



College of Education and Health Professions

ELLEN FINLEY EARHART
DEPARTMENT OF NURSING
BACHELOR OF SCIENCE OF NURSING



Student Handbook
2025-2026

PARK UNIVERSITY

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**College of Education & Health Professions
Ellen Finley Earhart Department of Nursing**

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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. The Department of Nursing at Park is here to help you meet your goals.

Park University's commitment to its Nursing Program is evident. The program design combines the best of Park University's Liberal Arts, Humanities, and Sciences to prepare students for their nursing courses. Emphasis is placed on safe, patient centered, and evidence-based care that will be practiced in dynamic clinical and simulation settings. Nursing faculty members are experts in their fields. The faculty within the Nursing Department are highly qualified Nurse Educators who enjoy teaching and student engagement. They are gifted in preparing students for success.

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

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

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

Best Wishes,

Jennine M. Wilson

Jennine M. Wilson Ed.D., MSN, RN, PED-BC
Department of Nursing Chair

Table of Contents

Department of Nursing Contact Information	1
Accreditations and Affiliations	2
Park University Mission, Vision & Core Values.....	2
Mission	2
Vision	2
Core Values	2
Department of Nursing History	3
Department of Nursing Mission, Vision & Values.....	4
Mission	4
Vision	4
Core Values	4
Department of Nursing Organizational Chart.....	5
Graduate Learning Competencies.....	6
Traditional BSN Track.....	6
Nursing BSN Plan of Study.....	7
Course Descriptions.....	8
Course Enrollment.....	26
Traditional BSN Track	26
Student Awards & Opportunities.....	26
Student Awards	26
Student Nurses Association.....	27
Academic Policies.....	28
Academic Accommodations Policy	28
Academic Advising Policy	29
Academic Dishonesty Policy.....	30
Artificial Intelligence (AI) Usage Policy for Nursing Students.....	30
Academic Requirements for Progression	30
Academic Year.....	31
Calculation of Clinical and Lab/SIM Hours Policy.....	32
ATI Policy	35
Collaborative Testing	42
Declaring a Minor.....	42
Exam Policy	43
Grade Appeal Process.....	45
Course Evaluation and Grading Policy	47
Readmission Following Dismissal	48
Remediation Policy	49
General Policies.....	52
Academic Support Center.....	52
Anti-Discrimination Statement.....	52
Attendance Policy.....	52

Senior Photo Policy.....	53
Campus Safety.....	54

Canvas Help Desk	54
Civility Expectations	54
Computer/Online Policy	55
Counseling Services	56
Distance Learning Policies	56
Dress Code	56
Drug Policy	57
Electronic Devices in the Classroom.....	58
Emergency Communication Policy	59
Equal Opportunity Employer	59
FERPA.....	59
Financial Aid	59
HIPAA.....	59
Latex Policy.....	59
Library	61
MyPark	61
Safety Progression Requirements.....	61
Social Media Policy.....	61
Tobacco Use	61
Tuition and Fees	61
Student Nurses Association Information and Application.....	62
Forms & Acknowledgements	63
Exam Item Query Form.....	64
Health Release Form	65
Reference Request Form	66
Student Acknowledgement of Participation in ATI Components Form.....	67
Academic Dishonesty Statement.....	68
Artificial Intelligence (AI) Usage Policy for Nursing Students.....	71
Simulation Lab Student Policies	73
Photo Release Form.....	74
Nursing Student Handbook Form.....	75
Statement of Confidentiality & Professional Responsibilities	76
Acknowledgements	77

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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 Pre-licensure Bachelor of Science in Nursing Program 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 and fully approved by the **Missouri State Board of Nursing (MSBN)**, 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 & 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.

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.

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 Earhart 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 two 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 lifelong learners and scholars; and practice to the full extent of their nursing education in dynamic environments.

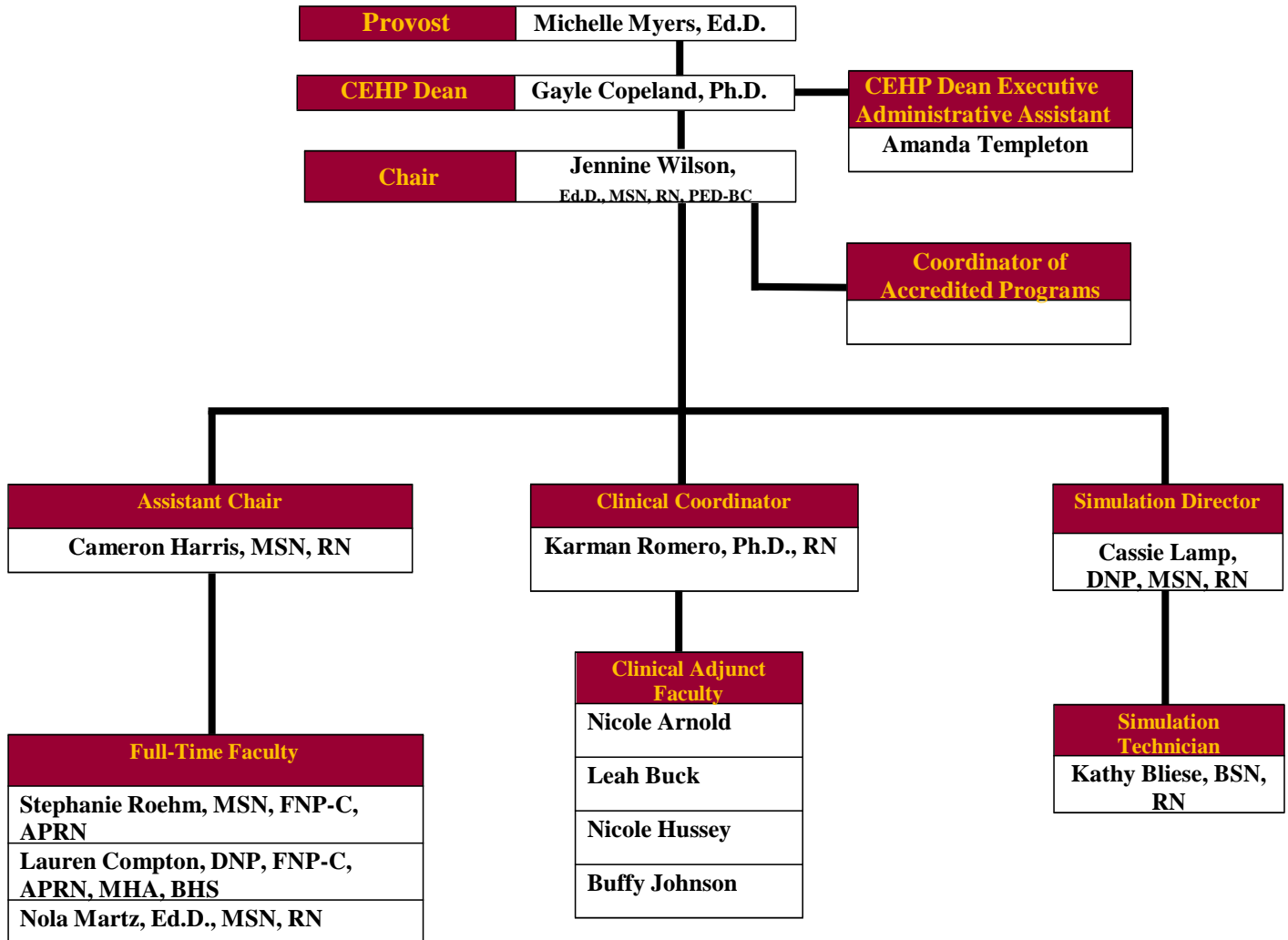
Vision

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



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 2025-2026

Nursing 1st Semester	Lecture: Lab/Sim/Clinical: Credits	Nursing 2nd Semester	Lecture: Lab/Sim/Clinical: Credits
NUR 280 Introduction to Professional Nursing	2:0:2	NUR 331 Clinical of 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
TOTAL	15		15

Nursing 3rd Semester	Lecture: Lab/Sim/Clinical: Credits	Nursing 4th Semester	Lecture: Lab/Sim/Clinical: Credits
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
TOTAL	16		14

-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 – 06/19/2025

Course Descriptions

NUR280 Intro to Professional Nursing

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 Concepts of 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 and Physical 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.

2:0:2

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 Nursing

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 of 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.

2:0:2

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 Evidence-Based Practice

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, 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.

Interprofessional Collaboration

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

NUR 460 Nursing 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

Prerequisites: 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.

0:3:3

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 foundation math and science course work.
- Science courses must have been taken within five years of application to the nursing program. (*Unless active as an LPN*)
- Students 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
 - Biology
 - Chemistry with Lab
 - Human Anatomy and Physiology I and II or equivalent
 - Clinical Microbiology
 - Medical Terminology
 - Statistics for nursing or equivalent
 - Nutrition
 - Other Prerequisites
 - Writing Seminar I & II
 - Communications
 - Lifespan Development
 - Introduction to Psychology
 - Humanities Electives (6 credit hours)
 - Ethics
 - Citizenship
 - LE300 and EN306 (*can fulfill during summer terms once admitted*)
- Students must achieve the minimum passing score(s) of 58.7% 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. All students are subject to a background check and drug screen once admitted.

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.

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.

Program Outcomes 2024-2025	
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.

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, 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 and 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
<https://www.nsna.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 CMB#46
Parkville, MO 64152
P: 816-584-6313
F: 816-505-5445
<http://www.park.edu/disability/>

[Student Request for Disabilities Services form.](#)

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 about 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 advance.
- 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 Dishonesty 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 website. 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.

Artificial Intelligence (AI) Usage Policy

Please review Department of Nursing Artificial Intelligence (AI) Usage Policy at end of handbook for further information.

The AI Usage Policy for Nursing Students, effective August 1, 2025, outlines responsible guidelines for incorporating AI tools in nursing education. While AI can support learning through summarizing topics, generating practice questions, proofreading, and brainstorming, students must independently create their final work. The policy emphasizes the importance of maintaining ethical, academic, and professional standards in line with the core values of the nursing profession, such as integrity and critical thinking.

Prohibited uses of AI include submitting AI-generated content for graded assignments, using AI in clinical reflections or exams, and bypassing the learning process. Students are required to disclose AI use, follow instructor-specific guidelines, and cite AI sources appropriately. Violations may result in serious disciplinary actions. Faculty retain enforcement rights, and the policy will be reviewed periodically to reflect evolving AI technologies.

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 <https://www.park.edu/current-students/academic-calendars/>.

The academic year for the Traditional 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.

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 hoursTotal: 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: <https://journals.sagepub.com/doi/10.1177/1046878115599615>
2. Clinical Simulation in Nursing: INACSL Standards of Best Practice: Simulation Facilitation. Retrieved 1-3-2021 at: [https://www.nursingsimulation.org/article/S1876-1399\(16\)30128-1/fulltext](https://www.nursingsimulation.org/article/S1876-1399(16)30128-1/fulltext)
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: [https://www.journalofnursingregulation.com/article/S2155-8256\(15\)30062-4/fulltext](https://www.journalofnursingregulation.com/article/S2155-8256(15)30062-4/fulltext)
4. MSBN Guidance to Nursing Education Programs: COVID-19 Information <https://health.mo.gov/living/healthcondiseases/communicable/novel-coronavirus/>
5. NCSBN Model Act and Rules (2017): https://www.ncsbn.org/public-files/21_Model_Rules.pdf
6. NCSBN's Environmental Scan COVID-19 and Its Impact on Nursing and Regulation https://www.ncsbn.org/public-files/2021_JNREnvScan.pdf
7. Number of clinical hours in the nursing programs and National Council Licensure Examination for Registered Nurses (NCLEX-RN) passing rate by Tanya Longabach: <https://kuscholarworks.ku.edu/handle/1808/10708?show=full>
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: <https://www.sos.mo.gov/cmsimages/adrules/csr/current/20csr/20c2200-2.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 the 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.

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.***
 - (1) Practice assessments are administered online and do not require proctoring.
 - (2) ATI Best Practices recommend that the rationales be disabled on the for-Practice A test and be opened for Practice B test.
 - (3) 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
 - (4) 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.
 - (5) 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.
 - (6) Students will then complete Practice B quiz without any resources (ATI ebooks, textbooks).
 - (7) Students will then complete remediation on assigned topics from results on Practice B using ATI learning templates and individualized post review quiz.
 - (8) Schedule proctored Assessment to allow time for students to remediate (see Active Learning and Remediation section below).

Practice Assessment Form A	5 points
Required Remediation	10 points
Practice Assessment B	5 points
Required Remediation	10 points

b. Proctored Assessments:

- (1) Points earned on Proctored Assessments will account for 10% of total exam points. Ten percent is not considered a “high stakes” exam.
- (2) Points earned on the Proctored Assessments are included in the exam total and included in the 78% exam average required to pass the course.
- (3) The Department of Nursing Course Evaluation and Letter Grading Policy: All students must pass examinations at an average of 78% or higher.

- (4) 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.
- (5) Faculty have set the benchmark for content-specific proctored assessments at a Proficiency Level 2.
- (6) 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
- (7) Students have two total attempts to meet the benchmark.
- (8) Rubric for Content-Specific Proctored Assessments:

	1st ATTEMPT	2nd ATTEMPT
Level 2 or above Remediate as needed	100% ATI Points	90% ATI Points
Level 1 or below No points awarded until retake Remediation: required before retest	Student must remediate and Retake the exam	70% ATI Points
** ATI Points = 10% of course exam points **		

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 84% is required on ATI Dosage Calculation Assessment is required for J-1 in Fundamentals
 - b. A mastery level of 84% is required on ATI Dosage Calculation Assessment is required for J-2 in Adult Health I
 - c. A mastery level of 88% is required on ATI Dosage Calculation Assessment is required for S-1 in Adult Health II
 - d. A mastery level of 88% 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.
 - (1) First attempt-Form A
 - (2) Second attempt-Form B
 - (3) 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.
 - (1) 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](#)

Dosage Math IV Tubing: [DosageMath IV Tubing](#)

IV bag pictures: [DosageMath IV Bags](#)

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

NCSBN Test Plan: <https://www.nclex.com/test-plans.page>

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

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.
 - (1) 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:**
 - (1) There are two Comprehensive Practice Assessments that are used to prepare for the Comprehensive predictor by students.
 - b. **Comprehensive Predictor Proctored Assessment:**
 - (1) This is a 180-item assessment of the student's comprehension and mastery of topics and client need categories on the NCLEX-RN Exam.
 - (2) 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.
 - (3) Time to administer: The Comprehensive Predictor will be administered before the start of the Virtual ATI program.
 - (4) **Benchmark: A score of 90% or greater Predicted Probability of Passing NCLEX on the First Try.**
 - (5) Remediation is required, regardless of the score earned.
 - (6) Retakes: Students have two attempts to meet the benchmark.
 - (7) Rubric for Comprehensive Predictor:

Score Achieved	1 st ATTEMPT	2 nd Attempt
90% Probability	100% of Total Points	No Retake
80% Probability	80% of Total Points	90% Total points if 90% Probability is achieved
70% Probability	70% of Total Points	90% Total points if 90% Probability is achieved 80% Total points if 80% Probability is achieved
** ATI Points = 10% of course exam points **		

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.
 - e. **Students in Park's Nursing Program agree to work toward and achieve the Virtual-ATI Green Light prior to taking the NCLEX.**
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

Collaborative Testing will not be utilized in the nursing program.

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. Point Adjustments will not exceed 10%.
- F. 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 Levels**

- a. The first parameter identified by faculty is the two-dimensional framework: Knowledge and Cognitive Processes by Krathwohl. 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)

<u>First semester juniors (J1)</u> 50% Foundational 50% Critical thinking/Clinical judgment	<u>Third semester seniors (S1)</u> 15% Foundational 85% Critical thinking/Clinical judgment
<u>Second semester juniors (J2)</u> 25% Foundational 75% Critical thinking/Clinical judgment	<u>Fourth semester seniors (S2)</u> 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 decide or perform an action, based on the clinical situation.
2. **NCLEX-RN Exam Client Needs Category/Subcategory**
- a. The second parameter identified by faculty is the Client Needs,
 - b. Although not every exam in every course can include all Client Need Categories/Subcategories, a goal for the semester is identified.
3. **Nursing Process**
- a. The last parameter identified by faculty is the Nursing Process, an integrated process applied throughout the NCLEX-RN Examination.
 - b. The nursing process is a problem-solving approach to evidence-based nursing care.

VI. **Course Blueprinting**

- A. Benefits of Course Blueprints include:
1. Provides faculty guidance in examination development.
 2. Aligns time allotted, content emphasis, and distribution of items.
 3. Promotes validity: Ensures learning/content objectives are evaluated.
 4. 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.
1. Questions are identified by:
 - a. Teaching time in hours
 - b. Number of questions on each exam
 - (i) Calculated by the hours divided by the number of questions on the exam
 - c. Cognitive level (Foundational and Critical thinking/Clinical judgment)
 - d. 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 filed in a timely manner 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 below).
- 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**.

V. Rounding of Grades Policy

- A. No rounding of grades on student work (e.g., assignments, quizzes, unit or final assessments, clinical scores) will be computed.
- B. All scores in the gradebook will be reported to the 1/100 place (e.g., 91.99%). Some scores may be recorded as whole numbers (e.g., tests, assignment scores).

VI. Late Submission of Course Material Policy

- A. For each day submissions are late, 20% of total points will be deducted, up to a maximum of 5 days. After 5 days, zero (0) points are earned.
- B. All course assignments (e.g., theory, Clinical, Lab, SIM, written papers, oral presentations) must be completed, as outlined in each course syllabus.

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 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
 - o Actions that have been taken to warrant consideration for readmission,
 - o Evidence to support probability of future academic success, AND
 - o 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.

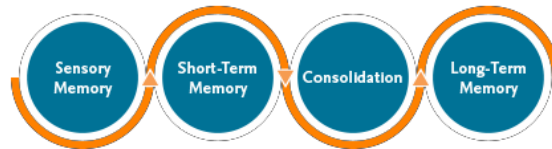
IV. The remediation process is initiated by faculty as early as possible. The faculty member is responsible for meeting with the student to discuss the identified concerns and develop an individualized remediation plan.

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 to complete 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. Identify the students' strengths and weaknesses by analyzing results of ATI standardized tests, faculty-generated tests, and/or clinical behaviors.
- D. Faculty are accountable for supporting each student during the remediation process. A specific, solid relationship between the student and the faculty member is important.
- E. The remediation plan must be documented on the form "Nursing Student Remediation Agreement". See forms at the back of the Student Nursing Handbook.
- F. 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.
- G. 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
- H. A time frame for completion must be agreed upon and documented in the Remediation Plan.
- I. The remediation form must be signed by faculty and student.
- J. Once the Remediation Plan is signed, the student has until the established deadline for completion to meet the remediation outcomes.
- K. 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.

- L. 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.
- M. If evidence supports successful attainment of remediation outcomes, the remediation plan will be considered complete once it is signed by faculty and student.
- N. If evidence does not support successful attainment of remediation outcomes, the remediation will be considered unsuccessful.
- O. 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://brochures.fadavis.com/view/137343538/#zoom=true>

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://www.sigmarepository.org/cgi/viewcontent.cgi?article=4297&context=inrc>

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

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.

<http://www.park.edu/academic-support-center/index.html>

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 class, laboratory, clinical and clinical simulation related activities.
 - C. Only in extenuating circumstances may a student miss class, 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. **Students may not have more than two unexcused class absences** (excused absences are up to the discretion of the nursing faculty and are not automatically granted even when documentation is provided).
 - E. **2 class tardies equal an absence.**
 - F. **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.**
 - G. 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.
 - H. It is the students' responsibility to contact the course and/or clinical faculty for assignment details.
 - I. If the assignment is done satisfactorily the student will receive their missed points for the missed day.
 - J. **Two missed clinical experiences in a course result 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.

Senior Photo Policy

Purpose

The purpose of this policy is to provide a clear and fair process for students on senior picture day.

Policy

1. **Notification:** If a student is unable to be present for photo day, they must notify the nursing department of their absence at least two weeks before photo day.
 - If they are unable to notify the department at least two weeks prior to photo day, then they will not have their photo taken, and their name only will be listed on the photo composite.

Campus Safety

Student Automobile Parking & Registration

<https://park.omnigo.one/CESIRReportExec/opr/OPRMain.aspx?IsAuth=1&groupid=102&groupname=CAMPUS+SAFETY>

Campus Safety's 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 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 on the Campus Safety website.

<http://www.park.edu/campus-safety/index.html>

Canvas Help Desk

Live support is available 24 hours a day, 7 days a week. Use it to report errors or difficulties using the course website or features. <https://www.park.edu/current-students/information-technology-services/help-desk/>

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

The Counseling Center is located in MacKay Hall #27, on the west 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.

<http://www.park.edu/counseling-center/index.html>

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 needed for clinical, simulation, and laboratory.

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.

Nursing Student Drug Policy

I. Introduction

The Department of Nursing at Park University is committed to ensuring the health, safety, and well-being of all students enrolled in its programs and clinical clients. The misuse of illegal drugs, legal medications, dietary supplements, alcohol, and tobacco products is inconsistent with the standards expected of nursing students. Such misuse can:

- ☐ Endanger the student's health
- ☐ Impair academic and clinical performance
- ☐ Compromise patient safety and care quality
- ☐ Undermine the values of Park University

Note: While this policy does not constitute a legal contract, signed consent and notification forms are legally binding affirmations of the student's agreement with this policy.

II. Purpose

The primary purpose of the drug testing program is to:

1. Protect students from the harmful effects of substance abuse.
2. Ensure compliance with clinical agency requirements.
3. Promote safe and effective clinical practice.

III. Consent to Participate

As a condition of enrollment and participation in the nursing program:

- ☐ Students must sign o all policies obtained within the handbook.
- ☐ Refusal to sign or comply may result in ineligibility for clinical participation and possible dismissal from the program.
- ☐ Students will have the opportunity to ask questions before signing the consent.

IV. Participants

All admitted nursing students who have signed the consent form are subject to this policy and its testing protocols throughout the calendar year.

V. Clinical Agency Compliance

Students are also subject to the drug testing policies of their assigned clinical agencies, which may deny placement based on test results.

VI. Substances Screened

At a minimum, testing will screen for:

- ☐ Required Clinical Screenings
- ☐ Suspicion/Incident-Based Testing

Note: The department reserves the right to expand the screening panel and adjust detection levels as needed. Lack of knowledge about a substance's legality does not exempt a student from policy violations.

VII. Alcohol Policy

The Nursing Department adheres to the Park University Student Handbook regarding alcohol use. Violations will be handled per the Department/University disciplinary procedures.

VIII. Types of Drug Testing

1. Program Admission:
Required upon entry to the nursing program.
 - ☐ A positive result disqualifies admission; students may reapply after one year.
 - ☐ Additional testing may be required at the discretion of the Department Chair.
2. Clinical Placement:
 - ☐ Testing may be required to meet agency-specific compliance requirements.
3. Reasonable Suspicion:
 - ☐ Initiated when there is reasonable cause to suspect substance misuse, including:
 - ☐ Prior legal or disciplinary drug involvement
 - ☐ Faculty/staff observations
 - ☐ Notification from Student Life
 - ☐ Previous positive test or admission of drug use
4. Follow-up Testing:
 - ☐ Ongoing testing may be required after a positive result.
 - ☐ Negative dilute results require retesting, possibly at the student's expense.

IX. Test Site & Procedures

Tests are conducted at a designated lab approved by the Department of Nursing.

Students must:

- ☐ Register with the College's testing partner
- ☐ Bring a valid, government-issued photo ID
- ☐ Appear at the lab within the scheduled window

*Failure to appear, tardiness, refusal to test, or sample tampering will result in a positive test and disciplinary action.

X. Summary

This policy is designed to ensure that nursing students maintain the highest standards of personal and professional conduct.

The Department of Nursing is committed to:

- ☐ Educating students on the risks of substance use
- ☐ Encouraging healthy lifestyles
- ☐ Enforcing strict standards to protect patients, peers, and the nursing profession

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 allowed 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.

Emergency Communication Policy

Attention Students: Please be advised that cell phone service is unreliable or nonexistent in the caves. Therefore, you should not rely on your cell phones for communication during an emergency in the nursing department.

In the event of an emergency, please follow the procedure below:

Immediate Assistance: Seek out the nearest faculty member or instructor who can assist during this time. Faculty have access to make outbound calls and will contact first responders or the appropriate resources to obtain help. Your safety is our priority. Please ensure you are familiar with these procedures and always inform a faculty member of any medical conditions that may require attention.

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 Park University's Undergraduate catalog.

Financial Aid

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.

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.

Latex Policy

Purpose:

Inform all students, faculty and staff of the likely exposure to latex and course of action with a reaction.

The simulation center is not a latex-free facility.

If you have a latex allergy, it is important to make center staff aware and follow protective measures. Those with a known sensitivity/allergy to latex must contact your lab instructor and the Simulation Coordinator.

Every effort will be made to replace equipment with latex-free substitutions. All users who suffer from latex allergies should take precautions while using or handling the latex parts by wearing non-latex gloves.

Latex Allergy

Definition: Latex allergy is a reaction to certain proteins in latex rubber. The amount of latex exposure needed to produce sensitization or an allergic reaction is unknown. Increasing the exposure to latex proteins increases the risk of developing allergic symptoms. In sensitized persons, symptoms usually begin within minutes of exposure; but they can occur hours later and can be quite varied.

Mild reactions to latex involve skin redness, rash, hives, or itching. More severe reactions may involve respiratory symptoms such as runny nose, sneezing, itchy eyes, scratchy throat, and asthma (difficult breathing, coughing spells, and wheezing). Rarely, shock may occur; however, a life-threatening reaction is seldom the first sign of latex allergy. (NIOSH Alert No. 97-135, *Preventing Allergic Reactions to Natural Rubber Latex in the Workplace.*)

Purpose: To provide a safe learning environment and to prevent a latex allergy reaction.

- ☐ The Simulation Lab environment is not latex free.
- ☐ Latex free gloves will be provided to the individual with a latex allergy.
- ☐ Students or faculty with known sensitivity/ allergy to latex must inform the Lab Faculty after consultation with a PCP about allergy risks and treatments.
- ☐ In the case of a life-threatening latex allergy reaction, Emergency assistance will be obtained by dialing 911 (see Emergency Communication Policy).
- ☐ Should any type of latex allergy reaction occur, an injury form will be completed and turned into the Director of the Undergraduate/Graduate program.

The faculty is responsible for:

- ☐ Knowing the signs and symptoms of latex allergies, including but not limited to: Itching, redness, inflammation, scaling, dryness and cracking of skin; in the most severe instances wheezing and anaphylaxis.
- ☐ Informing students of latex containing products in the labs: e.g. PPE, tourniquets, Band- Aids, stethoscopes, wound drains, BP cuffs and certain parts of the manikins (e.g. vein tubing and some internal components). To that end, signage will be posted in each laboratory indicating products that may contain latex.
- ☐ Notifying students of the possibility of latex exposure within the laboratory setting.
- ☐ Providing latex free gloves for use in each laboratory.

The student is responsible for:

- ☐ Self-disclosing latex sensitivity/allergy to laboratory instructors.
- ☐ Carrying any required emergency medications with them at all times, and being willing and knowledgeable about appropriate usage and administration of such medication.
- ☐ Completion of all requirements of the program regardless of latex sensitivity/allergy.

Reference:

Katrancha, E. and Harshberger, L. (2012). Nursing students with latex allergy, Nursing Education in Practice, 12, 328-332; doi: 10.1016/j.nepr.2012.04.004.

Library

Library phone number: (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 <https://library.park.edu/home>.

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 for 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 not 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.



Application

First Name: _____ Middle Initial: _____ Last Name: _____

Birth Date: _____

Approximate Graduation Date (month and year): _____

Primary Email Address: _____

Alternate Email: _____

(Provide only if different from Primary email)

Current Address: _____

Preferred Phone #: _____



Ellen Finley Earhart Department of Nursing

Forms & Acknowledgements

All nursing students are required to read, acknowledge and sign the bolded forms using the link found in this Handbook (page 71).

<i>optional</i>	Exam Item Query Form
<i>optional</i>	Health Release Form
<i>optional</i>	Reference Request Form
<i>required</i>	Student Acknowledgement of Participation in ATI components
<i>required</i>	Academic Dishonesty Statement
<i>required</i>	Artificial Intelligence (AI) Usage Policy for Nursing Students
<i>required</i>	Simulation Lab Student Policies
<i>required</i>	Photo Release Form
<i>required</i>	Nursing Student Handbook Form
<i>required</i>	Statement of Confidentiality & Professional Responsibilities



Ellen Finley Earhart Department of Nursing

Exam Item Query Form

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

References

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



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

Revised 06/2025



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)

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

Revised 07/2024



Ellen Finley Earhart Department of Nursing

Student Acknowledgement of Participation in ATI Components Form

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

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University students and faculty members are encouraged to take advantage of the University resources available for learning about academic honesty at www.park.edu/current-students.

Definitions

Academic dishonesty includes committing or attempting to commit cheating, plagiarism, falsifying academic records, unauthorized possession or distribution of academic materials, and other acts intentionally designed to provide unfair advantage to the student.

Cheating includes, but is not limited to: intentionally giving or receiving unauthorized aid on examinations, papers, laboratory reports, discussion threads, projects, or any class assignment intended to be individually completed. Cheating includes the unauthorized use of another's work, copying of course materials, or any other deceit or fraud related to the student's academic conduct. Cheating also includes arranging with others to complete work (paid or unpaid); allowing others access a student's Learning Management System, other proprietary University systems, or third-party sites used for a class or academic program (also see the University's Information Technology Acceptable Use Policy); and any other form of unauthorized assistance with some or all of a student's coursework.

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source; the use of another's idea without acknowledging the source; providing irrelevant or falsified citations. Plagiarism also includes paraphrasing another's work without acknowledging and documenting the source or submitting paraphrased work generated by computer application (e.g., spinbots). Plagiarism includes the submission of coursework prepared by another person or generated via Artificial Intelligence (AI) without the permission of the instructor. Plagiarism may also include submitting work prepared for a previous course without the permission of the instructor of the current course. Falsifying academic records includes, but is not limited to: altering grades or other academic records. Unauthorized possession or distribution of academic materials may include the unauthorized selling or purchasing of examinations, term papers, or other academic work; stealing another student's work; using information from or possessing exams that an instructor did not authorize for release to students.

Unauthorized distribution of academic materials includes preparing, offering to prepare, selling, or distributing material with the knowledge, or under circumstances in which s/he should reasonably have known, that such material is to be submitted by another person for academic credit at any college, university, or education institution. Examples of unauthorized distribution include, but are not limited to: submitting course materials (quizzes, essays, other assignments) to Chegg, Course Hero, or similar sites, or submitting material obtained from such sites; providing login credentials for other students to access proprietary Park systems, content, or third-party sites used for a class or academic program (also see the University's Information Technology Acceptable Use Policy); and sharing academic materials (quizzes, essay, other assignments) with other students outside of what has been allowed by the instructor.

Other academically dishonest acts include, but are not limited to: stealing, manipulating, or interfering with an academic work of another student or faculty member; receiving or giving assistance on a task that was expected to be performed individually; lying to or deceiving faculty; not abiding by the requirements in place for remotely proctored examinations.

Procedures

The primary responsibility for the initial handling of Academic Dishonesty rests with the instructor. As a first step, the instructor will notify the student in writing that evidence of academic dishonesty has been detected. The instructor will try to schedule a personal meeting or telephone conference with the student to discuss the allegation. Whether or not the meeting occurs, or the student admits to academic dishonesty, if the instructor remains convinced that the alleged violation occurred, either based on evidence or personal observations, the instructor may assign a penalty, such as coaching, required re-submission of work, verbal warning or lowered grade. The instructor bringing the charge is required by the University to document the observation of academic dishonesty and report any penalty or outcome using the University's Academic Dishonesty Incident Report form.

A student who wishes to report an alleged incident of academic dishonesty by another student may do so by reporting the incident on the Academic Dishonesty Incident Report form. The report form may be sent to the appropriate instructor and/or academic program leader. Upon receiving the report, the instructor will try to schedule a personal meeting or telephone conference with the accused student to discuss the allegation. Whether or not the meeting occurs, or the student admits to academic dishonesty, if the instructor remains convinced that the alleged violation occurred, either based on evidence, the instructor may assign a penalty, such as a verbal warning or lowered grade. The instructor bringing the charge will report any penalty imposed to the Department Chair on the Academic Dishonesty Incident Report form. If the student does not dispute the charge, the faculty member may then assign a penalty, such as a warning, lowered assignment grade, etc. All outcomes will be recorded by the faculty member on the Academic Dishonesty Incident Report form and filed (with any supporting documentation) with the academic program leadership.

If the student disputes the allegation of academic dishonesty, he/she may request a review of the issue by the appropriate Department Chair or designee within 10 business days following the initial meeting with the faculty member. The Department Chair may informally resolve the matter in discussion with the student and the instructor.

If the student is unsatisfied with the resolution offered by the Department Chair, the student may request a formal hearing from the appropriate academic Dean within 15 business days of the Department Chair's response. The Dean or designee will review the case and render a decision. That individual may also employ the assistance of a college/school appeal board.

The decision of the Dean will be considered final. Appeals to the Provost or designee can be made only on the basis that the established policy outlined here was not followed. Simply disagreeing with the decision is not grounds for further appeal. Grades and/or degree(s) may be withheld pending the outcome of the appeal process.

Penalties in the Event of Academic Dishonesty

In the event of academic dishonesty, the following courses of action are available to Park University, based upon the severity of the violation:

- ☐ Issue a verbal and/or written warning.
- ☐ Assign a lower grade on the test/paper/project in question, with an explanation from the faculty member.
- ☐ Assign a grade of "F" in the course.

Note: Although a course instructor may determine that one or multiple instances of academic dishonesty will result in failure of the course, instructors may not bar a student from attending class. If course instructors are concerned about student conduct issues relating to academic dishonesty, they should contact the Dean of Students.

Egregious or Repeated Instances of Academic Dishonesty

The Dean of Students serves as the Student Code of Conduct Administrator and advises on University-level sanctions when there is a single violation that is especially egregious or a repeat offense.

A repeat offense review is triggered by two (2) or more substantiated academic dishonesty violations. The Office of the Dean of Students will notify the student in writing, which constitutes formal warning. The Student Code of Conduct Administrator will consult with the relevant Dean(s) and Provost to determine and document the sanction(s).

Generally, three (3) or more substantiated academic dishonesty violations (or Student Code of Conduct violations, which may or may not include academic dishonesty) will result in University-level sanctions, up to and including suspension or expulsion.

Possible sanctions and the Student Conduct Code can be found on the Park website at: www.park.edu/student-life.

The Office of Academic Affairs routinely reviews Academic Dishonesty Incident Report form submissions to understand patterns and to enhance the resources provided to students and instructors.

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 06/20/25



Ellen Finley Earhart Department of Nursing

Artificial Intelligence (AI) Usage Policy for Nursing Students

Effective: August 1, 2025

I. Purpose

The purpose of this policy is to provide clear guidelines regarding the appropriate use of Artificial Intelligence (AI) tools by nursing students. As AI tools (such as ChatGPT, Grammarly, and AI-based writing or research assistants) become increasingly accessible, it is essential to ensure their use aligns with the ethical, academic, and professional standards expected of students in the nursing program.

II. Guiding Principles

Nursing is a profession grounded in integrity, critical thinking, and personal accountability. While AI may assist with learning, it must not be used to undermine the educational process or professional development. This policy aims to support responsible AI usage while protecting against misuse that may constitute academic dishonesty.

III. Acceptable Use of AI

Students may use AI tools under the following conditions:

- ☐ Study Support: AI tools may be used to summarize complex topics, review concepts, or generate practice questions for self-testing.
- ☐ Proofreading and Grammar Checks: AI tools such as Grammarly may be used to review spelling, grammar, and sentence structure.
- ☐ Idea Generation: Students may use AI to brainstorm topics or organize outlines but must write and develop final content independently.

IV. Prohibited Use of AI

The following uses of AI are considered academic dishonesty and are strictly prohibited:

- ☐ Assignment Completion: Submitting AI-generated content (text, code, or presentations) as one's own work on any graded assignment, paper, or exam.
- ☐ Clinical Reflections: Using AI to generate patient care narratives, clinical reflections, or documentation in simulation or clinical settings.
- ☐ Exams and Quizzes: Using AI to search for answers or solve questions during exams, quizzes, or take-home tests.
- ☐ Bypassing Learning: Relying on AI to complete work without engaging in the underlying learning process or critical thinking.
- ☐ Plagiarism: Copying and pasting AI-generated content without proper citation or representation.

V. Student Responsibilities

Students are expected to:

- ☐ - Clearly disclose any use of AI in the preparation of an assignment (e.g., "AI was used to help brainstorm this outline.").
- ☐ - Understand and follow course-specific AI guidelines as provided by instructors.
- ☐ - Maintain academic integrity and uphold the values of the nursing profession.
- ☐ - Students must cite the use of AI



Ellen Finley Earhart Department of Nursing

VI. Faculty Rights and Enforcement

Violations of this policy will be treated as breaches of the College's Academic Honesty Policy and may result in disciplinary actions, including assignment failure, course failure, or dismissal from the nursing program.

VII. Policy Updates

This policy will be reviewed regularly and updated as AI technologies evolve. Students will be informed of any changes through official departmental communication.

Student Acknowledgment

All nursing students will be required to sign an acknowledgment form confirming their understanding of this AI Usage Policy and their commitment to academic and professional integrity.

Student's printed name

Date

Student's signature



Ellen Finley Earhart Department of Nursing

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.

Student's printed name

Date

Student's signature



Ellen Finley Earhart Department of Nursing

Photo Release Form

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

Name (Please print) _____

Park ID Number _____

Date _____

Signature _____

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

Description of photo (Used for identification purpose only)

Revised 06/2025



Ellen Finley Earhart Department of Nursing

Nursing Student Handbook Form

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 06/2025



Ellen Finley Earhart Department of Nursing

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.

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



Ellen Finley Earhart Department of Nursing

Acknowledgements

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