires more action than just answering your email, state that very clearly here. This helps them put in on their to-do list and get it done.

9. **Element #10: Sign-off**

   a) If you're not sure how to sign off an email, “Thank you” is nearly always appropriate. You can do “Best,” or “All the best,” or “Sincerely,” or whatever, but some form of thanks here does double duty as both sign-off and expression of gratitude.

10. **Element #11: The follow-up**

   a) If your professor hasn’t responded to your email, and social cues tell you they probably meant to by now, you can send a gentle follow-up. You can format the follow-up using all the elements here, but you can add in “Just following up on my previous email,” right before you get to Element #6. Why any of this matters

   b) Learning how to craft professional emails is a skill you can take with you into the so-called real world. A courteous and thoughtfully constructed request is much more likely to receive the kind of response you want. And, let’s face it, professors are humans with feelings who just want to be treated as such.

C. **Sample Email**

Dear (1) Professor (2) Last-Name (3),

This is a line that recognizes our common humanity (4). I'm in your Class Name, that meets on This Day (5). This is the question I have or the help I need (6). I've looked in the syllabus and at my notes from class and online and I asked someone else from the class (7), and I think This Is The Answer (8), but I'm still not sure This is the action I would like you to take (9).

Signing off with a Thank You is always a good idea (10).

Student Smith

- **Functional Ability and Representative Activities/Attributes**

Students who wish to qualify for admission and progression in the nursing program must meet both academic and performance requirements. Academic requirements are described in the university policies on admissions and progression. In addition to the academic and progression requirements, a student must satisfy performance standards. These performance standards include cognitive, sensory, affective, and psychomotor competencies associated with patient care.
Functional abilities are determined by each clinical facility. Students who cannot meet facility requirements may be withdrawn from the program. All patient care activity must be completed without aid or assistance. For example, a student falls during winter break on the ice fracturing the left ankle. The foot to mid-calf is casted and the student must use crutches. This student may not attend any facility based clinical activity. Attendance at clinical could place the student and/or patients/visitors at risk for injury. See the attendance policy for more information about make-up clinical work.

- **Graduation – See Undergraduate catalog**
  The deadline for application is your Senior 1 semester. A Grad Fair will be held in both Fall and Spring to pick up cap/gown, announcements, etc. for commencement.

- **References for Graduates**
  Students wanting a letter of reference and/or completion of forms for employment must submit a completed copy of the Student Information/Reference Release form for each agency. Information will only be shared with potential employers via written word. Faculty reserve the right to refuse to furnish individual references for students. Form is available at the end of the Handbook. Please submit to the Faculty to whom you are requesting a reference.

- **Grievance Procedure**
  - A formal complaint is a grievance that has not been addressed/resolved after discussing the matter with staff, faculty, or department in which the issue originated. Formal complaints must be written explanations detailing the complaint regarding a policy or procedure that has been incorrectly or unfairly applied.
  - See Park University Undergraduate Catalog for Grievance

- **Grade Academic Appeal Policy**
  Faculty members have a professional obligation to evaluate the progress and/or performance in each course. Student progress and/or performance should be evaluated solely on the academic objectives of the course.
  Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Lack of success in meeting the academic grading standards established by the instructor shall not constitute a case for appeal.
  A student who feels that the instructor has graded on the basis of personal opinions or other matters unrelated to the established academic standards is encouraged to consult with the instructor in the hope that a satisfactory solution can be achieved.
  If the student still feels the instructor is biased or capricious in his/her academic evaluation, the grade appeal form process must be initiated with the Instructor within 30 calendar days of the date the final grade to be challenged was recorded by the University. The written appeal shall be submitted to the Department of Nursing Student Relations Committee through the department chairperson. Such a committee shall consist of at least one University faculty member who is not directly involved in the case. There must be an odd number of members on the committee. Park University faculty maintain
records of students’ academic performance until such time as the aforementioned window for submitting an appeal has expired.

The Nursing Department Student Relations Committee shall convene within a reasonable time following the student’s request for a formal hearing. If the committee feels there is reasonable justification for the student’s appeal, then it shall schedule a formal hearing in which testimony from both the student making the appeal and from the instructor concerned will be considered, along with any supporting evidence. At the conclusion of the hearing, the committee will make its recommendation for the resolution of the difference, and shall notify in writing the student, the instructor, the department chair, College of Education and Health Professions Associate Dean and College of Education and Health Professions Dean. The written decision and the signatures of the committee members shall be filed in the department.

Should the allegation concern the department chairperson the notification shall be made to the College of Education and Health Professions Associate Dean or College of Education and Health Professions Dean or as otherwise designated by the chief academic officer. If the appeal fails, or is not supported by the department chair, the student may then petition the College of Education and Health Professions Dean. The student must make the appeal in writing as outlined in the Academic Grade Appeal Procedures in the current Park University Undergraduate Catalog.

- Academic Dishonesty

Please review Department of Nursing Academic Dishonesty Policy at end of handbook for further information. This policy is to be signed at the beginning of each semester.

A faculty member will notify you, the student, in writing, that evidence of academic dishonesty has been detected. Any student who wishes to report an alleged incident of academic dishonesty may do so in by reporting the incident on the Academic Dishonesty Incident Report, found on the Park University Web site. A personal meeting between the faculty and student will be scheduled to discuss the allegation. After this discussion, if the faculty remains convinced that the alleged violation occurred, the faculty MAY assign any ONE of the following penalties listed below:

- Warning – A notice in writing to the student that the student is violating or has violated standards of conduct.
- Probation – A written reprimand for violation of specified standards. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any additional regulation(s) during the probationary period.
- Assignment of a lower grade on the assignment.
- Assignment of a grade of “F” in the course.
- Expulsion from the course, with assignment of a failing grade (WF), with the approval of the Dean or the Dean’s designee.
- Expulsion from the nursing program, with the approval of the Dean or the Dean’s designee.
- Referral to the Student Code of Conduct Administrator, for consideration of University-wide sanctions, including the possibility of suspension or expulsion from Park University.
Purpose:
The purpose of this policy is to provide behavior guidelines for clinical, laboratory and simulation experiences.

Scope:
Nursing Students

Issued By:
Nursing Department Faculty

POLICY

I. Policy Statement

Guidelines:
Students are expected to adhere to the Park University Department of Nursing behavior policy.

The Nursing Department at Park University defines professionalism as: The skill, competence, or character expected of a member of a highly trained profession.

II. Qualities of a professional nurse:
A. Maintains a positive attitude
B. Is punctual
C. Is clean and well-groomed
D. Respects the opinions/expertise of others
E. Welcomes constructive feedback/criticism
F. Takes the initiative to identify/solve problems
G. Anticipates the needs of others
H. Is a team player
I. Does not lie
J. Embraces change as a means of professional growth
K. Take responsibility for own actions
L. Take responsible for your own behaviors and outcomes
III. Classroom Conduct:
   A. Student behavior must adhere to the University and Department Code of Conduct, the NSNA Codes, ANA Codes and Standards of Care, and those outlined in the student handbook.
   B. Students are required to abide by the Park University policies and procedures as stated in the student handbook and undergraduate catalog.
   C. College students, as adults, are expected to exercise mature and responsible self-discipline, to behave with courtesy and integrity, and to maintain appropriate academic standards, as well as, appropriate conduct standards.
   D. Students have no right to impinge on the freedom of instructors to teach or the right of other students to learn. If a student behaves disruptively in class after the instructor has explained the unacceptability of such conduct, the instructor may dismiss the student from the class.
   E. Students are expected to be respectful of the instructor and fellow students by minimizing conversations and activities not related to the immediate classroom activities or content.
   F. Tardiness is considered rude and disruptive; for this reason students must be on time for each scheduled class session. If a student is tardy to class; he or she is not permitted entrance to the classroom until after the designated break.
   G. Students who are absent or tardy on a test day please refer to the department of nursing testing policy.
   H. Students who desire to bring laptop computers to class should use them for immediate class-related activities only. (No social media, online shopping, working on another courses work, etc.)
   I. All cell phones must be set to silent or vibrate, no audible ringtones allowed. This shows respect to the instructor and peers.
   J. All individual assignments must be completed independently.

IV. Clinical Conduct
   A. Student Behavior must be respectful of all individuals (patient, patient’s family, health team members, and self).
   B. Student behavior must adhere to the Patient’s Bill of Rights, the ANA Standards of Care, standards of nursing performance, and the ANA Code of Ethics for Nurses. Respectfulness includes knocking before entering a room, addressing patients and
families properly without the use of slang, and honoring the diversity, uniqueness, and value of each person.

C. All students must arrive to clinical on time.
D. Student must follow the clinical dress code.
E. Students must refrain from smoking while in uniform. NO smoking on the clinical agency premises.
F. Students must be punctual in reporting to and leaving the clinical agency.
G. Students must park only in designated areas at the clinical facility.
H. Students must apply the nursing process for assigned patients according to the hospital policies, unit procedures, and nursing protocol.
I. Students must submit completed clinical work on time to the assigned instructor as identified in the academic policies.
J. Students must provide safe and effective nursing care.
K. Students will follow hospital and departmental polices with all procedures and treatments. *Students may not perform any nursing skill without the supervision and/or approval of the clinical instructor.
L. Students must safely and effectively administer medications. Students may not administer medication without the supervision of the clinical instructor and/or licensed Registered Nurse from the unit.
M. Students will document accurately, concisely, completely, legibly, and in a timely manner.
N. Students must never come to clinical under the influence of any substance drugs, alcohol, etc.

V. Simulation/Lab Conduct

A. Tardiness is not permitted.
B. Do not use betadine, markers, or pens on or near the simulators or manikins. Use only the provided silicone oil for lubricant and saline swabs.
C. Keeping in mind safety, infection and HIPAA regulations, students are to act as if they are in a real patient situation/experience.
D. Students are to remain confidential and professional regarding the performance of all other students before, during and after simulation/lab experiences.
E. Students are to come prepared for lab/simulation including having the necessary materials for the lesson (i.e. stethoscopes, pen light, etc.).
F. There is no food or drink permitted during the lab/simulation.

G. Faculty and staff have the right to remove students from lab/simulation if conduct is violated.

VI. Professional Behaviors
A. Taking responsibility of your actions and the consequences of those actions.
B. Taking responsibility for your behaviors and their impact on others
C. The responsibility of your behaviors and actions against the outcomes of those behaviors and actions
D. Lying at any time in any situation is grounds for dismissal from the program. Nursing is considered the profession with the most integrity and trust and lying is a violation of that integrity and trust.

❖ Social Media

SOCIAL MEDIA POLICY

Purpose:
The purpose of this policy is to provide social media guidelines for clinical, laboratory and simulation experiences.

Scope:
Nursing Students

Issued By:
Nursing Department Faculty

POLICY

I. Policy Statement

Guidelines:
Students are expected to adhere to the Park University Department of Nursing social media policy.

A. During class, lab, clinical and clinical simulation cell phones are to be turned off. Students should not answer phone calls during these times.

B. Ring tones should be changed to "Do Not Disturb", silent, or vibrate mode during class, lab, clinical, and clinical simulation so as to not disrupt the learning environment.
1. Cell phones may only be used on breaks or if requested by a faculty member for classroom participation.

C. Laptops, tablets, and other devices used to take notes during class periods should only be used for note taking or when directed by faculty for classroom participation. Online shopping, browsing, gaming, social media, instant messaging, emailing, and working on other course work is prohibited during class time.

D. The use of cell/smart phones and cameras, video cameras, MP3 players, iPods, iPads/tablets, DVD players, recording devices, and all other similar devices is not allowed at any time in the classroom, laboratory, clinical environment, or clinical simulation areas. 
   1. This is to protect confidential and sensitive information and individually identifiable patient health information in accordance with federal and state laws, in addition to professional and ethical duties.
   2. No student shall videotape or record, in any manner, faculty, staff or fellow students for any reason without the express written permission of the faculty, staff or fellow student.

E. Cell phones may only be used on breaks and in designated break areas in the clinical setting. Cell phones should never be used in patient care areas (this includes texting).
   1. If a student uses their cell phone in the clinical environment it is an automatic unsatisfactory clinical day and a zero is earned for the clinical experience day.

F. Absolutely, no picture taking or audio/video recording in the clinical environment. This includes living and deceased patients; regardless of whether a specific person/patient can be identified by the photograph or audio/video material.
   1. If a student has a picture of a patient in their possession physically and/or electronically it will result in automatic dismissal from the nursing program without the possibility to return or reapply.

G. Patient information is to be kept secure at all times, there are no exceptions to this guideline!
   1. Any student who violates the Health Insurance Portability and Accountability Act (HIPPA) in the clinical environment before, during, or after will be immediately dismissed from the nursing program without the possibility to return or reapply.
   2. The student will also be subject to penalization under federal and state laws.

H. Students are not allowed to make phone calls to any hospital, clinic, or healthcare staff regarding an assigned patient. (This includes diagnosis, medications, tests, lab values, treatment plans, etc.).

I. Students are not allowed to make phone calls, text, or contact via social media a patient or patient’s family.
   1. Students are prohibited from visiting from visiting patients outside of a designated clinical rotation.

J. Students are not allowed to make photocopies or take pictures of any patient related information including: orders, flow sheets, vital signs, lab values, medication records, reports, reviews, plan of care, Kardex, etc.
K. Students are not allowed to print any patient information or otherwise from the electronic medical record at any time.

L. Students are not allowed to leave the clinical environment / setting with identifying patient information.

M. Faculty and staff should not engage in social media texting, friending, tagging or otherwise with a current nursing student of either the BSN-PL or RN-BSN program.

N. Students are responsible in representing Park University and the Ellen Finley Earhart Department of Nursing in a fair, accurate and legal manner protecting the brand and reputation of the institution.

1. Do not post confidential or proprietary information about the university, faculty, staff, students, clinical facilities, patients/clients, or others with whom one has contact with in the role of a Park University Nursing student.

2. Do use University or Department of Nursing marks, such as logos and graphics on personal social media sites. Do not use Park’s name or logos to promote a product, cause, or political party or candidate.
   a) Use of the Department of Nursing marks (logos and graphics) for Department sanctioned events for posters, fliers, and postings must be approved by the Nursing Department Chair.

3. Be aware of your association with Park University in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers.

4. Future employers hold you to a high standard of behavior. By identifying yourself as a Park University nursing student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.

5. When posting your point of view on a social media site ensure you identify your views as your own. You should neither claim nor imply you are speaking on Park University’s behalf, unless you are authorized to do so in writing.

6. Do not use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.

7. Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the University.

O. You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).

P. When publishing information on social media site remain cognizant that information is public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others.
There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings.

1. Avoid posting material / comments when you feel angry, passionate or upset. It is advised to delay posting until you are calm and clear-headed. If you are unsure about posting or responding to a comment ask a faculty member for guidance.

Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law, University and/or Department of Nursing policy. Students may also be legally liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

Classroom Etiquette

CLASS ATTENDANCE/TARDY POLICY

Purpose:
The purpose of this policy is to provide class attendance/tardy guideline for classroom, laboratory and simulation experiences.

Scope:
Nursing Students

Issued By:
Nursing Department Faculty

POLICY

VIII. Policy Statement

Guidelines:
Students are expected to adhere to the Park University Department of Nursing class attendance/tardy policy.

A Regular attendance and punctuality are required in the nursing program. Students must talk with the nursing faculty member prior to absence or tardiness. See the current undergraduate catalog for other attendance policies.

1. Absences from scheduled class times place students in academic jeopardy. If absent, progress and continuation in the course may be at risk.

2. The student is responsible for all missed material/content and assignments due to absence.
3. Discretionary in class assessments (i.e.: quizzes, games, concept maps, etc.) that occur when the student is tardy or absent cannot be made-up and a zero is earned for the assessment.

B Late arrivals to classes are a disruption to fellow students and faculty members.
1. Tardiness is considered rude and disruptive; for this reason students should strive to be on time for each scheduled class session. Students, who are late, shall enter the classroom causing as little distraction as possible. The student is responsible for all missed material/content due to tardiness.

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**ANIMAL POLICY**

**Purpose:**
The purpose of this policy is to provide animal guidelines for clinical, laboratory and simulation experiences.

**Scope:**
Nursing Students

**Issued By:**
Nursing Department Faculty

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**POLICY**

I. **Policy Statement**

Guidelines:
Students are expected to adhere to the Park University Department of Nursing animal policy.

A. **Definition: Animal**: Non-human mammal

B Animals are not allowed to be in the classroom, laboratory, clinical or clinical simulation environments during scheduled course times or experiences related to the nursing student role or training. Under the Americans with Disabilities Act (ADA), service animals shall not be excluded from class and other campus locations. The student who has ADA accommodations must provide required documentation to the Disability Services Office.

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**CHILDREN POLICY**

**Purpose:**
This policy exists to outline the Department of Nursing expectations regarding children attending Department of Nursing class, laboratory, clinical and clinical simulation rotations.

**Scope:**
POLICY

II. Policy Statement

Guidelines:
Students are expected to adhere to the Park University Department of Nursing children’s policy.

B. Definition: Children: A human being between birth and 18 years of age.

C. Children are not allowed to be in the classroom, laboratory, clinical, or clinical simulation environments during scheduled course times or experiences related to the nursing student role or training.

Clinical Attendance Requirements

CLINICAL ATTENDANCE/ABSENCE/TARDY POLICY

Purpose:
The purpose of this policy is to provide clinical attendance/absence/tardy guidelines for clinical experiences.

Scope:
Nursing Students

Issued By:
Nursing Department Faculty

III. Policy Statement

Guidelines:
Students are expected to adhere to the Park University Department of Nursing clinical attendance/absence/tardy policy. Clinical absences and tardiness will be documented on the incident report form and put in the student's record.

A. Regular attendance and punctuality are required of nursing students.

Clinical/Lab/Clinical Simulation Attendances
Nursing coursework demands non-traditional class, clinical, lab and simulation hours.

• Nursing educational training is a full-time commitment and will be challenging, time
consuming, and a display of your dedication to the nursing profession.

- Students are required to provide their own transportation to classes and clinical practicum, some of which will require driving to off-campus sites considerable distances away.
- University, Parkville campus center to attend clinical experiences.
- Students must make special arrangements for their: child care, work commitments, transportation, and all other activities that could interfere with class, laboratory, clinical and/or clinical simulation attendance.
- Students are responsible for their own transportation to and from class, laboratory, clinical and clinical simulation sites.

B. Students are required to demonstrate safe clinical judgement and patient care in all clinical related environments. Students must complete the required number of clinical hours for each clinical course; the required number of clinical hours can be found in the student handbook. Students are also required to meet the course outcomes in order to pass the clinical component of the courses which includes clinical, lab and clinical simulation.

- Students are expected to attend laboratory, clinical and clinical simulation related activities.
  - Only in extenuating circumstances may a student miss laboratory, clinical and clinical simulation related activities. (Extenuating circumstances include by are not limited to: contagious illness, death of an immediate family member, or personal hospitalization.)
  - The student is responsible for notifying the clinical faculty of the absence no less than 2 hours prior to the start time of the laboratory, clinical, or clinical simulation experience via Park University email.
  - Should a student miss a laboratory, clinical, or clinical simulation experience there will be a required written assignment.
  - The written assignment will be due 7 days (1 week) from the time of the clinical miss.
  - The written assignment will be declared by the course faculty which will be no less than 10 pages and no more than 12 pages.
  - It is the students’ responsibility to get with the course faculty of which the clinical miss occurs for the details of the clinical miss assignment.
  - Students who must miss a clinical, lab or simulation experience will not receive schedule changes, make-up sessions, nor other alternate assignments.
  - The written assignment does not earn back the time missed from laboratory, clinical, and/or clinical simulation but is required in meeting the course outcomes.
  - If the student does not submit the written assignment 7 days (1 week) after the clinical miss it is considered a second clinical miss and the consequences associated with the additional miss results in course failure.
  - Two missed clinical experiences in a course results in failure of the course.

C. Punctuality is an important aspect of the nursing profession as timeliness ensures appropriate transition of patient care.

- Students are expected to be on time to laboratory, clinical and clinical simulation experiences.
A student is considered tardy if they are more than seven (7) minutes late to the instructed laboratory, clinical, or clinical simulation experience time.

Students must notify the instructor/faculty as soon as they know, or suspect, they will be tardy via Park University email or Park University LMS.

Students arriving greater than 30 minutes late for clinical simulation and lab will not be permitted into the learning environment and the tardy will count as one (1) clinical miss.

Students arriving greater than 1 hour late for clinical will not be permitted into the clinical setting and the tardy will count as one (1) clinical miss.

If a student fails to notify the instructor/faculty of their tardiness or absence it will count as a: No Call, No Show and will count as one (1) clinical miss.

Two (2) clinical tardy’s in a course results in a clinical miss.

Four (4) clinical tardy’s results in two (2) clinical missed.

Two (2) clinical misses in a course results in course failure.

D. Students involved in or representing university/department sanctioned events must communicate with course faculty as soon as they are aware of the need to be absent.

- Students are required to make-up the laboratory, clinical, and/or clinical simulation experience.
- At faculty’s discretion, a written assignment will be given to make-up clinical hours missed and to meet course outcomes.
- The assignment will be due no later than 7 days (1 week) from the scheduled absence.
- Subsequent absences will follow the absence protocol as outlined in section B of this policy.

E. Students involved in active military deployments or trainings during a scheduled semester will be handled on case by case basis.

- Students are required to communicate with course faculty and program assistant chair as soon as they are aware of the need to be absent related to their military service.

Rubric for Clinical Miss Paper

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Basic</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Exceptional introduction that grabs interest of reader and states main topic</td>
<td>Proficient introduction that is interesting and states main topic</td>
<td>Basic introduction that states topic but lacks interest</td>
<td>Weak or no introduction of main topic. The paper’s purpose is unclear or missing</td>
</tr>
<tr>
<td>Content knowledge &amp; Quality of Research</td>
<td>Paper is exceptionally researched and is at least 12 pages in length. Paper contains 4 or more peer</td>
<td>Paper is well-researched and is 12 pages in length. Paper contains 4 peer</td>
<td>Paper is researched, but few details and/or examples are given. Paper is not 12 pages in</td>
<td>Paper is poorly written, with the main topic not adequately researched. Paper is</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Writing &amp; APA Formatting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Excellent summary of main topic. Paper displays concluding ideas that the impact reader</td>
<td>Writing is clear and relevant, with no grammatical and/or spelling errors. Paper adheres to APA standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good summary of topic with clear concluding ideas</td>
<td>Most ideas are stated clearly and are related to the main topic, with only minor grammatical and/or spelling errors. Paper adheres to APA standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic summary of topic with some final concluding ideas</td>
<td>Many ideas require clarification and/or are off-topic. Multiple grammatical or spellings errors throughout the paper. Paper does not adhere to APA standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper lacks conclusion and summary of topic</td>
<td>Paper does not meet the criteria for the assignment (too short or incomplete, and/or completely off-topic). Reference section missing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Transportation*

Students are required to provide their own transportation to classes and clinical practicum, some of which will require driving to off-campus sites considerable distances away. Driving time and failure to leave time to locate the site will not be acceptable excuses for tardiness.

*Snow/Ice Days Policy*

- Clinical and classroom cancellations will occur when Park University cancels classes.
- Students are advised to access Kansas City area radio and TV stations for school closing information.
- Student safety is an important concern especially when traveling to clinical facilities early in the morning hours. Should there be questions; students should contact their clinical faculty member.
- A student may make the decision to not travel to clinical course work. See the Attendance policy related to missing clinical course work.
- Faculty and/or Department Chair can make determination to cancel clinical.

*Student Health – Infection Prevention*

1. Students are required to submit documentation of immunity by presenting the lab reports of titers for the following:
   a. MMR
b. Hepatitis B
c. Varicella

2. Tdap immunization – Physician / Health Department documentation less than 10 years old.

3. 2-Step TB annual screening is mandatory if time since last screening is greater than one year. Blood test or PPD if one year or less since last screening. Test must be less than 1 year old on May 30 annually. If you have tested positive in the past and will always have a positive skin test, you will need to submit documentation of a negative X-ray, TB signs and symptoms questionnaire and documentation from your healthcare provider that you are not infectious for TB and safe to care for patients.

4. Flu immunization by a designated date. No exceptions unless physician documented allergy.

5. Responsibility for accuracy of the records lies with the student.

6. A student must have sufficient physical and mental health to meet course objectives and course policies.

7. If the student becomes ill or is injured while on duty, they are required to contact the faculty member immediately. The clinical facility and Park University are not legally or financially liable for illnesses or injuries which may occur from or during clinical experiences or classroom experiences.

8. A student who has diseases which may be communicable will not be permitted to remain in the clinical or classroom area. The student will be sent home by the faculty member (or the clinical supervisor in the absence of faculty) and counted absent from school, or given an alternative assignment.

9. Students are required to maintain personal health insurance while in the program. All health care expenses are the responsibility of the student, including illnesses or injuries acquired while in a clinical area or as a result of student activities.

10. Any student under a doctor’s care will provide proof of continued treatment as necessary. Lack of attention to meeting health needs will be cause for dismissal. A student with illness or disability that prevents achievement of course or program objectives may be dismissed from the program.

11. A student who is absent because of serious illness or any hospitalization must obtain a letter from the physician or nurse practitioner stating that he/she may attend class and clinical experience without restrictions or with specified restrictions. (See form at end of Nursing Student Handbook.)

12. Students must be able to meet clinical agency requirements in spite of restrictions to attend clinical. The program is not required to accommodate students who cannot attend clinical. Students may need to withdraw from the program if they cannot attend.

13. The Department of Nursing is not required to make accommodations for students who are absent or unable to attend course work due to illness, hospitalization, or other health related need.

- Communication

   Students need to follow the appropriate communication chain set forth in the procedure should the need occur. The communication is to be utilized as the student cannot proceed to the next sequence without meeting with the previous person in the chain.

   Communication sequence as follows:
   1. Clinical Instructor or Course Faculty (whichever is appropriate for the situation)
2. Assistant Chair of PL-BSN program
3. Nursing Department Chair
4. Associate Dean of School of Education and Health Professions
5. Dean of School of Education and Health Professions

Drug/Alcohol Screening Policy

To provide a safe working environment, hospitals and other institutions require individuals who provide care to patients to undergo drug testing. Students in the program are required to undergo drug testing as a condition of clinical participation. Students will submit to the drug screen process coordinated by the vendor contracted with the Department of Nursing through Certified Background.

Policy: The Park University Department of Nursing Policy has zero tolerance for impairment due to alcohol and/or drug use while on campus or in clinical experiences, at University sponsored events, or representing the University in any capacity. Infringement of this policy for faculty and the students admitted to the program is subject to disciplinary action up to and including academic dismissal.

1. Student registration between Student Success Orientation and the start of the semester is contingent upon a drug screening test result indicating no evidence of drug use. A drug screening result indicating dilution of the sample will require a repeat drug test at the student’s expense.

2. The program cost includes the first drug screen for each student which is part of the background check process. Subsequent screenings required are at the student’s expense.

3. Drug screening results indicating use of illegal drug or controlled substance without a legal prescription, student admission to the nursing program will be revoked. Results will be submitted to the Department Chair or designee.

4. Students may be permitted to take legally prescribed and/or over-the-counter medications consistent with appropriate medical treatment while on duty. However, when such prescribed or over-the-counter medications affect clinical judgment, the student’s safety, or the safety of others, the student will be removed from clinical. The department Chair will be consulted to determine if the student is capable of progressing in the program. The Standards of Conduct Committee may be consulted.

5. After the first screening and commencement of the first semester, at any time, faculty, department Chair, Park University official, or clinical site representative suspect individual is impaired due to drug or alcohol use while in clinical, classroom, or campus areas, or event, the individual will be removed from the area and required to undergo immediate testing for drug and alcohol use at the student’s expense. Impaired students will not be permitted to drive but will bear the cost of transportation. The student will be suspended from all clinical activities until further investigation into the situation is complete.

6. In the event of medication administration/handling discrepancy (i.e. in the case of the improper documentation of narcotics) or in the event of a medical error, accident, or injury, testing will be conducted according to the policy of the clinical agency.

7. Referrals for evaluation and counseling for drug and/or alcohol use will be part of a plan for a student with a positive screening or incident related to drug or alcohol use.

8. In the event of a positive drug screening of a student currently enrolled in the nursing program, the student will be suspended from the program pending review by the Standards of Conduct Committee and Park University Student Life.

9. More frequent drug testing (ex. each semester) can be implemented at any time and without
further notice.

10. Students will be notified by Castlebranch of the process to be followed, locations, and time. Students enrolled for the first semester of the program will submit results of drug / screening at least 3 weeks prior to the first clinical experience to the Department Chair or designee.

- **Illness or Injury Occurring on Park University Property**

  In the event that a student, employee, or visitor becomes ill or incurs an injury while in the program, regardless of campus, event, or clinical site, action will be based on the affected party’s rights to self-determination whenever possible.

  If others are at risk because of the nature of the problem and the affected party does not take reasonable steps to protect others, then a faculty or staff member of the Nursing Program reserves the right to ask the affected party to leave.

  If the affected party is unable to convey his/her preferred course of action, as in the case of severe injury or unconsciousness, appropriate emergency measures will be instituted, including calling “911” for an ambulance, initiation of CPR, or other emergency first aid procedures.

  Medications or other medical therapies are not to be administered, except in cases of known problems where prearranged intervention has been approved (such as glucose for insulin shock, administration of epinephrine carried by someone for anaphylactic shock from bee sting, or other “Medic-Alert” type conditions).

  Employees of Park University are not to transport ill or injured persons, but should arrange for transportation to a hospital by professional transport personnel or to the home by relatives or friends of the affected person if he or she would be taking undue risks by driving him/herself.

  Park University is not legally or financially liable or responsible for illnesses or injuries which may occur while on Park University property.

- **Management of Exposures**

  If a student has a parenteral (e.g., needle stick or cut) or mucous membrane (e.g., splash to the eye or mouth) exposure to blood or other body fluids or has a cutaneous exposure involving large amounts of blood or prolonged contact with blood -- especially when the exposed skin is chapped, abraded, or afflicted with dermatitis -- the student will notify the clinical professor of the incident and the agency policy for exposure to HIV or HBV infection will be followed. The costs of care and testing will be the responsibility of the student, not Park University or the clinical agency.

- **CPR/BCLS for Health Professionals**

  By the first day of class, each student must present a card verifying competency in CPR or BCLS for Health Professionals, American Heart Association. The card must be valid throughout the duration of the clinical courses, concluding at the end of the spring semester. Students with invalid CPR certification will not be allowed to attend clinical.
Dress Standards

Dress Code

Purpose:
The purpose of this policy is to provide dress code guidelines for clinical, laboratory, and simulation experiences.

Scope:
Nursing Students

Issued By:
Nursing Department Faculty

Policy

IV. Policy Statement

Guidelines:
Students are expected to adhere to the Park University Department of Nursing dress code.

A. Uniform: Park nursing uniforms must be purchased from Scrub Hub

1. Scrub Uniform: Students are to wear their Park Nursing maroon and black scrub uniform in the clinical, simulation, and laboratory settings. Students may also wear with their scrubs a short white or black lab coat with the Park University logo embroidery on it. The uniform must be clean, neat, in good repair, and without wrinkles. The scrub pant may not touch the floor and needs to cover the ankle while standing. Only solid black crew or turtleneck shirt may be worn under the uniform top. Vinyl or leather mostly black closed toe and closed heel shoes with socks must be worn. Cloth or canvas shoes are not allowed. Park University photo student identification is the official name tag and must be work in the clinical sites.

2. If changes are required for religious or cultural reasons, please consult the course faculty.

B. Equipment: Students are responsible for bringing their own necessary personal supplies and equipment need for clinical, simulation, and laboratory.

C. Hair: Hair must be clean, neatly groomed, and must not interfere with one’s vision, nursing care, or patient care delivery. Hair should not cover the uniform collar. Long hair must be pulled back away from the collar and fastened. The hair should not require extra handling during the day. Hair must be a naturally occurring human hair color. Established beards must be clean and neatly groomed. False eyelashes are not allowed.
D. Body Adornments: Body piercing jewelry is not allowed. One small pair of post-type earrings in the ear lobes is permitted. No dangling earrings or hoops of any kind are allowed. Wedding rings are permitted. Watches must have a second hand. No other jewelry of any kind will be permitted in the clinical area. Visible tattoos that can be perceived as offensive or hostile or diminish the effectiveness of the student as a role model for patients must be covered or removed; unless the clinical agency requires all tattoos to be covered regardless of character.

E. Nails: No nail polish may be worn. Nails must not be longer than the fingertips and must be clean and filed. No artificial nails or gels are permitted in the clinical areas.

F. Make-Up: Make up needs to be natural looking and not severe or dramatic that it is distracting.

G. Personal Grooming: It is expected that students will present themselves professionally by demonstrating cleanliness and control of body odors including smoke odors. No fragrances or fragrant lotions may be worn.

H. Smoking: There will be no smoking during clinical time or at any other time the student is wearing the Park University Nursing uniform.

I. Gum chewing, eating, and drinking: is not permitted in the clinical work areas.

J. Noncompliance: If the dress code is not adhered to it may result in an unsatisfactory or earned zero for the laboratory, clinical or clinical simulation day and/or dismissal from the laboratory, clinical or clinical simulation experience at the discretion of the faculty and/or clinical facility. If the student is dismissed from lab, clinical or simulation by the faculty or facility it is considered a clinical miss.

Tobacco use Policy:

Park University is a smoke free campus. For more information, visit http://www.park.edu/terms-and-regulations/tobacco-use-policy.html

Clinical settings and events
The use of tobacco (both smoking and smokeless) is prohibited on the premises of any clinical facility or at any Park event.

1. This includes the facilities’ entrances, parking lots, or in their personal vehicles while on any part of the facility property.
2. This pertains to all clinical settings whether hospital based or community based and events where the individual represents Park University.
3. Students are advised that if they violate this regulation they may be sent home from the setting, barred from returning to the setting by the organization (if a hospital), and/or receive a score of "0" for any missed course work.
4. Students are also advised that they should arrive at a clinical facility without the smell of smoke on their person as patients have refused students who smell of smoke or strong perfume.
5. Students who have a patient refuse their care due to this reason will not be reassigned, will be sent home, and a score of 0 assigned for the missed work.

Table 3 - Park University Academic Calendar

<table>
<thead>
<tr>
<th>Classes and Final Examination Periods</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (Sixteen-Week Session)</td>
<td>August 13 - December 9, 2018</td>
</tr>
<tr>
<td></td>
<td>Final Exams: December 3-7, 2018</td>
</tr>
<tr>
<td>Spring (Sixteen-Week Session)</td>
<td>January 14– May 12, 2019</td>
</tr>
<tr>
<td></td>
<td>Final Exams: May 6- May 10 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Holiday and Recess</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>September 3, 2018 (PDCC only)</td>
</tr>
<tr>
<td>Fall Recess</td>
<td>October 8 – 14, 2018</td>
</tr>
<tr>
<td>Veteran’s Day</td>
<td>November 12, 2018 (PDCC)</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 22 – Nov. 25, 2018</td>
</tr>
<tr>
<td>Winter Recess</td>
<td>December 10th – January 11th, 2019</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>January 21, 2019 (PDCC only)</td>
</tr>
<tr>
<td>President’s Day</td>
<td>February 18, 2019 (PDCC only)</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>March 11 – March 17, 2019</td>
</tr>
</tbody>
</table>

- **MyPark**
  MyPark is a web portal that is designed to be a “one-stop” place for Park University faculty and students to access important information on the web. It also serves as a gateway to many online resources and communication tools at Park University.

  The Office of Student Financial Services administers and coordinates programs of assistance from federal, state, college and private sources to increase post-secondary educational opportunities for eligible students. The philosophy of this office is to attempt to meet the full need of all eligible applicants by “packaging” funds from various courses, including college and non-college funds. Refer to the Park University Undergraduate Catalog for additional/detailed information. Student Financial Services website is located at [www.park.edu/finaid](http://www.park.edu/finaid)

- **Enrollment Services** – [http://www.park.edu/enrollment-services/](http://www.park.edu/enrollment-services/)
  Enrollment Services, your one-stop center, is located in the historic Norrington building on the Parkville campus. They can assist you with academic advising, course registration and confirmation.
(payment for courses), Financial Aid and student ombudsman service. They also provide your student ID card and assist with questions regarding student health insurance.

- Computer Access Nursing students have access to the Computer Labs in the Department of Nursing, Underground, first floor of the Science Hall, and McKay Hall. Failure to follow the posted guidelines and rules will result in denial of access to that student. All nursing students have access to MyPark, Nursing Student portal, online classrooms, and email. Students are responsible for checking for messages and announcements on a daily basis. Students should expect to receive communication from and communicate with faculty via email. Assignments, quizzes and other materials may be issued to students through email. Students are expected to check daily for announcements for each course in the online course resource site.

- **Online Academic Policies**
  Please see Park Distance Learning online policies at [http://www.park.edu/park-distance-learning/academic-policies.html](http://www.park.edu/park-distance-learning/academic-policies.html)

- **Technical Requirements for the Online Classroom**
  To view technical requirements for using the online course resources, go to [http://online.park.edu](http://online.park.edu) and click Technical Requirements at the top of the page.

- **Software and Multimedia**
  Individual courses may require additional software or plug-ins in order to view and interact with content. The information under Course Home will list all software requirements for each course, but common software and multimedia add-ons are listed below.

  - Adobe Flash Player
  - Adobe Reader - for reading PDF files
  - Java
  - Open Office - a free, open source alternative to Microsoft Office
  - Microsoft Office PowerPoint Viewer
  - Microsoft Windows 2007 Compatibility Pack
  - QuickTime – media player
  - RealPlayer – media player
  - Windows Media Player
  - Winzip - compression software

- **Online Resources**

- **Online Student Orientation**
  **SOT - Student Orientation Tutorial**
  If you are new to online learning, go to Course List > Special Courses > SOT Student Orientation Tutorial.
  **Class Live Pro Tutorial**
  This is a self-paced orientation, which includes basic online learning information. There is no instructor
and you do not have to "pass" the course. It is your resource to use as you need it.

Download the Help & Resources Information Sheet (.pdf).

- **Class Live Support Hotline: 1 (877) 382.2293**
  For any questions/problems with Class Live contact this live support available 24 hours a day, 7 days a week.

- **Canvas Help Desk**
  This is live support available 24 hours a day, 7 days a week. Use it to report errors or difficulties using the course website or features. helpdesk@parkonline.org
  1-866-301-PARK (1-866-301-7275)
  Live chat - click the Tech Support link on the Tools menu at the top of any online classroom page

- **Canvas Online Help System**
  For information about how to use specific Canvas features, click the Help link on the Tools menu at the top of any online classroom page.

- **Online Course Content Help**
  For help with content or activities in a specific course, contact your instructor or refer to the course syllabus.

- **Park University Mobile Apps**
  Please visit: [http://www.park.edu/apps/](http://www.park.edu/apps/) or [http://www.park.edu/virtual/](http://www.park.edu/virtual/) for more information about our Park University mobile apps.

- **Park Technical Support: 1 (877) 382.2293**
  For questions/problems with MyPark or Park email, contact Park University Information Technology Services at: [http://parkuniversity.echelp.org/](http://parkuniversity.echelp.org/) or helpdesk@online.park.edu

  - **Bookstore** - [http://www.park.edu/bookstore/index.html](http://www.park.edu/bookstore/index.html)
    Pre-Licensure option
    The bookstore is located in the underground in the 200 corridor.
    Hours: M-Thurs 8:30-5:00pm, Friday 8:30-4:00pm
  
  RN-BSN option
  Online Bookstore: [http://bookstore.mbsdirect.net/park.htm](http://bookstore.mbsdirect.net/park.htm)

- **Library – (816) 584-6285**
  The Library is an educational center for students, faculty and staff. It is intended to provide resource materials, assistance in research, computers, and a quiet environment conducive to study. It is located in the Norrington building on the Parkville campus.

- **Campus Safety – Student Automobile Parking & Registration**
  Phone number: 816-584-6444. All students are encouraged to put this number in their phone contacts for any need for Security assistance.
Students must have their cars registered with the Campus Safety. Students must park in designated areas in the above ground parking areas. Students may NOT park in the underground at any time. Disregard for parking and traffic safety regulations may result in the issuance of citations, the assessment of fines, and/or the towing of vehicles at the owner's expense. Registration is required online. Instructions and access are included in the Campus Safety website. 
http://www.park.edu/campus-safety/index.html

- **Copy Services**
  Students are not to make copies on the copy machine in the nursing office. This machine is to be used only by faculty and staff. Photocopying of items by faculty or staff for students' personal use and/or for a non-nursing course is .20 cents per side.

- **Family Rights & Privacy-FERPA**
  Copies of the policy may be found in the Office of the Registrar or as outlined in the Park University's Undergraduate catalog.

- **Counseling Services** – http://www.park.edu/counseling-center/index.html
  The Counseling Center is located in Dearing Hall, on the north side of campus. The Counselors are available, by appointment. Counseling Center hours can be found on their webpage. Limited evening hours are available, in addition to distance counseling.

- **Academic Support Center** – http://www.park.edu/academic-support-center/index.html
  The Academic Support Center provides tutorial assistance as well as developmental classes in reading and math. Additional tutoring and counseling may be arranged through your professors.

- **Housing** – http://www.park.edu/residence-life-and-education/housing-options.html
  Residence hall housing is available only to full time Parkville campus students during the fall and spring semesters. Arrangements are made through the Chair of Residence Life, ext. 6463.

- **Dining Services** – https://parkdining.sodexo.com/
  Dining Services is located in the Thompson Commons cafeteria. The Thompson café and Vine are located in the Thompson Commons. There are several locations on campus to obtain food including the Copley Quad Smart Market (for residential students only); and the Jolly Roger Café‘ coffee shop in Norrington.

- **Career Development Office** – https://advancing.park.edu/pages/career-home
  The Career Development office provides a variety of career-related services for students. The Career Development office offers assistance with the development of effective resumes, interview styles, and successful job search strategies.

- **Student Life** – http://www.park.edu/student-life/index.html
  Student Life encompasses several areas of the campus that provide outside-the-classroom support, services and programs for students. Areas within Student Life include Residence Life, Student leadership and Engagement, Student Activities and Orientation, Event Scheduling, Counseling Center, Student Health Services, Student Clubs and Organization, pirate Fitness, Intramural Sports,
Park Student Government Association (PSGA - Student Senate), Summer Academic Camps, Student Conduct, Dining Services, and Parent Programs.

**PARK UNIVERSITY STUDENT NURSE ASSOCIATION (SNA)**

The purpose of the Park University Student Nurse Association is to:

- Promote leadership skills and professional growth.
- Act as a medium of communication between students and the Administration, faculty and staff.
- Provide an avenue for fellowship and goodwill among the members.

1. Membership in this organization shall be open to all students enrolled in nursing courses of the Park University Nursing Program.
2. Meetings are held monthly, not to conflict with scheduled university classes. Special meetings may be arranged as necessary.
3. Officers shall be elected by simple majority of the membership. Offices include: President, Vice-President, Recording Secretary, Corresponding Secretary, Treasurer, and Historian.
4. The advisors shall be the Department Chair and one other member of the Nursing Program faculty/staff as designated by the Chair.

**CURRICULUM**

The curriculum is logically structured to achieve expected student outcomes and is based upon the *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). The pre-nursing curriculum provides a strong, liberal arts foundation to build upon the nursing specific coursework.

**Table 4: BSN- Pre-Licensure option Student Progression Plan**

<table>
<thead>
<tr>
<th>Pre-Nursing, First Semester</th>
<th>17 cr.</th>
<th>Pre-Nursing, Second Semester</th>
<th>16 cr.</th>
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<tbody>
<tr>
<td>LE 100, First Year Seminar (or elective, if needed, for transfer students)</td>
<td>3 cr.</td>
<td>EN 106, First Year Writing Seminar II</td>
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</tr>
<tr>
<td>EN 105, First Year Writing Seminar I</td>
<td>3 cr.</td>
<td>CS 140, Introduction to Computers</td>
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<tr>
<td>BI 210, Human Body</td>
<td>3 cr.</td>
<td>PS 101, Introduction to Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MA 135, College Algebra</td>
<td>3 cr.</td>
<td>BIO 211, Human Anatomy and Physiology I</td>
<td>4 cr.</td>
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<tr>
<td>CH 105, Introductory Chemistry or CH 107 General Chemistry and CH 107L Lab</td>
<td>5 cr. Or 4 cr.</td>
<td>Citizenship Elective – History or PO (PO 200/210 or HIS 111/112/113)</td>
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<tr>
<th>Pre-Nursing, Third Semester</th>
<th>16 cr.</th>
<th>Pre-Nursing, Fourth Semester</th>
<th>18 cr.</th>
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<tr>
<td>NS 220, Applied Statistics</td>
<td>3 cr.</td>
<td>CH 204, Nutrition for Health Sciences</td>
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<tr>
<td>PS 121, Human Growth and Development or PS 125 Lifespan Development</td>
<td>3 cr.</td>
<td>BI 223, Clinical Microbiology</td>
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<tr>
<td>BIO 211, Human Anatomy and Physiology II</td>
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<td>EN 306a, Scientific and Technical Writing</td>
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</tr>
<tr>
<td>Course Number</td>
<td>Course Name</td>
<td>Credit Hours</td>
<td></td>
</tr>
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<td>---------------</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
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</tr>
<tr>
<td>NU 310</td>
<td>Nursing Transitions for the BSN</td>
<td>3 cr.</td>
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</tr>
<tr>
<td>NU 325</td>
<td>Healthcare Informatics</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td>BIO 326</td>
<td>Bioethics</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td>NU 355</td>
<td>Pathophysiology for Clinicians</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td>NU 400</td>
<td>Global Health Care Perspectives</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td>NU 410</td>
<td>Community Health Nursing Practice (16 week course)</td>
<td>4 cr.</td>
<td></td>
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<tr>
<td>NU 420</td>
<td>Leadership and the BSN Role (16 week course)</td>
<td>5 cr.</td>
<td></td>
</tr>
<tr>
<td>HC 451</td>
<td>Health Care and the Political Process</td>
<td>3 cr.</td>
<td></td>
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<tr>
<td>NU 450</td>
<td>Evidence-Based Practice</td>
<td>3 cr.</td>
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<tr>
<td>NU 455</td>
<td>Integrative Practice in Nursing</td>
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<tr>
<td>NS 220</td>
<td>Applied Statistics and Experimental Design</td>
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</tr>
<tr>
<td>EN 306A</td>
<td>Professional Writing in the Discipline: Scientific</td>
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Table 5: RN-BSN option Student Progression Plan
Technical Writing

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LE 300</td>
<td>Integrative &amp; Interdisciplinary Capstone</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Electives</td>
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</tr>
<tr>
<td>3 hours</td>
<td>may be 100 level, 6-15 hours may be 200, 300 or</td>
<td>60 cr.</td>
</tr>
<tr>
<td></td>
<td>400 level but at least 3 hours must be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>300-400 level.</td>
<td></td>
</tr>
<tr>
<td>RN-BSN Degree Program total hours</td>
<td></td>
<td>60 cr.</td>
</tr>
<tr>
<td>AND or Diploma awarded hours</td>
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<td>60 cr.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>120 cr.</td>
</tr>
</tbody>
</table>

Pre-Licensure Option

NUR 280: Introduction to Professional Nursing
Prerequisites: Open to all students regardless of major. BSN majors must take during the first semester of admission to the major
Concurrent: NU 352, NUR 320, NUR 388 for students admitted to the BSN major
Nursing is defined as both an art and a science. This course focuses on the role of both parts of the definition in the creation of the professional Nurse and their links to the care of individuals and the health and wellness needs of the world. Topics reflect Nursing history and theory, concepts linked to Nurses such as caring, emotional intelligence, communication, cultural competence, interdisciplinary relationships, Nursing Process, evidence based practice, and professional development. 3:0:3
NUR 280 Learning Outcomes:
1. Describe the effect of nursing history and theory on contemporary nursing practice
2. Discuss the relationships between the concepts of caring, emotional intelligence, communication, cultural competence, and interdisciplinary relationships
3. Use Nursing Process as a tool to develop a plan for professional development
4. Construct scholarly responses to selected questions supported by evidence based practice nursing literature
5. Contrast the scope of practice of each of the education levels of nursing care providers (LPN, ADN, BSN, MSN, DNP, PhD)

NUR 320: Concepts of Nursing Fundamentals
Prerequisite: Admission to the BSN Major or permission of the department
Concurrent: NUR 280, NUR 352, NUR 338 or permission of the department
This course provides students with knowledge of theoretical and foundational concepts related to nursing practice. Students will be introduced to basics of health and wellness across the life-span, medical terminology, med-math, medication administration, and the Nursing process. Students will have
laboratory experiences to learn basic Nursing skills, practice documentation of care provision, and to socialize them to the culture of professional Nursing. 3:6:5

NUR320 Learning Outcomes:
1. Articulate concepts of health and wellness across the life-span using correct medical terminology
2. Apply principles of safe medication administration including dosage calculations, administration technique, and documentation
3. Document simulated patient care using the Nursing Process (assessment, diagnosis, planning, implementation, and evaluation)
4. Demonstrate fundamental patient care activities meeting established benchmarks
5. Perform assigned skills by achieving proficiency benchmarks using learning analysis tools such as self-reflection, skill practice and remediation processes

NUR 330: Clinical Applications of Pharmacology
Prerequisites: Admission to the BSN Major or permission of the department
Concurrent: NUR 335, NUR 356, NUR 450, or permission of the department
This course covers major drug classifications and the Nursing management required for drug therapy. Information regarding the core drug knowledge (pharmacotherapeutics, pharmacokinetics, pharmacodynamics, contraindications and precautions, adverse effects, and drug interactions) is presented. The course includes information on diverse patient variables (health status, lifespan and gender, lifestyle, diet, and habits, environment, and culture) and their use in accurate patient assessment in drug therapy. Emphasis is placed on physiologic effect and the importance of nursing management in drug therapy (maximizing therapeutic effect, minimizing adverse effects, and patient and family education). The course content provides the foundation of basic pharmacology necessary for a Nurse in general practice. 3:0:3

NUR 330 Learning Outcomes:
1. Predict the effect of selected pharmacologic agents upon patients with diverse variables
2. Discuss the role of evidence-based practice upon pharmacology related nursing practices
3. Debate ethical issues associated with drug therapy
4. Apply appropriate patient teaching communication techniques to selected scenarios
5. Select safe, appropriate nursing interventions based on psychologic, physiologic and cultural responses to drug therapy

NU 335: Adult Health I
Prerequisites: Admission to the BSN major and NUR 280, NU 355, NUR 320, NUR 338
Concurrent: NUR 330, NUR 356, NUR 450 or permission of the department
This course focuses on safe, patient-centered, and holistic care of adults from multicultural backgrounds. Emphasis is placed on utilization of the nursing process and evidence-based practice in planning care for adults with common problems with predictable outcomes in a variety of acute care settings. Pathophysiology and psychosocial dynamics involved in common illnesses and human response patterns, along with clinical decision-making and the caring and collaborative role of the nurse are highlighted in simulated and facility-based clinical experiences. 4:12:7

NUR 335 Learning Outcomes:
1. Integrate knowledge from nursing and other scientific and humanistic disciplines as it relates to nursing care of adults from multicultural backgrounds.
2. Utilize the nursing process in planning care for adults with common problems and predictable outcomes.
3. Identify lifespan development and cultural variations integral to the design and delivery of nursing care of adults with common problems.
4. Integrate technology and information systems to provide safe, effective care to adult populations.
5. Demonstrate clinical decision making that reflects pathophysiologic alterations and psychosocial dynamics in adults with common health problems.
6. Demonstrate developing collaboration skills in caring for adults with common health problems.
7. Evaluate research findings for the provision of evidence-based nursing care for the adult population.
8. Demonstrate professional values that employ ethical, legal, and moral standards in caring for patients and their families with common health problems.
9. Utilize skills and knowledge when applying the nursing process to diverse adult populations to provide safe, holistic, evidence-based care.
10. Apply health promotion principles including maintenance, restoration, and disease prevention in the care of the adult population to reduce risks and improve health outcomes.

NUR 338: Health and Physical Assessment
Prerequisites: Admission to the BSN Major or permission of the department
Concurrent: NUR280, NUR355, NUR320 or permission of the department
Application of the Nursing process using assessment skills expected of the professional Nurse in the provision of safe, evidenced based patient care across the lifespan. Emphasis is placed on identifying expected and unexpected findings and the acquisition of assessment related skills. The use of interview and assessment techniques combined with laboratory practice is emphasized in relationship to the adult (including geriatric population), pediatric, and pregnant populations. This course includes both theory and 3 hours each week of laboratory practice and skill validation resulting in a comprehensive final exam practicum assessment. 3:3:4
NUR338 Learning Outcomes:
1. Prioritize the performance of appropriate assessment techniques based on analysis of patient presentation
2. Employ strategies to collect subjective and objective patient data
3. Critique self-performance during simulated and actual assessment activities
4. Determine nursing actions linked to patients with disease, health, and/or wellness related problems
5. Perform a head-to-toe health assessment with no assistance or coaching meeting the proficiency benchmark established in the class
6. Document health assessment findings using appropriate terminology, processes, and technique

NUR 345: Clinical Emersion
Prerequisites: Admission to the BSN major and NUR 280, NU 355, NUR 320, NUR 338, NUR 330, NUR335, NUR 410, NUR 356, NUR 357, NUR 435, NUR 450 or permission of the department
Concurrent: NUR 419, NUR 460 or permission of the department
This course focuses on the study of selected acute and chronic conditions across the life span in diverse populations. Emphasis is placed on the professional Nurse role in the management of patient care outcomes, pharmacology, and applying principles of evidenced based, safe, culturally competent care. This course requires 4 hours of theory. 1:9:4
NUR 345 Learning Outcomes:
1. Apply knowledge of pathophysiology and disease process.
2. Employ the principles of teaching/learning in patient education related to selected pathophysiologic states.
3. Determine the nursing care for patients with selected physiologic states from an interdisciplinary perspective.
4. Identify variances required in nursing care associated with the care of diverse populations.
5. Discuss expected versus unexpected patient outcomes by comparison to practice standards.

NUR 352: Pathophysiology for Clinicians
Prerequisite: Admission to the BSN Major or permission of the department
Concurrent: NUR 280, NUR 320 and NUR 338 or permission of the department
This course provides an understanding of the physiological process underlying a human disease. This course emphasizes a systems approach to the pathophysiological process associated with altered health states and its clinical manifestations. Multiple examples and case studies will be discussed. 3:0:3

NUR 356: Mental Health Nursing
Prerequisites: NUR 280, NU 355, NUR 320, NUR 338, or permission of the department
Concurrent: NUR 330, NUR 335, NUR 450 or permission of the department
A study of health related issues, health promotion, growth and development across the life span, and management of disease processes related to the behavioral health client population. Emphasis is placed on evidence based Nursing practice with a focus on communication processes, relationship of biochemistry and genetics to behavioral health diagnosis and treatment, pharmacologic and group approaches to treatment and development of therapeutic relationships. 3:3:4
NUR 356 Learning Outcomes:
1. Evaluate the role of the nurse with emphasis on evidenced based practice in care of individuals with emotional and behavioral problems.
2. Apply concepts associated with establishing and maintaining nurse/patient relationships.
3. Critique the effects of the Health Care environment and legal systems on the rights of patient with emotional and behavioral problems.
4. Anticipate psychotropic interventions expected in treatment of emotional and behavioral problems
5. Determine safe nursing interventions to manage therapeutic environments in acute care and community based mental health care settings.

NUR 357: Gerontology
Prerequisites: NUR 280, NU 355, NUR 320, NUR 338 NUR 330, NUR 335, NUR 356, NUR 450 or permission of the department
Concurrent: NUR 410, NUR 435 or permission of the department
This course examines the physical, psychological, sociocultural, and spiritual aspects of aging. The health of older adults is studied with the emphasis on health promotion, illness prevention, and the management of common disease processes of aging individuals. End-of-life issues, care of dying individuals and adaptations in the provision of nursing care to the older individual are discussed. 3:0:3
NUR 357 Learning Outcomes:
1. Identify expected changes of aging and their impact on the health status of older adults.
2. Explore professional attitudes, values, and expectations about physical and mental aging in the provision of patient-centered care for older adults and their families.
3. Discover strategies to increase health literacy of older adults.
4. Identify appropriate assessment strategies and standardized tools for data collection in older adult populations.
5. Discuss actual or potential mistreatment (physical, mental or financial abuse, and/or self-neglect) in older adults, legal and ethical considerations, and the responsibility of nurses to address abuse concerns.
6. Describe methods to prevent and manage geriatric syndromes.
7. Discuss ways to advocate for older adults and/or families/caregivers in health care treatment, initiation of advance directives, and implementation of end-of-life care.
8. Plan interventions to prevent risk and promote quality and safety in the nursing care of older adults with physical and cognitive needs.

NUR 410: Community Health
Prerequisites: NUR 280, NU 355, NUR 320, NUR 338 NUR 330, NUR 335, NUR 356, NUR 450 or permission of the department
Concurrent: NUR 357, NUR 435 or permission of the department
The focus of this course is on populations, and the provision of care includes individuals, families, communities, aggregates, systems and populations. Students are introduced to the roles of public health and community based Nurses. Students apply skills and knowledge towards local and global population perspective. The course emphasizes health promotion and disease prevention, using the public health sciences of epidemiology, environmental health, health policy, community assessment, and community interventions. The three core public health functions assurance, assessment, and policy development are used as a framework. Important current topics are presented to illustrate Public Health Nursing concepts. In the clinical component students complete a community assessment and intervention project as an opportunity to apply social and public health sciences to communities, systems, and populations, across all ages. 3:3:4
NUR 410 Learning Outcomes:
1. Evaluate a community using research, communication, critical thinking and cultural humility concepts and practices.
2. Collaborate with professionals from a variety of disciplines to identify community concerns and recommended actions
3. Appraise sociopolitical factors influencing community health.
4. Compare community health nursing models and roles of the nurse within them.
5. Determine advocacy, health promotion and community empowerment opportunities for diverse populations, in specialized settings and/or with particular health conditions.

NUR 419: Women, Children and Families
Prerequisites: NUR 280, NU 355, NUR 320, NUR 330, NUR 338, NUR 335, NUR 356, NUR 357 NUR410, NUR 435, NUR 450 or permission of the department
Concurrent: NUR 345, NUR 460 or permission of the department
The study of health related topics specific to women, infants, children and families. Exploration of health issues, wellness activities, growth and development, and the nursing role in managing wellness and alterations in health. Emphasis is placed on family-centered care, patient and family education and health promotion, evidenced based practice and clinical reasoning in the care of the childbearing family, newborn, child and adolescent. 4:6:6
NUR 419 Learning Outcomes:
1. Integrate knowledge from nursing and other scientific and humanistic disciplines as it relates to nursing care of the childbearing family and pediatric patient from multicultural backgrounds with normal, complicated, and complex care needs.
2. Utilize the nursing process in planning safe, family-centered nursing care for the childbearing family and pediatric population.
3. Identify lifespan development and cultural variations integral to the design and delivery of nursing care childbearing families and children through adolescence.
4. Integrate technology and information systems to provide safe, effective care to childbearing families and pediatric populations.
5. Demonstrate clinical reasoning that reflects knowledge for reduction of risks for the childbearing family and pediatric population with complex health problems.
6. Evaluate research findings for the provision of evidence-based nursing care for the childbearing family and pediatric population.
7. Demonstrate professional values that employ ethical, legal, and moral standards in caring for patients and their families.
8. Utilize skills and knowledge when applying the nursing process to diverse childbearing and pediatric populations to provide safe, holistic, evidence-based care.

NUR 435: Adult Health II
Prerequisites: Admission to the BSN major and NUR 280, NU 355, NUR 320, NUR 338, NUR 330, NUR335, NUR 356, NUR 419, NUR 450
Concurrent, NUR 410, NUR 357 or permission of the department
This course builds upon Adult Health I with a continued focus on safe, patient-centered, and holistic care of adults from multicultural backgrounds and across the lifespan. Emphasis is placed on utilization of the nursing process and evidence-based practice in planning care for adults with emergent, complex, and chronic health conditions in a variety of acute care settings. Pathophysiology and psychosocial dynamics inherent in complex illnesses, along with advanced clinical decision-making, organization and prioritization of care, collaboration, and advocacy are highlighted in simulated and facility-based clinical experiences. Legal and ethical considerations are explored. 4:9:7
NUR 435 Learning Outcomes:
1. Integrate knowledge from nursing and other scientific and humanistic disciplines as it relates to nursing care of adults from multicultural backgrounds with emergent, complex, and chronic health conditions.
2. Utilize the nursing process in planning safe, patient-centered care for adults with complex problems.
3. Identify lifespan development and cultural variations integral to the design and delivery of nursing care of adults with complex problems.
4. Integrate technology and information systems to provide safe, effective care to adult populations.
5. Demonstrate clinical decision making that reflects pathophysiologic alterations strategies for reduction of risks for adults with complex health problems.
6. Demonstrate developing collaboration and advocacy skills in caring for adults with complex health problems.
7. Evaluate research findings for the provision of evidence-based nursing care for the adult population.
8. Demonstrate professional values that employ ethical, legal, and moral standards in caring for patients and their families.
9. Utilize skills and knowledge when applying the nursing process to diverse adult populations to provide safe, holistic, evidence-based care.
10. Apply risk-reduction principles to improve health outcomes of adults with emergent, complex, and chronic health problems.

NUR 450: Evidence-Based Practice
Prerequisites: Admission to the BSN major and NUR 280, NU 355, NUR 320, NUR 338, or permission of the department
Concurrent: NUR 330, NUR 335, NUR 356 or permission of the department
This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, holism, caring, environment, and self-care, uniqueness of persons, interpersonal relationships, and decision-making. This course helps the student understand Nursing’s unique contribution to meeting societal needs through integrating theory, research, and practice. Emphasis is placed on the development of students’ skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of Nursing and Nursing-related research studies is emphasized in identifying applicability to practice. 3:0:3
NUR 450 Learning Outcomes:
1. Examine components of the research process
2. Evaluate research findings for application to practice
3. Defend ethical safeguards for individuals participating in research
4. Disseminate research findings to peers, colleagues, and lay public
5. Identify opportunities for utilization of research findings to practice
6. Analyze Nursing’s contribution in meeting societal needs through the integration of theoretical concepts into practice

NUR 460: Nursing Leadership
Prerequisites: Admission to the BSN major and NUR 280, NU 355, NUR 320, NUR 338, NUR 330, NUR 335, NUR 410, NUR 356, NUR 357, NUR 435, NUR 450 or permission of the department
Concurrent: NUR 345, NUR 419 or permission of the department
This course focuses on the role of the professional Nurse as a leader and manager in a changing healthcare delivery system. Critical thinking, research and decision making in culturally diverse health care settings are discussed. Professional behaviors, economics of health care delivery, policy, ethical, legal and selected issues inherent in leadership and management are analyzed. The course includes a practicum requirement, which includes implementation of a change project and presentation of the work. 3:0:3
NUR 460 Learning Outcomes:
1. Examine issues evidenced in evolving health care systems
2. Explore theories related to organizations
3. Analyze current literature related to health care issues
4. Critique role differences expected of the nurse leader and nurse manager
5. Disseminate the outcomes of an implemented change project

RN-BSN option

NU 310: Nursing Transitions for the BSN
This is a seminar discussion course to introduce and orient the Baccalaureate student to the Nursing Program. Exploration of transition processes to the BSN role, collegiality, emotional intelligence, and professional aspects of the BSN prepared nurse are emphasized. 3:0:3

NU 325: Healthcare Informatics
Exploration of the use of computer technology in the management of individuals, groups, or organizations in the healthcare arena. Emphasis is on becoming knowledgeable and competent with available resources useful in patient care settings. 3:0:3

BIO 326: Bioethics
An examination of the complex ethical issues that arise as a result of modern science. Issues such as genetic therapy, cloning and stem cell research, death and dying, reproductive technologies, genetic privacy, and the allocation of resources will be examined. Topics that arise from the use of humans and other animals in academia and research will also be discussed. The course will include a general overview of ethical theories, moral and religious attitudes from different cultures, and the fundamental principles of scientific integrity. 3:0:3

NU 355: Pathophysiology for Clinicians
This course provides an understanding of the physiological process underlying human disease. The course emphasizes a systems approach to pathophysiological process associated with altered health states and its clinical manifestations. Multiple examples and case studies will be discussed. 3:0:3

NU 400: Global Health Care Perspectives
An investigation of current topics associated with global health with an emphasis on the role of the nurse in global health care. Topics include the effect of disease upon populations, role of the RN in global health care issues, and health promotion activities to minimize the effects of disease. 3:0:3

NU 410: Community Health Nursing Practice
This course combines an investigation of community health theory with clinical application. Emphasis is placed on the role of the RN in implementing community based health care processes. This course is composed of 3 credit hours theory and 1 credit hours of clinical applications. 3:1:4

NU 420: Leadership and the BSN Role
An analysis and critique of management issues facing nursing leaders using theoretical and clinical applications. This course is composed of 3 credit hours for theory based applications and 2 credit hours for clinically based applications. 3:2:5

HC 451: Health Care and the Political Process
Analysis of the process of health policy formation at the federal, state, and local levels from historical and contemporary perspectives. Specific topics will include cost controls, utilization review, methods of changing public and private health policies, and political factors in health care delivery. 3:0:3

NU 450: Evidence-Based Practice
This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, holism, caring, environment, and self-care, uniqueness of persons, interpersonal relationships and decision-making. This course helps the student understand Nursing’s unique contribution to meeting societal
needs through integrating theory, research, and practice. Emphasis is placed on the development of students skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of Nursing and Nursing-related research studies is emphasized in identifying applicability to practice. 3:0:3

NU 455: Integrative Practice in Nursing
A capstone course to integrate the theoretical and practical application of nursing as a profession. This seminar course assists the student in focusing on professional development and life-long learning. 3:0:3

R.N. LICENSURE
Upon successful completion of this program and meeting of all graduation and university requirements, the student will be eligible to apply for endorsement to apply to take the NCLEX-RN examination for licensure as a Registered Nurse. Successful completion and graduation from the BSN program alone does not guarantee licensure, or eligibility to apply for endorsement.

The Missouri State Board of Nursing may refuse to grant the student permission to take licensing exams or “issue any certificate of registration or authority, permit or license” for the cause(s) as outlined in the State Nursing Practice Act Chapter 335.066 (1-14) 1981. Eligibility for R.N. licensure in Missouri includes requirements for high school diploma or official equivalency and completion of a state approved school of professional nursing.

MISSOURI NURSE PRACTICE ACT

Chapter 335 NURSE Section 335.006

A copy of the current Missouri Nurse Practice Act can be found in the Nursing Student Portal @ https://my.park.edu/ICS/Offices/NURSING – STUDENTS/NURSING_GUESTS.jnz and RN Scope of Practice (Missouri Nurse Practice Acts, http://www.moga.mo.gov/statutes/chapters/chap335.htm

EQUAL OPPORTUNITY

Park University is committed to equality in employment in all personnel matters, both academic and non-academic areas. Park University shall not discriminate on the basis of race, color, religion, gender, marital status, sexual orientation, pregnancy, national origin, age, disability, and veteran status. The University will follow procedures to prohibit discrimination in accordance with appropriate legal principles, including, but not limited to Title VI of the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972. Inquiries or concerns may be directed to the Director of Human Resource Services.
Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University’s policy to comply fully with federal and state law regarding students with disabilities and, to the extent of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University’s policies and procedures related to disability can be found on the Park University’s Undergraduate Catalog.

DEPARTMENT OF NURSING: CODE OF CONDUCT

- **University Conduct Code**
  The Park University Conduct Code provides the foundation for academic conduct for students, faculty and staff while engaged in academic activities for Park University. The Conduct Code can be found online, in the Park University Course Catalog, and in the Student Handbook.

- **American Nurses Association (ANA) of Ethics Code for Nurses**
  The ANA Steering Committee for the Revision of the Code of Ethics for Nurses approved these nine provisions of the *Code of Ethics for Nurses* effective January 2015 after coordinating an online survey and public comments on the drafts.

  The *Code of Ethics for Nurses* serves these purposes: it is succinct statements of the ethical obligations and duties of every individual who enters the nursing profession. It is the profession’s nonnegotiable ethical standard. It is an expression of nursing’s own understanding of its commitment to society.

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

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

  3. The nurse promotes, advocates for, and protect the rights, health, and safety, of the patient.

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

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

  6. The nurse, through individual and collective efforts, establishes, maintains, and improves the ethical environments of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse in all roles and settings advances the profession through research and scholarly inquiry, professional standards developments, and the generation of both nursing and health policy.

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

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

National Student Nurses’ Association (NSNA) Code of Ethics
The Park University Department of Nursing has adopted the NSNA Code of Ethics.

SECTION 1 NSNA CORE VALUES and INTERPRETATIVE STATEMENTS

LEADERSHIP and AUTONOMY
Definition: A process of social influence, which promotes innovative problem solving to move an autonomous, independent organization forward by providing a clear vision, maximizing the efforts of others, by respecting each individual and in collaboration with other appropriate resources.

Interpretive Statement: NSNA promotes each member to build their democratic leadership skills with conflict resolution through shared governance and community, with respect for others. Student nurses in leadership positions of NSNA make their own decisions based on fiduciary research, and historical and current evidence along with membership input when appropriate. NSNA chapter leaders establish and acknowledge their autonomy and independence in bylaws, policies and procedures.

QUALITY EDUCATION
Definition: An act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally preparing oneself or others intellectually for a profession.

Interpretive Statement: NSNA informs, prepares, and inspires members to develop continuous, life-long learning and ethics of the profession. Nursing students are encouraged to take full advantage of their education and develop their professional leadership skills as members of NSNA.

ADVOCACY
**Definition:** An activity or process to work on behalf of self and/or others to raise awareness of a concern and to promote solutions to the issue.

**Interpretive statement:** The nursing profession is based on advocating for patients and families in order to help facilitate the healing process; NSNA serves as an advocate for nursing students by representing them as one united voice.

**PROFESSIONALISM**
**Definition:** Characteristics that describe an individual striving to maintain the highest standards for one’s chosen path – honesty, integrity, responsibility and conducting oneself with responsibility, integrity, accountability, and excellence.

**Interpretive Statement:** As NSNA members, it is important to create a culture of professionalism in our organization and to uphold the values of professionalism in order to conduct ourselves and our organization in the most respectful, honest way. This value translates into respecting our patients and maintaining the ethics of our profession.

**CARE**
**Definition:** A feeling and exhibiting concern and empathy for others while showing or having compassion for others.

**Interpretive Statement:** Caring is a fundamental value of registered nurses and the nursing profession. The NSNA cultivates a climate of caring in its publications, programs, relationships, and leadership development. NSNA members care for their patients, peers and the future of the profession.

**DIVERSITY**
**Definition:** Differences that can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, nationality or other ideologies.

**Interpretive Statement:** Each individual is unique, and we recognize our individual differences through acceptance and respect. We explore these differences in a safe, positive and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

*Adopted in March 2015 by the 2014-15 NSNA Board of Directors*

- **SECTION 2 NSNA CODE OF PROFESSIONAL CONDUCT**

**CODE OF PROFESSIONAL CONDUCT**
As a student in the Park University Nursing Bachelor of Science Nursing program and/or member of the National Student Nurses’ Association, I pledge myself to:

1. Maintain the highest standard of personal and professional conduct.
2. Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses' association.

3. Uphold and respect all Bylaws, policies and responsibilities relating to the student nurses' association at all levels of membership, reserving the right to propose changes and to critique rules and laws.

4. Strive for excellence in all aspects of collaboration, decision making, leadership, and management at all levels of the student nurses' association.

5. Use only legal, ethical, and human rights standards in all association decisions and activities in accordance with NSNA Core Values.

6. Ensure the proper use of all association funds and resources in accordance with the fiduciary responsibilities set forth in NSNA bylaws, policies and state/federal law.

7. Ensure impartiality and prevent conflicts of interest, neither provide nor accept personal compensation to or from another individual while serving as members of student nurses' associations.

8. Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or official position in the student nurses association.

9. Affirm and support diversity and inclusion by refusing to engage in or condone unjust discrimination on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes.

10. Uphold integrity in personal, professional, and academic life by refraining from and reporting any form of dishonesty, using proper established channels of communication and reporting as set by the policies of the organization in question.

11. Always communicate internal and external association statements in a truthful and accurate manner by ensuring that there is accuracy in the data and information used by the student nurses' association.

12. Cooperate in every reasonable and proper way with association volunteers and staff by working with them to advocate for student rights and responsibilities and the advancement of the profession of nursing.

13. Use every opportunity to improve faculty and student understanding of the role of the student nurses' association.

14. Use every opportunity to raise awareness of the student nurses' association mission, values, purpose, and goals at the school, state and national chapter level as defined in bylaws and policies.
First adopted by the 1999 House of Delegates, Pittsburgh, PA. Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX.

SECTION 3 NSNA CODE OF ACADEMIC AND CLINICAL CONDUCT

CODE OF ACADEMIC AND CLINICAL CONDUCT

PREAMBLE
Students of nursing have a responsibility to actively promote the highest level of moral and ethical principles and to embody the academic theory and clinical skills needed to continuously provide evidence-based nursing care given the resources available. Grounded in excellence, altruism and integrity, the clinical setting presents unique challenges and responsibilities while caring for people in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an agreement to uphold the trust that society has placed in us while practicing as nursing students. The statements of the Code provide guidance for nursing students in the personal development of an ethical foundation for nursing practice. These moral and ethical principles are not limited to the academic or clinical environment and have relevance for the holistic professional development of all students studying to become Registered Nurses.

CODE OF ACADEMIC AND CLINICAL CONDUCT
As students who are involved in the clinical and academic environments, we believe that ethical principles, in adherence with the NSNA Core Values, are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all patients.

2. Diligently maintain patient confidentiality in all respects, regardless of method or medium of communication.

3. Take appropriate action to ensure the safety of patients, self, and others.

4. Provide care for the patient in a timely, compassionate, professional, and culturally sensitive and competent manner.

5. Are truthful, timely and accurate in all communications related to patient care.

6. Accept responsibility for our decisions and actions.

7. Promote excellence and leadership in nursing by encouraging lifelong learning, continuing education, and professional development.

8. Treat others with respect and promote an inclusive environment that values the
diversity, rights, cultural practices and spiritual beliefs of all patients and fellow healthcare professionals.

9. Collaborate with academic faculty and clinical staff to ensure the highest quality of patient care and student education.

10. Use every opportunity to improve faculty and clinical staff understanding of the nursing student’s learning needs.

11. Encourage mentorship among nursing students, faculty, clinical staff, and interprofessional peers.

12. Refrain from performing skills or procedures without adequate preparation, and seek supervision and assistance when necessary.

13. Refrain from any deliberate action or omission in academic or clinical settings that create unnecessary risk of injury to the patient, self, or others.

14. Assist the clinical nurse or preceptor in ensuring that adequate informed consent is obtained from patients for research participation, for certain treatments, or for invasive procedures.

15. Abstain from the use of any legal or illegal substances in academic and clinical settings that could impair judgment.

16. Strive to achieve and maintain an optimal level of personal health.

17. Support access to treatment and rehabilitation for students who are experiencing impairment related to substance abuse and mental or physical health issues.

18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

First adopted by the 2001 House of Delegates, Nashville, TN. Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX

SECTION 4 NSNA BILL OF RIGHTS AND RESPONSIBILITIES FOR STUDENTS OF NURSING

BILL OF RIGHTS AND RESPONSIBILITIES FOR STUDENTS OF NURSING
1. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, sex, sexual orientation, gender identity, age, citizenship,
religion, national origin, disability, illness, legal status, or personal attributes, or economic status.

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom and quality education; students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures which provide for and safeguard the students’ freedom to learn.

4. Students should be encouraged to develop the capacity for critical judgment and engage in an autonomous, sustained, and independent search for truth.

5. Students should be free to take reasoned exception in an informed, professional manner to the data or views offered in any course of study. However, students are accountable for learning the content of any course of study for which they are enrolled.

6. Students should have protection, through orderly approved standard procedures, against prejudicial or capricious academic evaluation. However, students are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, legal status, United States citizenship status, sexual orientation or other personal information which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as an element of evaluation.

8. The student should have the right to advocate for themselves and other students in the construction, delivery and evaluation of the curriculum.

9. Institutions should have a clearly written published policy as to the disclosure of private and confidential information which should be a part of a student’s permanent academic record in compliance with state and federal laws.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions in an informed, professional manner, both publicly and privately.

11. Students should be allowed to invite and hear any individual of their own choosing within the institution’s guidelines, thereby advocating for and encouraging the advancement of their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, thereby encouraging leadership, e.g., through a faculty-student council, student membership, or
representation on relevant faculty committees.

13. The institution has an obligation to clarify those standards of conduct which it considers essential to its educational mission, community life, and its objectives and philosophy. These may include, but are not limited to, policies on academic dishonesty, plagiarism, punctuality, attendance, and absenteeism.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct. Standards of conduct should be formulated with student participation, clearly written and published in advance through an available set of institutional regulations. It is the responsibility of the student to know these regulations.

15. The nursing program should have readily available a set of clear, defined grievance procedures.

16. As citizens and members of an academic community, students are exposed to many opportunities and they should be mindful of their corresponding obligations.

17. Students have the right to belong to or refuse membership in any organization.

18. Students have the right to personal privacy in their individual/personal space to the extent that their wellbeing and property are respected.

19. Adequate safety precautions should be provided by nursing programs, for example, adequate street and building lighting, locks, patrols, emergency notifications, and other security measures deemed necessary to ensure a safe and protected environment.

20. Dress code, if present in school, should be established with student input in conjunction with the school administration and faculty. This policy ensures that the highest professional standards are maintained, but also takes into consideration points of comfort and practicality for the student.

21. Grading systems should be carefully reviewed initially and periodically with students and faculty for clarification and better student-faculty understanding.

22. Students should have a clear mechanism for input into the evaluation of their nursing education and nursing faculty.
23. The nursing program should track their graduates’ success in finding entry-level employment as registered nurses and make this information available to all who apply and enroll.

24. The nursing program should provide comprehensive, clear and concise information related to student loans, scholarships and any other student financial aid.

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

Starting with the National Student Nurses’ Association (NSNA) Bill of Rights and Responsibilities in the 1970s until the release of the NSNA Core Values by the Board of Directors in 2015, NSNA members have been in the forefront of inspiring moral courage and demonstrating exemplary ethical conduct for almost five decades. The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

The 2015-16 NSNA Board of Directors took on the challenge of reviewing NSNA’s primary documents related to ethics and found that they all need a general review by the membership to ensure continued relevance today and in the future. The NSNA Code of Ethics will combine the current 3 documents into one NSNA Code of Ethics with three distinct parts. The three documents include: The Code of Professional Conduct; the Code of Clinical and Academic Conduct; and the Bill of Rights and Responsibilities for Students of Nursing.

NSNA members discussed the Code at the MidYear Career Planning Conference in Kansas City, Missouri on November 10, 2016. Over 100 members and faculty participated. At the 65th Annual NSNA Convention, delegates discussed the Code at the Forum on the Code of Ethics and voted on revisions and amendments to the Code of Ethics on April 7, 2017. The antidiscrimination description received the most comments and was amended on the floor of the House of Delegates. Many thanks to the 2016-17 NSNA Board of Directors and to the members and 2017 delegates who were engaged in this work.

Department of Nursing Procedures for Standards of Conduct Violations

Scope

Alleged violations of the Standards of Conduct of the Park University Department of Nursing shall be investigated, adjudicated, and sanctions applied by the nursing program, as described herein. Alleged violations of the Park University Code of Conduct shall be referred to the Assistant Dean of Student Life. The expectations for professional behavior of Park University nursing students are described in the Standards of Conduct distributed to each nursing student upon enrollment in the program, discussed in the program orientation and reviewed at other times as identified by the faculty.

It is a stated expectation that all students are to be familiar with their rights and responsibilities outlined in this document and that any clarification, comments or suggestions regarding that document be addressed with the nursing program faculty and administration. Each student shall submit a signed statement acknowledging understanding of the program standards. Failure to submit this statement will result in the inability to participate in program course work and activities.

Incidents found to be in violation of the programs standards will be subject to recommended disciplinary procedures. The program will have full jurisdiction regarding the recommendation of
penalties as they comply with Park University and Department of Nursing policies and procedures. These disciplinary procedures are not intended as legal proceedings but will function within legal and ethical boundaries to insure an appropriate and fair process.

Reports and Process
Any person with knowledge of a breach of the Standards of Conduct shall be compelled to report the alleged violation to the course faculty, faculty adviser, and/or program chair as soon as possible. Allegations should be accompanied by evidence, including written statements, documents, or other items, as needed.

The faculty member, and/or the department chair will determine if the Conduct Committee process will be required, or if the complaint can be managed administratively by mutual consent of the parties. If it is determined that no violation has occurred, reports of allegations will be compiled and submitted to the Department Chair within one week of the decision.

Conduct Committee
If the Conduct Committee is assembled the faculty will convene, in person, within 5 business days of determination. The Conduct Committee consists of all full-time nursing program faculty members. The department chair may attend the meeting for informational purposes and is considered non-voting. Other individuals may be added to the Committee as determined by the nursing faculty. Additional members of the group may include but are not limited to a Student Life representative and support course faculty.

Members of the student body are not included in the Conduct Committee proceedings due to privacy policies. Evidence will be presented, discussed, and disciplinary action will be determined. Determination will be made by a majority vote of the Conduct Committee. Written notification of the proceedings, determination, and the disciplinary action, if any, will be provided to the student within 48 hours of the hearing, and a Report of Violation of Conduct Code will be filed with the University and the documentation placed in the student’s academic file. The findings of the Conduct Committee will serve as a decision for the Department of Nursing.

Disciplinary Actions
The Conduct Committee will determine appropriate disciplinary actions, in conjunction with guidelines set forth in the Park University Conduct code. All violations of the Standards of Conduct will be reported following Park University guidelines located in the undergraduate catalog. These may include, any, or a combination of, the following:

Incivility and Other Behavior or Performance Issues:
Incidents of incivility (intentional and unintentional) will be documented and counseling completed by nursing program faculty / staff or by referral, if indicated. Any perpetual behavior that is addressed multiple times (more than twice), or not previously addressed behaviors that show a trend toward uncivil / unprofessional behavior with repeated counseling, is grounds for dismissal from the nursing program. All incidents of incivility will be documented and result in the implementation of a Performance Plan following Nursing Program policies. Copies of all documentation become a part of the student’s academic file. Any student who does not comply with the terms of the Performance Plan including follow up process is subject to dismissal from the Nursing Program. All Performance Plans implemented
for incivility issues will remain in effect through the entire program. The hearing process will be followed for all incidents of incivility.

1. **Warning** – A notice in writing to the student that evidence of incivility has been presented and documented counseling is in progress or has occurred. A Performance Plan is initiated and referrals for assistance and a follow up plan may / or may not be identified.

2. **Probation** – A second incident of incivility has been presented and verified by the faculty. A Performance Plan is implemented / continued and the student will meet at prescribed intervals with the Nursing Program Chair.

3. **Dismissal** – Perpetual behavior is evident and has been addressed more than twice, a trend of behaviors is evident, or the student fails to comply with the terms of the Performance Plan. Dismissal includes the process to remove the student from the Nursing Program.
# HEALTH RELEASE FORM

Following Extended ILLNESS, FLU, or HOSPITALIZATION

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| Without restriction |  |
| With the following restrictions: |  |
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| 3. |  |

| 1B. May NOT Participate in regular classroom activities |  |

| 2A. May participate in regular clinical activities, duties and assignments - |  |
| Without restriction |  |
| With the following restrictions: |  |
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| 2B. May NOT Participate in regular activities, duties, and assignments. |  |

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*NOTE: If there is a change in status during illness/pregnancy, a new form must be completed.*
Please fill out the requested information completely. Only use one form per request. Allow 1 week for the request to be processed. This form may be reproduced.

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I, ____________________________, am requesting, on this date, ____________________________, Student’s signature Date

The information I have checked to be forwarded to the address listed below. I am requesting this information be sent by way of letter.

- [ ] Fulltime Faculty Member Reference Letter (email, phone, or internet references are at the faculty member’s discretion)
- [ ] Other (form must be included)

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STATEMENT ON ACADEMIC DISHONESTY
DEPARTMENT OF NURSING

This document represents the position of the Department of Nursing, Park University on the subject of academic integrity. This document is consistent with the University's overall procedures and penalties for academic dishonesty, which state, in part, that “it is the responsibility of every student to avoid dishonest practices. Therefore, before you submit written work or complete other forms of assessment, you should take the time to understand what academic dishonesty is and how to avoid it. By signing this document, you acknowledge that you have read and understand both the Department’s statement on academic dishonesty (i.e., this document) and the University’s statement and policy on academic dishonesty (Undergraduate Catalogue). You also agree to abide by these guidelines and to personally take responsibility in all courses, to learn, understand, and use the format required by your instructor.

This document is based on information from The George Washington University, the Department of Computer Science and Information Systems (Northwest Missouri State University Department of Psychology/Sociology/Counseling), and www.TurnItIn.com (retrieved November 18, 2003)

What constitutes academic dishonesty?

Academic dishonesty can occur in many forms. According to the University’s policy on academic dishonesty:

There are several broad areas of academic dishonesty: (1) obtaining unauthorized aid or information; (2) giving unauthorized aid or information; (3) committing plagiarism from written, electronic, or internet sources; (4) misrepresenting facts or data; (5) offering bribes; (6) using library resources unethically; (7) using computer resources unethically; and (8) knowingly assisting in any of the above practices. (Undergraduate Catalogue)

Academic dishonesty, therefore, includes but is not limited to:

1) Lying or cheating of any kind.

2) Receiving from any source – without express permission from the instructor – answers to or information related to any academic assignment (e.g., papers, examinations, lab reports, etc.) This may include but is not limited to:
   - Working on an assignment with anyone else unless you receive express permission from your instructor that you may work with others.
   - Receiving or using copies of tests or other assignments from any source unless instructed to do so by your instructor.
   - Submitting the same paper in more than one class (whether submitted in concurrent or different trimesters) without the written permission of both instructors.

3) Giving answers to others on individual homework assignments or tests. Anytime you share your work or any “unauthorized aid or information” with anyone else to review and/or copy you have cheated--even if you have done all your own work!

4) Plagiarism. You plagiarize anytime you steal or represent someone else’s work/ideas/words as your own. This can occur intentionally (e.g., when you put your name on a paper that was created by someone else) or unintentionally (e.g., when you fail to cite the source(s) for your information). According to www.TurnItIn.com, plagiarism includes but is not limited to:
   - use of information from any source without crediting the source;
   - presenting as new and original an idea or product derived from an existing source;
   - turning in someone else’s work as your own;
   - failing to put a quotation in quotation marks and failing to cite your sources;
   - giving incorrect information about the source of a quotation;
   - paraphrasing words or ideas from someone else without citing your sources;
   - changing words but copying the sentence structure of a source without giving credit;
   - copy or paraphrase so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not. (http://www.turnitin.com/research_site/e_what_is_plagiarism.html, ¶5)

You must use the rules delineated in the Publication Manual of the American Psychological Association (Current Edition) for crediting sources in any work you do unless otherwise stipulated by your instructor. This includes any academic assignment (e.g., class papers, discussion questions posted on the internet/Canvas, PowerPoint presentations, audiotape/videotape presentations, etc.) You are responsible for crediting your sources by obtaining and applying current APA guidelines. You can find abbreviated tutorials for referencing help at http://www.apastyle.org.

5) Intentionally fabricating or using unauthorized data in any academic exercise.

Academic integrity is important to me: How can I avoid academic dishonesty?

Q. When do I need to cite my sources?
A. One of the reasons for citing your sources is to clearly distinguish your words and ideas from those of your source(s) (www.TurnItIn.com). Therefore, whenever you incorporate the words or ideas of others into your work – whether you paraphrase or quote/copy – you must cite your source(s) for that information.

Q. If I copy, word for word, information from any printed or electronic sources, how do I credit the source?
A. You must indicate work that is copied word for word by enclosing the text within quotation marks AND citing the source (with page or paragraph number) in the text of the assignment. You also must include the complete source information on an APA formatted reference page. (See the Publication Manual of the APA). NOTE this includes information from your textbook, lectures, handouts, etc., In other words, if you fail to indicate you copied word for word from ANY source, then you have stolen that information.

Q. If I use information from printed or electronic sources but do not copy word for word, do I still have to credit the source?
A. Yes. It is just as important to credit information that you have paraphrased or modified as it is to credit direct quotes. Generally, if you copy three or more words from the original source then you must include the information in quotation marks and cite appropriately. You must give credit even if you have completely rewritten the text. Failure to do so is plagiarism. The reader of your work should be able to discern what ideas are yours and what ideas come from other sources. Your instructor will not consider lack of knowledge of APA formatting and guidelines a valid defense against charges of plagiarism. Academic honesty is the responsibility of all students, so it is your responsibility to learn and use APA style. If you are unsure about citing your sources, then seek help before you complete any academic assignment. Plagiarism is a serious infraction and is subject to the penalties described in the Undergraduate Catalogue.

Q. How do I properly credit help received on an assignment, lab, project or paper?
A. If your instructor has explicitly, and in writing, given you permission to work with others, you may give credit at the beginning of the document on the cover page preceding any document text (for written documents) or, for overheads or PowerPoint presentations you can give credit for help on the first slide/title page of your presentation. For example:

I wish to thank Joe Smith and Mary Jones, classmates, for their assistance on this project.
I wish to thank Mary Brown, instructor, for help with the design for methodology in this research project.
I wish to acknowledge help from Jose Autoro on the development of ideas for this paper.

Q. What happens to me if I am suspected of an act of academic dishonesty?
A. This department will follow the procedures detailed in the Policies and Procedures section of the most current university catalog. Read the university policy very carefully! It is the policy of this department to file a report with the chair, dean and associate vice president for academic affairs for every act of academic dishonesty, whether your instructor fails you on an assignment or fails you in the class.

By signing this document, I acknowledge and declare that I have read and understand both the Department’s statement on academic dishonesty (i.e., this document) and the University’s statement and policy on academic dishonesty. I also agree to abide by these guidelines and to personally take responsibility in all courses to learn, understand, and use APA format when citing my sources, and/or to personally take responsibility in all courses to learn, understand, and use the format required by my instructor.

Signature ___________________________ Date ________________

Print Your Name ___________________________ Course Number ___________________________

Revised Aug 2018
Confidentiality Agreement and Simulation Lab student policies

As a student at Ellen Finley Earhart: Department of Nursing at Park University, I understand the importance of confidentiality regarding information concerning our simulated patients and fellow students. I will agree to and uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) guidelines for my simulated patients as I would for any real patients. I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor.

I acknowledge I will be held responsible for each of the following guidelines:

• All information is confidential. Any inappropriate viewing, discussion, or disclosure of this information is a violation of the Ellen Finley Earhart Department of Nursing simulation/clinical policy.
• The information is privileged and confidential regardless of the format contained: electronic, written, overheard or observed; therefore I agree not to discuss any information from simulation activities with students outside of the simulation lab.
• The simulation lab is a learning environment. All scenarios, regardless of the outcome, should be treated as you would in a real life scenario. All should be treated in a professional manner. All students will be respectful of the experience and toward one another.
• The simulation mannequins are to be used with respect and be treated as if they were a live patient.
• No betadine or ink pens are to be used or will be allowed within the Department of Nursing simulation lab at any time. (Pencils only during simulation lab experiences).
• No food or drink will be allowed in the Department of Nursing simulation lab.
• No students are to be in the Department of Nursing simulation lab at any time, without an instructor present.
• No students allowed in the Simulation Lab Control Center
• All students will be dressed appropriately, according to the Ellen Finley Earhart Department of Nursing clinical attire. (Professional Park University, Nursing Department scrubs).
• All students are expected to arrive on time, with all required equipment, ready to perform the clinical simulation experience.

Consequences of not following the above guidelines will result in the implementation of the Standards of Conduct found in the nursing student handbook.

Signature: __________________________________________

Printed Name: _________________________________________

Revised Aug 2018
I have been given a copy of the Nursing Student Handbook and understand:

1. I am responsible for reading, adhering, and following all policies and procedures listed therein.
2. I acknowledge that I am responsible for reading, adhering to and following the Nursing Department Code of Conduct policies.
3. I will upload this acknowledgement form to Castlebranch annually at the start of my first semester and third semester.

I agree to abide by the policies contained herein and understand I will be held responsible for all Park University and Bachelor of Science Nursing Program policies, procedures, and guidelines.

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I hereby irrevocably consent to and authorize Park University, or anyone authorized by Park University, the use and reproduction of any video, photography or audio recordings taken of me on this date without further compensation to me. All originals and reproductions shall be the property of Park University, solely and completely.

Name (Please print) ________________________________

Park ID Number ________________________________

Date ______________

Signature ________________________________

Parent/Guardian Signature (If subject is a minor)
____________________________

Description of photo (Used for identification purpose only)
___________________________________________________________
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STATEMENT OF CONFIDENTIALITY AND PROFESSIONAL RESPONSIBILITIES

Policies

I have reviewed the Park University and nursing department standards of conduct and agree that, as a professional, it is my responsibility to be familiar with these policies and maintain compliance with them. I understand that these reflect current policies and may be subject to change. Information about updates and changes will be communicated to me via Park email.

I have also reviewed the Park University Student Handbook and the RN-BSN Student Handbook and accept responsibility for becoming familiar with this material and agree to maintain compliance with them. I understand these handbooks reflect current information and may be subject to change. Information about updates and changes will be communicated to me via Park email.

Confidentiality

I understand that in the clinical setting I may have access to confidential information about patients, families, staff and facilities. I agree to maintain confidentiality of all information according to facility, federal and professional standards.

Licensure Status

A current, unencumbered (not on Probation Status) Registered Nurse license is required for participation in this program. I agree to immediately disclose any change in this status to the Academic Advisor and the Department Chair.

Permission to Share Information

I understand that it may be necessary for the nursing department to share student information as requested by healthcare agencies. I give the nursing department permission to share information requested by the healthcare agencies with which I have a clinical agreement.

I have read, understand and agree to the information above.

Printed Name ________________________________

Signature ______________________________________

Date ___________________________________________

Revised Aug 2018