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INTRODUCTION

This handbook has been developed to provide faculty and baccalaureate students in the School of Nursing with information and answers to questions concerning the nursing major and the School of Nursing at The University of Akron. Included in this handbook is information about:

1. Academic Policies relating to the nursing major
2. School Policies relating to the School of Nursing
3. University Policies regarding student rights and responsibilities
4. School Program information
5. Services available to School of Nursing prenursing and nursing students.

COLLEGE OF HEALTH PROFESSIONS

CHP is comprised of seven schools, Nursing; Speech-Language, Pathology and Audiology; Social Work; Nutrition and Dietetics; Sports Science and Wellness Education; Counseling; and Allied Health Technology.

CHP Mission Statement
The College of Health Professions improves life for individuals, families, and communities by providing health and wellness education with appropriate interventions and solutions that are inter-professional, innovative and influential. Most importantly, the College prepares students to advance human well-being and to thrive in a rapidly evolving global environment.

CHP Vision Statement
With a focus on promoting well-being of individuals, families, and communities and fostering student success, The University of Akron’s new College of Health Professions will exemplify excellence in health and wellness education, research, service, and leadership.

SCHOOL OF NURSING

Mission Statement
The school offers diverse and comprehensive nursing education programs at the undergraduate and graduate levels. The programs of study, based on professional standards, prepare individuals to provide nursing care in a variety of settings. The School of Nursing supports nursing research that contributes to the health and well-being of society. The School is committed to serving culturally, racially, and ethnically diverse populations. Through academic and community collaboration, the school promotes excellence in nursing education, research, practice, and service.

School of Nursing Goals
1. Prepare generalist and advanced practice nurses who are eligible for licensure and certification.
2. Provide a foundation for lifelong commitment to professional development and scholarship through continuing education and advanced study at the masters and doctoral levels.
3. Prepare nurses who are sensitive in caring for diverse populations in a variety of settings.
4. Prepare professional practitioners who integrate leadership roles and ethical standards in a continuously changing health care arena and society.

Philosophy
The School of Nursing Baccalaureate curriculum framework is based on the Essentials of Baccalaureate Education for Professional Nursing Practice (2009), the Quality and Safety Education for Nurses (QSEN) competencies, and the theoretical framework described by Patricia Benner: Novice to Expert. The faculty believes that the foci of professional nursing are individuals, families, and communities. The framework also includes the professional concepts described below as curricular threads.
The Individual is seen as a complex whole whose existence involves patterns, dynamic change, transformation, and interdependence. The individual interrelates within the environment in biological, psychological, social, spiritual, cultural, and other dimensions. The individual is unique and universal. The individual is a thinking, feeling, interacting, evolving, creating, valuing being.

Families are individuals dynamically connected with each other over time in traditional and non-traditional configurations.

Communities are groups of people with one or more common characteristics who are in relationship to one another and may or may not interact.

Health is comparative, dynamic, multidimensional, and has personal meaning. It includes disease, non-disease, and quality of life. People have the right to participate in decisions affecting and effecting personal health.

Environment includes all living and non-living dimensions with which the individual, family, and community have interrelationships. The dynamic environmental interrelations define and establish rules for health and modes of action.

Nursing is an art and a science. The discipline of nursing is concerned with individual, family, and community, and their responses to health within the context of the changing health care environment. Professional nursing includes the appraisal and the enhancement of health. Personal meanings of health are understood in the nursing situation within the context of familial, societal, and cultural meanings. The professional nurse uses knowledge from theories and research in nursing and other disciplines in providing nursing care. The role of the nurse involves the exercise of social, cultural, and political responsibilities, including accountability for professional actions, provision of quality nursing care, and community involvement.

Education is an individualized, life-long process. Learning includes the individual’s interrelations with the environment, knowledge and skill acquisition, development of critical thinking, and self-awareness.

Self-expression enables the student to respond to clients who have unique human values and cultural heritage. Each nursing student brings attitudes, beliefs, values, feelings, knowledge and experiences into the learning environment. These variables influence learning that occurs through continual construction and reconstruction of experiences in relation to environmental influences.

Nursing education at the baccalaureate level synthesizes knowledge from nursing, humanities, social, cultural, physical, and natural sciences to operationalize clinical decision-making. The student is prepared to function as a nurse generalist in a variety of settings. Faculty and students continually seek to refine the commitment to and understanding of the relationship between theory and practice. Students are encouraged to become self-directed, collaborative, interdependent, and independent. These variables are the foundation for life-long learning and professional development.

Nursing education at the master's level builds upon baccalaureate nursing education and provides foundation for doctoral study. Graduate education prepares advanced practice nurses with expertise in critical thinking and decision-making, effective communication, and therapeutic interventions through a variety of learning experiences. Master of Science in Nursing students analyze and use theoretical formulations and research findings in advanced practice.

Nursing education at the doctoral level prepares nurses for full participation in the discipline as scholars and researchers. Emphasis is place on the development of nurses who are informed about the many dimensions of scholarship, including research, practice and teaching, and the integration of the three. Through various didactic, collaborative and research opportunities, doctoral students learn how to develop and test knowledge about health, illness and nursing care, and how to use this knowledge to enhance teaching, improve patient care, and influence healthcare policy.

Accreditations
The University of Akron School of Nursing has maintained full professional accreditation since its inception in 1967. The baccalaureate-nursing program is approved by the Ohio Board of Nursing.

The Commission on Collegiate Nursing Education (CCNE) visited in November 2015 and extended maximum accreditation of 10 years to the School. This extension grants continuing accreditation to the School's baccalaureate and master's programs in nursing. The next visit cycle for re-accreditation of the baccalaureate and master's
programs in nursing will begin in Fall 2025.

**Academic Guidance and Counseling**

Students will be assigned a College of Health Professions (CHP) academic advisor on entry to the College. Advisor assignments are located under student academic information in My Akron.

- Prenursing students will be advised by the advising staff in Student Success Center (MGH 313).
- On entry into the nursing major, students will be assigned a nursing faculty adviser who will continue as their adviser until graduation.
- Honor students will be assigned to their honors Faculty Adviser at the point of admission to the major and they will retain the same preceptor until graduation.

The student may contact their advisor by e-mail, telephone or in person to set up an appointment to discuss their needs. Students should print out a Degree Auditing System (DARS) report, a copy of their recent grades, and current schedule from “My Akron” each semester to bring to their advising appointments.

Students in the nursing major requesting to change academic advisors may submit a written request to the Student Success Center at [www.uakron.edu/health/ssc](http://www.uakron.edu/health/ssc).

Advising issues may include: identification of elective courses or minors; assistance with planning course sequencing; part-time study; clarification of policies; assistance with time management; assistance in identifying resources for both academic and personal needs.

Personal counseling is available through the Student Success Center and the Counseling Center at the following website [www.uakron.edu/counseling](http://www.uakron.edu/counseling). Additional counseling concerning careers is available at The Career Center at [www.uakron.edu/careers](http://www.uakron.edu/careers).

**II. PRENURSING PROGRAM INFORMATION**

Students applying to the University of Akron who intend to study nursing will be evaluated and admitted according to the following criteria:

**Direct Admit to College of Health Professions (CHP)- meets the following criteria:**

- New High School Graduates (within 2 years of graduation)
- 3.0 high school GPA
- 22 ACT or 1030 SAT
- Core Curriculum including Algebra, Biology, and Chemistry

**University Admit- see admission criteria in the University of Akron bulletin.**

Students in category 2 or those at other institutions can transfer to CHP when they have met the transfer criteria:

- 3.0 minimum cumulative college GPA from an accredited college or university
- 12 semester hours of course work from an accredited college or university
- Includes one prerequisite natural science
- No prerequisite grade below “C”

Students should follow all policies and procedures of their advising home in processing an Inter College Transfer (ICT).
Living and Learning Communities in the School of Nursing
The School of Nursing offers prenursing students and intended nursing majors the option of participating in several types of learning communities. A small group of students (usually around 20) will register for the same sections of designated classes, and/or live in the same residence hall, and participate in various services and opportunities that are not necessarily available to students outside of the “community” structure. More information is available about the Living Learning Communities at www.uakron.edu/admissions/undergraduate/LearningCommunities.php and The Department of Residence Life & Housing at www.uakron.edu/reslife/living.php. The Center for Academic Achievement and Student Success and the CHP Student Success Center have specific information about the courses that are offered in each community option.

Maintaining Full Time Student Status
Often students will take longer than 4 years to complete the nursing major. This could be due to various issues such as student interest in extracurricular activities and leadership, athletics, personal responsibilities or constraints associated with competitive entry programs. The following section may provide guidance on maintaining full time (12 credit hour) status:

**Co-requisite Classes**
Students may consider taking the co-requisite courses that are threaded throughout the nursing curriculum prior to entering the nursing major. Always follow ALL prerequisite requirements as laid out in the Undergraduate Bulletin (available electronically in My Akron).

**Minors and Certificates**
Nursing students may want to consider working toward a minor or a certificate, rather than just taking elective courses at random, especially if they have a focused interested in another area. This will extend a student's time at the university, but will also provide them with an additional credential upon graduation. All areas offering a minor are listed in the Undergraduate Bulletin available electronically in My Akron.

Prerequisite and Admission Requirements for the Various Nursing Options
Prerequisites for the nursing major can be scheduled in many ways. The basic baccalaureate program is laid out in two semesters of prerequisite work. However, many students distribute the requirements over a longer time period. The Accelerated BSN, RN-BSN and LPN-BSN program prerequisites may take more than two semesters to complete.

**Change of Requirements**
Without limiting the generality of its powers to alter, amend, or revoke rules and regulation, The University of Akron reserves the right to make changes in degree requirements of the student enrolled prior to the change by:
- Altering the number of credits and/or courses required in a major field of study
- Deleting courses
- Amending courses by increasing or decreasing the credits of specific courses
- Offering substitute courses in the same or cognate fields.

To View the Program of Study for any Nursing Major, please visit the School of Nursing web page, Academic Programs
Basic BSN Admission Criteria
All students wishing to be considered for admission to the School of Nursing basic BSN major must:

- Complete all prerequisites courses with a grade of “C” or higher. Grades of “C-” must be repeated.
- Complete a Progression to Major form or an Inter-College Transfer form (ICT from another unit) with their academic adviser.
- Achieve a 2.75 minimum GPA in the prerequisite courses (physical education and electives are not included in the calculations) along with a 2.75 GPA in the science prerequisites.
- Please note: Science prerequisites may not be repeated more than once in order to achieve the “C” minimum.

Basic BSN Admission Consideration Categories
Priority Pool Admission Category: All Direct Admit, Continuing Prenursing students, and students who have completed an ICT and who were registered at UA as of fall semester finishing prerequisites spring semester. Approximately 170 seats are filled from a pool of direct admit students and students who have completed the ICT by the end of spring semester of the admitting year. Students will be prioritized by science GPA. Students who had to repeat a prerequisite science course for a higher grade will be considered after students from the initial pool.

Five seats are reserved for Army ROTC scholarship recipients.

Caution: All students in the above category should be aware that during high application years, students at the low end of the priority list (low science GPA) will most likely receive wait list letters.

Second Pool Admission Category: Any student direct admit, prenursing or ICT student who repeats a pre-admission science class will be placed in this category. Students in this category are prioritized by science GPA. The top 5 students in this category whose science GPA is above the Priority Pool admission cut off will be offered a seat in the major.

Caution: Students in the above category should be aware that during high application years, students in the Full Admission Category will most likely receive wait list or denial letters.

Provisional Admission Category: Direct Admits, Continuing prenursing students, Intended Nursing Majors finishing pre-requisites Summer I and/or Summer II.

Caution: All students in the above category should be aware that admission may be closed before summer classes are completed. During high application years, students in the Provisional Admission Category will receive denial letters immediately.

Student Notification of Admission Status for Entry into the Nursing Major
The basic BSN major begins every fall semester. Students must be active University of Akron students during the spring semester prior to the fall in order to apply. Students will be notified of their admission status in late June. Admission status includes being offered a seat in the major, being place on the “wait” list, or being denied a seat in the major. Those accepted into the major will receive a packet of information directing them to collect and submit the needed documentation for eligibility to attend clinical, uniform requirements, and notice of an orientation session usually taking place during the summer.

Scheduling Note: Students applying for the basic BSN option are advised to schedule all their fall co-requisite classes as early as possible during spring semester. Students should avoid registering for co-requisite classes that conflict with the sophomore nursing classes. Please study the nursing schedule of classes carefully. Plan
several scheduling options that might work for you. Students will not be able to schedule their nursing classes until after attending Orientation where registration instructions will be given.

Basic BSN Sophomore Nursing Orientation
All students admitted to the basic BSN program are required to attend a mandatory orientation program. Students will be notified of the exact day and time.

Repeating Courses to Raise GPA
Repeating grades of “C” in the science prerequisite courses might be an option for a prenursing student to consider. Such repeats are tagged as “illegal” since the student has technically passed the class, however, a 3 credit hour “C” can greatly depress a science GPA. Replacing a “C” with an “A” would improve the student’s chances of getting a seat in the major next year. Keep in mind that Financial Aid may not count or pay for these repeated credits and therefore the tuition would need to be covered at the student’s own expense.

To View the Program of Study for any Nursing Major, please visit the School of Nursing web page, Academic Programs.

Accelerated BSN Program

Accelerated BSN Admission Criteria
All students wishing to be considered for admission to the School of Nursing Accelerated BSN major must:

- Be admitted to the University of Akron
- Be able to maintain full time status
- Have a Cumulative GPA of 3.0 on a 4.0 scale
- Have a 3.0 GPA in the science prerequisites
- Have been awarded a Baccalaureate degree from a regionally accredited four-year college or university
- Have completed the prerequisite courses prior to beginning the first nursing course
- Have completed the prerequisite science courses within five years of application to the program. Science courses must have a lab component.

Accelerated BSN Admission Procedures
Copies of your transcripts should be submitted to the Administrative Assistant as per the directions in the Program of Studies. You will receive a written evaluation of the prerequisites you have completed along with those that need to be completed. From this point forward, the student must maintain close contact with the Assistant Director of Undergraduate Programs.

If you have attended The University of Akron in the past, you may need to reactivate your file by contacting the Registrar’s Office. If you have attended elsewhere since attending UA, you must reapply with the Admissions Office as a transfer student. If you are an International student, please contact the Office of International Programs for admission.

Student Notification of Accelerated Admission Status
Students will be notified of their admission status in January. Those accepted into the major will receive a packet of information directing them to collect and submit the needed documentation for eligibility to attend clinical, uniform requirements, and notice of a School of Nursing orientation session.
Accelerated Option Nursing Orientation

Students securing a seat in the Accelerated BSN option and preparing to start the major in May will be scheduled for orientation early during the month of March or April and will be notified of the exact date and time.

Accelerated Candidates Changing to the Basic BSN Option

Accelerated candidates awarded a seat in the Accelerated BSN major but deciding to pursue instead the basic BSN option, must adhere to all the prerequisite requirements for the basic BSN program including the competitive entry process based on science GPA. Often post-baccalaureate students admitted to the Accelerated Option may still need Introduction to Sociology, Introduction to Psychology, and Introduction to Nursing to be considered for the basic BSN option. Students changing their mind after admission to the Accelerated BSN option must:

- Submit a written request transferring the official file from the Accelerated Program to the BSN Prenursing Adviser. On receipt of the file, the BSN Adviser will evaluate prior coursework according to the basic BSN prerequisites and mail that evaluation to the student.
- Register for all remaining prerequisites for the basic BSN option being aware that prerequisites for that option must be completed by the end of spring semester the following year.
- Sign a “Progression to Major” form with the prenursing adviser during the Progression to Major period the following spring.

Accelerated BSN Students with Earned Nursing Credits Changing to the Basic BSN Option

Accelerated BSN students may request to transfer to the basic BSN program during their course of study. Such requests must be brought before the Baccalaureate Admissions and Progression Committee and will be decided on an individual basis taking into consideration student history and available space at the appropriate nursing level.

LPN-BSN and RN-BSN Major Admission Criteria

To View the Program of Study for any Nursing Major, please visit the School of Nursing web page, Academic Programs

All students wishing to be considered for admission to the School of Nursing LPN-BSN or RN-BSN major must:

- Hold a valid LPN or RN license in the state of Ohio
- Complete all prerequisites courses with a grade of “C” or higher. Grades of “C-” must be repeated.
- Complete a Progression to Major form with their academic adviser.
- Achieve a 2.75 minimum GPA in the prerequisite courses (physical education and electives are not included in the calculations)
- LPNs must also achieve a 2.75 GPA in the science prerequisites.
- Please note: Science prerequisites may not be repeated more than once in order to achieve the “C” minimum.

RN-MSN Major Admission Criteria

To View the Program of Study for any Nursing Major, please visit the School of Nursing web page, Academic Programs

All students wishing to be considered for admission to the School of Nursing RN-MSN major must:

- Make initial application through UA’s Undergraduate Admissions.
• Complete all prerequisites courses with a grade of “C” or higher. Grades of “C-” must be repeated.
• Complete a Progression to Major form with their academic adviser.
• Achieve a 3.0 minimum GPA in the prerequisite courses (physical education and electives are not included in the calculations)
• Achieve a minimum 2.75 overall GPA
• Have earned a minimum of 96 semester hours
• Please note: Science prerequisites may not be repeated more than once in order to achieve the “C” minimum.

Students in this option will apply to the Graduate School the spring semester they are completing the BSN requirements.

**Student Notification of Admission Status**
The LPN nursing major begins with the spring semester in January. If the LPN is not already a CHP prenursing student, application to The University of Akron and admission to the CHP should be completed during the preceding fall semester. Prerequisites should be finished during the fall semester prior to beginning the nursing sequence. However, one or two prerequisites could be taken along with their first nursing course spring semester. LPNs will be notified of their admission status in during the fall semester. The LPN-BSN major begins with the Professional Role Transition for LPNs (8200:216). LPNs ready to begin the major will register for this course. Seat may be limited depending on the other BSN tracks already in progress.

RN to BSN Classroom/DL

RN to BSN Fully online

**LPN and RN Nursing Orientations**
LPNs will receive their orientation during spring semester as they pursue the 8200:216 class.

RNs starting the RN-BSN or RN-MSN options on the Akron campus will be scheduled for orientation and notified of the exact date and time. RNs should not register for any 8200 courses until after they have attended orientation.

I. THE NURSING MAJOR - BACCALAUREATE PROGRAM INFORMATION

**Purpose of the Baccalaureate Program**
The baccalaureate program's purposes are to prepare generalists who provide safe nursing care to clients within the health care system, provide opportunity for students to acquire theoretical and clinical competence pertinent to the practice of nursing, expose students to professional nursing’s impact on society, and provide a foundation for graduate study and/or continuing education in professional nursing.
Competencies/Outcomes of the BSN Graduate
The baccalaureate graduate will demonstrate following knowledge, skills and attitudes.

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: Scholarship for Evidence Based Practice
Professional nursing practice is grounded in the translation of current evidence into one’s practice.

Essential IV: Information Management and Application of Patient Care Technology
Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Health Care Policy, Finance, and Regulatory Environments
Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health
Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values
Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Essential IX: Baccalaureate Generalist Nursing Practice
The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Organizing Themes of the BSN Program
The following themes represent the curriculum model of the Baccalaureate Program: nursing, decision making, communication, health, safety, environment, person, culture, ethics, novice, advanced beginner, and competent. Each theme is operationalized by the following descriptions:

Nursing Domains: The curriculum reflects the philosophical tenet that the discipline of nursing is concerned with the individual, family, and community in their response to health within the context of the environment. Personal meanings of health are understood in the nursing situation within the context of familial, societal, and cultural settings. The role of the nurse involves the exercise of social and cultural responsibilities including accountability for professional actions that require critical judgments in provision of quality nursing care. Professional nursing demands commitment to standards of practice and an ethical code. The baccalaureate
level preparation involves internalization of the knowledge, attitudes, values, critical judgments, and skills related to beginning generalists.

*Nursing* is operationalized in the domains of nursing practice identified by QSEN and the first three of five levels of skill development identified by Dreyfus and applied to nursing by QSEN. The student at the *novice* level begins to acquire the knowledge and skills needed to become a nurse. Socialization to nursing as a profession includes development of basic skills traditional to care giving by nurses. Novices learn by identifying objective attributes of situations using context free rules. The number of variables are limited and the novice is not expected to prioritize. The student at the *advanced beginner* level uses guidelines, principles, and theories necessary for nursing practice. Advanced beginners learn by association of previous experiences under the coaching and supervision of faculty. Students at the *competent* level are more independent, using realistic and selective decision making skills to prioritize and implement a plan of action. Problems are viewed from a multifaceted perspective. Safe effective nursing care of patients with complex problems is provided and coordinated with members of the health care team and informed consultants. The student at the *competent* level uses conscious and deliberate planning to achieve efficiency and organization.

The *nursing process* is the systematic problem solving approach which the nurse uses to facilitate the client's attainment of health goals. Assessment, planning, implementation, and evaluation are used by novice nurse students in their first clinical nursing courses. These steps provide for the integration and application of nursing knowledge from related disciplines. This scientific and dynamic process assists individuals, families, groups, and communities to find comfort, prevent illness, maintain health, or restore wellness. As the students' progress through the curriculum they continue to increase their skill and knowledge in making critical clinical judgments. Thus, problem solving is extended in scope to encompass decision making from multiple facets. During the senior year, students apply a variety of decision-making modes more appropriate to solving complex problems in which the nursing process is minimally useful to promote the health of individuals, families, groups, and communities experiencing health problems of increasing complexity. The role of the nurse as a manager evolves throughout the curriculum from the beginning level of the student's role in the clinical institution through an increasing complexity of planning for nursing care to meet client goals. Students are guided in the decisions involved in providing direct, indirect, and delegated nursing care as managers of patient care. Students incorporate the concepts of awareness, assertiveness, advocacy, negotiation, and accountability into the role of nurse manager.

**Person:**

*(individuals, families, communities)* The individual is seen as a complex whole whose existence involves patterns, dynamic change, transformation, and interdependence. The individual interrelates within the environment in biological, psychological, social, spiritual, cultural, and other dimensions.

Families are seen as individuals dynamically connected with each other over time. Communities are viewed as groups of people with one or more common characteristic who are in relationship to one another and may or may not interact. The individual is unique, having universal needs that are physiological, psychological, spiritual, and developmental in origin. An eclectic approach provides the framework for identification of these needs and forms the structure for the assessment phase of the nursing process. Nurses assist humans to meet these needs as they respond to actual and potential health problems. Humans exercise the right to seek, accept, or reject health care.

**Health:**

The focus of the curriculum is an interrelationship of health and environment. The care of clients relative to disease, non-disease, and quality of life is considered across all levels of the program.
Health is demonstrated by interactive behaviors between the client and the environment. Health is multidimensional and individually defined by the ability to carry out the tasks of daily living. There is at the same time health potential and health alterations as the individual interacts with the environment. In the beginning of the program, students are introduced to the theories that assist them to gain knowledge about health with the exploration of patterns and alterations in health behaviors. During the sophomore year students are placed first with clients in non-threatening environments of health care agencies where clients are experiencing stabilized or minimal (temporary or chronic) alterations in health status. During the junior year students are introduced to those clients with more severe alterations in health status. During the senior year students have experiences in complex acute care with clients in destabilized situations. They also have experiences in community settings. Students are equipped to anticipate and foster the health potential of individuals, families, and communities. Students also have opportunity to evaluate the quality of health care to clients in a variety of settings.

Safety:
The curriculum focus on safety is designed to minimize the risk of harm to patients and to providers through both system effectiveness and individual performance. System effectiveness involves the comprehension and assimilation into practice of the policies and procedures of health care settings where clinical practice takes place. Students learn what safety features are in place as well as the limitations of safety measures and what the student can do to avoid pitfalls such as the use of shortcuts, jargon, or inappropriate delegation of responsibilities. Students are able to identify and describe those things that improve safety and create a culture of safe practice such as error reporting and open communication strategies. Individual courses stress that safety involves a comprehension of each patient’s disease process whether it is physical, cognitive, or psychological, and how that disease process affects the patient’s ability to contribute to his/her safety; and the student’s need to maintain professional boundaries for the safety of the patient and of the student. Safety includes the students monitoring of patients’ condition and response to treatments, medications, environment, as well as the correct calculation of medications, performance of treatments, and professional interactions with patients and families when using therapeutic communication for teaching or other health related purposes.

Environment:
Environment includes all living and non-living dimensions with which the individual, family, and community have interrelationships. These dynamic interrelationships define and establish rules for health and modes of action. Throughout the program, students study factors that affect society’s ability to provide resources to meet health needs. These factors include historical, economic, political, scientific, ethical, and cultural influences. Students provide health care in a variety of settings. Students are involved in health promotion services, treatment of disease, and rehabilitative services available to clients (individuals, families, communities).

Ethics:
Ethics is a branch of philosophy, which proposes to identify, organize, examine, and justify human acts by applying certain principles to determine the right thing to do in specific situations. Making judgments and acting upon them is essential to the practice of nursing. A didactic course in ethics is a prerequisite to entering the nursing program. Sophomore and junior level nursing courses pose opportunities to explore general values and guidelines applicable to common daily experiences that require decisions in nursing judgments. The ANA Code for Nurses is used as a guide for the profession and its members in providing nursing care to all without restriction to social, economic, racial, spiritual, or diagnostic characteristics. Importance of confidentiality and respect for human life is emphasized. The senior level courses apply principles of ethical decision making to situations characterized by conflict and requiring value judgments.
Ethical principles are applied in professional communication of written and spoken words, participating in informed consent procedures, and exploration of the technological trends that influence patient care and the nurse’s role in dealing with moral and ethical conflicts. The student is also expected to apply ethical decisions related to management issues, performance appraisal, and research. Students explore ethical theory in application to ethical dilemmas and nurse advocacy.

**Culture:**
Culture is the learned and transmitted knowledge about a specific group of people with its values, beliefs, rules of behavior, and life style practices that guides the designated group in its thinking and actions in patterned ways. Clients, students, and health care providers will be regarded within the context of their cultural diversities. Culture components are threaded throughout all nursing courses.

**Communication:**
The caring nature of nursing is personalized through communication. Students are provided opportunities to develop a wide range of verbal, nonverbal, and active listening communication skills as a basis for promotion of health of individuals, families, groups, and communities. Early in their nursing experience, students use personal communication with individual clients and act in response to direction for planned nursing care. Professional communication becomes an integral part of the student’s practice as interviewing and documentation skills are practiced. Accountability for therapeutic communication is demonstrated through process recordings and supervised interactions. Assertiveness skills are developed and used in collegial professional relationships. Later, students interact with multiple clients in family roles and with a larger spectrum of members of the health care team. In the senior year, students interact as single providers, collaborate with groups, and assume beginning negotiation skills in management roles in which effective communication is required. Communication at all levels includes client education with individuals, groups, and families.

**Research:**
Nursing research is a basis for development of nursing knowledge and actions for evidence-based practice. Novice student nurses identify researcher as one of the multiple roles of a professional nurse. Advanced beginner students begin to differentiate among research based and opinion based articles as an informational resource for patient care. During the senior year students acquire a greater knowledge of the research process which allows them to analyze research findings in order to incorporate them into the total nursing situation. Students identify researchable problems or questions and propose ways to solve the problem.

**Decision-making:**
Decision-making is a systematic process that generates alternatives and choosing. Decision-making requires the use of critical thinking and scientific reasoning to solve problems. Decision-making requires critical thinking at each step of the process to make valid, practical decisions reflective of the value systems of the participants. Prerequisite knowledge from ethics and mathematics provide a theoretical base for decision-making. Decision-making requires a high level of self-work in competence, commitment, and caring. This curriculum introduces students to the problem solving process by using the nursing process in second year courses. Theory content provides a framework that helps analysis of a situation from multiple perspectives. Clinical experiences offer opportunity to evaluate a set of circumstances, think logically, make a judgment (decision), and implement that decision. Thenurse’s role as a decision maker who can influence health care is explored. Students study data critically and set priorities of care with the guidance of the instructor. Decision-making opportunities vary from one setting to another. In the third year, students explore multiple options based on factual information and value orientation of the individuals involved. There is an incremental development in the complexity of decisions required
of the student as well as independence in making those decisions. In the fourth year, students apply principles to delivery of complex nursing care and explore legal and professional dilemmas nurses confront in making ethical decisions. Students are more independent in clinical practice. They practice independent decision making in planning and implementing care for groups of clients and managing work of others. Opportunity to practice decision-making establishes patterns from which students can build further expertise as practicing professional nurses.

**Level and Program Outcomes (Rev. 4/13/15)**

<table>
<thead>
<tr>
<th>Level 2 Sophomore Novice</th>
<th>Level 3 Junior Advanced Beginner</th>
<th>Level 4 Senior Competent</th>
<th>Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acquires basic knowledge, skills and attitudes needed for professional nursing practice.</td>
<td>Applies concepts in the development of professional nursing practice</td>
<td>Synthesizes knowledge and experience to broaden professional nursing practice.</td>
<td>Integrates a solid base in liberal education provides the cornerstone for the practice and education of nurses.</td>
</tr>
<tr>
<td>2. Acquires basic knowledge, skills and attitudes needed for professional leadership, quality improvement, and safety.</td>
<td>Applies concepts of professional leadership, quality improvement, and safety.</td>
<td>Synthesizes knowledge and experiences of professional and organizational leadership, quality improvement, and safety.</td>
<td>Integrates knowledge, skills and attitudes as a foundation for professional and organizational systems leadership, quality improvement, and safety.</td>
</tr>
<tr>
<td>3. Acquires basic knowledge, skills and attitudes for recognizing the grounding of nursing practice in evidence.</td>
<td>Applies findings of evidence based practice concepts in the delivery of safe, effective nursing care.</td>
<td>Synthesizes sources of evidence based practice to develop safe, effective nursing care based on sound evidence.</td>
<td>Integrates knowledge, skills and attitudes related to evidence based practice as an advocate for safe, effective nursing care.</td>
</tr>
<tr>
<td>4. Acquires basic knowledge, skills, and attitudes about information management and technology for safe patient care.</td>
<td>Applies knowledge, skills, and attitudes of information management and technology that enhance the delivery of quality patient care.</td>
<td>Synthesizes sources of information and technology for management of quality patient care.</td>
<td>Integrates knowledge, skills, and attitudes of information management and technology applications for the delivery of quality patient care.</td>
</tr>
<tr>
<td>5. Acquires basic knowledge, skills, and attitudes about financial and regulatory healthcare policies that influence the nature and functioning of the healthcare system.</td>
<td>Applies the knowledge, skills, and attitudes about financial and regulatory healthcare policies that influence the nature and functioning of the healthcare system.</td>
<td>Synthesizes the knowledge, skills, and attitudes about financial and regulatory healthcare policies that influence the nature and functioning of the healthcare system.</td>
<td>Integrates into practice the knowledge, skills, and attitudes about financial and regulatory healthcare policies that influence the nature and functioning of the healthcare system.</td>
</tr>
<tr>
<td>6. Acquires basic knowledge, skills, and attitudes about interprofessional communication and collaboration for improving patient health outcomes.</td>
<td>Applies basic knowledge, skills, and attitudes about interprofessional communication and collaboration for improving patient health outcomes.</td>
<td>Synthesizes knowledge, skills, and attitudes about interprofessional communication and collaboration to act as an advocate when delivering high quality and safe patient care as part of the healthcare team.</td>
<td>Integrates into practice the knowledge, skills, and attitudes about interprofessional communication and collaboration for leading delivery of high quality and safe patient care.</td>
</tr>
<tr>
<td>7. Acquires basic knowledge, skills, and attitudes about health promotion and disease prevention for individuals and populations.</td>
<td>Applies knowledge, skills, and attitudes that enhance health promotion and disease prevention for individuals and populations.</td>
<td>Synthesizes knowledge, skills, and attitudes to provide health promotion and disease prevention for individuals and populations.</td>
<td>Integrates into practice knowledge, skills, and attitudes about health promotion and disease prevention in caring for individuals and populations.</td>
</tr>
</tbody>
</table>
Guidelines for Independent Study

Independent Study (8200:497) is for the purpose of permitting a student to concentrate on an individually selected topic of interest in nursing. Independent Study is not intended for purposes of:

- Obtaining remedial assistance
- Duplicating content already in the curriculum
- Raising the GPA in nursing

Students must have completed the courses in which basic content relative to the Independent Study topic is presented prior to enrolling in Independent Study.

Students requesting Independent Study must be progressing satisfactorily through the baccalaureate nursing program without difficulty, both in theory and practice. The baccalaureate student must have a minimum nursing GPA of 2.7.

The student enrolling in Independent Study must select a faculty advisor to guide the study project. Selection of faculty should be based on faculty expertise. The student must determine whether the faculty member is interested in, and able to, work with him/her.

In consultation with the faculty advisor, the student must develop independent study objectives, plan of activities, and method of evaluation. The advising faculty member will verify that the objectives, plan for activities, and evaluation methods meet the number of credits selected by the student. Independent study projects cannot involve clinical learning experiences where direct care is provided. If observational experiences are desired, the student and faculty advisor will develop a description of the experience. This description (after being signed by the student and faculty member) will be submitted along with the Independent Study project objectives, plan, and evaluation to the Assistant Director of Undergraduate Programs for approval. The Assistant Director of Undergraduate Programs will obtain written authorization from the agency for the observational experience. A copy of the approved Independent Study project will be placed by the Assistant Director into the student’s official file. Upon completion of the Independent study, a copy of the completed project is to be given to the Director of the School of Nursing to be kept on file in that administrative office.

Cooperative Education Nursing Program

The Cooperative Education Program through the Career Center provides students with an opportunity to test and apply knowledge gained in the classroom. Participation in the co-op program does not replace the academic clinical placement requirement. The co-op program offers students the opportunity to gain up to an additional two years of relevant health-care experience, while earning income to assist with college costs.

Finally, the co-op experience is graded as credit or no-credit (no letter grades are given), based on satisfactory job performance as evaluated by the employer. This evaluation has no bearing on the nursing academic coursework.
**Program Work Options**

*Summer Option*
Students work with a health-care employer immediately following the completion of the sophomore and junior levels.

*Parallel Option*
With an approved employer, students work on part-time basis in full-time student’s status.

*Alternating Option*
Students are placed with an approved employer for up to two semesters on a full-time basis. They alternate periods of full-time employment with two semesters of full-time academic coursework while maintaining full-time student status.

**Eligibility Requirements**
Students must be admitted into the School of Nursing and fulfill the following requirements to be eligible for its Cooperative Education Program.

- Complete all School of Nursing sophomore-level requirements.
- Maintain good academic standing in the School of Nursing.
- Apply and be accepted into the Cooperative Education Program with at least a minimum cumulative grade point average of 2.3.
- Maintain eligibility requirements for the Cooperative Education Program.

*For more information, please contact:*
Career Center
The University of Akron www.uakron.edu/career
www.uakron.edu/career
V. SCHOOL OF NURSING UNDERGRADUATE POLICIES AND PROCEDURES

School of Nursing Student Agreement

All students entering the nursing major are given a copy of the form below at their orientation session. This form must be completed by the end of their third week of their first semester in the nursing major. This agreement becomes part of their official file.

THE UNIVERSITY OF AKRON
SCHOOL OF NURSING
STUDENT AGREEMENT

I acknowledge that I have entered Springboard or the School of Nursing web site and reviewed the School of Nursing Baccalaureate Student Handbook for the current year.

I understand that it is my responsibility to know and adhere to the policies of the Baccalaureate Program and to refer to the Handbook when the need arises.

I also understand that it is my obligation to review updates to this handbook upon notice of amendments sent by the university email.

I understand that hard copies of the handbook will be available in the Student Success Center, for reference use only. I am permitted to make my own hard copy; however Student Success Center will not be able to provide this service for me nor am I allowed to make copies of the handbook in the School LRC computer lab.

I have read the of the School of Nursing Essential Functions statement; the Safe Practice definition, the Professional Conduct, Appearance and Behavior policies; the Academic Dishonesty Policy; the School of Nursing Substance Abuse Policy; the Repeat Policy for sciences and nursing courses; the SON policy for dropping or withdrawing from nursing courses (which is more strict than the overall University policy); and the SON Probation Policy (which is also more strict than the overall University policy).

I understand that it is my responsibility to know and adhere to the terms of these policies.

SIGNATURE

DATE
Requirements for the Nursing Major
As future nurses, there are important ethical and professional considerations of which you should be aware. Convictions of egregious felonies may prevent you from being licensed in Ohio or elsewhere and may preclude you from obtaining gainful employment as a nurse. Even after obtaining your license, convictions of such crimes may cause your license to be suspended or revoked. It is therefore very important that you conduct yourself professionally and ethically as a law abiding citizen. Please take note of the following information.

All nursing students are subject to thorough criminal background checks annually, prior to program completion, and licensure. The cost of these background checks is the student's responsibility. All background checks may reveal a student's unsealed and sealed criminal record. An annual urine drug screening is also required for every student.

School of Nursing Screening
A. Background Checks
The School of Nursing conducts a background check after students are admitted and determines whether a student may be placed in clinical settings under Ohio laws, including the Board of Nursing's Felony Preclusion rule, which is explained below. While the School of Nursing makes every effort to work with students whose record reveals a conviction other than ones listed below, clinical sites may decline to accept the student, which could negatively impact the students' ability to successfully complete the academic program. Students with any conviction (felony) will not be considered for admission or will be dismissed from the School of Nursing. Students who are convicted of, plead guilty to or have a judicial finding of guilt for any crime subsequent to enrollment should immediately notify the School of Nursing in order to determine whether such action will negatively impact their ability to complete the program or obtain an Ohio license.

B. Drug Screening
All students enrolled in the School of Nursing will be required to provide a urine sample for drug screening at least annually. Agencies that accept students for clinical placement may request additional screening prior to a student being permitted in a clinical area. Additional drug screening will be required for just cause by the agency and/or by an instructor. Drug screening is done at the student's expense. Any student whose drug test shows a positive result will not be permitted in any clinical setting. If a student cannot or will not produce a specimen when asked by the clinical agency or drug screening facility, that student will be considered as testing positive for illicit drugs. The results of all drug screening are reported to the Assistant Director of Undergraduate Programs in the School of Nursing.

When a student tests positive for illicit drugs upon admission to the School of Nursing, the student will be denied admission to the program and may only reapply for admission to the next academic year after admission denial and must show documentation of successful completion of a certified drug rehabilitation program, verified by a statement from the program counselor indicating readiness of the student to return to the program of study and prognosis for full recovery.

When a student tests positive for illicit drugs during screening after being admitted to the School of Nursing, whether during the annual screening required for every student, screening requested by any clinical agency as a requirement of placement, or screening for just cause at the request of an instructor or a clinical agency; the student will be immediately withdrawn from the program of study for a minimum of one semester. The student must show documentation of successful completion of a certified drug rehabilitation program verified by a statement from the program counselor indicating readiness of the student to return to the program of study and prognosis for full recovery, prior to requesting re-enrollment. After the student has completed the required
certified drug rehabilitation program and tested negative for illicit drugs, and returns to the clinical setting, random drug testing at the expense of the student will occur periodically until the student graduates from the program of study.

Ohio Board of Nursing Licensure Screening
Currently, there are eleven offenses that are automatic bars to obtaining a nursing license for applicants who entered a pre-licensure nursing education program after June 1, 2003. This means that the Board of Nursing (Board) is prohibited from issuing a license to a person who has pled guilty to, been convicted of, or has a judicial finding of guilt for one of the offenses listed below.
• Aggravated Murder • Murder • Voluntary Manslaughter • Felonious Assault • Kidnapping • Rape • Aggravated Robbery • Aggravated Burglary • Sexual Battery • Gross Sexual Imposition • Aggravated Arson • or a substantially similar law of another state.

In addition, the Board may propose to deny an application, or place restrictions on a license granted, for a conviction of, a plea of guilty to, a judicial finding of guilt of, a judicial finding of guilt resulting from a plea of no contest to, or a judicial finding of eligibility for intervention in lieu of conviction for the following: (1) any felony (that is not an absolute bar); (2) a crime involving gross immorality or moral turpitude; (3) a misdemeanor drug law violation; or (4) a misdemeanor in the course of practice. In regard to these four types of offenses, the Board is unable to advise or give a definitive answer about the effect a criminal history will have on the ability to obtain a nursing license in the State of Ohio.

For information concerning the Ohio Board of Nursing licensure requirements, see http://www.nursing.ohio.gov/PDFS/Discipline/CRIMINAL_HISTORY_FACT_SHEET-July_2013.pdf

Nursing Contract
Policy:
• On admission to the nursing major, the student must adhere to the planned sequence of study as per the signed contract between the student and the School of Nursing.
• The student must fulfill the requirements for the baccalaureate degree within a period of four (4) years of the contract date.
• A student who re-enrolls must have a revised program of study on file.

Procedure:
• A student who is unable to adhere to the planned sequence of study must meet with the appropriate School Assistant Director to discuss the reason for deviation and develop a new contract.
• The student who does not complete the planned sequence of study within four (4) years from admission to the School of Nursing must petition the Director of the School of Nursing for an extension of the contract.
• Re-enrolled students must meet with Assistant Director of the Undergraduate Program to revise their program of study in the first week of the semester in which they return to the School. Copies of the revised program are placed in the student file and given to the student.

Learning Resources Center-(LRC)
The Learning Resources Center (LRC) includes a Nursing Skills Lab, a Simulation Lab, and a Computer Lab. The Skills Lab provides a simulated clinical setting, simulation equipment, videos, reference books and other reference material to support teaching and learning about nursing skills. The Simulation Lab
provides clinical experiences with low to high fidelity simulators to support development of critical thinking and prepare students for safe patient care. Classes and independent practice are scheduled in the Skills Lab and the Simulation Lab. The Computer Lab is equipped with computers, a copier, an intravenous virtual trainer for developing intravenous skills, numerous computer programs, nursing computer assisted instruction (CAI) programs, and a printing link to the Student Union. Visit the LRC web page for information and details about LRC. http://www.uakron.edu/nursing/student-life/lrc.dot

Guidelines for use of the Learning Resources Center (LRC)

1. **Skills Lab**
   - Enter and Exit the Skills Lab from MGH Room 110 main entrance
   - All other doors are for emergency exit
   - Dress code as stated in this handbook for any time the lab jacket is worn
   - Students are not to enter the Skills Lab until 5 minutes before class
   - Students are responsible for maintaining a professional environment
     - No food, drink or cell phone use
     - Sit only on chairs
     - Put belongings in designated space
     - Clean up after using equipment
     - Take all of your belongings when you leave

2. **Simulation Lab**
   - Enter the simulation lab from 104 and exit from 105
   - Dress code as stated in this handbook for any time the lab jacket is worn
   - Students are responsible for maintaining a professional environment
     - No food, drink or cell phone use
     - Keep ink pens away from manikins
     - Clean up after using equipment
     - Leave belongings in 110 in designated space
     - Take all of your belongings when you leave

3. **Computer Lab**
   - Enter and Exit the Computer Lab from MGH Room 109
   - Students are not to interrupt a class in progress when a sign denoting this is on the door
   - Students must sign in and out
   - Students are responsible for helping maintain a quiet environment
     - No food, drink or cell phone use
     - No group work
     - Keep voice volume low
     - No unauthorized people (children, spouse, friends)
     - Students who do not comply with these guidelines will be asked to leave.
   - Copier use requires a Zip Card for Access
   - Printing is available by doing the following:
• Click “print” on your screen – message will say printer is “paused”
• Your print job will be at the Student Union on the 2nd floor at the Print Station outside of DocuZip
• Your print job is released from “pause” when you swipe your UA Zip Card at the Print Station outside of DocuZip
• Your UA Zip Card is loaded each semester you are enrolled with 100 free pages of printing (50 free pages for the combined 3 summer sessions); afterwards, printing is 7¢ per page
• You must pick up your print job within 4 hours of hitting the “print” key

4. **NO EATING or DRINKING** in the LRC Labs
   - Persons eating or drinking will be asked to leave
   - NO EXCEPTIONS

5. **Open Hours**
   - LRC Scheduled hours are posted on LRC web page
   - Students must sign up for Open Practice twenty-four (24) hours in advance to assure equipment and staff availability

6. **Staff office areas are OFF LIMITS TO ALL**
   - Please ask staff for any resources (i.e., staplers, scissors, etc.)
   - Staff are very willing to help

7. **Visit the LRC web page for information and details about the LRC**

**Mobile Devices**
Mobile devices and the software that accompanies them provide nursing students with access to information that will enhance their ability to provide safe, quality care. Therefore, The University of Akron School of Nursing will require all basic, accelerated and LPN BSN students to use a mobile device equipped with a nursing reference software package.

**Guidelines for use of Mobile Devices**
The American Nurses Association (ANA) and the National Council of State Boards of Nursing (NCSBN) have established guidelines that relate to the use of mobile devices. “Nurses” should be understood to include licensed practicing nurses as well as nursing students, who are being prepared by the School to become practicing nurses and as such will be held to these standards of practice.

**ANA: Principles for Social Networking**
1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient – nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

**NCSBN: A Nurse’s Guide to the Use of Social Media**

1. First and foremost, nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.

2. Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.

3. Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.

4. Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.

5. Do not refer to patients in a disparaging manner, even if the patient is not identified.

6. Do not take photos or videos of patients on personal devices, including cell phones. Follow employer policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices.

7. Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.

8. Consult employer policies or an appropriate leader within the organization for guidance regarding work related postings.

9. Promptly report any identified breach of confidentiality or privacy.

10. Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the workplace.

11. Do not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.

12. Do not post content or otherwise speak on behalf of the employer unless authorized to do so and follow all applicable policies of the employer.

**School of Nursing Policies for the use of Mobile Devices**

Based on the guidelines outlined above, the following policies shall apply to the use of mobile devices by students in the clinical setting.

1. Use of the device must be limited to only those features required to care for patients.
   a. Do not answer or make personal phone calls while caring for patients.
      i. Personal phone calls and text messages are permitted during break periods in which students are not actively caring for patients.
   b. Do not send personal text messages while caring for patients.
   c. Do not take photographs of patients.
d. Do not access the Internet for anything other than to retrieve information necessary to provide care.

**Consequences**

Students should be aware that inappropriate use of mobile devices may constitute a violation of federal or state laws. Any of the following consequences may be applied depending on the severity of the situation.

- Verbal or written warning with documentation placed in the student's file for review by the Admissions and Progressions Committee and “FYI” notification to Student Conduct and Community Standards as appropriate.
- Referral to Student Conduct and Community Standards office as appropriate.
- Dismissal from the clinical and referral to the director, Assistant Director, and course faculty.
- Evaluation by the Admissions and Progressions Committee for dismissal from the program.
- If student is licensed, report to the State Board of Nursing as appropriate and according to law and rule.

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**Essential Functions Required for Successful Completion of The Nursing Curriculum and Graduation from The School of Nursing, The University of Akron**

All applicants for admission are considered on an individual basis without discrimination with regard to race, color, religion, national origin, ancestry, age, marital status, sex, physical disability, or handicap. Students are responsible for determining their ability to meet necessary qualifications, identify to the program any potential problem areas, and recommend to the program any particular accommodations they may need. Students, who declare a disability after entering the program, need to understand they will be expected to meet course/program requirements with any reasonable accommodations the program will provide.

It is the intention of the Baccalaureate Admissions Committee to ensure both patient safety and reasonable expectation of student success in the academic program and in the post-graduate employment situation. An applicant for the BSN degree must be able to demonstrate intellectual-conceptual, integrative, and quantitative abilities; skills in observation, communication, and motor functions; and mature behavioral, social, and ethical attributes. To be considered otherwise qualified for the baccalaureate nursing program, students must be able to demonstrate, with or without accommodation, that they possess the following skills.

This list is not exhaustive, but merely representative of the skills required

I. **Observation:**

Visual ability must be sufficient to observe demonstrations in nursing care skills and to observe patient condition accurately at a distance and close at hand. Observation requires the functional use of the senses of touch and hearing. Tactile ability must be sufficient to perform palpation. Auditory ability
must be sufficient for auscultation of body sounds. Observation is enhanced by functional use of the sense of smell.

II. Communication:
The student should be able to speak, hear, and to see patients to elicit information, describe changes in mood, activity, posture, skin appearance, and perceive nonverbal communications. The student must be able to communicate effectively and sensitively with patients using verbal language. The student must be able to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Reading and writing skills must be effective for patient communication, record keeping, and professional health care team interaction. Auditory ability must be sufficient to hear alarms, emergency signals, and calls for help.

II. Motor:
Motor function should be sufficient to elicit information from patients by palpation, auscultation, percussion, and other assessment maneuvers. A student should be able to execute motor activities in a confined space reasonably required to provide general physical care and to provide emergency treatment to patients. Physical and emergency care activities reasonably required of a student nurse may include cardiopulmonary resuscitation (CPR), administration of intravenous, intramuscular or subcutaneous medications, application of pressure to stop bleeding, calibration of instruments, lifting, positioning, and transfer of patients. Such actions require coordination of both gross and fine muscular movements, the ability to move quickly, equilibrium, functional use of the sense of touch and vision. The student must be able to physically perform for at least eight hours in clinical settings.

III. Intellectual-Conceptual, Integrative, and Quantitative Abilities:
These abilities include measurement, calculation, reasoning, analysis, and synthesis. Clinical judgments required of students require recognition of cause and effect relationships and the development of nursing plans for safe patient care action.

IV. Behavioral, Social, and Ethical Attributes:
A student must possess the emotional health required for full use of intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities related to the nursing care of patients, and the development of mature, sensitive, and effective relationships with patients from diverse social, emotional, cultural, and intellectual backgrounds. Students must be able to tolerate physically and mentally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and learn to function in rapidly changing clinical patient care situations. Students must possess awareness of ethical actions related to the well-being of others and the patient service role of RNs.

A student may not progress in the curriculum if the disability will pose a direct threat to the health or safety of others and the threat cannot be eliminated by modifying policies, practices, or procedures. Under these circumstances, the student is not otherwise qualified to progress in the program.

If accommodation is needed to meet the essential functions, you may contact the Director of the Office of Accessibility, in Simmons Hall for information on reasonable accommodation.
Acceptable Achievement in Nursing Courses
Students must achieve a grade of C+ or better in theory and satisfactory in clinical in order to successfully pass clinical courses. If a student fails clinical and passes theory, the student receives an F for the course. If a student passes clinical and achieves at a 77% level or below in theory, the student receives the letter grade that corresponds to the percentage earned. A minimum nursing GPA of 2.3 (C+) must be maintained to progress through the nursing courses. The nursing GPA is calculated on the basis of grades achieved in the required nursing courses.

Acceptable Achievement in Concurrent University Courses Required By The School Policy:
- Grade of C or higher must be earned in concurrent university courses required by the School.
- Concurrent university courses must be repeated if a grade of C- or below is earned.
- Repeat of concurrent university course and a grade of C or higher must occur before student can progress to the next level of the program.
- Humanities and Area Studies/Cultural Diversity general education requirements are the only exceptions to this rule. These requirements follow the University of Akron minimum pass rule.

Procedure:
- Student must enroll for repeat of the university course.
- Student will be denied advancement to the next level of the nursing program if grades of C- or below exist in concurrent university courses required by the School.

Baccalaureate Course Grading Scale
Grades will be based on a 100% scale. The faculty will use 2 decimal points. Rounding will be done on the final grade only, not on individual grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.50</td>
<td>100</td>
</tr>
<tr>
<td>A-</td>
<td>90.50</td>
<td>93.49</td>
</tr>
<tr>
<td>B+</td>
<td>86.50</td>
<td>89.49</td>
</tr>
<tr>
<td>B</td>
<td>83.50</td>
<td>86.49</td>
</tr>
<tr>
<td>B-</td>
<td>79.50</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
<td>73.50</td>
<td>76.49</td>
</tr>
<tr>
<td>C-</td>
<td>69.50</td>
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</tr>
<tr>
<td>D+</td>
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<td>69.49</td>
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<tr>
<td>D-</td>
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<td>63.49</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59.49</td>
</tr>
</tbody>
</table>

Taking of Examinations Policy:
ALL students are expected to take examinations at the scheduled time. Any exceptions must be approved by the faculty prior to the scheduled date of the examination. An examination may not be retaken by a student for the purpose of improving a grade. Make-ups are not routinely given except in extenuating circumstances. Final exams are subject to this policy as well. All final exams will be comprehensive.
Faculty has the right to designate the content, duration, and method of testing involved.

In order to pass a course, students must:

1) Students must earn an overall total of 77% to pass a course.
2) Students must earn a 77% on the comprehensive exam or a 77% average on all exams.

**Makeup Procedure:**
- Each course will determine its make-up policy on exams and quizzes.
- Course faculty must be notified prior to the scheduled date of the examination if it will be missed.
- Students must contact faculty on the day of their return to school to schedule a make-up of the exam.
- Faculty may require documentation of reason for absence.

**Security of Examinations**
All School of Nursing examinations are considered secured property of the School. No test items, including individual test questions are to be circulated or in the possession of any student. Students possessing any of these materials from course examinations will be dropped from the course and will be referred to the School’s Director for determining continuance in the School.

All course examinations shall be retained for a period of one full semester following the students' completion of the course. At the end of that semester, the answer sheets are destroyed.

Any discussion concerning test questions must be done face to face with the course instructor(s). No e-mailing, texting, or telephone discussion of test questions is permitted, even to the course or the clinical instructors.

**Achievement Tests**
Each student is required to take a variety of standardize Achievement Tests in the program. By completing these tests, the student will become familiar with licensing program format and will be able to identify personal strengths and weaknesses. The tests also provide program feedback. The costs of these achievement tests are included with the course fees. Information about these tests will be offered during the program.

**Faculty Evaluations by Students**
Students will be provided with an opportunity to evaluate the lecture and/or clinical teaching of faculty. A standardized faculty evaluation form is utilized. Students will be provided guidelines to follow when filling in the evaluation form. Faculty members do not handle the collection of these forms. Results of student evaluations are not distributed to the appropriate faculty member until after final course grades are submitted.

**Baccalaureate Clinical Evaluation System**

**Clinical Evaluation Procedures**
- For each clinical rotation, faculty members will provide ongoing feedback using the Clinical Attendance and Performance Form (Appendix A)
- A student will receive an evaluation of “S” or “U” for clinical performance.
- Each course determines clinical objectives and criteria for acceptable clinical performance.
- An “S” represents satisfactory completion of clinical requirements.
- The “U” represents unsatisfactory achievement of clinical requirements.
• An “NI” represents a needs improvement. An “NI” will only be given during a course to guide the student towards improvement. An “NI” will not be given at the end of the course.
• The student must receive a grade of “S” in clinical performance in order to pass the course.
• The student who receives a grade of “U” in clinical performance will receive a grade of “F” for the course and must repeat the course in its entirety before progressing to another clinical course.

Clinical Attendance Policy
• All clinical experiences are mandatory.
• It is the responsibility of the student to notify the instructor and the agency in advance if unable to attend the planned clinical experiences. Failure to notify the instructor and the agency represents a lack of professional accountability.
• Any clinical absence may result in the student being asked to withdraw from the course. Make up days for clinical absences will be determined at the discretion of the instructor.
• Upon request of the instructor, students must present a medical permission slip that includes a statement from the physician identifying any limitations resulting from an illness.

CPR Certification
American Heart Association Health Care Provider CPR Certification (BLS) is required. Certification must remain current throughout BSN program - proof of recertification must be submitted to the Records Specialist prior to CPR certification expiration date.

Professional Liability/Malpractice Insurance
Each student in the School of Nursing is required to have and maintain nursing liability insurance in the amounts of $1,000,000/$3,000,000 as a prerequisite to enter a clinical course. Cost of this liability insurance is included in course fees.

Clinical Equipment
Students need the following clinical equipment: stethoscope, watch, scissors, pen, pencil, penlight. Cost varies depending on type of stethoscope, watch, etc. selected.

Safe Nursing Practice Definition
Safe nursing practice is essential to all clinical courses. Safe nursing practice is defined as the application of scientific principles and nursing theory in performing nursing care. Care is provided in a reasonable and prudent manner providing for the welfare and protecting the well-being of the client. Safe practice implies that the student can demonstrate awareness of the potential effect of actions and decisions. Such actions and decisions shall not endanger the integrity of the client.

Policy for Unsafe Practice
Safe Practice is an essential requirement for progression to the next course and will be determined within the clinical faculty and clinical site personnel. Students who engage in unsafe practice will receive an unsatisfactory grade for the clinical portion of the course, resulting in a grade of “F” for the course. Student will be counseled and may, if appropriate, be given the chance to improve within the time frame of the course. Documentation of unsafe practices will be formulated by faculty and discussed with and signed by students. Faculty will have the sole discretion to determine if the student is to be dismissed for the day or for the remaining portion of the course.
Statement of Confidentiality
All information that a student learns about a client/patient while providing care is private and confidential. This information is not to be shared with anyone except an instructor and those members of the health care team directly involved with the care of the patient/client.

The right of privacy is an inalienable right of all persons; therefore, confidential information about the client acquired from any source is to be safeguarded. With the nurse-client relationship based on trust, the client’s welfare and reputation can be jeopardized by inappropriate disclosure and the nurse-client relationship destroyed. Students are expected, without exception, to observe the client/patient's right to privacy. Serious consequences will result if the student fails to maintain this privacy. Students are reminded that confidentiality has legal and ethical implications, and that an inappropriate break of confidentiality may expose the student to liability.

Student Witness to Legal Documents
It is the policy of The University of Akron, School of Nursing that students (including RN and LPN students), are not to serve as witnesses to legal documents of any kind (will, informed consent, living wills, etc.) while in the role of a nursing student in a clinical learning experience (including health agencies, clinics, and home visits). The exceptions to this policy are those consents students need to obtain from clients, peers, or others in order to meet objectives (e.g., interviewing clients, obtaining research subjects' consents) and accessing medical records.

Student Signature on Clinical Documents
The correct student signature is “M. Gladwin, UANS” or according to the individual agency's document requirements.

Mandatory Agency Requirements for Clinical Experience
In order to meet mandatory agency clinical requirements for health, immunization, and CPR certification, students must submit a copy of the following by the date indicated in the e-mail from Records Specialist.

1. Information on recent physical exam (within last four months). A copy of a physical exam (within the last four months) from places of employment, military, etc. can be submitted.
2. Current American Heart Association BCLS (Basic Cardiac Life Support) CPR certification/re-certification.
3. Verification that the student has had Rubeola, Rubella, Mumps, and Chickenpox, or can provide proof of MMR after age five or has had blood drawn for titers for any of these diseases.
4. Hepatitis B vaccination or a statement of waiver; student must have received 2 out of 3 injections prior to starting clinical or verification that series is complete; 3rd injection should be received six months after 2nd injection.
5. Tuberculin (TB) testing is to be done YEARLY. Initially, proof of a two-step Mantoux is required. Once the two step Mantoux is documented, all subsequent yearly testing need be only a single step Mantoux unless one of the following exceptions apply:
   a. If students have a positive Mantoux, they will need to provide results of a chest x-ray upon admission and sign an annual follow up form found in the orientation packet. (Appendix B)
   b. If students have had BCG vaccine, they must have a single TB test plus a chest x-ray.
   NOTE: For those over 32 years of age, verification is needed only for: TB testing, Hepatitis B, Rubella, physical exam, and CPR certification/re-certification.
6. Fingerprinting must be completed before clinical attendance. Results are kept on file in the School.
7. Flu immunization will be required during the appropriate season. Watch your e-mails for deadline.
8. Yearly drug screening is required for all students. -(See Drug Screening Policy)
9. Other requirements may be added as stipulated by contracting agencies.

If students fail to provide the required proof for ANY of the above requirements, all clinical nursing courses on their schedule will be dropped and a hold will be placed on their file. Once documentation for these requirements has been received by the Records Specialist, the hold will be removed and the students will need to re-register for any sections of clinical placements as are available at that time.

Students MUST keep a copy of all of the above documentation for their own records. Students will need a copy of their health history for employment applications.

Standard Precaution Policy

The School of Nursing has established a policy, which requires students to follow Standard Precaution Guidelines, set forth by the Center for Disease Control, Atlanta, Georgia, when caring for clients in any setting. Students receive information concerning these precautions in sophomore year. The School of Nursing seeks to provide its students with safe environments for the performance of various clinical activities. However, should students become aware of any personal health or safety hazards that can adversely affect them or others, the School of Nursing expects such students to communicate the existence of such hazards immediately to a responsible agent of the clinical agency and to an appropriate faculty member in the School of Nursing in order that prompt actions may be taken to alleviate the same.

The School of Nursing has adopted the standard precautions regulation that recognizes all blood and body substances as potentially infectious.

Standard precautions include:
1. Hand washing is the single most important way to prevent spread of microorganisms. Students need to wash hands: between patients, immediately after contact with body substances, before and after using gloves.
2. Gloves are to be worn to prevent possibility of hands being infected, transmitting one’s own indigenous flora, and transfer of microorganisms to others. Students are to use gloves when they practice and are tested in certain skills performance in the Learning Resources Center. Students are expected to adhere to the universal precautions policies established by the health care agency to which they are assigned.
3. Gowns/Aprons are to be worn if there is a possibility of a student's clothing being soiled by body substances.
4. Masks/Goggles are to be worn if there is a chance of coming in contact with body fluids.
5. The Learning Resources Center in the School of Nursing has an exposure control plan. (Refer to LRC Policy and Procedure Manual).

Policy for Finger Sticks and Blood Borne Pathogens

Needle/Fingersticks:
Students, while participating in clinical education at clinical facilities and community agencies, usually receive the same emergency medical care or minor medical treatment as that extended to employees of
that facility, while on duty. Report any incident immediately to the nurse manager and fill out an incident report. Follow the protocols outlined by that facility. Students are financially responsible for and will be billed for those services. This is NOT to be considered a Worker’s Comp claim. If the agency does not provide such services, the student should seek treatment on their own.

**Blood Borne Pathogens:**

Blood borne pathogens include the Hepatitis B Virus (HBV) and the Human Immunodeficiency Virus (HIV).

Students who may have been exposed to blood borne pathogens while participating in clinical education at clinical facilities and community agencies, usually receive the same emergency medical care or minor medical treatment as that extended to employees of that facility, while on duty. Report any incident immediately to the nurse manager and fill out an incident report. Follow the protocols outlined by that facility. Students are financially responsible for and will be billed for those services.

**Privacy**

Standards of Individually Identifiable Health Information:

Information enacted under the Health Insurance Portability and Accountability Act of 1996 was created to address patient information privacy concerns. If you would like more information about these standards, the United States Department of Health and Human Services website, located at [http://www.hhs.gov/ocr/hipaa/](http://www.hhs.gov/ocr/hipaa/), has a number of resources, including a publication titled “Privacy and your Health Information,” located at [http://www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/consumer_summary.pdf](http://www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/consumer_summary.pdf).

**Code of Ethics**

All students are expected to comply with standards deemed appropriate to the profession in the School of Nursing Code of Ethics as well as in the University of Akron’s Student Code of Conduct, “A Civil Climate for Learning: Statement of Expectations” as found in the Undergraduate Bulletin, and in alignment with the American Nurses Association’s “Code of Ethics for Nurses.”

**Academic Integrity:**

Academic misconduct is “any activity that compromises the academic integrity of the student and university, and undermines the educational process” (Code of Student Conduct of The University of Akron, section D).

Examples of academic misconduct include, but are not limited to, the following:

A. Cheating:

Cheating is any fraudulent, deceptive behavior including but not limited to the following:
1. Seeking, acquiring, receiving, and giving information or assistance in taking quizzes, tests, or examinations, including web-based examinations, quizzes, and assignments during the examination period or releasing questions to others after the testing period. Student formed study groups and tasks assigned to student teams are not considered “cheating.”

2. Copying other student’s work in part or in total during a test, a quiz, or for an assignment and submitting it as your own work.

3. “Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the faculty member of the course for which the work is being submitted or supervising authority for the academic requirement (UA Student Code of Conduct, section D, 1, a, ii).

4. Failure to follow instructions in syllabus concerning assignment submission and computer malfunctions; attributing “computer problems” as an excuse for late submission.

5. Using a “cheat sheet” during an exam or unauthorized copies of previous exams.

6. Getting help via cell phone or any electronic device during an exam.

Professional Nursing examples of cheating:
1. Falsifying patient information, i.e. vital signs.
2. Signing off meds that were not given.
3. Documenting an assessment that was not actually done.

Consequence 1st offense:
Academic misconduct procedure (Code of Student Conduct of The University of Akron)

- An incident of academic misconduct may be resolved and a sanction assessed in a meeting between the faculty member and student. If the student and faculty member agree on the facts of the incident and the proposed sanction(s), the matter can be resolved informally. The faculty member shall confer with the department of student judicial affairs to determine whether any prior academic misconduct has occurred. Written documentation of the agreement as to the facts and the sanction should be created by the faculty member, signed by the student and retained for the faculty member’s records. A copy shall be sent to the department of student judicial affairs and the student. Proposed School of Nursing sanctions for first offense includes but are not limited to immediate failure on the test, quiz, or paper.

- If the student and faculty member disagree about the facts of the incident or the proposed sanction(s), then the matter shall be referred to the department of student judicial affairs for adjudication as provided in the code of student conduct. The matter also may be referred directly to the department of student judicial affairs if the faculty member does not wish to have the matter resolved informally as provided in this rule. Such decision by the faculty member shall not prejudice the student’s case.

Consequence 2nd offense:
- Immediate referral to the office of Student Conduct and Community Standards. Informal resolution is not an option.
B. Plagiarism:

Plagiarism is “intentional or unintentional representation of ideas or works of another author or creator in whole or in part as the student's own without properly citing the original source for those ideas or works.”

Plagiarism can involve any and all drafts, any and all sources regardless of the media, and paraphrasing if the source of the paraphrased thought or idea is not cited.

Examples include but are not limited to:
1. Word for word use of someone else’s work without citation.
2. Copying a definition from a dictionary or text from a website and not citing the source.
3. Buying or copying an essay on-line.
4. Omitting source article from the list of sources.
5. Forgetting to use quotations marks in a direct quote.
6. Letting another student copy your homework answers.

Consequence 1st offense:

Academic misconduct procedure (Code of Student Conduct of The University of Akron)
• An incident of academic misconduct may be resolved and a sanction assessed in a meeting between the faculty member and student. If the student and faculty member agree on the facts of the incident and the proposed sanction(s), the matter can be resolved informally. The faculty member shall confer with the department of student judicial affairs to determine whether any prior academic misconduct has occurred. Written documentation of the agreement as to the facts and the sanction should be created by the faculty member, signed by the student and retained for the faculty member’s records. A copy shall be sent to the department of student judicial affairs and the student.

Proposed School of Nursing sanctions for first offense includes but are not limited to immediate failure on the test, quiz or paper.

• If the student and faculty member disagree about the facts of the incident or the proposed sanction(s), then the matter shall be referred to the office of Student Conduct and Community Standards for adjudication as provided in the code of student conduct. The matter also may be referred directly to the office of Student Conduct and Community Standards if the faculty member does not wish to have the matter resolved informally as provided in this rule. Such decision by the faculty member shall not prejudice the student’s case.

Consequence 2nd offense:

• Immediate referral to the office of Student Conduct and Community Standards. Informal resolution is not an option.

C. Falsifying documents:

Falsifying documents involves tampering with written or electronic records to misrepresent the reality of the situation.

Examples include but are not limited to:
1. Falsifying attendance records.
2. Forging a signature.
3. Scanning another student's ID when they were not present.
4. Falsifying an "absence excuse" note or document when an absence has occurred.
5. Using someone else's clicker to sign them in when they are not present.
6. Signing in on attendance sheet and then leaving class.

Nursing examples of falsifying documents:

1. Documenting care that has not been provided.
2. Fabricating assessments that have not been completed.
3. Verifying that a drug was "wasted" when not actually witnessed.
4. Falsifying any clinical record or document.

Consequence 1st offense:

Academic misconduct procedure (Code of Student Conduct of The University of Akron)

- An incident of academic misconduct may be resolved and a sanction assessed in a meeting between the faculty member and student. If the student and faculty member agree on the facts of the incident and the proposed sanction(s), the matter can be resolved informally. The faculty member shall confer with the office of Student Conduct and Community Standards to determine whether any prior academic misconduct has occurred. Written documentation of the agreement as to the facts and the sanction should be created by the faculty member, signed by the student and retained for the faculty member's records. A copy shall be sent to the office of Student Conduct and Community Standards and the student.
  - Proposed School of Nursing sanctions for first offense includes but are not limited to immediate failure on the test, quiz, or paper.

- If the student and faculty member disagree about the facts of the incident or the proposed sanction(s), then the matter shall be referred to the office of Student Conduct and Community Standards for adjudication as provided in the code of student conduct. The matter also may be referred directly to the office of Student Conduct and Community Standards if the faculty member does not wish to have the matter resolved informally as provided in this rule. Such decision by the faculty member shall not prejudice the student's case.

Consequence 2nd offense:

- Immediate referral to the office of Student Conduct and Community Standards. Informal resolution is not an option.

D. Academic Interference:

Interference in the academic achievement or intellectual property of another involves action or inaction that affects the learning or achievement of another student.

Examples include but are not limited to:

1. Non-compliance in group work.
2. Submitting work using the ID and password of another student.
3. Answering cell phone or texting while in class, clinical and LRC, in a fashion that causes disruption to other students and impacts their ability to learn. In case of emergency, remove yourself from the area to respond.
4. Behavior in class that distracts or breaks others’ concentration.

Nursing examples of interference:
1. Displaying an overbearing attitude, monopolizing clinical discussions thus not allowing others to participate.

Consequence 1st offense:

Academic misconduct procedure (Code of Student Conduct of The University of Akron)
- An incident of academic misconduct may be resolved and a sanction assessed in a meeting between the faculty member and student. If the student and faculty member agree on the facts of the incident and the proposed sanction(s), the matter can be resolved informally. The faculty member shall confer with the office of Student Conduct and Community Standards to determine whether any prior academic misconduct has occurred. Written documentation of the agreement as to the facts and the sanction should be created by the faculty member, signed by the student and retained for the faculty member’s records. A copy shall be sent to the office of Student Conduct and Community Standards and the student.
  - Proposed School of Nursing sanctions for first offense includes but are not limited to immediate failure on the test, quiz or paper.

- If the student and faculty member disagree about the facts of the incident or the proposed sanction(s), then the matter shall be referred to the office of Student Conduct and Community Standards for adjudication as provided in the code of student conduct. The matter also may be referred directly to the office of Student Conduct and Community Standards if the faculty member does not wish to have the matter resolved informally as provided in this rule. Such decision by the faculty member shall not prejudice the student’s case.

Consequence 2nd offense:
- Immediate referral to the office of Student Conduct and Community Standards. Informal resolution is not an option.

Professional Demeanor:

A. Professional Appearance:

In order to comply with infection control policies and enhance the comfort of patients, the student must be clean, neat and in compliance with the School and agency dress code when reporting for clinical laboratory experience.

Students shall adhere to the following:
1. Uniforms should be clean and wrinkle free.
2. Shoes should be predominately white, fluid impermeable, and covering the entire foot.
3. Students should wear School lab jacket over professional slacks or School uniform when at the hospital picking up their prep work the night before clinical.

4. Jewelry that is permissible includes a watch with second hand and plain band, plain wedding band, small plain post earrings. Examples of jewelry not permitted includes but is not limited to:
   a. Hoop or dangling earrings
   b. Rings with set stones such as engagement rings
   c. Necklaces
   d. Facial piercings
   e. Tongue piercings

5. Body piercings---No visible body piercings are permitted (other than earrings mentioned above).
   Examples of piercings that should not be worn includes but is not limited to:
   a. Tongue studs
   b. Eyebrow studs or hoops
   c. Lip studs or hoops
   d. Nose studs or hoops
   e. Ear piercings beyond the single pair of plain post studs.

6. Hair must be clean, neat, a natural color, pulled back and secured so that hair does not come in contact with the patient or the sterile field; men should be shaven or have neatly trimmed beards and/or mustaches.

7. Nails must be kept short, clean, and in good repair. Polish should be clear or light and not chipped.
   Examples of nail enhancements that are not permitted due to danger of spreading infection and/or damage to fragile skin include but are not limited to:
   a. Artificial nails
   b. Artificial nail tips
   c. Nail wraps
   d. Nail appliqués
   e. Acrylic gels
   f. Any additional items applied to the nail surface

8. Perfumes, after-shave lotions, or scented lotions of any type are not permitted due to possible patient allergies or asthmatic conditions.

9. Body art of any form must be covered by the uniform.

Consequence 1st offense:
   o Verbal warning.

Consequence 2nd offense:
   o Written warning by clinical instructor, signed by student, sent to adviser and placed in student file.
   o Notification of the course instructor.

Consequence 3rd offense:
   o Dismissal from clinical site AND a conference with the course instructor.
   o Written as 3rd offense by the clinical instructor, signed by student, copy placed in student file.
B. Professional Conduct:
Professional conduct is expected in all venues of student life: behavior inside and outside the classroom including clinical sites and environments external to them, as well as in all forms of communication, including electronic.

Hospital rules may be more stringent. Examples of violation of "professional behavior" would include but are not limited to:
1. Rude, argumentative, or threatening behavior on campus or in any public place including the clinical setting.
2. Profanity in oral, written or electronic communications (includes Facebook, Twitter, LinkedIn, etc.).
3. Public drunkenness, use of illicit drugs, or impairment due to legal medications.
4. Posting any image or information about patients/clients on social media.

Professional Nursing examples of violations of professional conduct would be:
1. Oral or electronic profanity in the workplace.
2. Physical or verbal altercations on hospital grounds.

Consequences 1st offense:
- Written warning, notification of the School Director and/or
- Dismissal (from clinical, class, or lab) depending on severity of the situation.
- Possible referral to the office of Student Conduct and Community Standards. Substance abuse situations require immediate referral to the office of Student Conduct and Community Standards.

Consequence 2nd offense:
- Referral to the office of Student Conduct and Community Standards.

C. Respect:
Professionals are consistent in their display of respect for themselves and others at all times.

Examples of disrespect would include but are not limited to:
1. Tardiness to class, clinical, or other engagement.
2. Criticism of peers or colleagues.
3. Breach of confidentiality (including electronic breaches such as Facebook, Twitter, LinkedIn, etc.).
4. Spreading of gossip or other second-hand negative or embarrassing information, including on electronic social media sites.
5. Sleeping in class or clinical.
6. Disruptive talking or whispering during class or LRC.
7. Negative facial expressions or body language toward faculty or peers.
8. Slamming of books.
9. Answering cell phone or texting while in class, clinical and LRC, in a fashion that causes disruption to other students and impacts their ability to learn. In case of emergency, remove yourself from the area to respond.
Professional nursing examples of disrespect would be:

1. Tardiness to work.
2. Spreading gossip about coworkers or patients.
3. Criticism of colleagues including electronic social media sites.
4. Personal conversations in front of patients.
5. Having and answering cell phone or texting while with a patient or while caring for any client in a clinical setting.

Consequences 1st offense:
- Verbal warning

Consequences 2nd offense:
- Meeting with course instructor and
- Written up as 2nd offense, signed by student, copy placed in student file.

Consequences 3rd offense:
- Immediate referral to the office of Student Conduct and Community Standards.

Ohio Board of Nursing Policies Related to Professional Conduct of Students–(OAC) 4723-5-12
http://www.nursing.ohio.gov/Law_and_Rule.htm

The program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723. of the Revised Code and the rules adopted thereunder, including, but not limited to the following:

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

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

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

4) A student shall implement measures to promote a safe environment for each client.

5) A student shall delineate, establish, and maintain professional boundaries with each client.

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

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

8) A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code;

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

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

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

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

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

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

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

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

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

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

17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;

18) A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice;

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

20) A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a
medication aide without a certificate issued by the board.
21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion;
22) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its faculty or preceptors, or to the board.

Incompletes in Nursing Courses

Policy:
- An incomplete may be given at the option of the instructor, or when, because of seriously extenuating circumstances, the student is unable to complete the last requirements of the course.
- Students may not register for the next clinical course until the incomplete is removed.

Procedure:
- To remove the incomplete, the instructor who assigned the incomplete must evaluate the required work and process the grade forms.
- The university policy regarding incompletes will be applied.

Science Repeat Policy

Prerequisite Science Repeat Policy
If a student fails to pass or does not pass a prerequisite science course with a competitive grade they are allowed to repeat the course for a change of grade one time only. If a student must take a science course for a third time in order to earn a grade of “C” or higher, the student will NO LONGER be eligible for consideration for the nursing major until the first science course is five years old. This policy includes the repetition of a course originally taken at another institution or vice versa.

All students must be aware that the repeat of a prerequisite science will automatically place them into the 2nd consideration pool beginning with the entering sophomore class for all new freshmen entering the School of Nursing (including transfers) and for continuing students each fall semester. From that point forward, any student who has repeated a prerequisite science course, including those students who elect to repeat a science course which they have passed successfully (“illegal repeat” of a C or higher) in order to raise their entry GPA, will be placed in the second consideration admission pool, even if they had previously been in the 1st consideration pool.

It is the School’s intent that any students needing to repeat any required course take immediate action toward remediation of study skills and/or foundational knowledge deficits. This may involve taking workshops in specific skills offered by the Counseling and Testing Center, working with tutors on a regular schedule, taking a preliminary or lower level course in that subject area before repeating, and/or taking an Applied Study Strategies course if offered for the course in question. Students are strongly encouraged to meet with their adviser to devise a specific course of action. SIMPLY RETAKING THE COURSE AND FOLLOWING THE SAME ROUTINE AS WAS USED PREVIOUSLY (WHICH RESULTED IN UNSATISFACTORY ACHIEVEMENT) IS NOT AN OPTION FOR A STUDENT!

It is in every student’s best interest that they enter the nursing major in possession of the most effective study skills and most solid curricular foundation possible.
Co-Requisite Repeat Policy
The same repeat policy as above has been established for successful progression through the co-requisite courses. If a nursing student does not successfully complete a co-requisite course the first time it is taken, they are allowed to repeat the course for a change of grade one time only. If a grade of “C” or better is not earned the second time, the student will be dismissed from the nursing major.

Repeat of a Nursing Course Policy:
- A non-passing grade (C or below) earned in any course in the School of Nursing may not be removed by re-examination or by writing a paper.
- If a student receives a non-passing grade (C or below) in a clinical course, the student must repeat and successfully pass the course. The repeat may or may not be able to be accommodated immediately following the failure.
- Students who have received a non-passing grade in a nursing course will not be permitted to take any nursing course (200 level and above) offered in a less than 8-week format. The students must repeat and successfully pass the unsuccessful nursing course before progressing to the next nursing course. Enrollment in the nursing course to be repeated will be dependent on space availability and may not be in the same semester or academic year.

Procedure:
- Although the first grade remains on the transcript, it is no longer computed into the Nursing GPA.
- The second grade is recorded and used to compute the new Nursing GPA.

Dropping a Nursing Course Policy
- During the add/drop period, a student may drop a course without penalty.
- Up to the midpoint of the course, a student who is neither repeating the course nor on probation may withdraw with a signature of his/her advisor. The advisor will notify the clinical instructor when applicable. This withdrawal will be recorded on the transcript as a “W”. Withdrawal from a core nursing course may significantly delay completion of the nursing program.
- Midpoint is defined as Friday noon of week 4 for an 8 week course and Friday noon of week 7 for a 15 week course.
- Midpoint for 5 week summer courses is defined as Wednesday noon of week 3.
- Midpoint for 10 week summer courses is defined as Friday noon of week 5.
- After the midpoint of the semester the student may be permitted to withdraw from nursing courses only in the event of verifiable extenuating circumstances. Situations will be evaluated on a case-by-case basis.
- A student who is either repeating the course and/or on probation will not be permitted to withdraw at any point in the course because of continued unsatisfactory performance.
- A student who fails to attend a course without officially withdrawing from it will receive a grade of “F”.

Procedure:
- If extenuating circumstances exist, the student must provide proper documentation of the circumstances to the Assistant Director.
Withdrawal from the Nursing Program & Return Policy

Policy
A student may withdraw only one (1) time from the nursing program of study. Students withdraw from the School of Nursing for a variety of reasons and may request permission to return. Any student withdrawing from the program of study for a period of 6 calendar months will be required to successfully complete an Independent Study of 1 to 2 credit hours prior to re-enrolling. The purpose of the independent study is to validate the student's knowledge and skill level. This may include written assignments and skills testing. This policy also applies to transfer students who have been absent from a clinical course for 6 months.

Procedure
Exit Interview is required:
- Schedule appointment with the appropriate Assistant Director.
- Explain reason(s) for withdrawal.
- Establish anticipated return to the School of Nursing.
- Complete Withdraw/Return Form that is filed in student's academic file.
- Failure to complete this procedure may impact your ability to re-enroll (See Appendix C)

Any student’s absence that would extend their time past the date of their contract period, may be required to reapply for admission to the program.

Return Re-Enrollment in the Nursing Program

Policy
- Students who have been absent from core nursing courses must petition in writing for re-enrollment to the Student Success Center.
- The student's record will be reviewed by the Baccalaureate Admissions Committee for appropriate placement within the current curriculum. (Refer to Contract Policy)
- Re-enrollment is based on prior record and space available basis.
- Re-enrollment requests will not be granted for students dismissed from the School for academic reasons such as, but not limited to, failure to remove probation, failing grades in core nursing courses, or unsatisfactory clinical performance.

Procedure:
- Students who must withdraw from the School of Nursing/Program are responsible for contacting the Records Specialist 330) 972-7560 regarding re-entering the nursing program.
- To apply for re-enrollment, the student must initiate a written request to the Baccalaureate Admissions Committee no later than November 1 for spring and summer and April 1 for fall re-entry.
- The written request must contain the following information:
  1. The semester of re-enrollment and courses involved
  2. The last semester of enrollment in the School of Nursing and the last courses completed and grades received.
  3. Original admission date into the School of Nursing and contract completion date.
  4. Academic standing within the School of Nursing at the time of withdrawal including earned nursing GPA.
- The Baccalaureate Admissions Committee will review the student request and the student record at the regularly scheduled meeting in November or April.
• The student may schedule an interview with the Baccalaureate Admissions Committee to supplement the request and add to the record.
• The Baccalaureate Admissions Committee will determine if the student shall be re-enrolled based on prior record and space available in the course.
• If there are more requests to return than available course spaces, individuals will be ranked according to prior nursing GPA.
• The student will be notified in writing of the Committee's decision by the Director of the School of Nursing.

Class Cancellation Policies
When all campus classes are to be canceled, announcements will be made on UA e-mail, radio and television stations. Students may call the University Emergency Information number (330) 972-SNOW and sign up for text messaging service.

It will be the responsibility of the student to notify the clinical instructor (or designated agency individual) if it is impossible to make it to the clinical agency, or if they will arrive late. Since students come from a variety of directions it is impossible to know what conditions are like in each section of northeast Ohio, therefore, students will be expected to determine if travel is a wise decision. All clinical time missed must be made up.

Probation

_**Prenursing Student Probation Policy:**_*

Prenursing students (LPNs and RNs) may be admitted to the College of Health Professions on probationary status when they do not meet the current School entry GPA requirements.

Prenursing students already admitted to the College of Health Professions will be placed on probation status when their GPA slips below the current School entry GPA requirements.

While on probation, students will:

1. Receive a letter informing them of their probationary status.
2. Be notified that a Service Indicator blocking registration has been placed on their record and will remain until probation is removed.
3. Be required to sign a contract with their adviser outlining their individualized requirements to remove probation.
4. Be required to meet with their adviser each semester while on probation in order to register.

Students must remove probation after 1 semester (e.g. achieve the current School entry GPA requirement) or make progress toward removal (e.g. increase their cumulative GPA) in order to continue as a student in the School of Nursing.

_**Nursing Student Probation Policy:**_*

• A student whose Nursing GPA falls below 2.3 will be placed on academic probation and notified of the probation by the School Director.
• A student may have only one probationary semester while in the nursing major.
• A student on probation must attain a Nursing GPA of 2.3 or higher at the completion of the next semester to remove academic probation and progress in the School.
• Failure to remove academic probation at the completion of the semester will result in dismissal from the School or the need to change their major.

_Nursing Student Probation Procedure:_
- The Nursing GPA will be calculated after completion of each nursing course.
- The student will be notified by letter from the School Director after the completion of the probationary interval concerning continuance in the School or dismissal.

_Dismissal_

**Prenursing Student Dismissal Policy:**
If a prenursing student in the College of Health Professions fails to remove probation in one semester, fails to make progress toward removal, or if the student must be placed on probation a second time as a pre-nursing student, they will be required to change their major.

Prenursing students whose GPA falls below 2.0 and who have not made progress in the removal of their probationary status after one probationary semester will be dismissed from both the College and The University of Akron for one year. The University current policy will be followed. Occasionally, the Dean of the College of Health Professions may dismiss students without placing them on probation first. (Example: A directly admitted new freshman receiving all “F”s their first semester.)

This prenursing policy is separate and distinct from the probation and dismissal policies and procedures governing students in the nursing major. Probationary record as a prenursing student will not carry over into the nursing major policy.

**Nursing Student Dismissal Policy:**
- A student who's nursing GPA falls below the required 2.3 for a second time will be dismissed.
- A student may fail (C or below) two different nursing courses. If the student fails a third nursing course or fails a course for the second time, (s)he will be dismissed even if a 2.3 nursing GPA is maintained.
- A student will be dismissed for unethical professional conduct or conviction of a felony.
- A student may be dismissed for unsafe practice in the clinical area.
- A student may be dismissed for Academic Dishonesty. See University Policy in the current Undergraduate Bulletin. Also see Student Code of Conduct at [http://www.uakron.edu/sja/index.php](http://www.uakron.edu/sja/index.php).
- A student who is dismissed will not be granted readmission.

**Nursing Student Procedure:**
- Students must meet with a CHP adviser when dismissed from the School of Nursing to decide on either a change of major or a change of college.

**Progressive Plan for Supporting Student Success in the Event of a Failure (C+ or below) in Nursing Courses:**

Students are expected, at any point in their course of study in the School of Nursing, to notify The Assistant Director of the Undergraduate program and/or their instructor(s) immediately of any extenuating circumstances that would interfere with their ability to successfully complete the course requirements. Extenuating circumstances include illness or death of a significant other, severe psychosocial stressors, and/or
financial hardship. This provides the student the opportunity to explore options available to the student which might prevent failure (C or below) in any nursing course.

I. The first time a student fails a nursing course (C or below), a Service Indicator hold will be placed on the student’s file and the student will be required to develop a corrective plan of action collaboratively with the Counseling and Testing Center. The student’s plan of action must be submitted to the appropriate Assistant Director of the Undergraduate program no later than the first day of the next semester. If the failure occurs in a mid-semester rotation (October or March) the corrective plan of action must be submitted to the appropriate Assistant Director of the Undergraduate program no later than the second week of the next rotation. Once the plan is available the student must meet with the appropriate Assistant Director of the Undergraduate program.

II. The second time a student fails the same nursing course (another C or below in the course) the student will be dismissed from the School of Nursing. The second time a student fails a different nursing course (another C or below) a Service Indicator will again be applied and the student will be required to establish a new corrective plan of action collaboratively with the Counseling and Testing Center. This plan of action must be submitted to the appropriate Assistant Director of the Undergraduate program no later than the first day of the next semester.

If the failure occurs in a mid-semester rotation (October or March) the corrective plan of action must be submitted to the appropriate Assistant Director of the Undergraduate program no later than the second week of the next rotation. Once the plan is available the student must meet with the appropriate Assistant Director of the Undergraduate program.

The student must meet with the instructor, of the course that is being repeated, at intervals specified by the faculty to facilitate student success.

III. The third time the student fails a nursing course (C or below in any nursing course) the student will be dismissed from the School of Nursing.

**Graduation Policy:**

- Complete a minimum of 120 semester credits toward the degree (basic BSN and LPN-BSN) or 133 semester credits for RN-BSN or 128 semester credits for RN-MSN or 65 semester credits for the Accelerated BSN and earn a minimum of 2.3 in the nursing major, and a GPA of 2.0 for all work attempted at The University of Akron.
- Students in RN/BSN Sequence are awarded 36 bypass credits for previous work. Bypass credit fee is less than per credit hour fees.
- Obtain approval of appropriate School faculty, Faculty Senate and the Board of Trustees.
- Complete the last 32 credits in the baccalaureate program at The University of Akron.
- Discharge all other obligations (financial, academic, return of property, etc.) to the University.
- Complete all requirements, which were in effect at the time of transfer to the School of Nursing.
- Participate in commencement exercises (unless excused by The University).
- Pay all required fees.
Graduation Fees
Graduation involves the following
- Purchase of cap and gown for graduation (optional-may be borrowed; cost available at bookstore)
- Pictures for class composite and licensure (optional).
- Pins (optional), approximately $90.00-$400.00 or more depending on choice of pin and cost of gold.

Applying for Graduation
File a graduation application with the Registrar in the final academic year. It is the student’s responsibility to be aware of and to meet filing deadlines. Miscellaneous reminders are sent out via e-mail repeatedly each semester. A costly fine is imposed on those missing the deadline and applying late for graduation.

NCLEX Review Class
A mandatory N-CLEX review class is given for graduating seniors in the LPN, basic and accelerated BSN tracks. There is no additional charge for the review class, which is held the week after graduation.

Professional Licensure Application Procedure
Students successfully completing the basic baccalaureate program are eligible to apply to take the NCLEX (National Council of State Board Licensure Examination) to obtain licensure as a registered nurse (RN).

Students will be held responsible for filing their own applications for taking NCLEX-RN. The appropriate Assistant Director and the Records Specialist will provide students with an NCLEX packet, which includes directions for completion.

Felony/Misdemeanor and Licensure Application
If any student has been found guilty of, entered a plea of guilty to, or entered a plea of no contest to any of the following, he/she may experience some difficulty in obtaining permission to take the licensure examination.

- Misdemeanor committed in the course of practice.
- Act committed in the course of practice in another jurisdiction (i.e., state, foreign country, etc.) that would constitute a misdemeanor in Ohio.
- Any misdemeanor resulting from or related to the use of drugs or alcohol.
- Assaulting or causing harm to a patient or depriving a patient of the means to summon assistance.
- Obtaining or attempting to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice.
- Selling, giving away, or administering drugs for other than legal and legitimate therapeutic purposes.
- A violation of any municipal, state, county, or federal narcotics law.
- Any felony or any crime involving gross immorality or moral turpitude.
- An act committed in another jurisdiction (i.e., state, foreign country, etc.) That would constitute a felony or a crime of moral turpitude in Ohio.

It is the student’s responsibility to accurately and honestly answer all questions on licensure application. Once application is received the Ohio Board of Nursing will verify the accuracy of information on the application.

Personal Health Insurance
Students are strongly advised to carry their own personal health insurance coverage. If the student does not have personal insurance, information on other options can be found at the Student Health Services web site.
Student Health Requirements

Pregnancy
Students are responsible for their own health and health of their unborn child. When a student is aware of her pregnancy, either confirmed or non-confirmed, it is her responsibility to inform her clinical faculty member and the course coordinator. The student must notify the appropriate Assistant Dean in writing of the pregnancy as soon as the pregnancy is confirmed. Examples of diagnoses or treatment regimens that may jeopardize the unborn include but not limited to: radiation and viral infections. The student will be responsible for being aware of potential risks to her or her unborn related to clinical assignments. It is her responsibility to discuss this with the instructor so that necessary assignment changes may be made. Class or clinical time missed because of the pregnancy will be handled in the same manner as other absences. Course objectives must be met to successfully complete the course.

Personal Illness
When the student questions whether he/she should attend the clinical setting because of illness, the student shall report to University Student Health Services on main campus or personal physician for evaluation. A written statement must be obtained from the student’s personal physician or the University Health physician regarding the student’s health status before returning to the clinical setting following the absence. The statement must be presented to the instructor.

It is the responsibility of all students to maintain their own health. Students should notify faculty and clinical instructor(s) of pre-existing health conditions, especially those requiring medications. Such information will be helpful to the instructor(s) in the event of a student becoming ill in the clinical setting. (See substance Abuse Policy)

Student Illness/Injury in a Clinical Setting
Regular attendance in the clinical area is expected in all nursing courses. If an emergency arises (such as sudden illness), the student must notify the appropriate person in the clinical agency and/or the clinical instructor before the expected time of arrival (at the earliest time the agency can be called) at the clinical site so that patient care can be reassigned without delay. This is a professional responsibility each student must assume, and will be part of the clinical performance evaluation.

If a student becomes ill (or is injured) while in the clinical setting, the clinical instructor will determine whether the student needs to be seen immediately, sent home, or allowed to rest in a quiet area. If immediate care is needed, the student may go to the emergency room, or decide to seek care from his/her own physician. If an injury does occur in an agency, it is best the student be seen in the emergency room in the event it becomes necessary for further evaluation. If the student requires transportation assistance, the clinical instructor will assess the best means by which this can be accomplished (e.g., peer, family member, friend).

If the student does seek emergency treatment in the agency’s emergency room, the student will be billed for services rendered. This is NOT to be considered a Worker’s Comp claim. Students should maintain their own health insurance coverage (as noted above) to protect them in case an illness or injury should occur.

The School of Nursing has affiliation agreements with numerous health care agencies. Faculty reviews the agreement with the agency where they clinically supervise students so that they know what measures to take should a student become ill or be injured. The clinical supervisor will also initiate an incident report (if
appropriate) or a note pertinent to the situation and place a copy of the report (or note) in the student’s official record.

Any nursing student undergoing medically prescribed treatment involving a chemical or natural substance which may limit the nursing student’s ability to perform the required tasks must report that treatment to his/her professor prior to participating in activities in the classroom, laboratory, or clinical setting. Upon such disclosure, the faculty member shall accommodate the student’s potential impairment in that setting. Failure to report this to the faculty may be cause for appropriate disciplinary action under these procedures. It is the nursing student’s responsibility to determine from his/her physician whether a prescribed substance may impair performance. Any information provided by the nursing student shall be kept confidential.

Substance Abuse Policy

Rationale and General Statement
The School of Nursing requires that nursing students at all times be capable of providing safe and effective patient care. To that end, the School of Nursing is committed to a substance-free workplace and environment. This means that nursing students must not be impaired by any substance during any part of the nursing program, including classroom work, laboratory assignments, and community based clinical settings in which nursing students participate.

Therefore, any situation where a nursing student’s ability or performance is impaired by a chemical or natural substance faculty will act to protect the safety of the patients and the student.

Reasons to Suspect Impairment Include, But Are Not Limited To:

- Alcohol on breath or odor of alcohol
- Flushed face and/or bloodshot eyes
- Tremors of the hands
- Unsteady gait
- Patterned absenteeism
- Frequent breaks or disappearance during clinical day
- Repeated tardiness
- Memory lapses, difficulty concentrating, confusion
- Lack of coordination/dexterity
- Slurred or incoherent speech
- Deterioration of appearance
- Dilation or constriction pupils
- Anger, hostility, irritability, mood swings, agitation
- Presence of drug paraphernalia
- Drowsiness or sleepiness

For more information see Chapter 4723-6 Alternative Program for Chemically Dependent Nurses at http://codes.ohio.gov/oac/4723-6

Non-Smoking Policy
The University of Akron has established a non-smoking policy for students, faculty, staff, and visitors. Mary Gladwin Hall (MGH) is designated as a non-smoking building. Students in the School of Nursing are expected to
comply with the intent of the University’s policy and Ohio law as well as to smoking policies established within the health care settings to which they have been assigned.

Uniform Requirements
The School of Nursing has an official uniform; which students must purchase from the contracted company. Uniforms are expected to be kept clean, wrinkle free, and in good repair. School of Nursing uniforms are to be worn to all clinical events in accordance with agency dress code. Substitution of other clothing for the uniform is not permitted. (Also see Professional Appearance Policies)

The required uniform consists of: (Refer to new uniform phasing in process at the end of this handbook).
- White, navy or light blue (depending on grade level) scrub shirt
  (women and men) with embroidered logo
- Navy pants with embroidered logo
- White lab jacket with embroidered logo
- Name pin
- ID badge

Wearing the uniform:
- Faculty will inform students what to wear in their respective clinical settings.
- When the lab jacket is worn, it is to cover professional appearing business casual clothing (no shorts, jeans, t-shirts, hoodies, or halter tops). Pants and/or skirts worn under the lab jacket should be visible and at least knee length.
- Lab jackets must be worn in the LRC.

Name Pin
Name pins are ordered from the campus bookstore. The student’s name pin should include the student’s full name, and The University of Akron Nursing Student. Licensed nurse students’ name pins should add RN or LPN after their name, followed by The University of Akron Nursing Student. The pin should be worn over the left chest area.

ID Badges
Clinical agencies will require use of an identification badge while you are assigned to that agency for clinical learning experiences. You will need to have this identification prior to the start of clinical. Students are not permitted in the clinical agencies unless they wear an identification badge. The Zip card office on the 1st floor of the Student Union building will be handling the identification badges. The badges will have your name, picture, and The University of Akron seal. No other identification badge can be substituted.

Transportation to Off-Campus Learning Sites
The School of Nursing uses a variety of clinical facilities for student learning experiences. Students are responsible for their transportation to and from the institution and agencies used for educational experiences. Examples of such facilities include: preschools, nursing homes, hospitals, health departments and other health care delivery agencies. In addition, nursing students will be required to visit selected clients and/or agencies in the community.

VI. STUDENT SUCCESS AND STUDENT SERVICES

The Student Success Center (MGH 313)
The Student Success Center is dedicated to providing comprehensive health programs and holistic academic
services that will empower students and connect them with the resources they need to achieve their personal and academic goals.

**The Student Success Center Vision (MGH 313)**
The Student Success Center will foster a campus of empowered and connected learners and alumni who are successful in a diverse and global society.

**The Student Success Center Goals**
1. Support student development toward becoming independent, self-confident, and empowered learners connected to The Akron Experience.
2. Promote recruitment, workforce development, and community outreach.
3. Continually assess all constituents in The College of Health Professions to assure the efficacy of services and to guide the enhancement of future programming.
4. Assure that state-of-the-art technology is implemented in the delivery of student services where ever possible.

**Scholarship Information**

*Prenursing Scholarship Information*
There are a few scholarships available to Direct Admit/prenursing students prior to entry into the nursing major. (The majority of School of Nursing scholarships are only available to students currently in the nursing major.) A detailed listing of all School scholarships and instructions are available at the School web page.

*Prenursing Student Scholarship Application Processes*
New freshmen directly admitted to the School of Nursing from the Office of Admissions must send an application essay to the Student Success Center by March 1st. This one to two-page typed essay should include a narrative description of the student, how they became interested in nursing and why they are a deserving candidate for this scholarship. Include any information that would set them apart from other students applying for aid. This essay must be received by the Student Success Center (Mary Gladwin Hall 313) by 4:30 pm on March 1st.

Continuing students who have been admitted to the School of Nursing as Prenursing students may also apply for scholarship consideration. Notice of the scholarship application period is sent out every spring semester via e-mail. The application is submitted electronically.

*Nursing Students Scholarship Information*
Most School of Nursing scholarships are available only to students already in the nursing major. A full listing of all School of Nursing scholarships is available on the Student Affairs web page.

*Nursing Students Scholarship Application Process*
Notice of the scholarship application period is sent out every spring semester via e-mail. The application is submitted electronically.

Miscellaneous outside scholarship information may be published in the Student Affairs Newsletter, posted in the Student Study Room, or sent out in miscellaneous e-mail messages. Students are encouraged to periodically check the web for other scholarship support.
**Prenursing and Nursing Scholarship Award Notification**

Students selected to receive scholarship awards are notified by the Student Success Center during the summer by e-mail and letter. The scholarship amount is applied directly to the student’s account in two payments - one-half for fall semester and one-half for spring semester. The student will be given name and address information for the donor of the scholarship in order to send a personal thank you note for their support. Due to the large number of applicants, the School is unable to notify personally those students who are not awarded scholarships.

**Student Leadership**

The School of Nursing views the development of leadership skills as an integral part of preparation for the nursing profession (see School of Nursing “Goals” and “Competencies of the BSN Graduate” elsewhere in this handbook). The Student Success Center assists and supports students in various aspects of campus and School leadership. Students are encouraged to assume leadership positions in their class, in the various School student organizations, in campus organizations as well as leadership opportunities in the community at-large.

Class leaders function as a part of the Student Nurses Association (SNA) (http://www.uakron.edu/nursing/student-life/student-organizations/student-nurses-association.dot), Men in Nursing (http://www.uakron.edu/nursing/student-life/student-organizations/men-in-nursing.dot), and Intervarsity Nurses Christian Fellowship (http://www.uakron.edu/nursing/student-life/student-organizations/intervarsity-nurses-christian-fellowship.dot). Students may also participate in nursing student leadership at the state level (Ohio Nursing Student Association: http://www.ohionsa.com/) and at the national level (National Student Nurse Association: http://www.nsna.org/). Campus leadership opportunities include Undergraduate Student Government, Residence Life positions, fraternity and sorority opportunities, as well as other special interest groups.

A data base is maintained to track student leadership. Students are encouraged to keep the Student Success Center informed of their involvement in leadership outside the School and/or outside the campus each year for accurate record keeping. This information may be used for recognition and/or award purposes at various times throughout the academic year.

**Guidelines for Student Elections at the Sophomore Level**

- All candidates will submit a self-nomination or be nominated electronically in January/February of their first year in the nursing major (deadline date to be announced via e-mail).
- All elected sophomore officers and committee representatives shall be elected to serve until graduation of that class.
- Elections for class officers and committee representatives will occur electronically during the month of February/March.

**Student Representation on School and University Committees**

There are several committees that have positions for students enrolled in the School of Nursing. Students selected/elected are expected to attend committee meetings, participate in discussions, and share the student’s point of view with faculty. Students may be asked to serve on any other committees that deal with matters where student representation would be helpful.

- Student representatives to the School of Nursing Committees will be elected by their class members.
- Nursing students will be excused from classroom or clinical experience when participating in the official business of the following University of Akron or School of Nursing Committees:
  - Associate Provost and Dean's Council
  - Undergraduate Student Government
Graduate Student Government
University Program Board
Residence Hall Council
Residence Hall Program Board
University Council (subcommittees which requires student membership)
Hearing Board Pool
Substance Abuse/Drug Testing Committee
Education Committee on AIDS
Official events of recognized Honor Societies (e.g., Omicron Delta Kappa, Mortar Board)
School of Nursing Committees:
   Student Advisory Committee to the Dean
   Curriculum Committee
   Research Committee
   Pinning Committee

**Procedure:**
- Each semester, the students who are members of the above committees will submit a schedule for the regularly scheduled committee meeting to the Assistant Director of their program.
- Prior to missing any classroom or clinical experience, for any of the above committee meetings, the student will notify the involved faculty and make any arrangements needed (a special form is provided).
- The student will provide written documentation from the committee chairperson when attending meetings, which have necessitated clinical or classroom absence. This documentation should be submitted to the Assistant Director.

**Student Problem-Solving Process**
The School of Nursing takes very seriously its commitment to students' rights and due process. For this reason, the following process has been designed. When an academic or administrative problem arises which does not violate the Student Code of Conduct, the steps of this process should be started as soon as possible and completed before filing a written appeal. It is hoped that the problem will be resolved informally early in this process.

The steps of the problem-solving process are:
1. The student should make an appointment with the instructor or person involved.
2. Discuss resolution of the problem with the instructor or involved party; a decision is filed by the instructor or involved party in student's file in Student Success Center after the meeting.
3. If the problem remains unresolved, the student should make an appointment with the appropriate Assistant Director (Undergraduate Programs, Innovations/Alternate Pathways, Graduate Programs, etc.).
4. Discuss resolution of the problem; Assistant Director files decision in student's file in Student Success Center.

**Student Appeal Process**
When a problem remains unresolved after meeting with the School Assistant Director, a written request for an appeal may be filed with the School Director. The required form is only available through the Student Success Center.
All prenursing students should meet with their adviser for direction and assistance with implementing this procedure.

**Appeal Criteria**
A written appeal should provide evidence of one of the following:
- A violation, misinterpretation, or inequitable application of a School of Nursing policy or procedure
- A violation of the student's academic rights as defined in the University of Akron's Statement of Rights and Responsibilities (www.uakron.edu/sja).
- Important Note: A grade assigned by an instructor is not appealable except in cases of unfair treatment that includes mistake, fraud, bad faith or incompetency.

A student may not be enrolled in a clinical course while an appeal about **dismissal** from the School of Nursing is pending.

The process for filing an appeal **MUST** be followed as described below:

1. Obtain a School of Nursing Appeal Form
2. File the Appeal Form with the School Director within 10 days of date on dismissal letter or within one week of picking up the form for all other issues.

**Initial Review of an Appeal**
Upon receipt of the appeal, the School Director will transmit a copy of the appeal to the parties whose decision(s) has (have) been appealed, the appropriate Assistant Director, and the Chair of the Student Appeals Committee. All documents pertinent or related to the appeal shall be kept in a Student Appeal file, numbered consecutively for each calendar year. The file shall be made available only to members of the Student Appeals Committee, the appropriate Assistant Director, and the School Director. The file shall not be made available to other parties except as provided by law.

The Student Appeals Committee will determine whether the criteria for an appealable issue/problem are met and note to accept or reject the appeal. The student, all involved parties, the appropriate Assistant Director, and the Director of the School of Nursing will be notified of the Student Appeals Committee's decision by the chair of the Student Appeals Committee.

**Investigation & Hearing of an Appeal**
If an appeal is accepted for further investigation, the student will meet privately with two Student Appeals Committee members prior to the hearing. The other involved parties will also meet privately with two other Student Appeals Committee members prior to the hearing.

In a closed session the Student Appeals Committee shall conduct a hearing of the appeal. Persons who may attend and their type of participation are:

1. Student- The student may speak on his or her own behalf.
2. Support person for student- This person may attend but may not speak.
3. School of Nursing members shall appear upon request of the Student Appeals Committee and speak on the issue/problem.
4. **No** attorney may be present at the hearing in a legal capacity.
**Appeal Decision and Recommendation**

Upon completion of the hearing, the Student Appeals Committee will immediately send its recommendation to the Director of the School of Nursing. The Committee will send a copy of its recommendation to the student, the person whose decision is being appealed, and the appropriate program Assistant Director. A copy will be placed in the Student Appeal File. The recommendation may be one of the following:

A. Find in favor of involved parties.
B. Find in favor of the student and create recommendations for resolution.

The Director shall review the Student Appeals Committee recommendation and take one of the following actions:

A. Accept the recommendation.
B. Accept the recommendation with modification.
C. Reject the recommendation and formulate his or her own resolution.

The School Director will notify the student, the person whose decision is being appealed and the appropriate Assistant Director in writing of the Director’s decision. A copy will also be placed in the Student Appeal File.

**Further Resolution if Necessary**

If the student deems the issue/problem unresolved after receipt of the Student Appeals Committee recommendation and School Director’s response, the student may make an appointment with the School Director to discuss and resolve the issue/problem in person. After this meeting the School Director shall decide on a course of action and notify the student, the person whose decision is being appealed, and the appropriate Assistant Director of her final decision.

If the student deems the issue/problem to be unresolved after receipt of the School Director’s decision, the student may contact the Dean of the College. The UA Provost’s Office is the final destination of any unresolved appeals.

**Student Health Services**

A variety of health services are available to all students through Student Health Services. Student Health Services, (330-972-7808) is located in the Student Recreation and Wellness Center room 260 and is open 8:00 am to 4:30 pm.

Student Health and Accident personal insurance is required of all residence hall students and all international students. It is strongly recommended that all students have personal health insurance coverage. This insurance can be purchased at the “individual rate” as described in the University Undergraduate Bulletin. Students requiring or wanting to obtain Student Health and Accident Insurance may pick up application forms at the Student Health Services.

**Student Academic Records**

Academic records of all School of Nursing students are maintained in Mary Gladwin Hall. The record contains information relevant and necessary for academic purposes. Items included in the record are:

- Application to The University of Akron
- Student Contract and other miscellaneous forms
- Health and Immunization Forms
Students may review their record after submitting a request in writing to the Records Specialist. The record must be reviewed in the presence of the Records Specialist. If a request is made for a copy of any material from the academic record, the student must put the request and purpose for the copy in writing. Allow 24 hours for request to be completed.

**Name, Address, Telephone Changes**
All changes must be submitted in writing to the Records Specialist in Mary Gladwin Hall 205 as soon as they occur. It is essential that the School of Nursing be notified of changes in order that the student can be contacted when/if the need arises.

**Release of Student Names and Addresses**
New students will be apprised of the fact that legitimate organizations (e.g., military, hospitals, or other health care agencies, ANA or NLN) contact the School of Nursing requesting names and addresses of students. Names and addresses will be given to these “legitimate organizations” only as prescribed by law. The Director of the School of Nursing will determine what is a “legitimate organization.”

Students may decide to refuse to participate in whatever activity or study is being proposed without jeopardizing their status as students in the School of Nursing.

**Release of Student Health Information**
Students must sign bottom of the health requirement form, which acts as a release of medical information to appropriate faculty, clinical agencies, or in the event of medical emergencies. The signed waivers will be kept on file.

**Bulletin Boards**
The College of Health Professions bulletin boards are located on all three floors of Mary Gladwin Hall. There are separate bulletin boards for courses (basic, RN, and Accelerated), employment opportunities, and Sigma Theta Tau International. Other bulletin boards are used for postings from the University, student groups and college or school activities and notices. IT IS THE STUDENT’S RESPONSIBILITY TO CHECK A FREQUENTLY FOR IMPORTANT DOCUMENTS, DEADLINES, ETC.

**UAnet ID**
UAnet ID is free to all students of UA is assigned at admission to The University of Akron. The UAnet ID is necessary for Internet connection from the various computer labs on campus and in the School of Nursing. It will also serve as your electronic mail address and be used by faculty to post important course information. You will receive instructions in your courses on how to access course materials and electronic bulletin boards. It is **mandatory** that School of Nursing students check their UA e-mail on a frequent basis. Faculty will be using list-serves to communicate important information to their students.

**Employment Opportunities**
The School of Nursing frequently receives information about employment opportunities for student nurses as well as for those graduating from the program. This information is posted on the Employment Opportunities
bulletin board, located on the third floor of Mary Gladwin Hall, outside of the Student Success Center. Notices that received electronically are also forwarded electronically.

Students are encouraged to register with the Center for Career Management in Simmons Hall 301 for assistance with resumes and interviewing skills as well as timely information concerning job openings and interview opportunities.

Pinning Ceremony Guidelines
The Pinning Ceremony is held in May during finals week each year. This ceremony will include students who graduate between September and August of the academic year. December graduates may select either the pinning ceremony before or after their graduation date. It is the students' responsibility to either purchase a pin or borrow a University of Akron School of Nursing pin from a former graduate if they choose to participate. If unable to locate a pin to borrow, the Student Success Center will provide a "pin" to use during the ceremony. No student will be excluded due to not purchasing a pin.

Pins are:
- usually ordered in the fall of the senior academic year (notice and forms send electronically).
- returned to the Student Success Center after the Pinning Ceremony for August and December graduates. These pins are held in the Student Success Center until the students are cleared for graduation in August or December. Once degree paperwork is in order, August and December grads may pick up their pins.

Senior Pictures
Sitting for senior pictures:
- usually occurs in November (notice is sent out and appointments are made electronically).
- is voluntary.
- will follow the same academic calendar as Pinning—All students graduating during the academic year between September and August are eligible to sit for pictures and be included in the academic year's composite portrait. December grads can choose the portrait on which to be included.

VII. SCHOOL OF NURSING HONORS

School of Nursing Awards
The following awards are presented at pinning each May. Nominations and voting take place electronically.

Mary Gladwin Award
A senior student that demonstrates achievement in academic nursing practice and School/community activity is selected to receive this award. Nominations can be submitted by faculty and students (including self-nominations). The final selection is made by the faculty. The student will receive $100, a plaque, and have his/her name engraved on a plaque that is located in the College of Health Professions Student Success Center.

Outstanding Undergraduate Student Award
School faculty and students may nominate academically outstanding seniors with significant contributions to campus, professional and/or community activities. Faculty will then vote for a final selection.
**Outstanding Accelerated Student Award**
School faculty and students in the graduating accelerated class may nominate candidates for an Outstanding Accelerated Student Award. Nominated students should display the following characteristics.
- good academic standing in the School of Nursing and the university
- strong dedication toward the profession of nursing
- positive role model for members of the accelerated class as well as other students in the School
- visible leadership within the accelerated class
Faculty will vote for a final selection.

**Outstanding RN Student Award**
School faculty and students will nominate academically outstanding RN-BSN seniors with significant contributions to campus, professional and/or community activities. Faculty will vote for a final selection.

**Student Nurses Association Desiree Reeves Outstanding Student Award**
Senior students who actively participated in the Student Nurses Association are eligible for this award. The selection is made by current members of the Student Nurses Association in collaboration with their Faculty Advisers. The award will be presented at the Pinning Ceremony each spring.

**Outstanding Undergraduate Faculty Award**
Senior students will nominate faculty members for the Outstanding Undergraduate Faculty Award. Students make the final selection.

**Sigma Theta Tau**
This organization is the International Honor Society of Nursing. The School of Nursing was granted a charter in 1979 by Sigma Theta Tau, International, Inc., and became Delta Omega Chapter in 1980. Each Fall semester, eligible candidates will be invited to join by the Eligibility Committee.

Baccalaureate students who have completed the junior year courses and maintained a 3.0 cumulative GPA in the nursing major may be considered for membership. Students who are elected shall rank not lower than the highest 35% of their class in scholarship. The areas which applicants are screened are academic scholarship and potential leadership ability.
The purposes of Sigma Theta Tau are:
1. Recognize superior achievement
2. Recognize the development of leadership qualities
3. Foster high professional standards
4. Encourage creative work
5. Strengthen commitment to the ideals and purposes of the profession

There is an induction fee (one time only) and annual dues. Membership includes subscriptions to two (2) publications from the International Office, the Delta Report from the Chapter, plus a variety of professional programs.

Honors College

The Honors Program and its Purpose
The Honors Program of the School of Nursing provides an opportunity for high ability students who seek a greater depth and breadth in their educational experience. The Honors experience contributes to the student’s development as both a leader and scholar of the discipline. These goals are supported through early involvement with faculty mentors who support the development of the student’s critical and analytical abilities in problem solving complex issues in nursing. The student’s involvement in the University, School and community based initiatives cultivates the development of the student’s leadership capabilities.

Students may be admitted to the University Honors College as entering freshmen, or in exceptional cases upon transfer to The University of Akron or upon completion of their freshman year. Admission criteria are noted in The University of Akron Undergraduate Bulletin. Honors students are assigned a preceptor (Faculty Advisor/Mentor) upon entry into the major to assist the student in course selection and development of an honors project.

Honors Research Project
To graduate with Honors, each student will complete an Honors Research Project that is documented in an Honors thesis. This project is an individual or group effort and is guided by a faculty member who serves as the project advisor. Honors projects are briefly presented at an event designed by the School of Nursing every spring semester and at the Pinning Ceremony in May.

Roles and Responsibilities of Honors Faculty and Students

Professional Honors Advisor
Upon admission into the School of Nursing, the student will be assigned a professional advisor. This advisor will guide the student in the selection of courses in accordance with the Honors Distribution Contract as well as other scheduling and registration issues.

Faculty Honors Advisor
The Faculty Honors Advisor is assigned to the Student upon enrollment in the nursing major. This advisor serves as a professional mentor to the student throughout their enrollment in the School. They will counsel the student concerning issues surrounding their nursing coursework, the profession of nursing, career goal setting, and identifying their Honors Project and Project Sponsor.

Honors Research Project Sponsor
The Project Sponsor serves as a mentor to the student during the development and implementation of the project.
- Criteria for Selection:
Full-time faculty member of The University of Akron School of Nursing
Expertise in project topic

This role includes the following responsibilities:

- Supervises the development, design and implementation of the project including:
  - The Review of Literature, the student's selection and refinement of their project questions, and design and data analysis process
  - The IRB Committee process (if applicable),
  - Reviews and edits of the manuscript
  - Final authority to approve the project
- Guide's student selection of readers
- Assigns a grade to the final product

Honors Project Reader There are two readers of the finished project. They are selected in concert with the Sponsor. Readers should be selected at the beginning of the project.

- Criteria for Selection:
  - Knowledgeable about the topic of interest
  - May be Full or Part time faculty
  - May be Professionals from clinical, community or educational organizations involved with the project

Student Responsibilities

- Maintaining regular contact with their Advisors
- Responding promptly to e-mail notices and School communications
- Adhering to all deadlines and School policies
- Taking the initiative to clarify issues, be prepared and knowledgeable, and maintain high motivation.

Requirements to Graduate with Honors
To graduate with Honors, students must satisfy all requirements for graduation from the School of Nursing in addition to the Honors College requirements. The Honors Distribution contract guides the student's course selection to complete the General Education curriculum delineated in the Honors Curriculum Plan and fulfillment of the prerequisite courses for the Nursing Major.

Grade Point Average (GPA)
GPA is calculated in compliance with “Graduation with Honors” as stated in the Undergraduate Bulletin.

Honors students are encouraged to become independent, self-directed, and committed to excellence and high achievement. Students who successfully complete the curriculum and honors project with a cumulative GPA of 3.4 or higher, graduate with the designation of “University Scholar”. The Honors College office can be contacted for further information.

(Students must rank in the 40th percentile score range for either the ACT or SAT and have a high class rank, high school GPA of 3.5 or higher, and demonstrate strong achievement in the freshman year. A sophomore must have earned at least a 3.4 U of A GPA,.)
APPENDIX A
Clinical Attendance and Performance

Student Name ___________________________________________  Date ____________________

Course: ___________________  Instructor: __________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Point Value (Each occurrence)</th>
<th>Clinical Attendance and Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Points will be accrued as noted below. Tardiness and absence occurrences are measured per clinical rotation.</td>
</tr>
<tr>
<td></td>
<td>Tardiness:</td>
<td>Student late for clinical.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Absence (student must make up clinical time):</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Unexcused absence: instructor was notified prior to clinical start time.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>No Call/ No Show</td>
</tr>
<tr>
<td></td>
<td>Student Professional Demeanor:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Unprofessional conduct and disrespect</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Unprofessional appearance</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Unapproved or unauthorized use of cell phone</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Late Assignments: Springboard, journals, papers.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>HIPAA violation</td>
</tr>
<tr>
<td></td>
<td>Unsafe Clinical Behavior:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Incomplete clinical preparation or proceeding with patient care without clinical instructor’s knowledge approval.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Failure to report an illness or physical limitation to clinical instructor.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Lying, covering up, failing to report a mistake in the clinical setting, or falsifying any documentation.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Violation of substance abuse policy</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Student unprofessional behavior leading to unsafe patient situation</td>
</tr>
</tbody>
</table>

Action Plan

5 or great | Written contract in the form of an Advisor note. A student who accumulates 5 or more points must make an appointment to meet with the clinical faculty member or course coordinator. |

9 or great | Failure of clinical. The student who accumulates 9 or more points will receive an "F" in the nursing course associated with the clinical. There will be no option to withdraw from the course to prevent receiving a failing grade. |

Student's signature: ___________________________ Date: __________________

Clinical Instructor or Faculty's signature: _______ Date: _________
Clinical Attendance and Performance Contract
(This form is to be initialized and signed by the student prior to beginning each clinical rotation)

___ I understand that Clinical Attendance and Performance are mandatory to progress in the Nursing program.

___ I have reviewed the Clinical Attendance / Performance Contract.

___ I understand that Tardiness, Absences, Unprofessional or Unsafe Behaviors will all be tracked using a point system and will be tracked per clinical rotation.

___ I understand that all clinical hours must be completed to meet course objectives.

___ I understand that if I accrue 5 or more points, I am considered "at risk" for failure in the Clinical component and will be expected to sign an Advisor Note with my clinical instructor or course coordinator prior to the next clinical day.

___ I further understand that if my clinical instructor is unable to meet with me, it is my responsibility to contact the course coordinator for an appointment prior to the next clinical day.

___ I understand that if I accrue 9 or more points I will receive an "F" in the nursing course associated with the clinical. There will be no option to withdraw from the course to prevent receiving a failing grade.

___ I understand the Student Handbook Policies regarding failures in nursing courses.

Signature of Student: __________________________

Date: _____________
APPENDIX B
Positive Mantoux Test

THE UNIVERSITY OF AKRON check the link
SCHOOL OF NURSING

MEMORANDUM

DATE: [date]
TO: [Student Name]
FROM: School of Nursing, Records Specialist
SUBJECT: Annual Follow-up for a Positive Mantoux Test.

Our records indicate that you have had a positive skin test reaction for TB and have submitted a chest X-ray report indicating that TB disease has been ruled out. Per the Center for Disease Control recommendations, an annual questionnaire concerning symptoms of TB should be completed.

Symptoms that might indicate TB or other lung diseases include:

1. Cough which persists without any improvement for more than two or three weeks.
2. Increased sputum (phlegm) production with a chronic cough.
3. Coughing up blood.
4. Weight loss without change in eating or exercise habits.
5. Persistent fever and/or night sweats for more than 2-3 weeks.

If you are experiencing any of these symptoms, please report to the Student Health Services or your private physician for evaluation. If you do not have any of the above symptoms, please sign the statement below and return this form to the Records Office of the School of Nursing. Keep a copy of the signed form for your files.

__________________________________________________________________________

I have read and understand the above memorandum. I do not have any of the symptoms noted above.

Print Name: __________________________ Date: __________

Signature: __________________________
General Statement: Students withdraw from the School of Nursing for a variety of reasons and may request permission to return. In an attempt to assist members of the Baccalaureate Admissions Committee to make as fair a decision as possible, the following withdrawal-return process has been developed.

I. Exit Interview
   A. Schedule appointment with Assistant Director Undergraduate Program
   B. Reason(s) for withdrawal
      1. Illness or injury
         a. Self
         b. Significant other (parent, sibling, spouse, child)
      2. Death in family requiring assumption of increased responsibilities
      3. Economics
      4. Indecision about personal career goals
      5. Academic reasons
      6. Personal
      7. Other
   C. When does student anticipate returning to the School of Nursing?
   D. Withdraw/Return Form to be filed in student's academic file.
   E. Student notified to send letter to the chair of the BASP Committee through the Records Specialist expressing desire to return to the School of Nursing. See Baccalaureate Student Manual for re-enrollment procedures and requirements for the letter.
      1. Letter for Fall return should be submitted no later than April 1.
      2. Letter for Spring return should be submitted no later than November 1.
II. Ranking System

A. If there are more requests to return than available course spaces, individuals will be ranked according to prior nursing GPA.

B. Multiple Re-enrollment Requests
   1. Requests for re-enrollment will be prioritized using the prior nursing GPA.
   2. Any subsequent requests for re-enrollment may be considered based on:
      a. Merit of the request
      b. Prior nursing GPA
Appendix D
New Uniform Phasing in Process

Uniform requirements are determined by the assigned COURSE NUMBER of the class in which a student enrolls. Individual student rank within the University does not dictate which uniform the student is to wear. Uniform requirements are designated between 200, 300, and 400 level courses.

For example, in Fall 2016, if a student enrolls in 8200:211, s/he is required to wear the light blue top and navy pants with school insignia. If the student has accumulated 68 credit hours before Fall 2016 and is considered Junior standing within the University, this would not change the uniform requirement. The uniform is determined by the course, not the individual student. As the course number is 212, it is considered a sophomore level course, thus requiring the sophomore level uniform.

ACCELERATED PROGRAM MAY 2016 – AUGUST 2017

All levels
white top/navy pants*

*If an accelerated student fails a course and must repeat a 200 level clinical in Fall 2016, he/she must wear the uniform required of Sophomores (200 level) for Fall 2016.

FALL 2016 – SUMMER 2017

Seniors (400 level) white top/navy pants*
Juniors (300 level) white top/navy pants*
Sophomores (200 level) LIGHT BLUE TOP/NAVY PANTS

ACCELERATED PROGRAM MAY 2017 – AUGUST 2018 ( & FUTURE ACCELERATED PROGRAMS)

Sophomore (200 level) LIGHT BLUE TOP/NAVY PANTS
Junior (300 level) NAVY TOP/NAVY PANTS
Senior (400 level) WHITE TOP/NAVY PANTS

FALL 2017 – SUMMER 2018

Seniors (400 level) white top/navy pants*
Juniors (300 level) NAVY TOP/NAVY PANTS
Sophomores (200 level) LIGHT BLUE TOP/NAVY PANTS

FALL 2018 AND BEYOND

All levels ALL PHASED IN
(Seniors must wear new white tops & new navy pants)
Snow Day/University Closure Policy

If The University of Akron closes for a snow day students will not attend clinical if the closure occurs before the clinical day begins.
If The University of Akron closes for a snow day once students are already in the clinical setting, the clinical instructor and students may decide whether to stay in clinical or leave for the day. If the clinical instructor decides it is best to leave, all students must also leave the clinical setting. If the clinical instructor decides to stay, students may stay or leave using their judgement regarding what is safest for their particular situation.
If classes are cancelled due to an occurrence specific to a problem at The University of Akron campus that does not affect surrounding hospitals/clinical sites, students will still have clinical.
If classes are cancelled but other university activities are still being held (such as sporting events), it will be the responsibility of the course coordinator to decide whether to hold clinical. No student will be required to attend if he or she feels their particular situation is not safe.
If students perceive their safety to be at risk and decide not to attend or to leave clinical, they will make up the clinical hours at an available time or during finals week.
In the case of a snow day, students who are scheduled to work with an individual preceptor in the clinical setting should decide whether to attend based on their individual judgement regarding safety.

*denotes student choice- old or new white top & navy pants