



College of Education and Health Professionals

**ELLEN FINLEY EARHART  
DEPARTMENT OF NURSING**

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**BACHELOR OF SCIENCE OF NURSING**



**Student Handbook**

**2022-2023**

# PARK UNIVERSITY

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College of Education & Health Professions

Ellen Finley Department of Nursing

**Dr. Jennine M. Wilson Ed.D., MSN, RN, PED-BC**

Department Chair

8700 NW River Park Drive



August 7, 2022

Nursing Students of Park University:

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.

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## *Department of Nursing Contact Information*

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## *Accreditations and Affiliations*

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 baccalaureate degree programs in nursing at Park University is accredited by the **Commission on Collegiate Nursing Education (CCNE)**, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The pre-licensure Bachelor of Science in Nursing degree is fully approved by the Missouri State Board of Nursing, P.O. Box 656, Jefferson City, MO 65102-0656.

*Pursuant to [Section 335.066, RSMo, of the Missouri Nursing Practice Act](#), completion of the Pre-licensure BSN program does not guarantee eligibility to take the licensure examination.*

## *Park University Mission, Vision, and Core Values*

### **Mission**

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

### **Vision**

Park University will meet learners' needs for a lifetime.

### **Core Values**

We expect **ACCOUNTABILITY** for our actions at all levels, to each other and to Park University.

We treat all with **CIVILITY** and **RESPECT** while being open and honest in our communication.

We seek **EXCELLENCE** in all we do, with passionate learning as our highest priority.

We celebrate **GLOBAL CITIZENSHIP** through our connected learning and working environment, liberal arts education and community stewardship.

We embrace **INCLUSIVITY** that fosters diversity, teamwork and collaboration.

We act with **INTEGRITY** through honesty, efficiency and reliability.

, 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 Traditional (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 traditional 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 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.



## *Department of Nursing Mission, Vision, & Values*

### **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

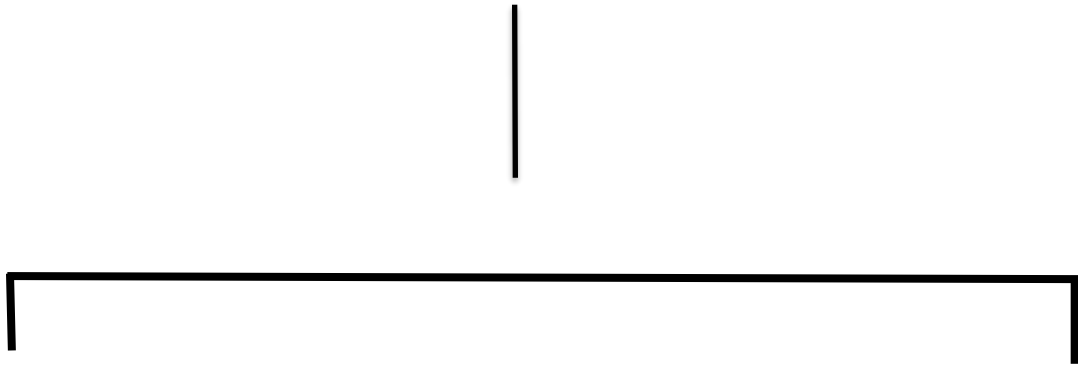
*Department of Nursing Organizational Chart*

	<h1>Department of Nursing</h1> <h2>Organizational Structure</h2> <h3>2022-2023</h3>
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<b>Provost</b>	<b>Michelle Myers, Ed.D.</b>
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<b>CEHP Dean</b>	<b>Timothy Hanrahan, Ph.D.</b>
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<b>Chair</b>	<b>Jennine Wilson Ed.D., MSN, RN, PED-BC</b>
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<b>Traditional BSN Coordinator</b>
<b>Cameron Harris, MSN, RN</b>

<b>Simulation Technician</b>
<b>Kathy Bliese, BSN, RN</b>

<b>Clinical Coordinator</b>
<b>Karman Romero PhD, RN</b>

<b>Clinical Adjunct Faculty</b>
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<b>Full-Time Faculty</b>
<b>Asst. Prof. Cameron Harris, MSN, RN</b>
<b>Asst. Prof. Janet Ahlstrom MSN, APRN, ACNS-BC, NEA-BC</b>
<b>Rebecca Personett, PhD,RN,NEA- BC</b>
<b>Asst. Prof. Stephanie Roehm, DNP, FNP-C</b>
<b>Asst. Prof. Dr. Karman Romero, Ph.D., RN</b>
<b>Asst. Prof. Cassie Werle, MSN, RN</b>

## *Graduate Learning Competencies*

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.

## *Traditional BSN Track*

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 traditional 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 traditional BSN program, students will focus on the application of theoretical content and clinical reasoning associated with pharmacology and care of adults and geriatric populations with common medical and mental health disorders using evidence-based practice. In the third semester of the traditional BSN program, students will continue developing clinical judgment in the patient centered care of adults in the critical care setting. Students will have an introduction to the role of the RN in team leading and patient management in the final semester of the traditional BSN 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.

## Nursing BSN Plan of Study

2022-2023

<b>Nursing 1st Semester</b>	<b>Lecture: Lab/Sim/Clinical: Credits</b>	<b>Nursing 2nd Semester</b>	<b>Lecture: Lab/Sim/Clinical: Credits</b>
NUR 280 Introduction to Professional Nursing	2:0:2	NUR 331 Clinical Applications Pharmacology I	2:0:2
NUR 320 Concepts of Nursing Fundamentals	3:3:6	NUR 335 Adult Health I	4:3:7
NUR 338 Health and Physical Assessment	3:1:4	NUR 356 Mental Health Nursing	3:1:4
NUR 352 Pathophysiology for Nurses	3:0:3	NUR 357 Gerontology	2:0:2
<b>TOTAL</b>	<b>15</b>		<b>15</b>

<b>Nursing 3rd Semester</b>	<b>Lecture: Lab/Sim/Clinical: Credits</b>	<b>Nursing 4th Semester</b>	<b>Lecture: Lab/Sim/Clinical: Credits</b>
NUR 410 Community Health	3:1:4	NUR 419 Women, Children, and Families	4:2:6
NUR 431 Clinical Applications of Pharmacology II	2:0:2	NUR 460 Nursing Leadership	3:0:3
NUR 435 Adult Health II	4:3:7	NUR 475 Clinical Immersion	0:3:3
NUR 450 Evidence-Based Practice	3:0:3	NUR 480 Prep to Professional Nursing	2:0:2
<b>TOTAL</b>	<b>16</b>		<b>14</b>

-724 Total Clinical Hours in the Program

-Initial approval by the Missouri State Board of Nursing has been awarded for the baccalaureate degree in nursing program at Park University. The baccalaureate degree program in nursing at Park University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. -

*-Park University prohibits discrimination on the basis of race, sex, color, national origin, sexual orientation, marital status, disability, religion and age in employment, and in its admission, education, programs, and activities of students under state and federal law, including Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Titles VI and VII of the Civil Rights Act of 1964, as amended. Additionally, Park University will not tolerate retaliation in any form against an applicant, student, or employee for reporting a violation of this policy or assisting in the investigation of a complaint. Inquiries or concerns about the Non-Discrimination Policy may be directed to the Associate Vice President for Human Resources or the Dean of Students. Updated – 07/2021*

## Course Descriptions

### **NUR280 Intro to Professionalism**

This foundation course provides an overview of the role of nursing in safeguarding public health. The art and science of nursing and the relationship between historical and contemporary nursing practice are presented. Key concepts of caring, professional, legal and ethical standards, scope of practice, healthcare systems, interprofessional care, evidence-based practice, and membership in the profession are introduced. Essential academic skills for incoming students and the interpersonal skills required for success in nursing school and the profession are emphasized.

**3:0:3**

Prerequisites: Acceptance into the BSN program.

#### **Course Learning Outcomes**

##### ***Safety, Quality Care***

1. Identify the roles (provider of care, coordinator of care, and member of a profession) of the baccalaureate generalist.
2. Implement self-care activities that promote mental and physical health.

##### ***Leadership and Professionalism***

3. Illustrate the relationship of historical and contemporary nursing practice.
4. Identify the state and national statutes, rules and regulations that define, authorize, and oversee professional nursing practice.
5. Examine the significance and application of the profession's Code of Ethics.
6. Demonstrate personal responsibility and accountability.

##### ***Evidence-Based Practice***

7. Describe how evidence-based practice integrates research with clinical expertise to improve systems of care and achieve care that is effective and safe.

##### ***Information Management***

8. Summarize how information systems and technologies support the nurse in planning and providing care, improving communication, facilitating decision-making, and managing and allocating resources.

##### ***Interprofessional Collaboration***

9. Differentiate the interprofessional roles that contribute to improved patient outcomes.

## **NUR320 Nursing Fundamentals**

This combined theory and clinical course introduces fundamental nursing principles and psychomotor skills related to the provision of safe, quality care. Students are introduced to the nursing process and the basic needs of individuals across the lifespan. Clinical experiences provide students opportunities to practice psychomotor skills.

**3:3:6**

Prerequisites: Acceptance into the BSN program.

### **Course Learning Outcomes**

#### ***Safety, Quality Care***

1. Plan safe, quality, patient-centered care for individuals with basic human needs, including safety, infection control, oxygenation, comfort and pain management, activity and exercise, mobility and immobility, skin integrity and wound care, nutrition, urinary and bowel elimination, and sensory alterations.
2. Explore risk reduction and health promotion strategies to improve health outcomes.
3. Demonstrate therapeutic communication and psychomotor skills of an entry-level nurse.

#### ***Leadership and Professionalism***

4. Employ ethical and legal principles when caring for patients.
5. Summarize the management of patient, including delegation and supervising members of the healthcare team.
6. Demonstrate personal responsibility and accountability.
7. Demonstrate caring toward clients, peers, and members of the interprofessional team.

#### ***Evidence-Based Practice***

8. Recognize the impact of evidence-based practice in improving health outcomes.

#### ***Information Management***

9. Employ information systems and patient care technology to plan care.

#### ***Interprofessional Collaboration***

10. Describe mutually respectful, clear communication that enhances interprofessional collaboration.
11. Explain the role of the nurse on the interdisciplinary team to improve patient outcomes.



## **NUR338 Health Assessment**

This combined theory and laboratory course prepares students to perform comprehensive and focused health assessments on an adult populations and developmental considerations across the lifespan. Analyze the impact of normal and abnormal physiological, psychological, sociocultural, and lifestyle changes on the individual's health. Develop health promotion strategies to address safety and health risks. Emphasis is placed on using effective communication techniques, maintaining an individual's personal and social dignity, and providing client-centered care.

**3:1:4**

Prerequisites: Admission to the Nursing Program

### **Course Learning Outcomes**

#### ***Safety, Quality Care***

1. Perform comprehensive and focused assessments and identify normal and abnormal changes.
2. Identify safety and health risks.
3. Demonstrate primary health prevention and health promotion strategies.
4. Demonstrate effective communication, including verbal, nonverbal, and digital.

#### ***Leadership and Professionalism***

5. Employ ethical and legal principles when assessing clients.
6. Demonstrate personal responsibility and accountability.

#### ***Evidence-Based Practice***

7. Apply evidence-based practice that supports individuals during the assessment processes.

#### ***Information Management***

8. Demonstrate use of information systems and patient care technology that enhances client care.

#### ***Interprofessional Collaboration***

9. Identify information to be shared when collaborating with the health care team.

## **NUR 352 Pathophysiology**

This theory course utilizes knowledge from the anatomy and physiology to identify the physical and biological abnormalities that result in disease and injury. Using a system's approach, etiologies, risk factors, epidemiology, clinical manifestations, complications, and prognoses of disease states are examined. As a foundation for nursing practice, students begin to develop clinical judgment required to manage disease and promote health.

**3:0:3**

Prerequisites: None

### **Course Learning Outcomes**

#### ***Safety, Quality Care***

1. Integrate concepts from anatomy, physiology, microbiology to build an understanding of the pathophysiologic processes that occur with disease and injury.
2. Demonstrate an understanding of compensatory mechanisms, including stress and adaption, that occur in response to disease or injury.
3. Correlate diagnostic test results to disease presentations

#### ***Evidence-Based Practice***

4. Compare the pathologic effects of common disease states at the cellular and systemic levels.
5. Explore the influence of genetic, ethnicity, sociocultural, psychological, and lifestyle factors on disease and injury.

## **NUR 331 Clinical Applications Pharmacology I**

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.
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

## **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 431 Clinical Applications Pharmacology II**

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.
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

## **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.

**2:0:2**

**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 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 care-giver 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***

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

#### ***Evidence-Based Practice and Nursing Judgment***

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

#### ***Information Management***

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

#### ***Interprofessional and Intraprofessional Collaboration***

6. 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 331, NUR 335, NUR 338, NUR 356, NUR 357, NUR 410, NUR 435, NUR 431, 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.

**NUR 480 Prep to Professional Nursing**  
**2:0:2**

Prerequisites: NUR 280, NUR 320, NUR 331, NUR 335, NUR 338, NUR 356, NUR 357, NUR 410, NUR 435, NUR 431, and NUR 450 or permission of the Nursing Department.

*Safety, Quality Care*

1. Analyze nursing content that contributes to safe, quality, proficient, coordinated, and compassionate nursing care.

*Leadership and Professionalism*

2. Develop a personalized plan of study for the NCLEX-RN exam.
3. Appraise ethical and professional values into NCLEX-RN preparation.

*Evidence-Based Practice*

4. Make use of the NCLEX prep evidence-based strategies to achieve goals of success.

*Information Management*

5. Utilize strategies in testing to achieve benchmark of success with testing adaptive systems

*Interprofessional Collaboration*

6. Examine testing performance to revise individual plan of study based upon interprofessional collaboration.

## Admission Policy

In order to apply for the Pre-licensure, track a student must meet the following criteria:

- Students must have a 3.0 GPA on all math, science and statistics course work.
- Science courses must have been taken within five years of application to the nursing program.
- May only retake a Math or Science course one time to achieve a higher letter grade.
- Students are required to have the following pre-requisites:
  - Math & Science
    - College Algebra
    - Chemistry with Lab
    - Human Anatomy and Physiology I and II or equivalent
    - Microbiology
    - Medical Terminology
    - Statistics for nursing or equivalent
    - Nutrition
  - Other Prerequisites
    - Lifespan Development
    - Introduction to Psychology
    - Humanities Electives (6 credit hours)
    - Ethics
- Students must achieve the passing score(s) on the ATI TEAS entrance exam
- Students will be given special consideration for the following:
  - Experience in healthcare field (work/volunteer)
  - Military history
  - Park University either/both freshman/sophomore year(s)
  - Volunteer work (general)

All admission requirements must be met. The Admission, Progression, and Graduation 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 are academically qualified and possess the highest ethical standards.

***Students must apply through Nursing CAS for consideration into the Nursing Program at Park University.***

No nursing core courses can be transferred into Park University's 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.

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.

*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.*

**According to Regulation 34 CFR 668.43 (a) (5) (v) graduates are eligible to sit for NCLEX if approved by that state board of nursing as our curriculum meets their standards in KS, MO, and AR. Other states are still under investigation at this time.**



## ***RN-BSN Track***

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 it 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 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**

<b>Course Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
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.
	<b>TOTAL</b>	<b>36 cr.</b>
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.
	<b>Electives</b>	<b>12 cr.</b>
	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.	
	<b>RN-BSN Degree Program total hours</b>	<b>66 cr.</b>
	<b>ADN or Diploma awarded hours</b>	<b>60 cr.</b>
	<b>TOTAL</b>	<b>126 cr.</b>

This program is in teach-out.

## 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 evaluates performance by various means and frequency. 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. These outcomes are also a direct reflection of how our faculty, staff, and students are performing.

<b>Program Outcomes 2022-2023</b>	
1.1	Complete Pre-licensure Track in 6 Semesters or less from first enrolled semester
1.2	Complete RN - BSN Track in 2.5 years or less first enrolled semester
2.1	NCLEX Percent will be $\geq 80\%$ on all first-time test-takers
2.2	NCLEX Percent will be $\geq$ than MO State average
2.3	NCLEX Percent will be $\geq$ than BSN national average
3.1	Employment Rate will be $\geq 70\%$ each semester when evaluated
4.1	Retention Rate will be 80% or higher between the J2 and S1 Semesters
5.1	ATI Fundamentals: nursing students will achieve a level 2 or higher when administered in Adult Health I
5.2	ATI Med Surg: nursing students will achieve a level 2 or higher when administered in Adult Health II
5.3	ATI Predictor: Achieves a score of 90% or higher on the Predicted Probability of Passing the NCLEX-RN
5.4	ATI Virtual Review - nursing students will achieve greenlight
6.1	BSN students will rate their Overall Satisfaction with the program as good or higher
6.2	Pre-nursing students will rate their advising satisfaction as good or higher
6.3	BSN students will rate their advising satisfaction as good or higher
6.4	BSN students will rate their satisfaction of Overall Program Effectiveness as good or higher
6.5	BSN students will rate their satisfaction of Overall Learning as good or higher
7.1	Assessment of Course Effectiveness: Students will achieve a $\geq 78\%$ on final exam/project
7.2	Assessment of Clinical Effectiveness: Students will achieve a $\geq 78\%$ average on clinical activities
7.3	Assessment of Simulation Activity Effectiveness: Students surveyed will rate their learning experience as satisfactory or higher
8.1	All nursing faculty will meet or exceed expectations in teaching, scholarship, service, and collegiality
8.2	All faculty participating in community/volunteer service will report each AY
8.3	All faculty will complete at least 5 CEUs related to their field of expertise each AY

8.4	All faculty will meet or exceed expectations in the areas of planning and preparation, classroom environment, instruction, and assessment at their annual faculty observation
9.1	Faculty satisfaction: Faculty will report agree or strongly agree that they are satisfied with their work environment within the department when surveyed annually

## *Course Enrollment*

### **Traditional BSN Track**

Traditional BSN students will meet with their assigned academic advisors prior to the end of the academic semester to enroll in courses. These selections will be turned into the student success office for processing.

### **RN-BSN Track**

RN-BSN students will meet with their assigned academic advisors prior to the end of the academic semester to enroll in courses. These selections will be turned into the student success office for processing.

## *Student Awards & Opportunities*

### **Student Awards**

The following awards are given at graduation to students who exemplify the behaviors acknowledged below. The award recipients are selected by the Nursing Department Faculty. \*Not all awards may be given at each pinning ceremony.

#### **Scholastic Achievement Award:**

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

#### **Outstanding Nursing Student:**

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.

#### **Ellen Finley Earhart Award:**

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.

#### **Dr. Marvel Williamson Award:**

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.

#### **Alumni Award:**

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.

#### **Margaret Monahan Award for Clinical Excellence:**

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

#### **Carol Duncan Servant's Heart Award:**

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.

## Student Nurses Association

**There is additional SNA information and an application located under forms.**

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



## *Academic Policies*

### **Academic Accommodations Policy**

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](mailto: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.

## Academic Advising Policy

### I. Faculty Advisor

- A. Once admitted to the nursing program the nursing student will be assigned a nursing faculty advisor.
- B. The student will be made aware of this assignment via their park email.

### II. Faculty 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

What is Academic Advisement?

- 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

As a student, what can I expect from my advisor?

- "Be accessible to you during reasonable hours through appointments, walk-in hours, and/or email.
- Understand the curriculum, admission/progression requirements for the Department of Nursing, graduation requirements, and University policies.
- Provide accurate information.
- Discuss specific University and Department of Nursing requirements, procedures, and deadlines.
- Help you define and develop realistic goals and discuss the linkage between academic preparation and career opportunities.
- 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.
- Help you assume responsibility for your decisions and actions.

As a student, what is expected of me?

- 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.
- Monitor your academic progress and make an appointment as necessary with course faculty and academic advisor.
- Take an active role in your advising session by being prepared to discuss your educational plans and goals.
- Ask questions if you don't understand a requirement or policy, or if you have a specific concern.
- Be honest with your advisor about your academic performance, grades, and career goals.
- Consult with your advisor before making drastic changes to an agreed-upon schedule.
- Be aware of important deadlines (drop/add, withdrawal deadlines) and academic policies (repeat policies, Department of Nursing progression requirements).
- 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.
- Make decisions and take responsibility for your academic career.

- Check your university email account on a daily basis.

## Academic Honesty Policy

Please review Department of Nursing Academic Dishonesty Policy at end of handbook for further information.

If detected, a faculty member will notify the student, in writing, that evidence of academic dishonesty has been found. Any student who wishes to report an alleged incident of academic dishonesty may do so 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.
- Dismissal from the course, with assignment of a failing grade (WF), with the approval of the Dean or the Dean’s designee.
- Dismissal 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.

## Academic Requirements for Progression

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

- achieve an exam average grade of greater than or equal to 78% at course end
- achieve a clinical, simulation, and/or lab average grade of greater than or equal to 78% at course end
- students who do not meet the benchmarks above will fail the course and the course must be repeated.
- nursing courses may only be retaken one time in order to achieve the 78% average regardless if it was a failure in clinical, exam, or both

\* The Nursing program is designed as a cohort model, where students are expected to take all classes for each term as listed. Exceptions are rare and must be approved by the department chair.

## Academic Year

Classes do not meet on pre-determined holidays which are listed on the academic calendar published prior to the start of each academic year.

The academic year for the Traditional BSN and RN-BSN is divided into two semesters, with each semester approximately sixteen weeks in length. This occurs in the fall and spring. Some non NUR/NU classes are offered during summer sessions of varying lengths.

## 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.

- I. Absences from scheduled class times place students in academic jeopardy. If absent, progression and continuation in the course may be at risk.
- II. The student is responsible for all missed content and assignments due to the absence.
  - A. Discretionary in class assessments (ie: quizzes, games, concept maps, etc.) that occur when the student is tardy or absent cannot be made-up.
  - B. Students are expected to attend laboratory, clinical and clinical simulation related activities.
  - C. Only in extenuating circumstances may a student miss laboratory, clinical and clinical simulation related activities. (Extenuating circumstances include by are not limited to: contagious illness, death of an immediate family member, or personal hospitalization.)
  - D. 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.
  - E. 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.
  - F. It is the students' responsibility to contact the course and/or clinical faculty for assignment details.
  - G. If the assignment is done satisfactorily the student will receive their missed points for the missed day.
  - H. Two missed clinical experiences in a course results in failure of the course.
- III. Punctuality is an important aspect of the nursing profession as timeliness ensures appropriate transition of patient care.
  - A. Students are expected to be on time to laboratory, clinical, and clinical simulation experiences.
  - B. A student is considered tardy if they are more than seven (7) minutes late to the instructed laboratory, clinical, or clinical simulation experience time.
  - C. 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.
  - D. 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.
  - E. 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.
  - F. Two (2) clinical tardies in a course results in a clinical miss per course
  - G. Four (4) clinical tardies results in two (2) clinical missed per course.
  - H. Two (2) clinical misses in a course results in course failure.
- IV. Students involved in active military deployments or trainings during a scheduled semester will be handled on case by case basis.
  - A. 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.

## Calculation of Clinical and Lab/SIM Hours Policy

### Purpose:

To define the methodology used to calculate hours spent in clinical, laboratory, and simulation experiences.

Scope: Nursing Faculty and Students

Issued By: Nursing Department Faculty

### I. Policy Statements:

#### A. Purpose of Clinical, Laboratory, and Simulation Experiences

1. Clinical experiences allow students to combine, cognitive, psychomotor, and affective skills in complex context with real people.
2. Learning that takes place in the theory component of courses can be reinforced through patient care experiences.
3. The number of hours spent in clinical and laboratory/simulation experiences at Park University Department of Nursing will be sufficient to achieve the identified competencies and experiences identified in each course as well as meet the program objectives.
4. If observation experiences are included in a course, the number of hours will not exceed twenty percent (20%) of the hours.

### II. Definitions:

- A. Clinical hours are the actual hours that students spend in an off-campus facility, (e.g., hospital, community setting). The learning experiences include faculty-supervised and guided hands-on, direct clinical care for the individuals and groups in these settings.
- B. Laboratory hours are hours spent on-campus in the controlled setting of the skills and assessment labs. The learning experiences are focused on deliberate practice of psychomotor skills and procedures.
- C. Simulation hours are hours spent on-campus in the simulation labs. The learning experiences mimic direct patient care in a controlled environment. Debriefing is a part of simulation and includes students' reflective thinking and faculty's feedback.

### III. Faculty Role in Organizing Clinical, Laboratory, and Simulation Experiences

- A. Clinical, laboratory, and simulation hours are outlined in the syllabus of each course.
- B. Faculty are responsible for determining the number of hours per shift (e.g., 10- or 12-hour shifts).
- C. Faculty are responsible for ensuring the clinical, laboratory, and simulation experiences include and do not exceed the total required hours for each course.
- D. There will be a clinical orientation for each course with a clinical component. These hours are included in the number of total clinical hours.
- E. It is appropriate to include the clinical hours for lunch breaks in situations in which the clinical faculty lunches and remains present with the students. If the clinical faculty is not present during lunch breaks, the hours spent at lunch are not included in the clinical hours.

### IV. Calculation of Hours Spent in Clinical, Laboratory/Simulation Experiences

- A. A clinical hour is calculated on a 1:3 ratio, one credit for every 3 hours in the clinical setting.
- B. Laboratory and simulation hours are both calculated on a 1:2 ratio, one credit for every 2 hours in the laboratory/simulation setting.
  1. Depending on the number and hours of simulation experiences in a course, the simulation hours are subtracted from the total number of laboratory/simulation hours. The remainder number of hours is allocated to laboratory experiences.
  2. To calculate the number of hours spent in each clinical and laboratory/simulation experience, the number of hours assigned, as identified in the course description, is multiplied by the ratio assigned and

multiplied by the number of weeks in the semester (16 weeks per semester, according to Park University's guide).

*Example:*

NUR 320 Concepts of Nursing Fundamentals is a 5-credit course with 3 credits assigned to theory, 1 credit assigned to clinical, and 1 credit assigned to laboratory/simulation.

1. To calculate clinical hours:
  - a. 1 credit x 3 (1:3 ratio) x 16 weeks = 48 clinical hours
2. To calculate laboratory/simulation hours:
  - a. 1 credit x 2 (1:2 ratio) x 16 weeks = 64 laboratory/simulation hours
  - b. In this course there are three SIMs:
    - i. SIM orientation = 2 hours
    - ii. 2 SIMs x 3 hours each = 6 SIM hours
  - c. 64 lab/SIM hours minus 8 SIM hours = 56 laboratory hours
    - i. 56 lab hours – 2 hours orientation = 54 hours
    - ii. 54 hours / 13 lab experiences = 4 hours lab sessions
3. Totals for NUR 320:
  - a. 48 clinical hours
  - b. 8 SIM hours
  - c. 56 laboratory hours

Total: 112 hours

V. Incidents of Missed or Cancelled Clinical and Laboratory/SIM Experiences

- A. All clinical and laboratory/SIM experiences are required. In the case of a missed experience, the faculty and student may use virtual or simulated learning. Faculty may consider use of clinical assignments that students can complete outside of school/at home.
- B. Faculty will continue to ensure that all virtual and simulated learning experiences are sufficient and meet course and clinical objectives.
- C. Clinical Placements: Clinical sites make their own determinations on clinical placement acceptance of each student, based on their own evaluation of information in Clinical Student. Park University cannot guarantee clinical placements or make accommodations for students if they are rejected from the clinical site. Students must meet all clinical site requirements from approved clinical partners and be approved to attend.

\*Most clinical partners require students to be fully vaccinated against the Covid - 19 virus. In order to ensure acceptance for clinical participation, it is recommended that students be fully vaccinated. An inability to participate in a clinical rotation, may prohibit a student's ability to progress in the nursing program.

**References/Resources:**

1. Clapper, T. C. (2015). Theory to Practice in Simulation: An Overview. Retrieved 1-3-2021 at: [Theory to Practice in Simulation: An Overview - Timothy C. Clapper, 2015 \(sagepub.com\)](#)
2. Clinical Simulation in Nursing: INACSL Standards of Best Practice: Simulation Facilitation. Retrieved 1-3-2021 at: [INACSL Standards of Best Practice: SimulationSM Facilitation \(nursingsimulation.org\)](#)
3. Hayden, J. K.; Smiley, R. A.; Alexander, M.; S. Kardog-Edgren; and P. Jeffries. July, 2014. The NCSBN National Simulation Study: A Longitudinal, Randomized, Controlled Study Replacing Clinical Hours with Simulation in Prelicensure Nursing Education. Retrieved 1-3-2021 at: [The NCSBN National Simulation Study: A Longitudinal, Randomized, Controlled Study Replacing Clinical Hours with Simulation in Prelicensure Nursing Education \(journalofnursingregulation.com\)](#)
4. MSBN Guidance to Nursing Education Programs: COVID-19 Information: [COVID.pdf \(mo.gov\)](#)
5. NCSBN Model Act and Rules (2017): [17 Model Rules 0917.pdf \(ncsbn.org\)](#)

6. NCSBN: Changes in Education Requirement for Nursing Programs During COVID-19 (6/22/2020): [Education-Requirement-Changes\\_COVID-19.pdf \(ncsbn.org\)](#)
7. Number of clinical hours in the nursing programs and National Council Licensure Examination for Registered Nurses (NCLEX-RN) passing rate by Tanya Longabach: [Microsoft Word - \\$ASQ159453\\_supp\\_undefined\\_7DB7CAEC-BAFC-11E1-9180-A114EF8616FA.doc \(ku.edu\)](#)
8. Rules of Department of Commerce and Insurance, Division 2200, State Board of Nursing, Chapter 2, Minimum Standards for Approved Programs of Professional Nursing, 10/31/2019: [MSBN minimum standards 10-31-2019.pdf](#)
9. Zyniewicz, Tiffany, "Simulation as Replacement for Traditional Clinical in Pre-Licensure Nursing Education: Outcomes of Different Ratios of Replacement Time for Traditional Clinical with Simulation" (2019). Dissertations. 1662. <https://aquila.usm.edu/dissertations/1662>



## ATI Policy

### Purpose:

1. Assess students' mastery of curricular concepts and identify areas for remediation.
2. To improve students' comprehension, critical-thinking in risk reduction factors, and accuracy in relation to correctly calculating medication dosages, using a scaffolding learning process.
3. To organize the delivery of dosage calculation content from simple to complex throughout the curriculum.
4. 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/testplans.htm>)
5. Ensure internal consistency of curricular content and scaffolding of content from simple to complex.
6. Support the systematic evaluation plan and facilitate regulatory and accreditation reporting.
7. Reduce attrition in the pre-licensure program.
8. Enhance students' success in the pre-licensure track.
9. Prepare students for passing the NCLEX-RN Exam on their first attempt.

### Scope: Nursing Students and Faculty

### Issued By: Nursing Department Faculty

## I. **ATI Components**

- A. Practice Assessments
- B. Proctored Assessments
- C. Required Remediation
- D. Retesting: Proctored Assessments to meet Benchmarks

## II. **Policy Statement**

- A. This ATI Implementation Policy was developed by faculty and is based on ATI best practices and ATI educator recommendations.
- B. ATI Proctored Assessments are required in selected courses in the pre-licensure track.
- C. Points earned on the Proctored Assessments will account for no more than 10% of the total exam points. These points are included in the 78% exam average required to pass the courses. The other ATI products will be utilized in various ways (e.g., homework, in-class activities).
- D. ATI assignments may not be used in place of class.
- E. Curriculum: The Curriculum Committee will routinely evaluate the implementation of this policy, including benchmarks, remediation activities, etc.
- F. Assessment Committee will review the ATI data and make recommendations as needed to the Curriculum Committee.
- G. Faculty will adhere to the Park University Department of Nursing Dosage and Calculation policy.
- H. Medication errors are detrimental and costly to patients and drug calculation and basic mathematical skills play a role in the safe administration of medications.
- I. The Test Plan for the NCLEX-RN emphasizes the importance of dosage calculation and its use in clinical decision making/critical thinking. Dosage calculation is included in the Pharmacological and Parenteral Therapies category of the Test Plan, which accounts for 11-19% of the NCLEX-RN Exam. Specifically, the importance is addressed on the Test Plan as it relates to client nutrition (e.g., body mass index); a client receiving intravenous and parenteral therapy; and mathematics for TPN interventions.  
<https://www.ncsbn.org/testplans.htm>

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

Assessment Technologies Institute (ATI) is a provider of online learning programs designed to improve student and program outcomes in nursing schools. ATI products and resources include online and on ground content support, practice and proctored assessments, and remediation activities. Nursing students are expected to actively participate in the ATI program. Students access ATI products online at [www.atitesting.com](http://www.atitesting.com).

Components of ATI program utilized in this course include:

*Faculty lists the components used which may include: Review Modules, Skills Modules, Dosage Calculation, Pharmacology Made Easy, Practice and Proctored Assessments, Capstone, etc.*

Because the nursing courses differ in the total exam points, course points, etc., the details for point distributions are delineated in each course syllabi. Point distributions are based on ATI Best Practices.

**B. 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.

**IV. Implementation Policy:**

- A. Testing, remediation, and retesting activities as well as other products, including Skills Modules, Learning Systems, Nurse Logic, etc. are required and incorporated in most nursing courses.
- B. **Curriculum Management and Articulation Program (C-MAP):**
  1. The C-MAP is a content management system (CMS) that helps address the challenges of nursing education. It is a useful, “time saving system” designed to help faculty work easier and faster.”
- C. **Content Mastery Assessments (CMS)**
  1. 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. Faculty have identified in which courses the Proctored and Practice Assessments are administered. (See box below.)
3. In courses that administer Practice and Proctored Assessments, this verbiage will be included in each syllabus:

- a. **Practice Assessments: ATI points earn no more than 5% of total course points and are not included in the exam average.**
  - (i) Practice assessments are administered online and do not require proctoring.
  - (ii) ATI Best Practices recommend that the rationales be disabled on the for-Practice A test and be opened for Practice B test.
  - (iii) There are 2 Practice Assessments available for each Proctored Assessment. Practice A will be opened 4 weeks prior to the proctored test, with one week to remediate, followed by Practice B on the third week with one week to remediate prior to the Proctored Assessment
  - (iv) ATI Best practices recommend that students take Practice A without any resources (ebooks, textbooks) to get a baseline of knowledge. NO score is required for the Practice A test.
  - (v) Upon completion of Practice A without use of resources, students will complete remediation as assigned to individualized results, including use of ATI active learning templates and completion of individualized Post review QUIZ. Points will be awarded for remediation and completion of post review quiz.
  - (vi) Students will then complete Practice B quiz without any resources (ATI ebooks, textbooks).
  - (vii) Students will then complete remediation on assigned topics from results on Practice B using ATI learning templates and individualized post review quiz.
  - (viii) Schedule proctored Assessment to allow time for students to remediate. (See Active Learning and Remediation section below.)

<b>Practice Assessment Form A</b>	5 points
<b>Required Remediation</b>	10 points
<b>Practice Assessment B</b>	5 points
<b>Required Remediation</b>	10 points

- b. **Proctored Assessments:**
  - (i) Points earned on Proctored Assessments will account for 10% of total exam points. Ten percent is not considered a “high stakes” exam.
  - (ii) Points earned on the Proctored Assessments are included in the exam total and included in the 78% exam average required to pass the course.
  - (iii) The Department of Nursing Course Evaluation and Letter Grading Policy: All students must pass examinations at an average of 78% or higher.
  - (iv) If a student is at risk of failing a course based on this requirement, faculty will clearly communicate the student’s standing prior to administration of the ATI Proctored Assessment.
  - (v) Faculty have set the benchmark for content-specific proctored assessments at a Proficiency Level 2.
  - (vi) ATI descriptions of the levels:
    - Level 3: Exceeds NCLEX-RN standards
    - Level 2: Readily meets NCLEX-RN standards
    - Level 1: Just meets NCLEX-RN standards
    - Less than Level 1: Does not meet NCLEX-RN standards
  - (vii) Students have two total attempts to meet the benchmark.
  - (viii) Rubric for Content-Specific Proctored Assessments:

<b>Total Exam Percentage</b>	<b>Exam Percentage if Level 2 is achieved on retest</b>
------------------------------	---------------------------------------------------------

<b>Level 2 or above: 10% of exam points</b> Remediate as needed	<b>No retake. Full points</b>
Level 1: No points awarded until retake and Remediation: required before retest	If Level 2 achieved, 9% of points awarded
Less than Level 1; no points awarded until retake and Remediation: required before retest	If Level 1 or less achieved, 7% of points awarded

**D. Course Integration of ATI Dosage Calculation Assessments**

1. This policy outlines the integration of the ATI Dosage Calculation Proctored Assessments.
2. Each semester, students are required to achieve mastery on an ATI Proctored Dosage Calculation Assessment. (See Assignment of Assignment of Assessments.)
3. It is suggested that the ATI Dosage Calculation Practice Assessments be made available prior to administering the Proctored Assessments.
4. Each Assessment includes 35 questions and 1.5 minutes per question is allotted.
5. Students will be provided resources for remediation; however, it is the student’s responsibility to seek out additional resources if needed.
6. Benchmark:
  - a. A mastery level of 85% is required on ATI Dosage Calculation Assessment is required for J-1 in Fundamentals
  - b. A mastery level of 85% is required on ATI Dosage Calculation Assessment is required for J-2 in Adult Health I
  - c. A mastery level of 90% is required on ATI Dosage Calculation Assessment is required for S-1 in Adult Health II
  - d. A mastery level of 90% is required on ATI Dosage Calculation Assessment is required for S-2 in Women, Children, and Families
7. Mastery level must be achieved within 3 attempts.
  - a. If mastery level is not attained on the first attempt, the student must retest and is responsible for scheduling retakes.
  - b. A different form of the Assessment is administered for each attempt.
    - (i) First attempt-Form A
    - (ii) Second attempt-Form B
    - (iii) Third attempt-Form C
8. Failure to achieve the benchmark on the 3rd attempt results in an automatic course failure.
9. Clinical requirement:
  - a. Scheduling: the first Dosage Calculation Assessment will be administered within the first two weeks of the semester, preferably during the first week of classes and clinical orientation.
  - b. Students must achieve mastery level prior to passing medications in clinical.
    - (i) If unable to pass medications, an “Unsatisfactory” clinical grade for the day/experience is earned.
  - c. Theory faculty are responsible for notifying clinical instructors of the students’ results and if mastery is not attained.

**E. Content Exams**

1. Assignment of Assessments to Courses

- a. ATI Proctored Dosage and Calculations Assessments will be administered in the following courses:

Semester	ATI Dosage Calculation Proctored Assessment
J1-NUR 320: Concepts of Fundamental Nursing	Fundamentals Proctored Assessment
J2-NUR 335: Adult Health I	Medical Surgical Proctored Assessment
S1-NUR 435: Adult Health II	Critical Care Proctored Assessment
S2-NUR 419: Women, Children, and Families	One of the following: Nursing Care of Children Proctored Assessment Maternal Newborn Proctored Assessment

**Resources and References:**

Animated drip chambers: [Animated Drip Chambers \(.gif files\) - Google Drive](#)

Dosage Math IV Tubing: [DosageMath IV Tubing - Google Drive](#)

IV bag pictures: [DosageMath IV Bags - Google Drive](#)

Liquid cup measurement: [oralDosagecup \(neocities.org\)](#)

NCsbn Test Plan: [https://www.ncsbn.org/2019\\_RN\\_TestPlan-English.pdf](https://www.ncsbn.org/2019_RN_TestPlan-English.pdf)

Tablets in a cup: [tablets \(neocities.org\)](#)

F. Plan for the final semester course: NCLEX Prep course:

1. During NUR475/480 NCLEX Prep, all students will complete 3 components of ATI preparation. These include: 1) ATI Capstone Content Review; 2) Virtual-ATI; and 3) Comprehensive Live Review.
2. Students are required to actively participate, complete, and attend all components of ATI preparation to pass the course.
3. Course points for these activities are outlined in the course syllabus, which is organized by the course faculty in collaboration with the ATI Coordinator, and ATI NCLEX Specialist.
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.
    - (i) 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:**
    - (i) There are two Comprehensive Practice Assessments that are used to prepare for the Comprehensive predictor by students.
  - b. **Comprehensive Predictor Proctored Assessment:**
    - (i) This is a 180-item assessment of the student's comprehension and mastery of topics and client need categories on the NCLEX-RN Exam.
    - (ii) 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.
    - (iii) Time to administer: The Comprehensive Predictor will be administered before the start of the Virtual ATI program.

- (iv) **Benchmark: A score of 90% or greater Predicted Probability of Passing NCLEX on the First Try.**
- (v) Remediation is required, regardless of the score earned.
- (vi) Retakes: Students have two attempts to meet the benchmark.
- (vii) Rubric for Comprehensive Predictor:

Percent of Total Course Points	Benchmark met on retest
<b>90% or above predicted probability: 10%</b> Remediation:	<b>No retake.</b>
84-89% predicted probability: No points awarded until retake and Remediation: required before retest	<ul style="list-style-type: none"> <li>- If 90<sup>th</sup> Percentile achieved, 9% of points awarded.</li> <li>- If 84-89% achieved 5 % of points will be awarded</li> </ul>
Less than 84% predicted probability: No points awarded until retake and remediation required before retest.	<ul style="list-style-type: none"> <li>- If 90<sup>th</sup> Percentile achieved 7% of points awarded.</li> <li>- If 84-89% of points achieved, 5% of points awarded. If less than 84% achieved, no points awarded.</li> </ul>

**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 during the last half of the Clinical Immersion course and continues for 8 weeks post-graduation.
- c. Participation in Virtual ATI is required to pass the course.
- d. Course points are given for completion of weekly assignments.

**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.
- d. The “Live Review” will be provided prior to graduation.

**V. Active Learning and Remediation:**

- A. Active Learning and Remediation is the process of reviewing content in an area that was not learned or not fully understood.
- B. Remediation is required, regardless of whether benchmarks were met or not. Points earned for remediation are not included in the 78% exam average required to pass the course.
- C. Remediation is the responsibility of the student. Guidelines and activities for remediation activities are suggested by faculty and are outlined in each course syllabus.
- D. Active Learning and Remediation includes:
  - 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. Completing an online Focused Review:
  - a. Focused Review is a personalized learning experience that uses the student's individual performance on the CMS practice and proctored assessments to drive focused student learning.
  - b. Focused Reviews automatically are generated and identify student learning gaps. A personalized learning plan is then outlined.
  - c. Focused Review contains links to ATI Review Modules, videos, animations, and graphics.
  - d. Faculty should reinforce that completing a Focused Review will assist in meeting Course Objectives and is not a task.
  - e. Time in review is tracked while student is online within the Focused Review. This time is shown on Transcript and Reports.
- 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 should be submitted to faculty for review and grading.
  - d. Templates are recommended by ATI to the student in the post review process.
- 5. Critical Points to Remember:
  - a. Students will identify a minimum of 3 Critical Points to Remember. Critical Points can be submitted to faculty for review and grading.

## Collaborative Testing

**Purpose:** To promote learning individually through collaboration.

### Background:

Collaborative testing (CT) is an evidence-based practice, interactive learning strategy in which students collaborate to answer questions on an exam. Research has shown that CT enhances “communication, critical-thinking, and clinical reasoning skills, as well as group interaction, positive interdependence, and interpersonal skills.” (Hanna, 2016).

Collaborative testing is designed to provide students with an opportunity to apply critical thinking and group collaboration in order to improve performance on multiple-choice testing.

### Implementation:

1. Faculty may incorporate Collaborative Testing for faculty-generated, content examinations. CT is not offered for comprehensive finals.
2. The following method has been identified by faculty. Method A is developed based on various resources and practices.
3. Method A:
  - a. Students take the exams individually in Canvas initially.
    - i. Settings:
      1. Uncheck the option that allows “Students to see their quiz responses”.
      2. Students are not allowed to see their score or review the questions/rationales initially.
    - b. While testing, encourage students to note their answer choices on the paper provided.
    - c. After students have finished testing, they are to remain seated until all students have finished. This activity restriction ensures a quiet testing environment is maintained and reduces students from discussing (i.e., collaborating) in prematurely.
    - d. Students are given a short (10-minute) break and then return to the testing room.
    - e. Faculty have duplicated the exam, titled “Collaborative test” in Canvas.
      - i. Settings:
        1. Points are not associated with this “Collaborative test”.
        2. One-half the time is allotted for the Collaborative test.
        3. Check the option that allows “Students to see their quiz responses”.
    - f. Assign groups of 2-3 students.
      - i. Suggestion: Consider placing students who are high-scores with those who have lower scores to facilitate learning.
    - g. Students then begin testing as a group. Class notes, textbooks, etc. can be used to answer the questions. Students are encouraged to discuss openly. All are expected to actively participate.
    - h. Only one student needs to open the test and enter the groups’ choices.
    - i. After all question choices have been entered, students can review the questions and rationales.
    - j. If a student is unable or chooses to not participate in the collaborative testing, no points are earned.
    - k. All participating students earn additional points, up to a maximum of 5%. Exact points are determined by the faculty.
    - l. Following the test, faculty obtain the mean percent of individuals’ scores and the mean percent of the collaborative scores. Based on the percent of improvement, points are earned. Suggested point allocation:
      - i. Add 1% to each score for 1-4% improvement
      - ii. Add 2% to each score for 5-9% improvement
      - iii. Add 3% to each score for 10-14% improvement
      - iv. Add 4% to each score for 15-19% improvement
      - v. Add 5% to each score for 20% or more improvement
    - m. Points are added to all students who have participated by entering the points in Canvas.





## Declaring a Minor

Nursing students may declare a minor. However, courses must be completed before or at the time nursing courses are completed. If not, the student must drop the minor to ensure the NCLEX exam is taken soon after nursing courses are complete. Minor courses may not be taken concurrently with a full nursing class load.

## Exam Policy

### I. Policy Statements:

In alignment with the Department of Nursing's Mission and Vision, this Examination Policy supports students' learning and achievement as well as teaching effectiveness and program excellence. Best practice guidelines and widely accepted testing principles are incorporated. Faculty agreement and willingness to consistently implement this policy supports the creation of a positive testing culture for students.

### II. Academic Support Services:

Students bear the primary responsibility for identifying and requesting accommodations, as identified by Park University's Academic Support Services Disability Guidelines Notification and Documentation Policy: <https://www.park.edu/terms-and-regulations/disability-guidelines/>. Faculty will ensure the identified accommodations are consistently provided in a responsive manner.

### III. Benchmarks:

In nursing courses that administer exams:

- A. The unit exams and ATI Proctored Assessments are weighted at 80% of the total course grade.
- B. A testing average of 78% is required to pass nursing courses and progress in the nursing program.

### IV. Organization and Construction of Exams

- A. Program and Course Blueprints guide the faculty's selection of questions in all courses that administer examinations. (See below.)
- B. For 16-week courses, it is recommended that at least three unit exams and one comprehensive final are administered. Exams will be spaced logically within a course schedule.
- C. Comprehensive final exams will be administered during the Park University final exam week, as stated in the Academic Calendar.
- D. Unit exams should contain a minimum of 50 questions per exam. Comprehensive final exams should contain at least 75 questions.
- E. In the event that new unit material is placed on a final exam, at least 75% of the final exam will be comprehensive.

### V. Program Blueprint

- A. The program blueprint reflects the breadth and depth of all examinations administered in the Nursing Department.
- B. Benefits of this Program Blueprint include:
  - 1. Evaluation of students based on curricular objectives
  - 2. Development of advancing reasoning skills as students progress in courses.
  - 3. Collection of examination statistics to guide revisions.
  - 4. Collection of program assessment data.
  - 5. Preparation of graduates for success on the NCLEX-RN Examination.
- C. Faculty will identify (tag) each question in these three parameters:
  - 1. Cognitive Level
  - 2. NCLEX-RN Exam Client Needs Category/Subcategory
  - 3. Nursing Process
  - 4. **Cognitive Levels**
    - a. The first parameter identified by faculty is the two-dimensional framework: Knowledge and Cognitive Processes by Krathwhol. This framework categorizes the cognitive level of questions.
    - b. The percentage of questions written at these two levels increases each semester to enhance critical thinking and clinical judgment.

- c. Increasing the level of questions helps to prepare students for success on the NCLEX-RN Examination.  
*“Since the practice of nursing requires application of knowledge, skills and abilities, the majority of items are written at the application or higher levels of cognitive ability, which requires more complex thought processing.”* (NCLEX-RN Test Plan, 2019)

<b><u>First semester juniors (J1)</u></b> 50% Foundational 50% Critical thinking/Clinical judgment	<b><u>Third semester seniors (S1)</u></b> 15% Foundational 85% Critical thinking/Clinical judgment
<b><u>Second semester juniors (J2)</u></b> 25% Foundational 75% Critical thinking/Clinical judgment	<b><u>Fourth semester seniors (S2)</u></b> 10% Foundational 90% Critical thinking/Clinical judgment

- d. Foundational items are low-level questions written at the remember and understand levels in Bloom’s taxonomy. Answers to questions written at this level can be found on one page in a book. These questions ask students to remember and understand basic information.
- e. Critical thinking/Clinical judgement items are high-level questions written at the application or analysis levels in Bloom’s taxonomy. These questions ask students to demonstrate understanding and determine what action is needed in specific situations. The student has to make a decision or perform an action, based on the clinical situation.
5. **NCLEX-RN Exam Client Needs Category/Subcategory**
- The second parameter identified by faculty is the Client Needs,
  - Although not every exam in every course can include all Client Need Categories/Subcategories, a goal for the semester is identified.
6. **Nursing Process**
- The last parameter identified by faculty is the Nursing Process, an integrated process applied throughout the NCLEX-RN Examination.
  - The nursing process is a problem-solving approach to evidence-based nursing care.

## VI. Course Blueprinting

- A. Benefits of Course Blueprints include:
- Provides faculty guidance in examination development.
  - Aligns time allotted, content emphasis, and distribution of items.
  - Promotes validity: Ensures learning/content objectives are evaluated.
  - Promotes transparency. Students should focus on the Course Blueprints when preparing for examinations.
- B. Faculty will create a Course Blueprint for all examinations, using the template posted on the share drive. This is an Excel document.
- Questions are identified by:
    - Teaching time in hours
    - Number of questions on each exam
      - Calculated by the hours divided by the number of questions on the exam
    - Cognitive level (Foundational and Critical thinking/Clinical judgment)
    - Type of questions: number of alternate-format questions

## Grade Appeal Process

### Filing a Grade 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 and is attached to this Handbook. 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 decide 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 decide 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.

## Course Evaluation and Grading Policy

Purpose: To set course evaluation benchmarks and define how letter grades are determined for all nursing courses.

Scope: Nursing Faculty and Students

Issued By: Nursing Department Faculty

### I. Policy Statement:

The Department of Nursing uses a different Grading Policy from that of Park University. The Department of Nursing Grading Policy identifies specific percentages and benchmarks required to pass nursing courses and continue in the nursing program.

Faculty are expected to adhere to the Department of Nursing Course Evaluation and Grading Policy. Details of this Policy are included in all nursing course syllabi.

### II. Course Evaluation of all Nursing Courses

A. All nursing courses follow this Letter Grading Scale.

Letter Grade	Percentage	GPA scale
A	92 -100%	4
B	84-91.99%	3
C	78-83.99%	2
D	66 – 77.99%	1
F	65.99 or less	0

B. All nursing courses require 78% to pass. Earning less than 78% is a course failure.

C. In nursing courses that have both Theory and Clinical/Lab/SIM components, students must achieve a 78% exam average in the Theory component and a 78% average performance evaluation in the Clinical/Lab/SIM components to pass the course.

1. If a student does not earn the required 78% benchmark in one of the components, either the Theory component or the Clinical/Lab/SIM component, the final course grade will reflect the lowest percentage of the two components.
2. If a student does not earn the required 78% benchmark in both the Theory component and the Clinical/Lab/SIM component, the final course grade will reflect the highest percentage of the two components.

D. In nursing courses that have a Theory component and no Clinical/Lab/SIM component, students must attain a 78% average on exams to pass the course. Once 78% average on exams is attained, additional course points are added to calculate the final course percentage. A final course percentage of 78% is required to pass the course.

E. In nursing courses that have a Theory component and no Clinical/Lab/SIM component, and no exams are administered, a final course percentage of 78% is required to pass the course.

F. All course assignments (e.g., theory, Clinical, Lab, SIM, written papers, oral presentations) must be completed, as outlined in the course syllabus.

**III. Final Letter Grade Determination:**

- A. The letter grade earned is based on the final course percentage, as outlined above.
- B. A letter grade of “C” or better is required to pass all nursing courses.
- C. Letter grades of “D” and “F” are failing grades, as they reflect a percentage less than the required 78% benchmark.
- D. A letter grade of “W” or “WF” may be assigned as outlined in the Park University Grading Policy.



#### IV. Progression in the Nursing Program After Course Failure:

- A. If a student fails one nursing course, further progression in the nursing program stops.
- B. If a student fails two or more nursing courses, the student is dismissed from the program. (See Readmission Following Dismissal Policy.)
- C. If a student does not advance in the program or is not enrolled in any Nursing courses for a semester, they must apply for readmission to the program before enrolling in any additional Nursing classes. The student must reapply within **two weeks of dismissal**.

### 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:

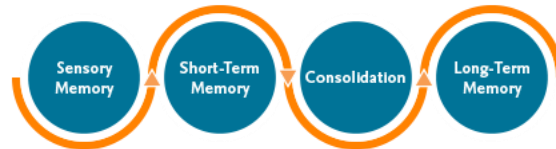
1. Application for readmission must be submitted through the APG Committee
2. Letter to Chair of the APG Committee describing
  - actions that have been taken to warrant consideration for readmission,
  - evidence to support probability of future academic success, and
  - plan for achieving future academic 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. In the event that the APG committee chair assigned the grade that led to dismissal, they will be recused from voting on the readmission.

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

## Remediation Policy

- I. Remediation = OPPORTUNITY FOR SUCCESS
- II. 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
- III. If a student is struggling in multiple areas, separate remediation plans are established for each behavior.
- IV. 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.
- V. Meeting the students' individual needs is a priority, requiring an individualized approach to remediation.
- VI. Using a variety of remediation approaches is most effective. But a structured approach is essential.
- VII. Steps for successful remediation
  - A. Inform students of the need for completing a remediation plan and the benefits of their success.
  - B. Explaining the physiology of learning, as outlined below, can help students learn to prioritize activities.
  - C. Explaining the physiology of learning, as outlined below, can help students learn to prioritize activities.



- D. Identify the students' strengths and weaknesses by analyzing results of ATI standardized tests, faculty-generated tests, and/or clinical behaviors.
- E. Faculty are accountable for supporting each student during the remediation process. A specific, solid relationship between the student and the faculty member is important.
- F. The remediation plan must be documented on the form "Nursing Student Remediation Agreement". See forms at the back of the Student Nursing Handbook.
- G. The plan must also meet the following guidelines:
  1. The Remediation Plan must clearly describe the area(s) of concern.
  2. Remediation outcomes must identify specific, measurable goals the student must attain or perform to demonstrate success.
- H. Remediation activities must be individualized to the student's area of concern. They may include, but are not limited to:
  1. ATI resources (See ATI policy in Student Nursing Handbook)
  2. Completion of suggested computer-based practice tests
  3. Written review materials
  4. Practice questions
  5. Instructor-developed materials
  6. Hands-on laboratory skill practice
  7. Other materials/methods suggested by the faculty
- I. A time frame for completion must be agreed upon and documented in the Remediation Plan.
- J. The remediation form must be signed by faculty and student.
- K. Once the Remediation Plan is signed, the student has until the established deadline for completion to meet the remediation outcomes.
- L. 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.

- M. 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.
- N. If evidence supports successful attainment of remediation outcomes, the remediation plan will be considered complete once it is signed by faculty and student.
- O. If evidence does not support successful attainment of remediation outcomes, the remediation will be considered unsuccessful.
- P. Unsuccessful remediation signifies the student is unable to master a critical course objective or requirement and further advisement will be given.

### **References/Resources**

Remediation: An Opportunity for Success by Dr. Susan Sportsman, RN, PhD, ANEF, FAAN

<https://evolve.elsevier.com/education/hesi/sportsman-blog-remediation-an-opportunity-for-success/>

[https://www.etsu.edu/nursing/documents/policy\\_remediation\\_process.pdf](https://www.etsu.edu/nursing/documents/policy_remediation_process.pdf)

Student Remediation in Nursing Programs: The evidence, the gaps, and new directions by Cheryl L. Mee, MSN, MBA, RN and Barb Schreiner, PhD, APRN

[https://sigma.nursingrepository.org/bitstream/handle/10755/335137/3\\_Mee\\_C\\_p67128\\_1.pdf?sequence=1&isAllowed=y](https://sigma.nursingrepository.org/bitstream/handle/10755/335137/3_Mee_C_p67128_1.pdf?sequence=1&isAllowed=y)

## Nursing Student Remediation Agreement

Student Name: \_\_\_\_\_ Faculty: \_\_\_\_\_

### 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 #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:

## *General Policies*

### **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.

### **Anti-Discrimination Statement**

Park University does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, sexual orientation, gender identity, gender expression, age, disability, or status as a protected veteran. Discrimination on the basis of pregnancy, childbirth, or related medical conditions is also prohibited. Retaliation directed to any person who pursues a discrimination complaint or grievance, participates in a discrimination investigation, or otherwise opposes unlawful discrimination is prohibited.

### **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.

- I. Absences from scheduled class times place students in academic jeopardy. If absent, progression and continuation in the course may be at risk.
- II. The student is responsible for all missed content and assignments due to the absence.
  - A. Discretionary in class assessments (ie: quizzes, games, concept maps, etc.) that occur when the student is tardy or absent cannot be made-up.
  - B. Students are expected to attend laboratory, clinical and clinical simulation related activities.
  - C. Only in extenuating circumstances may a student miss laboratory, clinical and clinical simulation related activities. (Extenuating circumstances include by are not limited to: contagious illness, death of an immediate family member, or personal hospitalization.)
  - D. 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.
  - E. 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.
  - F. It is the students' responsibility to contact the course and/or clinical faculty for assignment details.
  - G. If the assignment is done satisfactorily the student will receive their missed points for the missed day.
  - H. Two missed clinical experiences in a course results in failure of the course.

- III. Punctuality is an important aspect of the nursing profession as timeliness ensures appropriate transition of patient care.
- A. Students are expected to be on time to laboratory, clinical, and clinical simulation experiences.
  - B. A student is considered tardy if they are more than seven (7) minutes late to the instructed laboratory, clinical, or clinical simulation experience time.
  - C. 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.
  - D. 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.
  - E. 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.
  - F. Two (2) clinical tardies in a course results in a clinical miss per course
  - G. Four (4) clinical tardies results in two (2) clinical missed per course.
  - H. Two (2) clinical misses in a course results in course failure.
- IV. Students involved in active military deployments or trainings during a scheduled semester will be handled on case by case basis.
- A. 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.

## **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>

## **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](mailto: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

## **Civility Expectations**

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.

Incivility, harassment, bullying, or unprofessionalism in any form – verbal, written, or visual – whether during scheduled class time or outside of class will not be tolerated. A professional demeanor and modeling is expected of all students and faculty.

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 – If continued 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.

Conduct expectations are clearly outlined above and below. In addition, please note that failure to demonstrate behaviors that are congruent with Conduct Policies set forth in the Nursing Student Handbook and course syllabi could result in dismissal from the nursing program.

- A. The American Nurses' Association's "CODE OF ETHICS FOR NURSES" is a code we have adopted in the Department of Nursing for all behavior.
- B. 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.
- C. 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.
    - a. 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.
    - b. The student will also be subject to penalization under federal and state laws.

## Computer/Online Policy

Nursing students have access to the Computer Labs in the Department of Nursing, Underground, first floor of the Science Hall, and McKay Hall. Failure to follow the posted guidelines and rules will result in denial of access to that student.

All students enrolled in nursing courses at Park University are required to provide their own Windows or Mac compatible laptop computer. Google Chromebooks, iPads, and Netbooks are NOT supported.

Students assume liability for all functions of their personal computers, including all costs of damages, loss of data, or any other consequential, incidental, indirect or punitive damages, however caused.

Students are strongly encouraged to back up all data on a regular basis, including personal information, music, and photos to an external device (i.e. USB flash drive, external hard drive, etc.).

The Department of Nursing is not responsible for any damage to students' laptops, including loss of data or function.

### Internet Access:



Students must have access to high-speed internet. Options include home cable, DSL, or Satellite High Speed Internet Access. Obtaining and the cost of this access is the student's sole responsibility.

### Computer and Digital Information Skills:

1. Students are responsible for:
  - Knowing how to operate the computer system they choose and the software packages required.
  - All repairs, updates, and configurations to their computer.
  - Completing assignments in a timely manner regardless of the state of repair of their individual computer.
2. Coursework may require additional software not identified in this policy. In this case, the following applies.
  - It is the faculty member's responsibility to ensure the software requirements are clearly delineated in the syllabus.
  - It is the student's responsibility to acquire specialized software necessary to complete the coursework.
3. It is expected that the student can successfully:
  - Navigate the Canvas learning management system.
  - Send and receive emails with attachments.
  - Utilize, create, and submit files using MS Office products, including Word and PowerPoint.
  - Download and install software.
  - Use apps in digital devices.
  - Use web conferencing tools and software (i.e., Zoom).
  - Use online libraries and databases to locate and gather information.
  - Use computer networks to locate and store files or data.
  - Use online search tools.

## 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.

## Distance Learning Policies

Please see Park Distance Learning online policies at <http://www.park.edu/park-distance-learning/academic-policies.html>

## 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.

## Electronic Devices in the Classroom

- A. During class, lab, clinical, and clinical simulation cell phones are to be turned off. Students should not answer phone calls during these times.
  - i. 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 allow at any time in the classroom, laboratory, clinical environment, or clinical simulation areas.
  - i. 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.

## Equal Opportunity Employer

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.

## FERPA

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

## Financial Aid

<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/finaid](http://www.park.edu/finaid)

## 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 (HIPAA) 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.

## Library

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.

## 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.

## 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.

## Social Media Policy

- 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.
  - i. 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.
  - ii. 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.
  - iii. 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.

## 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.

## **Tuition and Fees**

Please refer to the Park University Undergraduate Catalog for tuition fees. Please refer to the Park University Undergraduate Catalog for the refund policy.



## *Student Nurses Association Information and Application*

### **Mission:**

- The purpose of SNA is to promote leadership skills and professional growth and provide an avenue for fellowship and goodwill among student nurses.

### **Membership:**

- Any student who is currently enrolled in pre-nursing or nursing courses at Park University is eligible for membership.
- Dues are \$2.00 per year.
- It gives you memberships into the Missouri Nurses Association and the American Nurses Association.

### **Meetings:**

- Meetings are held Monthly.
- Focus is on Community Service, Fundraising, and Professional Development.

### **Why Join?**

- It's a great way to make friends and network.
- It will help you prepare for your transition into the nursing profession.
- It looks good on your resume.



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## **Application**

First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_ Last Name: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Approximate Graduation Date (month and year): \_\_\_\_\_



## Ellen Finley Earhart Department of Nursing

Primary Email Address: \_\_\_\_\_

Alternate Email: \_\_\_\_\_

*(Provide only if different from Primary email)*

Current Address: \_\_\_\_\_

Preferred Phone #: \_\_\_\_\_

### *Forms*





## Ellen Finley Earhart Department of Nursing

### Exam Item Query

<b>Student Name</b>
<b>Student ID:</b>
<b>Course</b>
<b>I am protesting the test item:</b>
<b>Rationale: (Explain why you believe the test item is incorrect)</b>
<b>Reference Sources (Cite textbook resources, including page numbers)</b>

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.



## Ellen Finley Earhart Department of Nursing

### Health Release Form

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)



## Ellen Finley Earhart Department of Nursing

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

Revised 01/2020



## Ellen Finley Earhart Department of Nursing

### Reference Request Form

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.

PLEASE PRINT

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

I, \_\_\_\_\_, am requesting, on this date, \_\_\_\_\_

Student's signature

Date

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

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



## Ellen Finley Earhart Department of Nursing

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

Revised 01/2020



## Ellen Finley Earhart Department of Nursing

### *Acknowledgements*

All students are required to complete the following [Policy Acknowledgement Form](#) to acknowledge the following policies and receipt of this handbook.



## Ellen Finley Earhart Department of Nursing

### Student Acknowledgement of Participation in ATI Components

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 assigned by the Park University Department of Nursing.

\_\_\_\_\_  
Student's printed name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature



## Ellen Finley Earhart Department of Nursing

### Academic Dishonesty Statement

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](http://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](http://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](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](http://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.

\_\_\_\_\_  
Student's printed name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature

Revised 01/2020

## Simulation Lab Student Policies

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

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

- All information is confidential. Any inappropriate viewing, discussion, or disclosure of this information is a violation of the Ellen Finley Earhart Department of Nursing simulation.
- 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.*

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Student's printed name

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Date

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Student's signature

## **Photo Release**

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)**

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Revised 01/2020

## **Nursing Student Handbook**

**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.**

\_\_\_\_\_  
Student's printed name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature

Revised 01/2020

## **Statement of Confidentiality & Professional Responsibilities**

### **Policies**

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

### **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** *(for RN-BSN Students only)*

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.**

\_\_\_\_\_  
Student's printed name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's signature