



College of Education and Health Professionals
School of Behavioral and Health Sciences

ELLEN FINLEY EARHART
DEPARTMENT OF NURSING
BACHELOR OF SCIENCE IN NURSING



STUDENT HANDBOOK
2019–2020

PARK UNIVERSITYSM

8700 NW River Park Drive * Parkville, MO 64152 * (816) 584-6257
Email: nursing@park.edu * Web: www.park.edu/nursing * Facebook: Park University Nursing

Dear Class of 2019-2020:

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 are in the Pre-Licensure program or in the RN-BSN program, the department of nursing at Park is here to help you meet your goals.

Park University's commitment to its nursing program is evident. 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, and evidence based care that will be practiced in dynamic clinical and simulation settings. Nursing faculty members are experts in their fields. The faculty within the nursing department are highly qualified Nurse Educators who enjoy teaching and student engagement. They are gifted in preparing students for success.

The purpose of this handbook is to provide students with information, resources, performance expectations, and guidelines. The policies are designed to protect students, promote patient safety, describe professional expectations, and provide 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 or engage with others online, I hope you will watch and listen for the wide variety of cultures. 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,

Summer Masters, DNP, APRN, FNP-C, AGNP-C, CNE
Department of Nursing Chair



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PROGRAM APPROVAL & ACCREDITATION

Park University is approved by national, regional, and state agencies. The Higher Learning Commission (HLC) is our national accrediting agency for the University. Our regional accrediting body is the Commission of Collegiate Nursing Education (CCNE). 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 programs 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.

Pursuant to Section 335.066, RSMo, of the Missouri Nursing Practice Act (<http://revisor.mo.gov/main/OneSection.aspx?section=335.066>), completion of the Pre-licensure BSN program does not guarantee eligibility to take the licensure examination.

PARK UNIVERSITY MISSION, VISION AND CORE

MISSION

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

VISION

Park University will meet learners' needs for a lifetime.

CORE VALUES

Accountability, Civility and Respect, Excellence, Global Citizenship, Inclusivity, Integrity

DEPARTMENT OF NURSING HISTORY

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 (LPNs), 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 (ADN-RN) to continue their nursing education. This 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 obtaining their Bachelors of Science in Nursing (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. 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 with 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 dynamic health care environment and patient care needs.

NURSING DEPARTMENT MISSION, VISION AND CORE VALUES STATEMENT

MISSION

The mission of the Department of Nursing is to educate students through teaching excellence to provide quality care; engage in the nursing profession as a lifelong learners and scholars; and practice to the full extent of their nursing education in dynamic environments.

VISION

The Vision of the Department of Nursing is to educate nurses who will excel in the nursing profession.

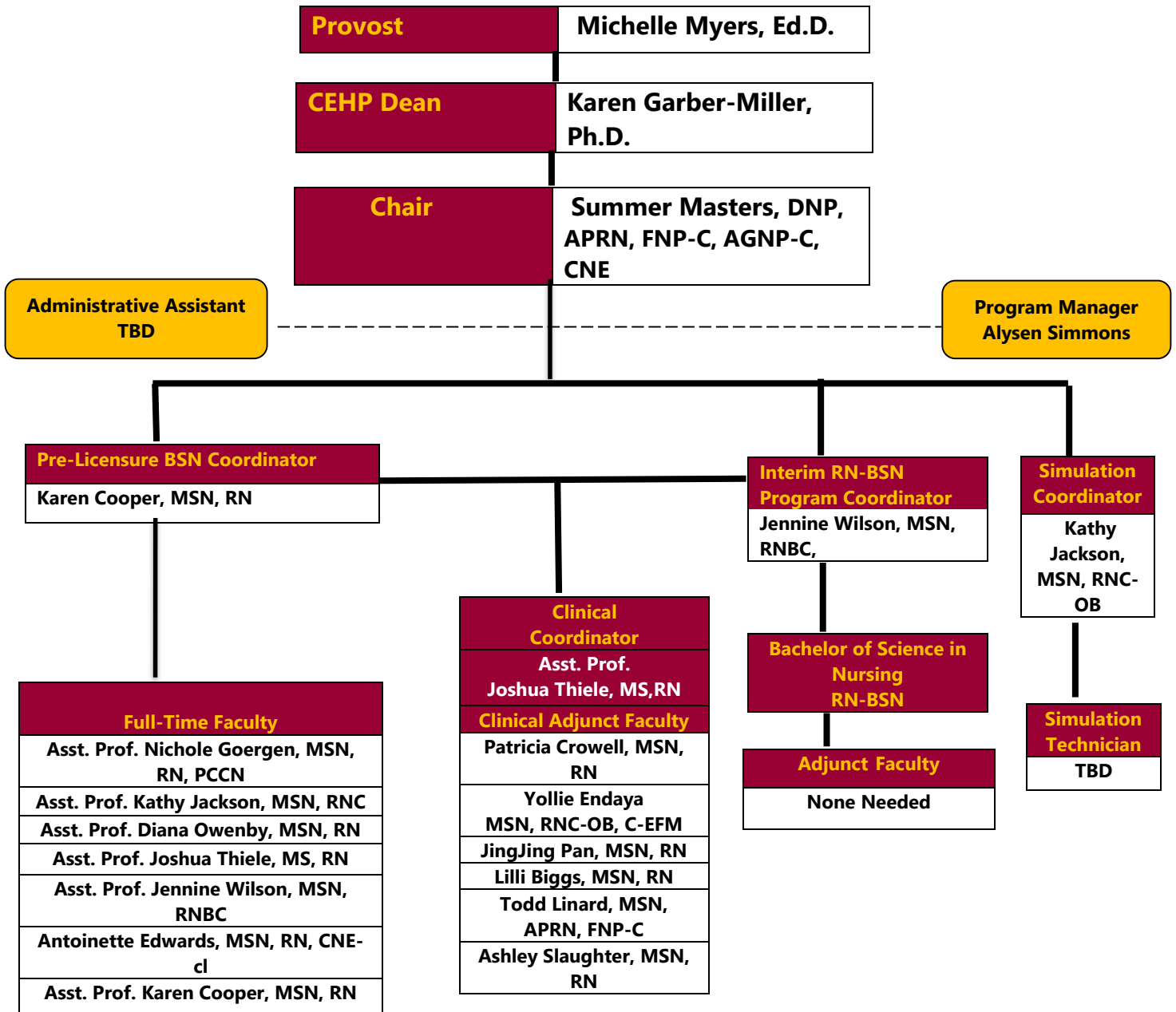
CORE VALUES

1. Safety, Quality Care
 2. Teaching Excellence
 3. Professionalism
 4. Inter-Professional Collaboration
 5. Health Promotion
-

NURSING DEPARTMENT ORG CHART



Department of Nursing Organizational Structure 2019-2020



NURSING DEPARTMENT DIRECTORY

Department Member	Email	Telephone	Office
FULL TIME FACULTY			
Summer Masters, DNP, APRN FNP-C, AGNP-C, CNE <i>Department of Nursing Chair</i>	summer.masters@park.edu	(816) 584-6367	AP 359
Karen Cooper, MSN, RN <i>Pre-Licensure Program Coordinator</i> Assistant Professor of Nursing	karen.cooper@park.edu	(816) 584-	AP 260
Jennine Wilson, MSN, RNBC <i>Interim RN-BSN Program Coordinator</i> Assistant Professor of Nursing	jwilson@park.edu	(816) 584-6234	AP 451
Kathy Jackson, MSN, RNC-OB <i>Simulation Coordinator</i> Assistant Professor of Nursing	kjackson@park.edu	(816) 584-6466	AP 453
Joshua Thiele, MSN, RN <i>Clinical Coordinator</i> Assistant Professor of Nursing	jthiele@park.edu	(816) 584-6854	AP 259
Nichole Goergen, MSN, RN, PCCN Assistant Professor of Nursing	nichole.goergen@park.edu	(816) 584-6880	AP 459
Diana Owenby, MSN, RN Assistant Professor of Nursing	dowenby@park.edu	(816) 584-6252	AP 457
Antoinette Edwards, MSN, RN, CNE-cl Lecturer	antoinette.edwards@park.edu	(816) 584-6333	AP 259
ADJUNCT FACULTY			
Patricia Crowell, MSN, RN Clinical Adjunct Faculty	patricia.crowell@park.edu	(816) 584-6465	AP 361
Yollie Endaya, MSN, RNC-OB, C-EFM Clinical Adjunct Faculty	564769@park.edu	(816) 229-9178	
Jingling Pan, BSN, RN Clinical Adjunct Faculty	1655568@park.edu	(816) 213-5937	
Lilli Biggs, MSN, RN Clinical Adjunct Faculty	1687617@park.edu	(816) 207-8810	
Todd Linard, MSN, APRN, FNP-C Clinical Adjunct Faculty			
Ashley Slaughter, MSN, RN Clinical Adjunct Faculty	1687625@park.edu	(816) 328-1880	
SUPPORT STAFF			
Alysen Simmons Program Manager	alysen.simmons@park.edu	(816) 584-6257	AP 365

GENERAL REQUIREMENTS

COMMUNICATION

It is important every student maintain accurate contact information through the University and the Department. Notify both as soon as a change occurs.

- A. **Email:** Upon admission to Park University every student is assigned an email address. E-mail is the official means of communication from the University to the student. All student and faculty electronic communication is to take place using Park University email or the Park University learning management system (LMS), Canvas.

Students are required to use their Park University student email or LMS for sending electronic communication to University Faculty.

Faculty will respond in 1 – 2 business days to a student's email or LMS electronic communication.

1. Please approach faculty if you have not heard from them in this amount of time as the email system can at times, mistake student email accounts as spam and redirect it. The faculty may not have received it.
 2. Canvas: Canvas is a Learning Management System (LMS) where all online course components are accessed by students. All on-ground classes are face-to-face with an online component that is minimally grading. Each course syllabus will direct the student.
- B. **Phone Communications:** 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.
- C. **Communication Sequence:** Students need to follow the appropriate communication chain set forth should the need occur.
1. Clinical Instructor or Course Faculty (whichever is appropriate for the situation)
 2. Assistant Chair of BSN program Appropriate Program Coordinator
 3. Nursing Department Chair
 4. Associate Dean of the College of Education and Health Professions
 5. Dean of the College of Education and Health Professions

COMPUTER REQUIREMENTS

<https://community.canvaslms.com/docs/DOC-10721-what-are-the-basic-computer->

DRUG SCREEN 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.

- A. 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.
 - B. 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.
 - C. 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.
 - D. 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.
 - E. 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/or alcohol use at the student's expense. The student will be suspended from all clinical activities until further investigation into the situation is complete. The Department Chair and APG Committee will be consulted.
 - F. Please see Park University's undergraduate catalog on drug and alcohol misuse/abuse.
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STUDENT HEALTH – INFECTION PREVENTION

- A. Students are required to submit documentation of immunity by presenting the lab reports of titers for the following:
 - 1. MMR
 - 2. Hepatitis B
 - 3. Varicella
- B. Tdap immunization – Physician / Health Department documentation less than 10 years old.
 - 1. 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.
- C. Flu immunization by a designated date. No exceptions unless physician documented allergy.
- D. Responsibility for accuracy of the records lies with the student.
- E. 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.
- F. A student who has a disease(s) which may be communicable will not be permitted to remain in the clinical or classroom area. The student must contact the faculty member according to the attendance policy.
- G. Students are required to maintain personal health insurance while in the program.
- H. 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 Student Handbook.)

COST

- A. Cost of the Bachelors of Science in Nursing degree can be found in the current Park University Undergraduate Catalog- <https://catalog.park.edu/index.php?catoid=5>
 - B. 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)
 - 1. Nursing Uniforms including shoes
 - 2. Textbooks, resources, and other fees
 - 3. Watch showing seconds
 - 4. NCLEX-RN and RN License application and testing fees
 - 5. Commencement Fee
-

6. Room and Board
7. Health Insurance – required for all nursing students. Evidence must be submitted at enrollment, annually, and upon request.
8. Documentation Required for Clinical/Program: Immunizations, Titters, Screenings, CPR, Castle Branch, etc.
9. Late Fees
10. Internet Fees
11. Parking Fees/Tickets
12. Miles
13. Gas/Fuel

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

14. Internet Fees and/or Late Fees
15. Student Nurse Association
16. Hotel

STUDENT AWARDS AND ORGANIZATIONS

STUDENT AWARDS*

The following awards are given at graduation to students who exemplify the behavior acknowledged below. The award recipients are selected by the Nursing Department.

I. Scholastic Achievement Award:

- A. Presented to the student earning the highest combined GPA in nursing courses.

II. Outstanding Nursing Student:

- B. Presented to one outstanding graduating student for excellence in client care, clinical skills, and communication skills. Demonstration of leadership skills, ability to work with professors, peers, hospital personnel and supervisors. Professional attitude, behavior, and appearance and exceptional attendance.

III. Ellen Finley Earhart Award:

- C. The student who exemplifies the ideals of Park University and who emulates the vision of Ellen Finley Earhart, the benefactor of the Nursing Program. Outstanding citizenship and dedication to the Park University community, committed to serving humanity as an RN, demonstrates adherence to the basic tenets of religious faith, including patience, kindness, gentleness, and self-control. Exceptional ability to relate to peers, Park
-

University faculty, staff, and the community.

IV. Dr. Marvel Williamson Award:

- D. Presented to the graduate who best demonstrates self-directed goal-setting behavior, superior organizational, problem-solving, and decision-making skills, endeavors that enhance the Nursing Program, commitment to continuing education and enthusiasm for the profession of nursing.

V. Alumni Award:

- E. Presented to the graduate who best demonstrates a commitment to lifelong learning, promotes cohesiveness among nursing student body, displays an ongoing positive attitude and best adapts to the student role.

VI. Margaret Monahan Award for Clinical Excellence:

- F. Presented to the student who best demonstrates a pattern of clinical improvement, critical thinking, and achievement of excellence in patient care.

VII. Carol Duncan Servant's Heart Award:

- G. Presented to the student who demonstrates traits of a servant's heart which endeared Carol Duncan to hundreds of nursing students during her thirteen-year career as department administrative assistant.

*Not all awards may be given each semester.

STUDENT ORGANIZATIONS

A. National Student Nurses Association (NSNA)

- i. The purpose of the Park University Student Nurse Association is to:
 - 1. Promote leadership skills and professional growth
 - 2. Act as a medium of communication between students and the Administration, faculty and staff
 - 3. Provide an avenue for fellowship and goodwill among the members
- ii. Faculty Advisors
 - 1. The faculty advisors shall be the Department Chair and one other member of the Nursing Program faculty /staff as designated by the Chair.
- iii. Becoming a member
 - 1. Membership in this organization shall be open to all students enrolled in nursing courses of the Park University Nursing Program.
- iv. Member Responsibilities
 - 1. Meetings are held monthly, not to conflict with scheduled university classes. Special meetings may be arranged as necessary.
 - 2. Officers shall be elected by simple majority of the membership. Offices include: President, Vice-President, Recording Secretary, Corresponding Secretary, Treasurer, and Historian.
- i. NSNA Contact Information
 - a. <https://www.nsna.org/>

B. Graduate Student Nurses Academy

- i. Opportunity through American Association of Colleges of Nursing (AACN)
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- ii. <https://www.aacnnursing.org/gnsa>

STUDENT OPPORTUNITIES

DEPARTMENT OF NURSING STUDENT NURSE SIMULATION FELLOW

Purpose

The purpose of this policy is to provide guidelines for students who accept the opportunity and responsibility of being a Student Nurse Simulation Fellow.

I. Policy Statement

- a. The Student Nurse Simulation Fellow will assist the Simulation Director, faculty, and students in the Simulation center with prepping, planning, and/or implementing simulations for other cohorts. Additionally, the Student Nurse Simulation Fellow will assist with stocking, inventory, and making recommendations to the Simulation Director to promote the quality of Simulation experiences from the student perspective. Of note, this is a learning experience; therefore, the Student Nurse Simulation Fellow is not required to be advanced in grade or semester level above the cohorts in which they are assisting with.

II. Student Nurse Simulation Fellow

a. Application Process

- i. The Student Nurse Simulation Fellow must apply for the position formally through the Department of Nursing by way of the Student Nurse Simulation Fellow Application.
- ii. Student Nurse Simulation Fellows must apply the semester before they would like to become a Student Nurse Simulation Fellow by the assigned deadline.
- iii. Only a J2 (Junior, second semester) or higher may hold the position as a Student Nurse Simulation Fellow. *However, a J1 (Junior, first semester) may apply for the next semester in which they will be a J2.*

b. Selection is based on:

- i. The applicant being a student of high integrity, ethics, and professionalism. This is defined as-
 - 1. Maintaining a nursing GPA of 3.0 or higher
 - 2. Faculty recommendation
 - 3. Noted professionalism in the classroom and clinical setting (if applicable)

c. Compensation & Acknowledgement

- i. Student Nurse Simulation Fellow will be compensated \$500 a semester; this will be deposited in your Park University student account.
 - ii. Official academic transcript forever will be noted as a “Student Nurse Simulation Fellow”. Guidelines – The Student Nurse Simulation Fellow agrees to:
 - iii. Maintain high integrity, ethics, and professionalism.
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- iv. Maintain a nursing GPA of 3.0 or higher.
- v. Provide a schedule of availability on the 1st and 15th of each month in the semester to the Program Manager at (816) 584-6257 or nursing@park.edu.
 - 1. If school is not in session, the next available date to these dates.
- vi. To limit assistance in the Simulation Center for no more than five hours a week to ensure adequate time for personal studies.
- vii. To report any concerns you have regarding the Simulation Center, students, and/or faculty. Please contact the Program Manager at (816) 584-6257 or nursing@park.edu right away.
- viii. Inform the Simulation Director and the Program Manager of the need to cancel or reschedule time the Student Nurse Simulation Fellow has scheduled, at least 24 hours in advance. If you are unable to attend a scheduled time frame, please contact the Simulation Director and the Program Manager at (816) 584-6257 or at nursing@park.edu to cancel, at least 24 hours in advance. Emergencies are understood.
- ix. Arrive on time for all Simulation related activities.
- x. Collaborate with the Simulation Director and Lead Course Instructor the Student Nurse Simulation Fellow is assisting with when necessary.

DEPARTMENT OF NURSING STUDENT NURSE TUTOR POLICY

Purpose

The purpose of this policy is to provide guidelines for students who accept the responsibility of being a Student Nurse Tutor and for those students accepting the opportunity to have tutoring available to them.

I. Policy Statement

- a. The Student Nurse Tutor will assist students within the department, at their request, in promoting their academic achievement.

II. Tutors

a. Application Process

- i. The Student Nurse Tutor must apply for the position formally through the Department of Nursing by way of the Student Nurse Tutor Application.
- ii. Student Nurse Tutors must apply the semester before they would like to tutor by the assigned deadline.

b. Selection is based on:

- i. "Exceling (or excelled) in the subject matter (course) the Student Nurse Tutor wishes to tutor in and generally be a student of high integrity, ethics, and professionalism. This is defined as-
 - 1. Maintaining a nursing GPA of 3.0 or higher
 - 2. Score an 87% or higher in the course(s) you are interested in tutoring in
 - 3. Faculty recommendation
 - 4. Noted professionalism in the classroom and clinical setting (if applicable)
-

c. Compensation

- i. Student Nurse Tutors will be compensated \$500 a semester; this will be deposited in your Park student account.

d. Guidelines – The Student Nurse Tutor agrees to:

- i. Excel (or have excelled) in the subject matter the Student Nurse Tutor wishes to tutor in.
- ii. Maintain high integrity, ethics, and professionalism.
- iii. Maintain a nursing GPA of 3.0 or higher
- iv. Provide a schedule of availability on the 1st and 15th of each month in the semester to the Program Manager at (816) 584-6257 or nursing@park.edu.
 1. If school is not in session, the next available date to these dates.
- v. Tutor students one-on-one or in a group of no larger than three.
- vi. *Not* tutor students more than five hours per week.
- vii. Report any concern in regards to a student's progress, behavior, and/or the tutoring session. Please contact the Program Manager at (816) 584-6257 or nursing@park.edu right away.
- viii. Arrive on time and well prepared for every tutoring session.
- ix. Inform the student and the Program Manager of the need to cancel or reschedule any missed appointment, at least 24 hours in advance. If the Student Nurse Tutor is unable to attend a scheduled tutoring appointment, please contact the student(s) scheduled for the tutoring appointment and the Program Manager at (816) 584-6257 or at nursing@park.edu to cancel or reschedule the appointment, at least 24 hours in advance. Emergencies are understood.
- x. Collaborate with Lead Course Instructor the Student Nurse Tutor is tutoring in when necessary. This could occur during the following times, but not limited to:
 1. Any concept, topic, or otherwise the Student Nurse Tutor is uncertain about.

III. Tutees agrees to:

- i. Attend all scheduled tutorial sessions or, if an unavoidable conflict arises, to contact the tutor and the Program Manager at (816) 584-6257 or nursing@park.edu right away to cancel or reschedule the appointment.
 - ii. Arrive on time for tutoring sessions and bring all necessary textbooks, notebooks, writing instruments, assignments, and other relevant materials.
 - iii. Be prepared for all tutoring sessions. This entails, but is not limited to, attending all class meetings and taking notes on all materials presented, attempting assignments prior to tutorial session, and being prepared with questions for the tutor to address in the tutorial session.
 - iv. Plan in advance for all assignments. Students should not expect to receive emergency assistance the night before an exam.
 - v. Cooperate with tutor(s) by following all recommendations made regarding mutually agreed upon study methods and practices.
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- vi. Report any concern in regards to a Student Nurse Tutor's behavior, professionalism, and/or the tutoring session. Please contact the Program Manager at (816) 584-6257 or nursing@park.edu right away.
- vii. Agree to meet with instructors outside of class time, if necessary.
- viii. Realize that the student is solely responsible for their grades and class performance.

CURRICULUM

NEW GRADUATION LEARNING COMPETENCIES

New Graduate Learning Competencies are formed using several of the department of nursing's standards. These standards are chosen by the department and implemented into the curriculum. As discussed, the BSN Essentials play a critical role. Also utilized are the American Nurses Association Code of Ethics, American Nurses Association Standards of Professional Development, Quality and Safety Education for Nurses (QSEN), and the INACSL Standards of Best Practice. These competencies, listed below, are what every new graduate should feel competent to demonstrate upon graduation.

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 clients across the lifespan and for the nursing profession.
6. Collaborate with the client, client's family, members of nursing, and inter / intra-professional teams to achieve positive health outcomes.
7. Demonstrate knowledge of health promotion and disease and injury prevention across the lifespan for individuals, families, and communities.
8. Utilize the professional values and inherent values of altruism, autonomy, human dignity, integrity and social justice in professional practice.
9. Incorporate knowledge, skills and clinical reasoning to provide safe, quality care for individuals, families and communities.

PRE-LICENSURE PROGRAM

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 learn to assess, plan, provide, and evaluate care based on the needs of patients, populations, and communities. They will learn to do this all while providing safe, evidence based, patient centered care.

During the first semester of the pre-licensure nursing program, students will learn basic nursing skills, physical assessment, and pathophysiology. Clinical experiences in the simulation laboratory, lab setting, and clinical setting will allow students to 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 the care of communities and the older patient. 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 principles.

PROGRAM OF STUDY

Pre-Nursing, First Semester	17 cr.	Pre-Nursing, Second Semester	16 cr.
LE 100, First Year Seminar (or elective, if needed, for transfer students)	3 cr.	EN 106, First Year Writing Seminar II	3 cr.
EN 105, First Year Writing Seminar I	3 cr.	CS 140, Introduction to Computers	3 cr.
BI 210, Human Body	3 cr.	PS 101, Introduction to Psychology	3 cr.
MA 135, College Algebra	3 cr.	BIO 211, Human Anatomy and Physiology I	4 cr.
CH 105, Introductory Chemistry or CH 107 General Chemistry and CH 107L Lab	5 cr. Or 4 cr.	Citizenship Elective – History or PO (PO 200/210 or HIS 111/112/113)	3 cr.
Pre-Nursing, Third Semester	16 cr.	Pre-Nursing, Fourth Semester	18 cr.
NS 220, Applied Statistics	3 cr.	CH 204, Nutrition for Health Sciences	3 cr.
PS 121, Human Growth and Development or PS 125 Lifespan Development	3 cr.	BI 223, Clinical Microbiology	3 cr.
BIO 211, Human Anatomy and Physiology II	4 cr.	EN 306a, Scientific and Technical Writing	3 cr.
PH 221, Ethics and Society	3 cr.	LE 300, Integrative and Interdisciplinary Learning Capstone	3 cr.
Communication Course	3 cr.	2 Humanities Electives (one in the English/Art	6 cr.

CA 103 Public Speaking or TH 105 Oral Communication or CS 105 Intro to Human Communication		area)	
Nursing, First Semester	15 cr.	Nursing, Second Semester	17 cr.
NUR 280, Introduction to Professional Nursing	2 cr.	NUR 330, Clinical Applications of Pharmacology	3 cr.
NUR 320, Concepts of Nursing Fundamentals	6 cr.	NUR 335, Adult Health I	7 cr.
NUR 338, Health and Physical Assessment	4 cr.	NUR 356, Mental Health Nursing	4 cr.
NUR 352, Pathophysiology for Clinicians	3 cr.	NUR 450, Evidence-Based Practice	3 cr.
Nursing, Third Semester	14 cr.	Nursing, Fourth Semester	13 cr.
NUR 357, Gerontology	3 cr.	NUR 419 Women, Children, and Families	6 cr.
NUR 410, Community Health	4 cr.	NUR 460 Nursing Leadership	3 cr.
NUR 435, Adult Health II	7 cr.	NUR 475 Clinical Immersion	4 cr.
Total for graduation = minimum 126 credit hours (640 clinical-simulation clock hours)			

Revised 01/06/2020

COURSE DESCRIPTIONS AND LEARNING OUTCOMES

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. 3:0:2

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. 3:6:6

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 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 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 330 Pharmacology

This course focuses on the principles of pharmacology and the nurse's role in ensuring safe administration of medications. Evidence-based practice guides understanding of pharmacodynamics and pharmacokinetics of specific prototypes in selected drug classifications. Diverse patient variables, including genetics, health status, lifestyle, environment, and culture, are considered when planning patient care. The nurse's role in ensuring legal, ethical, and safe medication administration and patient teaching that fosters patient engagement is emphasized.

3:0:3

Prerequisites: NUR 320, NUR 352, NUR 338 or permission from the Nursing Department

Course Learning Outcomes

Safety, Quality Care

1. Apply understanding of pharmacodynamics and pharmacokinetics of common medication classifications and prototypes to ensure delivery of safe, quality nursing care.
2. Develop patient teaching of medications, including prescription, over-the-counter, herbal preparations, and dietary supplements that fosters patients' self-care.
3. Incorporate psychologic, physiologic, and socioeconomic, and cultural characteristics of patients when developing nursing care of medication administration.

Leadership and Professionalism

4. Apply ethical and legal principles to safeguard patient rights and health when providing nursing care and administering medications.

Evidence-Based Practice

5. Examine evidence-based practice that supports the nursing care of patients receiving medication therapy.

Information Management

6. Identify how information systems and patient care technology enhance the nurse's practice in administering medications.

Interprofessional Collaboration

7. Summarize the interprofessional roles that support and protect patients who are receiving medication therapy.

NUR 335 Adult Health I

This combined theory and clinical course focuses on safe, patient-centered care of diverse backgrounds. Evidence-based practice guides nursing care of patients with commonly occurring conditions. Emphasis is placed on health promotion, disease management, and inter-professional

care. Apply clinical judgement and create safe environments that result in high quality patient outcomes.

4:3:7

Prerequisites: NUR 352, NUR 280, NUR 320, NUR 338, or permission from the Nursing Department

Course Learning Outcomes

Safety, Quality Care

1. Plan safe, quality, patient-centered nursing care for adult patients with commonly occurring health alterations.
2. Discuss risk reduction and health promotion strategies to improve health outcomes.

Leadership and Professionalism

3. Employ ethical and legal principles when caring for patients.
4. Demonstrate clinical judgment when delegating and supervising members of the healthcare team.
5. Demonstrate personal responsibility and accountability.
6. Demonstrate caring toward clients, peers, and members of the interprofessional team.

Evidence-Based Practice

7. Develop nursing care that includes evidence-based practice.

Information Management

8. Use information systems and patient care technology to plan care.

Interprofessional Collaboration

9. Describe mutually respectful, clear communication that enhances interprofessional collaboration.
10. Examine the interprofessional collaboration that promotes the care of patients.

NUR 356 Mental Health

This combined theory and clinical course focuses on the care of patients who have mental health alterations across the lifespan. The theory component is organized around the major categories of behavioral health disorders. Using the nursing process as a framework, health promotion and disease management are addressed. Inclusion of evidence-based nursing practice and the focus on establishing and maintaining therapeutic nurse-patient relationships is included. Nursing care that promotes the dignity and unique needs of each individual are emphasized.

3:1:4

Prerequisites: NUR 352, NUR 280, NUR 320, NUR 338, or permission from the Nursing Department

Course Learning Outcomes

Safety, Quality Care

1. Provide safe, quality care that includes unique socioeconomic and cultural considerations, for patients with mental health alterations.
2. Apply therapeutic nurse-patient communication skills with people experiencing mental health alterations.

Leadership and Professionalism

3. Incorporate ethical and legal principles that impact patients with mental health alterations.
4. Demonstrate personal responsibility and accountability.
5. Demonstrate caring toward clients, peers, and members of the interprofessional team.

Evidence-Based Practice

6. Examine evidence-based practice and clinical modalities related to the prevention and treatment of mental health alterations.

Information Management

7. Use information systems and patient care technology to plan care.

Interprofessional Collaboration

8. Describe mutually respectful, clear communication that enhances interprofessional collaboration.
9. Examine the interprofessional collaboration that promotes the care of patients.

NUR 450 EBP

This course focuses on the introduction and application of evidenced-based practice as it applies to the nurse generalist. This course guides the student's understanding of nursing's unique contribution through integration of theory, research, and practice. The student will utilize research to identify best practice, promote patient safety, and improve patient outcomes.

3:0:3

Prerequisites: NUR 352, NUR 280, NUR 320, NUR 338, or permission from the Nursing Department

Course Learning Outcomes

Safety, Quality Care

1. Determine how evidence-based practice enhances safe, quality care.

Leadership and Professionalism

2. Identify the moral, legal, and ethical factors affecting research.
3. Demonstrate personal responsibility and accountability.
4. Demonstrate caring toward clients, peers, and members of the interprofessional team.

Evidence-Based Practice

5. Utilize research to identify best practice, promote patient safety, and improve patient outcomes.
-

6. Distinguish among different research designs and the purposes, strengths, and weaknesses of each.
7. Analyze the credibility and participate in collection, appraisal, and synthesis of evidence.

Information Management

8. Explain how information systems promotes research and evidence-based practice.

Interprofessional Collaboration

9. Explore how interprofessional collaboration contributes to evidence-based practice.

NUR 357 Gerontology

This course focuses on the concepts of aging in society and strategies to assist older adults achieve optimal quality of life. Social, economic, and health service implications on health policy and society are analyzed. Physical, psychological, sociocultural, economic, and spiritual needs of older adults are explored. Respect, support and delivery of palliative and end-of-life care is emphasized.

3:0:3

Prerequisites: NUR 352, NUR 280, NUR 320, NUR 338, NUR 330, NUR 335, NUR 356, NUR 450, or permission from the Nursing Department

Course Learning Outcomes

Safety, Quality Care

1. Examine safe, quality care for older adults who may have physical or cognitive needs.

Leadership and Professionalism

2. Identify professional attitudes, values and expectations about aging.
3. Recommend palliative and end-of-life care for older adults, families, and caregivers.
4. Analyze the ethical and legal responsibilities in the care of older adults, including frail and other vulnerable populations.

Evidence-Based Practice

5. Utilize evidence-based practice to formulate strategies that support older adults in leading productive and healthy lives.

Information Management

6. Explore how information systems and patient care technology impact the care of older adults.

Interprofessional Collaboration

7. Evaluate how aging and older adults' challenges impact nursing care, healthcare resources, and society.
-

NUR 410 Community Health

This combined theory and clinical course focuses on populations and the provision of care of individuals, families, communities, aggregates, systems, and populations.

The course includes an introduction to the roles of public health and community-based nursing with a local and global population perspective.

The course emphasizes safe, quality care that incorporates public health sciences of epidemiology, environmental health, health policy, community assessment, and community interventions.

3:1:4

Prerequisites: NUR 352, NUR 280, NUR 320, NUR 338, NUR 330, NUR 335, NUR 356, NUR 450, or permission from the Nursing Department

Course Learning Outcomes

Safety, Quality Care

1. Provide safe, quality care for individuals, families, communities, aggregates, systems and populations by incorporating information from the public health sciences.
2. Determine the roles of public health and community based-nursing from a local and global population perspective.

Leadership and Professionalism

3. Identify professional attitudes, values, and expectations about the care of individuals, families, communities, aggregates, systems, and populations.
4. Demonstrate personal responsibility and accountability.
5. Demonstrate caring toward clients, peers, and members of the interprofessional team.

Evidence-Based Practice

6. Implement evidence-based practice in the nursing care of community populations.

Information Management

7. Use information systems and patient care technology to plan care.

Interprofessional Collaboration

8. Utilize interprofessional collaboration to plan, provide and evaluate health care.

NUR 435 Adult Health II

This combined theory and clinical course builds upon Adult Health I with a continued focus on safe, patient-centered care of diverse backgrounds. Evidence-based practice guides nursing care of patients with emergent and complex health conditions. Emphasis is placed on health promotion, disease management, and inter-professional care.

4:3:7

Prerequisites: NUR 352, NUR 280, NUR 320, NUR 338, NUR 330, NUR 335, NUR 356, NUR 450, or permission from the Nursing Department

Course Learning Outcomes

Safety, Quality Care

1. Evaluate safe, quality, patient-centered nursing care for adult patients with emergent and complex health conditions.
2. Apply risk reduction and health promotion strategies to improve health outcomes.

Leadership and Professionalism

3. Employ ethical and legal principles when caring for patients.
4. Utilize clinical judgment when delegating and supervising members of the healthcare team.
5. Demonstrate personal responsibility and accountability.
6. Demonstrate caring toward clients, peers, and members of the interprofessional team.

Evidence-Based Practice

7. Utilize evidence-based practice to provide nursing care.

Information Management

8. Use information systems and patient care technology to provide care.

Interprofessional Collaboration

9. Model mutually respectful, clear communication to enhance interprofessional collaboration.
10. Examine the interprofessional collaboration that promotes the care of patients.

NUR 419 Women's, Children, and Families

This combined theory and practice course studies health-related topics specific to women, pediatrics, and families. Learning will include evidence-based practice required to provide safe, quality care including that of health promotion and risk reduction. A focus on patient and caregiver education and growth and development is included.

4:2:6

Prerequisite(s): NUR 280, NUR 320, NUR 330, NUR 338, NUR 335, NUR 356, NUR 357, NUR 410, NUR 435, NUR 450 or permission of the Nursing Department.

Course Learning Outcomes

Safety, Quality Care

1. Utilize the nursing process to provide safe, quality, family-centered nursing care for women, pediatrics, and families.

Leadership and Professionalism

2. Discriminate professional values, as well as ethical, legal, and moral standards when caring for women, pediatrics and families.
3. Demonstrate personal responsibility and accountability.
4. Demonstrate caring toward clients, peers, and members of the inter-professional team.

Evidence-Based Practice

5. Utilize evidence-based practice when providing care for childbearing women and pediatric populations.

Information Management

6. Use information systems provide nursing care.
7. Determine applicable patient care technology needed to provide safe, quality care.

Inter-professional Collaboration

8. Examine the inter-professional collaboration that promotes the care of women, pediatrics, and family.

NUR 460 Leadership

This course focuses on the role of the professional nurse as a leader in a dynamic healthcare delivery system. Clinical reasoning, evidence-based practice, and clinical decision making in multicultural healthcare environments are evaluated. Socio-cultural, economic, legal, and political factors related to nursing and healthcare are analyzed.

3:0:3

Prerequisite(s): NUR 280, NUR 320, NUR 330, NUR 338, NUR 335, NUR 356, NUR 357, NUR 410, NUR 435, NUR 450 or permission of the Nursing Department.

Course Learning Outcomes

Safety, Quality Care

1. Organize safe, quality care that integrates sociocultural, economic, ethical, legal, and political attributes of a nurse leader.

Leadership and Professionalism

1. Compare leadership theories related to organizational culture.
2. Determine appropriate delegation and prioritization of nursing care.

Evidence-Based Practice and Nursing Judgment

3. Evaluate the impact of evolving health care policies and finance in health care systems.

Information Management

4. Integrate informatics and technology to transform data to inform and manage nursing practice.

Interprofessional and Intraprofessional Collaboration

5. Distinguish the role of the professional nurse in interprofessional and intraprofessional collaborations.

NUR 475 Clinical Immersion

This combined theory and concentrated clinical course provides students the opportunity to synthesize knowledge and skills into the role of the baccalaureate generalist nurse. Students experience intra-interprofessional collaboration in providing nursing care a preceptor. Students are given expanded opportunities to further develop nursing judgment and utilize principles of management and delegation with a focus on safe, quality care. The theory component prepares students for membership in the nursing profession.

1:3:4

Prerequisites: NUR 280, NUR 320, NUR 330, NUR 335, NUR 338, NUR 356, NUR 357, NUR 410, NUR 435, and NUR 450 or permission of the Nursing Department.

Safety, Quality Care

1. Provide safe, quality, proficient, coordinated, and compassionate nursing care.
2. Demonstrate increasing autonomy as a provider of care.

Leadership and Professionalism

3. Demonstrate personal responsibility and accountability.
4. Recommend ethical theories and principles that guide nursing care.
5. Employ a personal plan for entry into the nursing profession.

Evidence-Based Practice

6. Recommend evidence-based practice that improves the quality of patient care, patient outcomes, and the practice of nursing.

Information Management

7. Validate the use of information systems and electronic health records that improve patient care.

Interprofessional Collaboration

8. Engage in partnerships to support equitable patient outcomes.
9. Critique the role of the nurse generalist as a member of the interprofessional team.

RN - BSN PROGRAM

The RN-BSN curriculum focuses on building on the premise of life-long learning and professional career development. This program design allows the Registered Nurse (RN) to complete the requirements of a Bachelor of Science in Nursing (BSN) Degree online at their own pace, part-time or full-time. The graduate will achieve competencies in health care policy, evidence based practice,

leadership, and much more. This knowledge is the core of the BSN. Standing it apart from an Associate Degree Registered Nurse (ADN). There are many reasons why students seek this additional education. Some employers may require or recommend it strongly, other students may feel it may give them an edge over another candidate seeking a similar position. Still other students have a very focused career path. Perhaps that is in a leadership role or they know they will be seeking a degree beyond that of the BSN and this degree is foundational.

PROGRAM OF STUDY – RN TO BSN

Course Number	Course Name	Credit Hours
	RN-BSN Degree Program total hours	60 cr.
NU 310	Nursing Transitions for the BSN	3 cr.
NU 325	Healthcare Informatics	3 cr.
NU 332	Pharmacology for Clinicians	3 cr.
NU 339	Health Assessment & Physical Exam	3 cr.
NU 355	Pathophysiology for Clinicians	3 cr.
NU 359	Gerontology	3 cr.
NU 405	Health Promotion in Society	3 cr.
NU 410	Community Health Nursing Practice (16 week course)	4 cr.
NU 420	Leadership and the BSN Role (16 week course)	5 cr.
HC 451	Health Care and the Political Process	3 cr.
NU 450	Evidence-Based Practice	3 cr.
	TOTAL	36 cr.
NS 220	Applied Statistics and Experimental Design	3 cr.
EN 306A	Professional Writing in the Discipline: Scientific and Technical Writing	3 cr.
LE 300	Integrative & Interdisciplinary Capstone	3 cr.
BIO 326 or PH 102 or PH 221	Bioethics/Intro to Ethical Thinking/Ethics in Society	3 cr.
	Electives	12 cr.
	3 hours may be 100 level, 6-9	

	hours may be 200, 300 or 400 level but at least 3 hours must be 300-400 level.	
ADN or Diploma awarded hours		60 cr.
TOTAL		120 cr.

COURSE DESCRIPTIONS

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

NU 332 Pharmacology for Clinicians

This course will encompass nursing management for drug therapy including pharmacotherapeutics, pharmacokinetics, pharmacodynamics, contraindications and precautions, adverse effects, and drug interactions. The course addresses drug therapy as it relates to information for the patient including gender, health status, lifespan, lifestyle, environment, and cultural considerations. Other topics included are drug development and ethical considerations, core ethical principles of pharmaceutical research, drug standards and legislation, the Nurse Practice Act, and initiatives to combat drug counterfeiting. Complementary and alternative therapies will be explored. The course will provide an overview of drug and substance use disorder, safety and quality of medication administration and self-administration education for the patient.

3:0:3

NU339 Health Assessment and Physical Examination

Health Assessment and Physical Examination will expand the knowledge on the most efficient methods in health assessment and the most logical method of data retrieval. This course will include an increased focus on reviewing and expanding the practicing nurse's knowledge base to include physical assessment beyond their current practice area, including expected findings and variations in generally healthy people to a comprehensive study of abnormal findings using a conceptual approach. The conceptual approach will span holism, elicitation of self-care behaviors, discussion with the patient to promote a

healthier lifestyle, education on self-examination. This course will also address continue to develop cultural competencies in the nurse's role to meet the changing needs of a global society.

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 359 Gerontology

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

NU 405 Health Promotion in Society

Health Promotions addresses primary, secondary and tertiary care including models, theories and strategies used in nursing practice for individuals, families, and diverse and changing populations across the globe. This course will further develop the nurse's role in health promotion to envision potential problems in order to institute actions to facilitate the health, well-being and the relief of suffering. A key focus is the ongoing development of interventions to promote and prepare the practicing nurse to deploy strategies that address growth and development, nutrition, exercise, stress management, and holistic health strategies for optimal wellness and disease prevention across the lifespan. Health Promotion will also address global trends that introduce risk factors impacting healthy people all over the world by combating disease and illness to ensure the safety of populations.

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 of 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

PROGRAM OUTCOMES

The department of nursing measures performance by many means. Our Program Outcomes are listed below for each of our programs. Everyone in the department, be it staff, student, or faculty contribute to these outcomes. These outcomes are what a large part of what our program is currently held to by our state and national certifying bodies. Everyone must work together to have excellent outcomes.

Pre – Licensure Program Outcomes	RN – BSN Program Outcomes
70% of students complete the baccalaureate pre-licensure degree program within six (6) semesters of admission to the program	80% of enrolled students will complete the program within 2.5 years of matriculation
80 % of graduates will pass the NCLEX-RN on the first attempt	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
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 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	90% of graduates who respond to the Post-graduate survey will rate the program satisfactory or above

BSN PROGRAM FORMATS

PRE-LICENSURE OPTION

very nursing course has online applications. The applications may include testing, threaded discussions, submission of 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 threaded discussions. Students will be informed at the beginning of the course through the syllabus 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.

RN-BSN OPTION

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 POLICIES

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.

Maximum admittance per term: 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

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.

Applicants must:

1. Be a graduate of a nationally accredited Associate Degree Nursing Program
2. Possess a 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.

Maximum admittance per term: There is no maximum or minimum amount of students for our online RN-BSN program.

Selection of Students for Acceptance / Admission

Pre-Licensure Program

The Admission, Graduation, and Progression Committee is charged with reviewing applicant's admission materials and selecting those students to be interviewed by faculty members for possible admission to the program.

The Admission, Graduation, and Progression Committee chair leads the committee composed of fulltime faculty members. The department chair is present during the time of review of applicants.

Acceptance into the Pre-Licensure Bachelor of Science Degree program is competitive. It is the department of nursing's responsibility to accept applicants who have proven themselves to be academically qualified, able to critically think, and possess the highest ethical standards. A rubric will be used to objectively measure each applicant's individual qualities, contributions, and likelihood of success. The rubric was created by the Admission, Graduation, and Progression Committee with taking into consideration entrance exam scores; any shadowing, volunteering, or work/education in the health care field; a brief essay; letters of reference; personal interview; pre-requisite work taken at Park University; math and science GPA; overall GPA; etc. Aggregate and individual sub-scores are considered by the Admission, Graduation, and Progression 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, violations of the Department of Nursing or Park University Standards of Conduct; failure to submit all required documents; and/or failure to complete all requirements in Orientation.

RN-BSN Program

All admission requirements must be met. The Admission, Graduation, and Progression Committee is charged with reviewing applicant's admission materials and selecting those students to which should be admitted to the program. It is the department of nursing's responsibility to accept applicants who have proven themselves to be academically qualified, able to critically think, and possess the highest ethical standards.

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 (rudeness, harassment, and bullying are examples); violations of the Department of Nursing or Park University Standards of Conduct; failure to submit all required documents; and/or failure to complete all requirements in Orientation.

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:

Only Canvas Orientation, our online Learning Management System (LMS) training is required. This is provided online.

Transfer Credit

Transfer credit for required non-nursing courses from accredited institutions 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. The admission requirements are still applicable. Nursing courses must be taken at Park University. Once nursing course work begins (noted

by an NUR prefix), all required non-nursing courses must be taken at Park University.

ACADEMIC POLICIES

NURSING STUDENT ACADEMIC ADVISING POLICY

I. Assignment

- a. Once admitted to the nursing program the nursing student will be assigned by the program manager a nursing faculty advisor.
- b. The student will be made aware of this assignment via their park.edu email account.

II. Nursing Advisor's Role

- a. The advisor's role is to mentor the student and socialize the student to the department and role of a nurse.
- b. The advisor will meet with the student a minimum of twice during the semester, at the beginning to assess needs and mid – semester as a check in.
- c. Monitor the student's progress and keep accurate, up-to-date records of academic progress.

III. Student's Role

- a. The student may schedule an appointment to discuss their academic success, progression through the program, socialization to the nursing program, or other concerns.
- b. It is the student's responsibility to go to the faculty teaching a course if the student concern is in regards to a student – faculty concern or student – grade concern, prior to their advisor for assistance. The only exception to this is if going to the advisor for advice on how to approach course faculty.
- c. It is the student's responsibility to bring to the attention of their advisor any concerns they have. The Advisor is there to assist and help the student succeed in any way possible, but must know the needs of the student.

IV. FAQs

- a. What is Academic Advisement?
 - i. Academic advising is a collaborative student-centered educational process through which the advisor helps the student set and achieve academic goals; acquire relevant information and services; and make responsible decisions consistent with their values, interests, goals, abilities, and degree requirements
 - b. As a student, what can I expect from my advisor?
 - i. “Be accessible to you during reasonable hours through appointments, walk-in hours, and/or email.
 - ii. Understand the curriculum, admission/progression requirements for the Department of Nursing, graduation requirements, and University policies.
 - iii. Provide accurate information.
 - iv. Discuss specific University and Department of Nursing requirements, procedures, and deadlines.
 - v. Help you define and develop realistic goals and discuss the linkage between academic
-

- preparation and career opportunities.
- vi. Respect your right to privacy of educational records and discuss confidential information only with appropriate individuals and for the purpose of serving your best interests.
- vii. Help you assume responsibility for your decisions and actions.
- c. As a student, what is expected of me?**
 - i. Never schedule an appointment during a class or lab time. If you must cancel or reschedule your appointment, notify our office at least 24 hours in.
 - ii. Monitor your academic progress and make an appointment as necessary with course faculty and academic advisor.
 - iii. Take an active role in your advising session by being prepared to discuss your educational plans and goals.
 - iv. Ask questions if you don't understand a requirement or policy, or if you have a specific concern.
 - v. Be honest with your advisor about your academic performance, grades, and career goals.
 - vi. Consult with your advisor before making drastic changes to an agreed-upon schedule.
 - vii. Be aware of important deadlines (drop/add, withdrawal deadlines) and academic policies (repeat policies, Department of Nursing progression requirements).
 - viii. Consult with your advisor on issues related to academic progress, courses to be taken at another institution, withdrawal from courses, or withdrawal from the university.
 - ix. Make decisions and take responsibility for your academic career.
 - x. Check your university email account on a daily basis.

ACADEMIC ACCOMODATIONS POLICY

Introduction

For more information on academic accommodations, please see <http://www.park.edu/disability/>.

A student qualifies as disabled under the definition of Section 504 if he or she: 1) Has a mental or physical impairment, a record of impairment, or is regarded as having such an impairment; and 2) Is substantially limited in his or her major life activities that include abilities such as (but not limited to) self-care, breathing, walking, seeing, performing schoolwork, speaking, and learning.

The Academic Support Center at Park University is pleased to serve our students with special needs. If you are seeking accommodations for a disability, here are the steps you should follow:

Fill in and submit the [Student Request for Disabilities Services form](#). This lets us know a little about you, your needs, and how we can serve you. Download and print the blank form, complete the requested information, then send back to:

Florenda Jarrard
Assistant Director of Academic Support Services
Park University

8700 River Park Drive
Parkville, MO 64152
P: 816-584-6313
F: 816-505-5445
disabilityservices@park.edu

[Student Request for Disabilities Services at Park University](#)

Become familiar with the information in the [Handbook for Students with Disabilities](#), so you will know how and when your instructors are notified, how accommodations are arranged, and other important aspects of receiving your services.

Students must contact the Academic Support Services in order to request accommodations. **Students should not make accommodation requests directly to faculty members;** if this occurs, faculty members will refer students to the Academic Support Services.

ATI POLICY

Purpose:

- 1) Assess students' mastery of nursing content and identify areas for remediation.
- 2) Assess, track, and report students' readiness to pass "an examination that measures the competencies needed to perform safely and effectively as a newly licensed, entry-level RN." (NCLEX-RN Test Plan https://www.ncsbn.org/2019_RN_TestPlan-English.pdf).
- 3) Ensure internal consistency of curricular content.
- 4) Support the systematic evaluation plan and facilitate regulatory and accreditation reporting.
- 5) Enhance students' success in the pre-licensure program and reduce attrition.
- 6) Increase students' ability to pass the NCLEX-RN Exam.

I. Policy Statement

- A. The ATI Implementation Policy applies to all faculty and students. Specific requirements are outlined in each applicable course syllabus.
- B. ATI Assessments are required in selected courses and will account for no more than 10% of the course grade. The other ATI products will be incorporated in courses, as homework or in-class activities. Class time cannot be replaced by homework ATI assignments.
- C. Curriculum: The ATI Implementation Policy will apply to designated courses in the pre-licensure curriculum. The Curriculum Committee will routinely evaluate the implementation of this policy, including benchmarks, remediation activities, etc.
- D. Assessment Committee will review the ATI data and make recommendations as needed to the Curriculum Committee.

II. Faculty and Student Responsibilities and Expectations

- A. Faculty:
 1. All faculty must complete the Proctor Certification course in the ATI Academy, becoming "proctor certified".
 2. Faculty will incorporate the ATI Assessments and resources into the courses, as outlined in this policy.
 3. Faculty will abide by the ATI policies regarding proctoring assessments.
-

- a. Interpreting test scores that were not obtained in a standardized environment may lead to inappropriate decisions about students and can contribute to testing misconduct.
4. Faculty will expect students to actively participate in the ATI program, communicate the Implementation Policy, and explain terms, including “benchmarks”, “cut scores”, and “standards of passing”.
5. Using data from students’ performance on practice assessments, faculty will facilitate students’ identification of areas needing remediation.
6. Faculty will schedule all dates for administering the practice, proctored, remediation, and retesting on course calendars.

B. Terminology for Syllabi:

1. The following language will be included in each undergraduate course that utilizes ATI components:

Students are expected to actively participate in the ATI program in this course. The goals of implementing the ATI components into the curriculum are to enhance student success in the baccalaureate nursing programs and on the NCLEX-RN Examination. Additionally, integration of the ATI components will support curricular development and assessment, confirming currency and rigor.

The ATI program components utilized in this course include:

(List components here. [Review Modules, Online Practice Assessments, Proctored Assessments]).

Students access ATI products online at www.atitesting.com.

C. Students:

1. It is the students’ responsibility to actively participate and complete all assigned ATI assessments and activities.
2. All students will agree and sign a Student Acknowledgement form. (See below.)
3. It is the students’ responsibility to protect the security of ATI test materials.

III. Implementation Policy:

- A. This Implementation Policy was developed by faculty and is based on ATI best practices and ATI educator recommendations.
- B. Testing, remediation, and retesting activities as well as other products, including Skills Modules, Learning Systems, and Nurse Logic, are required and embedded in all nursing courses.
- C. This policy outlines the use of the following components:
 1. Practice Assessments
 2. Proctored Assessments
 3. Required Remediation
 4. Retesting: Proctored Assessments to meet Benchmarks
- D. **Curriculum Management and Articulation Program (C-MAP):** This program is a content management system (CMS) that incorporates many helps address the challenges of nursing education. It is a useful, time saving system” designed to help faculty work easier and faster.” ([http://sitefinity.atitesting.com/docs/default-source/product-integration/curriculum-management-and-articulation-program-\(cmap\)/atin-c-map-eig_2016-10-14.pdf?sfvrsn=2](http://sitefinity.atitesting.com/docs/default-source/product-integration/curriculum-management-and-articulation-program-(cmap)/atin-c-map-eig_2016-10-14.pdf?sfvrsn=2))

E. Content Mastery Assessments (CMS)

1. Embedded within selected courses CMS is a group of proctored and online practice assessments that provide data regarding a student's mastery of concepts in relation to a specific nursing content area.
2. **Practice Assessments:**
 - a. The practice assessments are administered online and do not require proctoring.
 - b. The student will earn points based on their first attempt on the practice assessments.
 - c. *Benchmark: A score of 75% on practice assessments is required as a "ticket to test" (i.e., take the proctored assessment).*
 - d. Time to administer: Practice assessments will be scheduled at least 2 weeks prior to the proctored assessment.
 - e. Regardless if the benchmark is met or not, all students must remediate. Remediation activities earns additional course points. (See **Active Learning and Remediation** section below.)
 - f. If the 75% benchmark is not met on the student's first attempt, and following remediation, students are required to retest (a different form of the practice assessment).
 - g. Once the 75% is met, the student will earn half of the points.

Practice Assessment Form A	75% earned on 1 st attempt: 4% Remediation: 2%
Practice Assessment Form B	Retest required: 0% Remediation 2% 75% required to test: 2%

3. Content-Specific Proctored Assessments:

- a. Points earned on Proctored Assessments will account for *10% of course total exam points*.
 - a. Ten percent is not considered a "high stakes" exam.
(http://sitefinity.atitesting.com/docs/default-source/policies-research/ati-policy-recommendations/integrationteam_templates_worksheet_ati-39-sposition_highstaketesting_v01.pdf?sfvrsn=2)
 - b. Points earned on the Proctored Assessments are included in the exam total (78% exam average to pass the course.)
 - a. The Department of Nursing Testing Policy: All students must pass examinations at an average of 78% or higher.
 - i. If a student is at risk of failing a course based on this requirement, faculty will clearly communicate the student's standing prior to the administration of the ATI Proctored Assessment.
 - c. ATI descriptions of the levels:
 - a. Level 3: Exceeds NCLEX-RN standards
 - b. Level 2: Readily meets NCLEX-RN standards
 - c. Level 1: Just meets NCLEX-RN standards
 - d. Less than Level 1: Does not meet NCLEX-RN standards
 - d. **Benchmark for Content-Specific Proctored Assessments: Level 2.**
-

- e. Remediation is required, regardless of the score earned. Remediation earns points up to 2% of the course points.
- f. Retakes: Students have two attempts to meet the benchmark.
- g. Rubric for Content-Specific Proctored Assessments:

Total Exam Percentage	Exam Percentage if Level 2 is met on retest
Level 2 and above: 10% Remediation: 2%	No retake.
Level 1: 5% Remediation: 2%	+4% (9% total)
Less than Level 1: 2% Remediation: 2%	+7% (9% total)

- h. Because the Park University nursing courses differ in the total points/course, specific plans are outlined in the Addendum. Point distributions are based on ATI Best Practices.
(http://sitefinity.atitesting.com/docs/default-source/polices-research/ati-policy-recommendations/ir-sample_policy_20180817.pdf?sfvrsn=2)

F. Plan for the final semester course: Clinical Immersion:

1. During NUR475 Clinical Immersion, all students will complete four components of ATI preparation. These include: 1) ATI Capstone Content Review; 2) Virtual-ATI; 3) ATI Comprehensive Predictor (practice and proctored assessments); and 4) Comprehensive Live Review.
2. Students are required to actively participate, complete, and attend all components of ATI preparation.
3. Course points for these activities are outlined in the course calendar that is organized in collaboration with course faculty, ATI Coordinator, and ATI NCLEX Specialist. (See attached for details and course points.)
4. **ATI Capstone Content Review:**
 - a. The Capstone Content Review includes two proctored comprehensive assessments (Form A and Form B) and 7 weeks of content review.
 - a. Form A is administered before the content review and Form B is administered at the end of the Review.
 - b. Active participation in ATI Capstone Content Review ATI is required to pass the course.
 - c. Course points are awarded for activities in the Review.
5. **Comprehensive Predictor Assessments:**
 - a. **Comprehensive Predictor Practice Assessments:**
 - a. There are two Comprehensive Practice Assessments; each have 150 items and assess the student's comprehension and mastery of all topics and client need categories on the NCLEX-RN Exam.
 - b. Time to administer: The first practice assessment will be administered at the start of the course. The second will be administered approximately 4 weeks later, at the mid-point of the course.

Course Points

Complete Practice Assessment A: 10 points Remediation: 4 points
Complete Practice Assessment B: 10 points Remediation: 4 points

b. Comprehensive Predictor Proctored Assessment:

- a. This is a 180-item assessment of the student's comprehension and mastery of topics and client need categories on the NCLEX-RN Exam.
- b. Scoring of this assessment is different than the content-specific assessments. An Individual Score (% Correct) and a Predicted Probability to Pass NCLEX-RN are generated. A list of these scores can be found at: http://sitefinity.atitesting.com/docs/default-source/assessments/rn-assessments/rn_2019_cp_expectancy.pdf?sfvrsn=2
- c. Time to administer: The Comprehensive Predictor will be administered before the start of the Virtual ATI program.
- d. **Benchmark: A score of 90% or greater Predicted Probability of Passing NCLEX on the First Try.**
- e. Remediation is required, regardless of the score earned. Remediation earns points up to 2% of the course points.
- f. Retakes: Students have two attempts to meet the benchmark.
- g. Rubric for Comprehensive Predictor:

Percent of Total Course Points		Benchmark met on retest
90% or above predicted probability:	10%	No retake.
Remediation:	2%	
84-89% predicted probability:	5%	+4% (9% total)
Remediation:	2%	
Less than 84% predicted probability:	0%	+9 (9% total)
Remediation:	2%	

6. Virtual ATI:

- a. Virtual ATI is a 12-week access to online review resources to prepare students for success on the NCLEX-RN Exam.
- b. Virtual ATI begins 30 days prior to graduation.
- c. Participation in Virtual ATI is required to pass the course.
- d. Course points are awarded for attendance.

7. ATI Comprehensive Live Review

- a. Students are required to attend both days of the 2-day Live Review.
- b. Attendance is required for to pass the course.
- c. Course points are awarded for attendance.

IV. Active Learning and Remediation:

- A. Active Learning and Remediation is a process of reviewing content in an area that was not learned or not fully understood.

- B. Remediation is the responsibility of the student. Guidelines and activities for remediation activities are developed by faculty and will be outlined in each course syllabus.
- C. Active Learning and Remediation is required of all students, regardless of whether benchmarks are met or not. Students who do not meet benchmarks, are required to remediate prior to retesting.
- D. Active Learning and Remediation includes the following:
 - 1. Creating and completing a Focused Review for all practice and proctored assessments.
 - 2. Creating 1 of the following 2 activities:
 - a. Active Learning Templates
 - b. Critical Points to Review
 - 3. **Focused Review:**
 - a. Introducing Focused Review: FAQs
<http://sitefinity.atitesting.com/docs/default-source/assessments/focused-review/introducing-focused-review-2-0---faqs.pdf?sfvrsn=2>
 - b. Focused Review is a personalized learning experience that uses the student's individual performance on the Content Mastery Series practice and proctored assessments to drive focused student learning.
 - c. Focused Reviews automatically are generated and identify student learning gaps. A personalized learning plan is then outlined.
 - d. Focused Review contains links to ATI eBooks, media clips, and active learning templates.
 - e. Minimum of 1 hour in a Focused Review is required.
 - 4. **Active Learning Templates:** For selected topics, students choose the appropriate templates, based on areas identified for topic review.
 - a. Active Learning Templates are standardized tools.
 - b. There are 8 types of Active Learning Templates: Basic Concept, Diagnostic Procedure; Growth and Development, Medication, Nursing Skill, System Disorder, Therapeutic Procedure, and Concept Analysis. These are editable pdf documents in which the student types directly into the template.
 - c. Templates are submitted to faculty for review and grading.
 - 5. **Critical Points to Remember:** Students will identify a minimum of 3 Critical Points to Remember. Critical Points are submitted to faculty for review and grading.

REMEDIATION POLICY

Remediation = OPPORTUNITY FOR SUCCESS

The remediation process is initiated to address the following situations:

- A. Faculty or student identified academic concerns,
 - B. Faculty or student identified clinical concerns, and/or
 - C. Faculty identified concern for student professionalism in class, lab, SIM, or clinical.
-

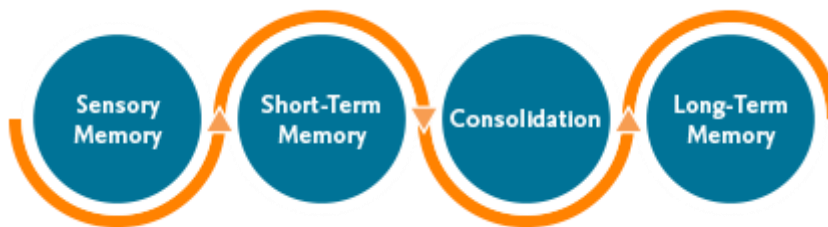
If a student is struggling in multiple areas, separate remediation plans are established for each behavior.

The remediation process is initiated by faculty as early as possible. The faculty member is responsible for meeting with the student to discuss the identified concerns and develop an individualized remediation plan. Meeting the students' individual needs is a priority, requiring an individualized approach to remediation.

Using a variety of remediation approaches is most effective. But a structured approach is essential.

Steps for successful remediation:

- A. Inform students of the need for completing a remediation plan and the benefits of their success. Explaining the physiology of learning, as outlined below, can help students learn to prioritize activities.



- B. Identify the students' strengths and weaknesses by analyzing results of ATI standardized tests, faculty-generated tests, and/or clinical behaviors.
- C. Faculty are accountable for supporting each student during the remediation process. A specific, solid relationship between the student and the faculty member is important.

The remediation plan must be documented on the form "Nursing Student Remediation Agreement". See forms at the back of the Student Nursing Handbook. The plan must also meet the following guidelines:

- A. The Remediation Plan must clearly describe the area(s) of concern.
 - B. Remediation outcomes must identify specific, measurable goals the student must attain or perform to demonstrate success.
 - C. Remediation activities must be individualized to the student's area of concern. They may include, but are not limited to:
 - a. ATI resources (See ATI policy in Student Nursing Handbook)
 - b. Completion of suggested computer- based practice tests
 - c. Written review materials
 - d. Practice questions
 - e. Instructor- developed materials
 - f. Hands- on laboratory skill practice
 - g. Other materials/methods suggested by the faculty
-

- D. A time frame for completion must be agreed upon and documented in the Remediation Plan.
- E. The remediation form must be signed by faculty and student.

Once the Remediation Plan is signed, the student has until the established deadline for completion to meet the remediation outcomes. Faculty will be available to support the student during this time, but it is the student's responsibility to contact faculty to request additional assistance if/when it is needed.

When the deadline for completion has passed, the faculty member is responsible for meeting with the student to determine whether the remediation outcomes have been met. If evidence supports successful attainment of remediation outcomes, the remediation plan will be considered complete once it is signed by faculty and student.

If evidence does not support successful attainment of remediation outcomes, the remediation will be considered unsuccessful. Unsuccessful remediation signifies the student is unable to master a critical course objective or requirement and further advisement will be given.

GRADING POLICY

Grading Scale

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 are weighted at 78% in all nursing courses.

<u>Grading Scale</u>			<u>GPA Scale</u>	
A =	90 -	100%	A =	4
B =	80 -	89.99%	B =	3
C =	78 -	79.99%	C =	2
D =	66 -	77.99%	D =	1
F =	0 -	65.99%	F =	0

EXAM POLICY

- I. **Policy Statement:**
 - a. Students are expected to adhere to the Park University Department of Nursing exam policy.
 - II. **Course Integration of Exams**
 - a. Unit exams will be spaced logically within a course schedule. It is suggested that a 16-week course have at least four unit exams.
-

- b. Unit exams should be a minimum of 50 points per exam.
- c. Courses with faculty generated exams will have a cumulative final exam that has at least 75 questions.
- d. In the event that new unit material must be placed on the final exam, at least 50% of the final exam will be comprehensive.
- e. All proctored exams, excluding the Dosage and Calculation exam if applicable, will be weighted at 80% of the total course grade.

III. Course Blueprinting by Faculty

- a. Faculty will increase difficulty of exams to facilitate clinical judgment using the below table

<u>First semester juniors (J1)</u> 50% Knowledge/Comprehension 50% Application/Analysis	<u>Third semester seniors (S1)</u> 15% Knowledge/Comprehension 85% Application/Analysis
<u>Second semester juniors (J2)</u> 25% Knowledge/Comprehension 75% Application/Analysis	<u>Fourth semester seniors (S2)</u> 90-100% Application/Analysis

- b. Clinical judgement items, as defined by the Department of Nursing, are those items that are written at the application level or above in Bloom's revised taxonomy.
- c. The lowest level questions require remembering (knowledge) of facts and information, principles or procedures.
- d. High-level questions ask students to apply knowledge from at least two areas or concepts to a specific clinical situation. High-level questions require a student to critically think to make nursing judgments in decision making.
- e. To the extent possible, categories of the NCLEX should be addressed in each nursing course exam. Client needs categories, as defined by National Council of State Boards of Nursing.

<i>Client Needs</i>	<i>Percentage of Items on NCLEX</i>
<i>Safe and Effective Care Environment</i>	
➤ <i>Management of Care</i>	17-23%
➤ <i>Safety and Infection Control</i>	9-15%
<i>Health Promotion and Maintenance</i>	6-12%
<i>Psychosocial Integrity</i>	6-12%
<i>Physiological Integrity</i>	
➤ <i>Basic Care and Comfort</i>	6-12%
➤ <i>Pharmacological and Parenteral Therapies</i>	12-18%
➤ <i>Reduction of Risk Potential</i>	9-15%
➤ <i>Physiological Adaptation</i>	11-17%

IV. Exam Construction

- a. The exam may consist of a combination of a various question styles including but not limited to:
 - i. Multiple choice
 - ii. Select all that apply
 - iii. Essay
 - iv. Short answer
 - v. Case Study
 - vi. Presentations/Projects
- b. All student possessions (backpacks, cell-phones, water bottles, hats, etc.) must be placed at a designated area in the examination environment.
- c. Students are NOT permitted to sit at their desk with notes prior to the exam once class begins.

V. **Exam Analysis**

- a. Scores will be posted to Canvas as soon as possible after all students have completed the exam.
- b. Students must achieve a 78% exam average to pass the course and progress through the nursing program.

VI. **Exam Security**

- a. All exams must be taken in secured locked down browser.
- b. 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.
- c. 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.
- d. Students are to refrain from talking during the exam.
- e. Students are required remove all hats and hoods during the exam.
- f. Food and drink are not permitted during the exam.
- g. 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.
- h. 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.
- 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. There will be no discussion of exam items between students and faculty on the day of the exam.
- l. A simple, non-graphing, calculator without memory will be provided used for dosage calculations questions.

VII. **Exam Day**

- a. Students are expected to take course examinations when scheduled.

VIII. **Exam Absences**

- a. 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.
 - i. Failure to do so will result in a 10% deduction in the overall exam score.
- b. 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.
- c. Students are expected to make-up exams in the testing center within seven days of the originally scheduled exam (with the exception of the final exam, please see below).
 - i. Final Exam
 - 1. 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.
 - 2. In the process of determining whether a makeup exam should be allowed, the burden of proof is on the student.
 - 3. The faculty member has the right to request verification of any excuse offered by the student.
 - 4. 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.
 - 5. The appeal must be made in writing by the end of the first working day after the day of the denial.
 - 6. The appeal will be forwarded immediately to the Provost or designee whose decision will be final.
- d. 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.
- e. 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.

IX. **Exam Review**

- a. At the faculty's discretion, a group review may be conducted. If a review is conducted, students will not be allowed to take any notes.
 - i. All table tops must be completely cleared, including, computers, electronic devices, writing utensils, and paper.

X. **Individual review**

- a. All students earning less than 78% on an exam are to schedule an appointment with the course faculty within one week following the exam. Students are required to

complete the **Self-Assessment and Reflection for Academic Success Form** prior to the scheduled appointment with the instructor.

- b. Exams will be available for review until next faculty generated exam.
- c. Students who wish to challenge an exam score or items on an exam will complete the **Exam Item Query Form**, providing rationale and citations from the assigned texts or class materials.

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%*).

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.

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 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.

GRADE APPEAL PROCESS

Filing an Appeal

A student may file an academic appeal for a failing final course grade. A student wishing to make an academic appeal must submit an “Intent to Appeal Failing Course Grade” form via email to the course faculty member and program coordinator no later than two (2) college working days* after being notified of the failing final course grade. The “Intent to Appeal Failing Course Grade” form can be requested from the Department Chair. After submitting the “Intent to Appeal Failing Course Grade” form, the student then has three (3) college working days* to submit a formal letter of appeal to the Chair of the Admissions, Progression, and Graduation (APG) Committee. The formal letter of appeal should be a typed statement and must include the following:

1. a description of what occurred and why an appeal is being filed;
2. specific steps that have already been taken to resolve the issue with the course faculty member;
3. evidence supporting why the decision made was
 - A. inconsistent with existing Ellen Finley Earhart Department of Nursing policy,
 - B. inconsistent with course policy, or
 - C. arbitrary

In preparing the appeal, it is the student's responsibility and burden to show that the action taken by the faculty member was inconsistent with existing nursing department policy or course policy or was arbitrary. An appeal that is not timely filed and/or does not adequately cover the points above will not be reviewed by the APG Committee. Also, students are advised that the professional judgment of faculty members cannot be challenged and appeals made solely on that basis will not be considered.

An appealing student may continue in course work until the appeal is resolved. Pre-requisite requirements will be waived during this period.

Faculty Assistance

The student may seek assistance from a department of nursing faculty member in preparing the statement for an appeal. The role of the faculty member is to assist the student in understanding this policy and procedure and attend the APG Committee meeting with the student as a support person, if the student desires and the faculty member is available. The role of the faculty member providing assistance does not include gathering information, presenting evidence, or advocating for or speaking on the student's behalf.

Conflicts of Interest

If an APG Committee member is directly involved in awarding the failing course grade, he/she will be replaced by a faculty member appointed by the Nursing Department Chair. If an APG Committee member assisted the involved student in preparing the statement for appeal, a replacement APG Committee member will be assigned by the Nursing Department Chair for the purpose of the appeal. The Program Coordinator involved will abstain from voting on the appeal decision. Any other possible conflicts of interest raised regarding members of the APG Committee will be considered and, if necessary, replacements will be made.

APG Committee Meeting Procedures

Upon receipt, the Chair of the APG committee will forward the student's appeal documents to the involved faculty member. The faculty member will submit his/her response and supporting

documentation to the Chair within three (3) college working days*. The Committee Chair will forward the faculty member's response to the student.

The APG Committee will meet within three (3) college working days* of receiving all (student and faculty) written appeal documents. The student and the faculty member will be notified of the scheduled date, time, and location of the APG Committee meeting at least twenty-four (24) hours in advance. Upon good cause shown, the student may request one rescheduling of the APG Committee meeting, not to exceed one (1) week.

It is preferable that the student and faculty attend the APG Committee meeting in person; however, the department will accommodate the use of a zoom conference call if necessary for those unable to attend the meeting. The meeting is confidential and restricted to those persons listed, and attorneys will not be permitted to attend for either the student or involved faculty member.

Prior to the APG Committee meeting, the Committee members are expected to review and become familiar with the written appeal documents. At the APG Committee meeting, the student and the faculty member will be given the opportunity to individually provide an oral statement regarding the appeal to the Committee. The Committee members may ask questions of the parties as deemed appropriate.

Following the oral statements and questions, the APG Committee members will meet in private to discuss the appeal. The APG Committee will make a decision within two (2) college working days* after the meeting, unless circumstances require a lengthier time frame. If the time frame is to be extended, the student and the involved faculty member will be notified in writing.

The APG Committee can come to either of the following conclusions:

1. uphold the assigned grade, or
2. return the grade to the involved faculty member for reconsideration.

If the faculty is asked to reconsider a grade by the APG Committee, the faculty can uphold the assigned grade or change the grade. The faculty member will notify the APG Committee of his/her decision within three (3) college working days*.

The Chair of the APG Committee will notify the student, the Nursing Department Chair, and Program Coordinator of the Committee's decision and, if applicable, the subsequent decision made by the involved faculty member as to whether the final grade will be changed. The APG Committee's written decision, and subsequent faculty member decision if applicable, will be sent by Park University email and certified mail within three (3) college working days* after the decision has been made.

Final Appeal in Cases Resulting in Dismissal

If a student's failing grade remains in place following a grade appeal and the failing grade will result in dismissal from the program, the student may make a final appeal to the Nursing Department Chair. This appeal should include a short written statement explaining the appeal and

attaching all previous appeal documents. This appeal must be filed with the Nursing Department Chair within three (3) college working days* after the date of the Committee's written decision. The Chair may take any action he/she deems is appropriate under the circumstances of the case and will make a decision within five (5) college working days* of receiving the appeal, unless circumstances require a lengthier time frame. If the time frame is to be extended, the student and the involved faculty member will be notified in writing. Appropriate parties, including the student, will be notified by Park University email and certified mail within three (3) college working days* of the decision being made.

*College working days are those days that faculty are contracted to work and does not include weekends or holiday/vacation days.

READMISSION FOLLOWING DISMISSAL

Dismissal from the program is a serious action. Therefore, a student who has been dismissed should not expect to be readmitted. A student who is dismissed may choose to apply for readmission to that program (BSN or RN-BSN) through the Admission, Progression, and Graduation (APG) Committee.

The following must be submitted:

1. Application for readmission to the Program Coordinator: Applications and all documentation must be received by normal declared deadlines.
 - Within seven days post dismissal.
2. Letter to Chair of the APG Committee describing
 - actions that have been taken to warrant consideration for readmission,
 - evidence to support probability of future academic success, and
 - plan for achieving future academic success.
3. Two letters of support for readmission from the Ellen Finley Earhart Department of Nursing faculty.

The APG Committee will review the materials and make a decision. The Nursing Department Chair and Program Coordinator will make a determination regarding repeating courses or additional requirements to assure current knowledge.

Any failure in a future nursing course will result in immediate dismissal from the program without possibility for readmission.

SUCCESSFUL PROGRESSION

RN-BSN OPTION

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.

Students must maintain a 2.8 GPA to maintain progression.

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.

PRE-LICENSURE OPTION

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

- It is the student's responsibility to actively participate in Student Success activities.
- Students must achieve a final grade 78% higher in all required nursing courses in order to continue progression in the nursing program.
- Students who do not achieve a grade of 78% or above overall in the course and as an exam average will be required to retake the course and may only retake nursing courses once.

SAFETY PROGRESSION REQUIREMENTS

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

- Maintain health and physical capabilities adequate to meet course objectives.
 - Any student who does not meet the physical capability requirements set forth by the Health Care agencies may not attend clinical.
- Provide negative drug and alcohol screening results.

CONDUCT EXPECTATIONS

- I. **THE AMERICAN NURSES' ASSOCIATION'S "[CODE OF ETHICS FOR NURSES](#)"** is a code we have adopted in the Department of Nursing for all behavior.
- II. **Missouri Board of Nursing's Missouri Nurse Practice Act Statutes and Administrative Regulations – <https://pr.mo.gov/boards/nursing/npa.pdf>**
 - i. Nurse Practice Act begins on page 335 or page 12 of the referenced document.
- III. **Department of Nursing and Clinical Relationships**
 - i. A cooperative arrangement exists between Park University's Department of Nursing and several other clinical agencies. Nursing students adhere to the policies and regulations of the Department of Nursing which pertain to safe patient care. In the patient area: no smoking, proper identification (student identification badge), use of

HIPAA confidentiality principles, and proper dress code.

- i. 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.
- ii. The student will also be subject to penalization under federal and state laws.

CONDUCT POLICIES

INCIVILITY OR OTHER CONDUCT BEHAVIOR CONCERNS

Incidents of incivility 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.

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.

DRESS CODE

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 worn 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. List will be provided.
- C. Hair:** Hair must be clean, neatly groomed, and must not interfere with one's vision 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's role 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.

CHILDREN IN THE NURSING DEPARTMENT

- A. Definition: Children: A human being between birth and 18 years of age.
- B. Children (unless involved in a simulation experience as a standardized patient) are not allowed to be in the classroom, laboratory, clinical, or clinical simulation environments during scheduled course, clinical, lab, or sim.

ELECTRONIC DEVICES IN THE CLASSROOM

- A. A. During class, lab, clinical, and clinical simulation cell phones are to be turned off. Students should not answer phone calls during these times.
 - 1. Cell phones may only be used on breaks or if requested by a faculty member for classroom participation.
- B. 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.
- C. 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. 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.

SOCIAL MEDIA

- A. Students are not allowed to make phone calls, text, or contact via social media a patient or patient's family.
- B. 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 appropriate University official.
 - 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.
- C. 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.
- D. 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.).

HIPAA

- A. 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.
- B. 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. The student will also be subject to penalization under federal and state laws.
- C. Students are not allowed to print any patient information or otherwise from the electronic medical record at any time.
- D. Students are not allowed to leave the clinical environment / setting with identifying patient information.

TOBACCO USE

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.

ATTENDANCE POLICY

Regular attendance and punctuality are required in the nursing program. Students must notify their nursing faculty member prior to an absence or tardy.

- A. Absences from scheduled class times place students in academic jeopardy. If absent, progression and continuation in the course may be at risk.
- B. The student is responsible for all missed content and assignments due to the absence.
 - i. Discretionary in class assessments (ie: quizzes, games, concept maps, etc.) that occur when the student is tardy or absent cannot be made-up.
 - ii. Students are expected to attend laboratory, clinical and clinical simulation related activities.
 - a. Only in extenuating circumstances may a student miss laboratory, clinical and clinical simulation related activities. (Extenuating circumstances include but are not limited to: contagious illness, death of an immediate family member, or personal hospitalization.)
 - b. The student is responsible for notifying the clinical faculty of the absence prior to the start time of the laboratory, clinical, or clinical simulation

- experience via Park University email.
- c. Should a student miss a laboratory, clinical, or clinical simulation experience there will be a required assignment due at the discretion of the course and clinical faculty.
 - d. It is the students' responsibility to contact the course and/or clinical faculty for assignment details.
 - e. If the assignment is done satisfactorily the student will receive their missed points for the missed day.
 - f. 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.
- i. Students are expected to be on time to laboratory, clinical, and clinical simulation experiences.
 - ii. A student is considered tardy if they are more than seven (7) minutes late to the instructed laboratory, clinical, or clinical simulation experience time.
 - iii. 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.
 - iv. 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.
 - v. If a student fails to notify the instructor/faculty of their tardiness or absence it will count as a: No Call, No Show and no makeup assignments will be permitted, Also, will count as one (1) clinical miss.
 - vi. Two (2) clinical tardies in a course results in a clinical miss per course
 - viii. Four (4) clinical tardies results in two (2) clinical missed per course.
 - ix. Two (2) clinical misses in a course results in course failure.
- D. Students involved in active military deployments or trainings during a scheduled semester will be handled on case by case basis.
- i. Students are required to communicate with course faculty and department chair as soon as they are aware of the need to be absent related to their military service.

BEHAVIOR CONDUCT FOR DISMISSAL

Conduct that may warrant dismissal from the nursing program:

- Failure to demonstrate behaviors that are congruent with Conduct Policies set forth in the Nursing Student Handbook.
- Violation of a patient's HIPAA rights.

- Failure to practice within the scope of the Missouri Nurse Practice Act
- Incivility, harassment, or bullying in any form – verbal, written, or visual – whether during scheduled class time or outside of class.
- Acts of incivility may result in removal from the program.
- Inconsistent adherence to written department policies.

ADDITIONAL POLICIES

CPR/BLS FOR HEALTHCARE PROVIDERS: By the first day of class, each student must present a card verifying competency in CPR or BCLS for Health Professionals certified by the American Heart Association. The card must be valid throughout the duration of the clinical courses. Students without invalid CPR certification will not be allowed to attend clinical.

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.

ILLNESS OR INJURY OCCURRING AT PARK UNIVERSITY: 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.

SNOW/ICE DAYS: 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 RIGHTS & REFERENCES

LETTERS OF REFERENCE

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. Form is available at the end of the Handbook. Please submit to the Faculty to whom you are requesting a reference.

FERPA - Family Rights & Privacy

Copies of the policy may be found in the Office of the Registrar or as outlined in the Park University's Undergraduate catalog.

GRIEVANCE PROCESS

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

STUDENT SERVICES & RESOURCES

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.

STUDENT FINANCIAL SERVICES - <http://www.park.edu/student-financial-aid/index.html> 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 sources, 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/financial

TUITION COST – Please refer to the Park University Undergraduate Catalog for tuition fees.

REFUND POLICY - Please refer to the Park University Undergraduate Catalog for the refund policy.

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.

ONLINE ACADEMIC POLICIES - Please see Park Distance Learning online policies at <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> and click Technical Requirements at the top of the page.

ONLINE RESOURCES - <http://www.park.edu/online-student-help-and-resources/index.html>

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 – 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.

PARK UNIVERSITY MOBILE APPS

Please visit: <http://www.park.edu/apps/> or <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/> or helpdesk@online.park.edu

BOOKSTORE - <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>

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

<http://www.park.edu/campus-safety/traffic-and-parking-regulations.html>

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>

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.

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.



EXAM ITEM QUERY

Ellen Finley Earhart Department of Nursing

Student Name

Course

I am protesting the test item:

Rationale: (Explain why you believe the test item is incorrect)

Reference Sources (Cite textbook resources, including page numbers)

References

Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete edition). New York: Longman.

Brittingham, J. (n.d.) Exam analysis tool. Retrieved from <http://simpson.edu/wp-content/uploads/2014/01/EXAM-ANAL-TOOL-WORKSHEET-Brittingham.pdf>



HEALTH RELEASE

Ellen Finley Earhart Department of Nursing

Student's Name:
(PLEASE PRINT)

1A. May participate in regular classroom activities

Without restriction

With the following restrictions:

1.

2.

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:

1.

2.

3.

2B. May NOT Participate in regular activities, duties, and assignments.

Physician's name
(Please Print or type)

Physician's address
(Street, City, State, & Zip)

Physician's signature
& DATE

Revised 01/2020

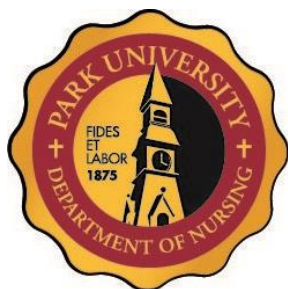


Please fill out the requested information completely. Only use one form per request. Allow 1 week for the request to be processed. This form may be reproduced.

Student Name	
Address, City, State & Zip	
Phone #	
E-mail address	

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

- | | |
|---------------------------------------|--|
| Name of Person to receive information | |
| Title of Person | |
| Business Name (if applicable) | |
| Address, City, State & Zip | |
| Fax Number | |
| E-Mail | |



ACADEMIC DISHONESTY

Ellen Finley Earhart 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 APA format when citing your sources 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.
- 4) Plagiarism. You plagiarize anytime you 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 six or more words from the original source then you must include the information in quotation marks and cite appropriately. You must cite your source. 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. A lack of knowledge of APA formatting and guidelines is not a valid defense against plagiarism. Academic honesty is the responsibility of all students, it is your responsibility to learn and use APA style. If you are unsure about citing your sources, please seek assistance 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 acknowledge help from Jose Autoro on the development of ideas for this paper.

- Q. What about exams? What constitutes cheating on an exam?
- A. Cheating on an exam includes, but is not limited to:
- taking answers from another student's exam or paper or allowing another student to take answers from your exam or paper
 - talking to other students during a test
 - keeping your files/documents unsecured during a test so that they can be viewed by others
 - using notes or other materials not allowed or approved by the instructor
 - collaboration on a take-home or online exam unless the collaboration is approved by the instructor
 - allowing another student to take a take-home or on-line exam for you and representing the work on the exam as your own
 - copying materials from a computer file (or any other source) during an exam when the instructor has not designated the use of that source
 - altering or destroying files or evidence of cheating
- 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.

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 use APA formatting when citing my sources in all courses to learn, understand, and use the format required by my instructor.

Signature

Date

Print Your Name

Course Number

Revised 01/2020



Simulation Lab Student Policies

Ellen Finley Earhart Department of Nursing

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.
- 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.
- Simulation equipment is to be used with respect, and to 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 allowed in the Simulation Lab Control Center

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: _____



ATI STUDENT ACKNOWLEDGEMENT

Ellen Finley Earhart Department of Nursing

Initial all and sign below:

___ I have received a copy of the course syllabus, including the description of the ATI products.

___ I understand that it is my responsibility to utilize the books, tutorials, and online resources available from ATI, as designated by Park University Department of Nursing.

Student printed name

Date

Student signature



PHOTO RELEASE FORM

Ellen Finley Earhart Department of Nursing

I hereby 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)

Revised 01/2020



REMEDICATION AGREEMENT

Ellen Finley Earhart Department of Nursing

Nursing Student Remediation Agreement

Student Name: _____ Faculty Member: _____

Remediation #1 - Specify Area of Remediation:

- ☐ Academic Concern
 ☐ Clinical Concern
 ☐ Professionalism Concern

Describe Area(s) of Concern:

Date implemented	Remediation outcome(s)	Remediation Plan	Deadline for Completion	Confirmation of Agreement
	<i>The student will:</i>			Faculty signature:
				Student signature:

Evaluation date	Review of remediation outcomes	Evaluation of remediation plan	
		Successful	Unsuccessful
		Faculty signature:	Faculty signature:
		Student signature:	Student signature:



REMEDIATION AGREEMENT

Ellen Finley Earhart Department of Nursing

Remediation #2 - Specify Area of Remediation:

☐ Academic Concern
 ☐ Clinical Concern
 ☐ Professionalism Concern

Describe Area(s) of Concern:

Date implemented	Remediation outcome(s)	Remediation Plan	Deadline for Completion	Confirmation of Agreement
	<i>The student will:</i>			Faculty signature:
				Student signature:

Evaluation date	Review of remediation outcomes	Evaluation of remediation plan	
		Successful	Unsuccessful
		Faculty signature:	Faculty signature:
		Student signature:	Student signature:



NURSING STUDENT HANDBOOK Acknowledgement Form

Ellen Finley Earhart Department of Nursing

I have been given a copy of the Nursing Student Handbook and understand I am responsible for reading, adhering, and following all policies and procedures listed therein.

Signature	
PRINT NAME	
Date	

Revised 01/2020



STATEMENT OF CONFIDENTIALITY & PROFESSIONAL RESPONSIBILITIES

Ellen Finley Earhart Department of Nursing

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.

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 health care agencies with which I have a clinical agreement.

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

Printed Name _____

Signature _____

Date _____

Revised 01/2020