School of Nursing
COLLEGE OF HEALTH

Baccalaureate Nursing Program Student Handbook

Academic Year 2024-2025

Cleveland State University
College of Health Building
2112 Euclid Avenue

College of Health Building
Cleveland, Ohio, 44115
www.csuohio.edu/nursing

School of Nursing
COLLEGE OF HEALTH

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RE: Welcome Undergraduate Students

Welcome to the School of Nursing in the College of Health at Cleveland State University! The Deans, faculty, staff, and advisors are excited to welcome you to your first wonderful academic session or returning to your next academic session. Our hope is that your academic preparation, commitment, intellect, and life experience will lead you to your milestone of graduation and the profession of nursing.

Cleveland State University is a special place, we want you to take advantage of everything that the University has to offer. We hope your future nursing career will be just as rewarding as we have experienced during our careers. You will find that it offers challenges, rewards, and an opportunity to gain experience in your career. More importantly, we stand ready to support your goal of program completion as you continue your academic journey. Professional registered nurses are the most respected profession in our country, and we commend you for choosing this esteemed profession.

Cleveland State University is committed to ***EN*GAGED LEARNING** and the School of Nursing excels at this endeavor. Your program of study includes experiences in the classroom, clinical skill lab, interprofessional simulation, and CSU-affiliated clinical sites. These experiences are vital to your learning and working alongside healthcare professionals in world-renowned healthcare institutions. With this opportunity comes personal accountability to meet quality care standards in the clinical and nursing settings.

This Student Handbook provides valuable information that will help you succeed on your educational journey. Please keep this document as a reference during your nursing major plan of study. Feel free to contact your advisor if you have questions or wish to clarify any aspect of your Student Handbook.

Again, welcome to Cleveland State and we look forward to providing you with an outstanding educational experience. Your commitment to your program of study will help-us-help-you on your journey in nursing. We ask that you engage in improving the School of Nursing and contribute to the legacy of quality and excellence at Cleveland State University. Your success is our reward!

PURPOSE

The faculty and staff of the Cleveland State University School of Nursing strive to support all students as they work to successfully earn a BSN degree. This handbook highlights many of the resources provided to students. Services include written electronic sources of information, tutoring, counseling, and academic advising. This handbook serves to inform students of valuable resources and to serve as a guide to the policies, regulations and procedures that govern student conduct, behavior, and performance while enrolled in the School of Nursing at Cleveland State University. Students are responsible for abiding by the guidelines found in this handbook and are encouraged to consult it thro

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PROGRAM OVERVIEW

Graduates of the Cleveland State University School of Nursing's (CSU SON) Baccalaureate Program are prepared to function as nurse generalists throughout the health care delivery system, and to provide primary, secondary, and tertiary care to individuals, families, groups, and communities. The Nursing Process [Assessment, Diagnosis, Planning, Implementation, and Evaluation] (American Nurses Association, 2014) provides the organizing mechanism for the critical thinking needed to deliver effective nursing care to such varied populations.

In addition to nursing concepts, the CSU SON's curriculum focuses on the integration of theories from the humanities as well as the social, behavioral, physical, and medical sciences to build a solid, interdisciplinary foundation for learning the role of a professional nurse. In the classroom, skills lab, and clinical experience settings, students are exposed to a variety of teaching methods and state of the art technology, for the development of knowledge, skills, and use of critical thinking rooted in highly competent and ethical nursing practice. Clinical experiences are offered to students in a variety of health care settings across the continuum of care. These experiences occur at hospitals and health care agencies throughout Ohio and United States.

Graduates from the CSU SON's Bachelor of Science in Nursing (BSN) program are eligible to take the National Council Licensure Examination (NCLEX-RN™) to obtain licensure as a registered nurse (RN). The practice of nursing as an RN is defined by the board of nursing in the state in which the NCLEX-RN™ is taken, for example, the Ohio Board of Nursing. See example: http://www.nursing.ohio.gov/

PROGRAM APPROVAL/ACCREDITATION

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at Cleveland State University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

THE PROGRAM HISTORY

Cleveland State University (CSU) was established in 1964 as the first state assisted university in Cleveland. By absorbing the building, programs, faculty, and staff of Fenn College, CSU opened in 1965 with 5,589 students in the Colleges of Arts and Sciences, Business, and Engineering. Since then, CSU has grown, now covering over 85 acres in downtown Cleveland, and offering over 175 academic programs, including undergraduate and graduate degrees, across various fields of study. In addition to nursing, the University provides many undergraduate, graduate, professional licensure, certificate, and continuing education programs.

Nursing was established as an undergraduate major in 1975 as a unit in the Department of Biology in the College of Arts and Sciences. It was the first RN to Bachelor of Science in Nursing (BSN) completion program in the greater Cleveland area. In 1981, Nursing was awarded Department status and received initial accreditation from the National League for Nursing (NLN). In 1985, the basic undergraduate BSN program was established, and in 2000, the Ohio Board of Regents granted the University permission to implement the Master of Science in Nursing (MSN) program, which was accredited by the Commission on Collegiate Nursing Education (CCNE). In response to the nationally recognized critical shortage of nurses, the first accelerated post-baccalaureate BSN program in Ohio was opened at CSU in 2002.

The restructuring of the university between 2002 and 2004 included the 2003 transition of nursing from a department in Arts and Sciences to a School of Nursing housed within the newly named College of Education and Human Services. In 2010, the School of Nursing became an independent school and relocated to Julka Hall, a newly constructed building with state-of-the-art classroom space. Nursing faculty collaborate with colleagues in other health profession programs to focus on the health care needs of the community. Together they are laying the groundwork for interprofessional education to prepare the health care providers of the future. In 2022, the College of Health was established as a part of CSU 2.0's initiative to create a unified and focused unit dedicated to health disciplines. It encompasses numerous academic specialties, including the School of Nursing, School of Social Work, Communication Sciences and Disorders, Health Sciences/Public Health, Occupational and Physical Therapy, Exercise Science/Community Health, and Music Therapy.

Health care employers after seeking Graduates of the CSU SON, hold leadership positions across the continuum of care and contribute to the body of nursing knowledge through publications and research. Nursing students are engaged in classes, Nursing Resource Lab

(NRL), and Clinical on a modern campus with dedicated state of the art classrooms and laboratory space.

The CSU SON's urban location affords students and staff many opportunities to work with diverse patient populations and address health disparities in a variety of communities. CSU SON's active participation in the community demonstrates dedication to support the University's commitment to diversity to urban and rural health.

THE FUTURE

Promoting and maintaining health will continue to be a focus at CSU far into the future. It is definitive that the SON will play a significant role in this distinctive mission. A key element of that focus is the Center for Innovation in Health Professions. The Center promotes opportunities for faculty and students from a variety of health professions (such as Nursing, Medicine, Physical Therapy, Occupational Therapy, Speech and Hearing, and Pharmacy) to learn together in the same building. Historically, disciplines were educated separately with interprofessional interactions limited to after graduation and upon entry into the clinical setting. The Center provides opportunities for various disciplines to address complex health problems in a collaborative manner. The collaboration supports the Center's vision of Transforming Health through Research, Education, Action, and Discovery (THREAD) to improve the lives of individuals at local, state, and national levels.

The Center is located on the south side of Euclid Avenue (directly across from the Student Center) The Center houses interdisciplinary classroom spaces, along with state-of-the-art Nursing Resource and Simulation Labs, CSU Health and Wellness Services, and other health discipline educational programs.

SCHOOL OF NURSING MISSION STATEMENT

Empowering lifelong learners; advancing excellence in professional nursing; and engaging diverse populations.

SCHOOL OF NURSING VISION STATEMENT

We will be recognized as a national leader in improving the health of individuals, communities, and populations through interprofessional collaboration and innovation in nursing education, scholarship, and practice.

SCHOOL OF NURSING CORE VALUES

Accordingly, the Cleveland State University School of Nursing's core values are:
- Accountability
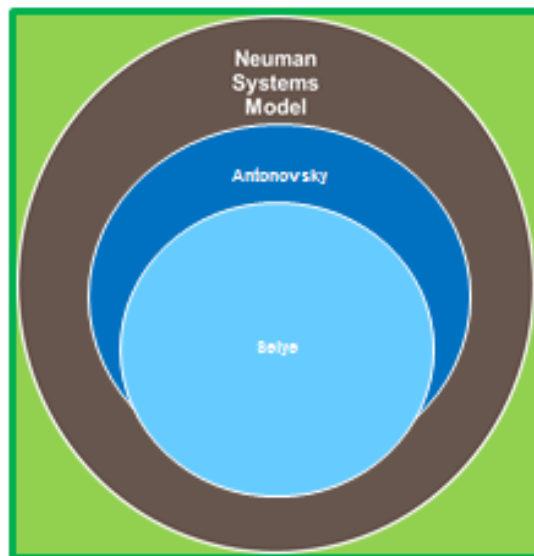- Civility
- Collaboration
- Diversity & Inclusivity
- Engagement
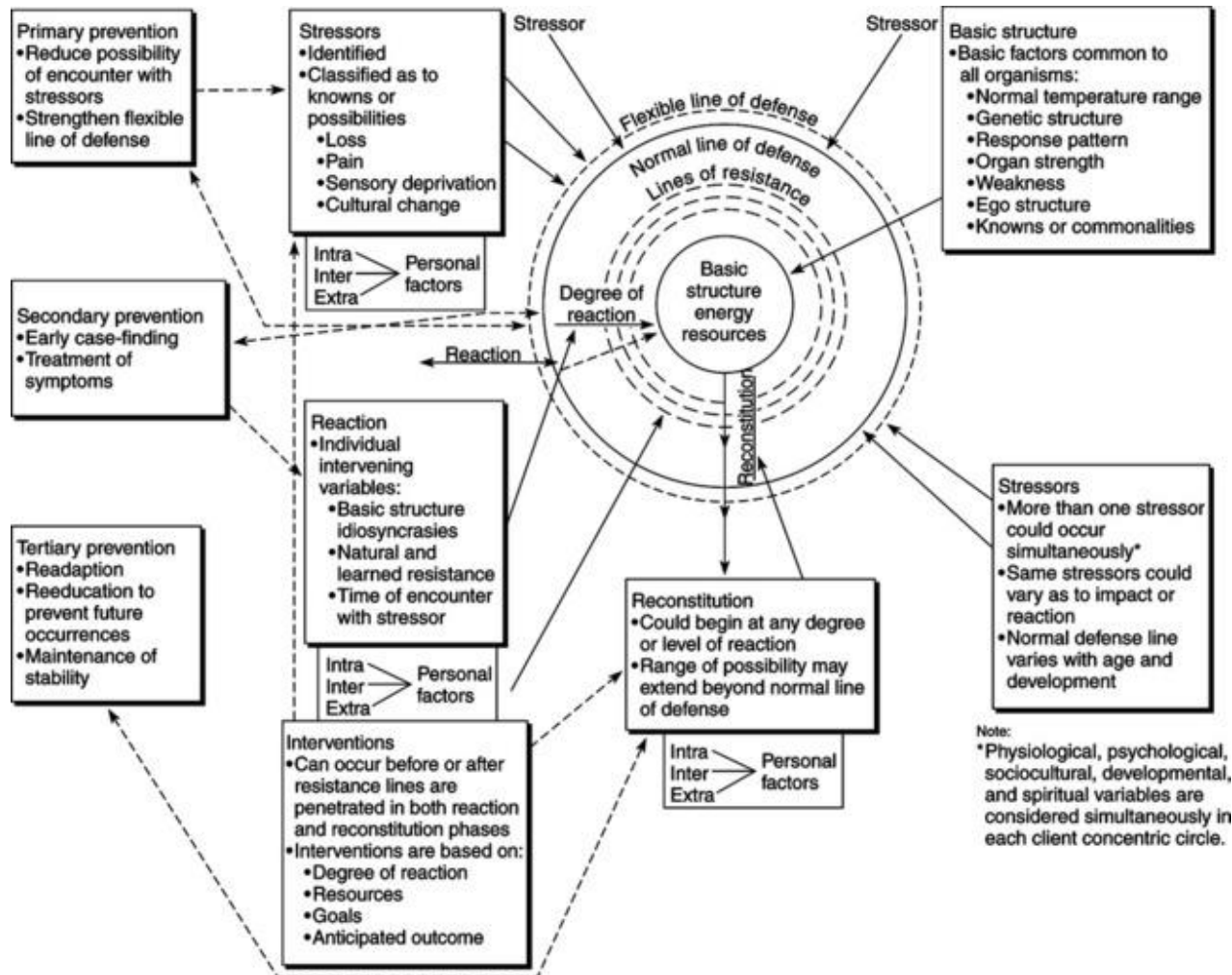- Integrity
- Professionalism
- Respect

PHILOSOPHY & CONCEPTUAL FRAMEWORK AND UNDERGRADUATE BSN PROGRAM TERMINAL & LEVEL OBJECTIVES

PHILOSOPHY AND CONCEPTUAL FRAMEWORK

Organizing Framework: Antonovsky within Betty Neuman's Systems Model

Organizing Framework
Neuman Systems Model

Neuman Systems Model

Antonovsky

Betye

Primary prevention
•Reduce possibility of encounter with stressors
•Strengthen flexible line of defense

Stressors
•Identified
•Classified as to knowns or possibilities
  •Loss
  •Pain
  •Sensory deprivation
  •Cultural change

Intra
Inter → Personal factors
Extra

Secondary prevention
•Early case-finding
•Treatment of symptoms

Reaction
•Individual intervening variables:
  •Basic structure idiosyncrasies
  •Natural and learned resistance
  •Time of encounter with stressor

Intra
Inter → Personal factors
Extra

Tertiary prevention
•Readaption
•Reeducation to prevent future occurrences
•Maintenance of stability

Interventions
•Can occur before or after resistance lines are penetrated in both reaction and reconstitution phases
•Interventions are based on:
  •Degree of reaction
  •Resources
  •Goals
  •Anticipated outcome

Stressor

Stressor

Flexible line of defense
Normal line of defense
Lines of resistance

Degree of reaction

Basic structure energy resources

Reaction

Reconstitution

Basic structure
•Basic factors common to all organisms:
  •Normal temperature range
  •Genetic structure
  •Response pattern
  •Organ strength
  •Weakness
  •Ego structure
  •Knowns or commonalities

Reconstitution
•Could begin at any degree or level of reaction
•Range of possibility may extend beyond normal line of defense

Intra
Inter → Personal factors
Extra

Stressors
•More than one stressor could occur simultaneously*
•Same stressors could vary as to impact or reaction
•Normal defense line varies with age and development

Note:
*Physiological, psychological, sociocultural, developmental, and spiritual variables are considered simultaneously in each client concentric circle.

NURSING PROGRAM PHILOSOPHY

In keeping with the University's mission statement, the Nursing faculty holds the following beliefs about Person, Environment, Health, Nursing, and Education and incorporates Betty Neuman Conceptual Framework as its foundation upon which the curriculum is designed:

Person
A person is an integrated whole, a biophysical being who is rational, social, emotional, sexual, spiritual, and innately healthy. The person is endowed with inherent dignity and worth. A person possesses potential to discover, and impart knowledge and skills to others, and to learn, grow, and change. As a rational being, a person uses mental processes to search for knowledge and truth. As a social being, a person communicates with others and assumes various roles within a family, group, and community. A person adopts values, beliefs, and attitudes which influence life experiences and quality of life. A person is able to differentiate self from others, while existing in interdependent relationships in a shared environment with various sociocultural groups. A person has the capacity to form and participate in relationships as best suited to emerging needs. As an emotional being, a person is able to recognize feelings and reacts to changes in the environment. As a sexual being, a person has the capability to express intimacy. As a spiritual being, a person searches for unifying threads that give meaning and value to life. As an innately healthy being, a person seeks to understand, manage, and find meaning and purpose in life through management of adaptive energy.

Nursing care is delivered to all clients, recognizing each individual as an integrated whole. The client of nursing can be an individual, family, group, or community of persons.

Environment
Environment encompasses the totality of a person's life experiences. The environment is viewed as both internal and external in nature. The internal environment is within the person—body, mind, and spirit. The external environment consists of the society with its attendant ideas, symbols, morals, values, roles, and physical surroundings. The external environment also includes the immediate physical environment as well as the global surroundings.

The environment is dynamic in nature; its resources are limited. The environment contributes both stressors and resources to the person. As each person attempts to maintain health, they must recognize their relationship to environment and understand that this relationship is essential for mutual survival. Openness, respect, and support enhances the environment.

Environment includes transactions and relationships between and among the person, family, significant others, places, and objects. Diverse cultures in communities provide an environment for learning and practice within the fabric of the Nursing profession. The health of the physical environment and the health of the ecosystem are believed to be essential for the continued health of every individual and community.

Of the various environments, the learning environment is of special concern to nurse educators. The learning environment consists of human and material resources and all interactions and experiences students have with others. A significant component of the learning environment is communication between faculty and students that helps students move toward actualizing their potential as professional nurses.

Health
Health is a dynamic state that is personally and culturally defined. Health is the successful management of tension and stress through the mobilization of resources. Levels of health are achieved, maintained, and restored through person-environment interactions, and are supported by using therapeutic Nursing interventions. Each individual, family, group, and community have the right and responsibility to engage in preventive health activities. Access to community-based settings is important for health promotion and disease prevention. Ability to plan and evaluate care for population groups is important for health planning and policy, and for documenting outcomes of nursing care.

Nursing
Nursing is both an art and a science. Nursing is based on the integration of knowledge in theories and concepts from the natural, behavioral, and nursing sciences, as well as the humanities, which provide the foundation for professional Nursing practice. Professional Nursing practice involves the diagnosis and treatment of human responses to actual, or potential health problems/ life processes, and includes six essential features: provision of a caring relationship that facilitates health and healing; attention to the range of human experiences and responses to health and illness within the physical and social environments; integration of objective data with knowledge gained from an appreciation of the patient or group's subjective experience; application of scientific knowledge to the processes of diagnosis and treatment through the use of judgment and critical thinking; advancement of professional nursing knowledge through scholarly inquiry; and influence on social and public policy to promote social justice (ANA (2011) Nursing's Social Policy Statement). Nursing is a profession that uses supportive, nutritive, and generative behaviors. It encompasses scientific, supportive, and nurturing actions, which facilitate the enhancement of health of individuals, families, groups, and communities. Nursing is concerned with health and focuses on helping clients use resources to the best of their ability to cope with stressors. Nursing is an evolving profession which builds on the accomplishments of its' past. Nursing is sensitive to diverse

populations and incorporates the knowledge of cultural differences related to health and health care.

Professional nurses use critical thinking to meet the health needs of clients in generalist, specialist, advanced, or independent practice roles. Professional nurses assume the roles of caregiver, health teacher, client-advocate, counselor, coordinator, agent/leader, manager, consultant, or researcher. They collaborate with interdisciplinary team members and others to provide health care. Professional nurses use research findings and may conduct research to improve nursing. Professional nurses have a strong commitment to ethical behavior and Professional Standards of Practice, and assume responsibility, authority, and accountability for their actions. Professional nurses should exemplify primary, secondary, and tertiary preventative strategies when providing health care.

Primary prevention strategies are those activities which promote and maintain good health—including health teaching, immunization, early detection, and treatment. Secondary strategies relate to activities which focus on acute and critical care, and the limitation of disability. Tertiary preventive strategies relate to those activities related to rehabilitation, long-term care, and care of the dying.

Education
Education is a structured process leading to formalized outcomes. Education provides a person with tools contributing to personal development. Education is present and future oriented; it is accomplished by facilitative communication, critical thinking, problem-solving, and decision-making. Education provides a firm basis for understanding self and relationships to others and society. Nursing education contributes to the development of a personal and professional identity. Education enhances a person's ability to confront ambiguities of life and maintain a sense of coherence. Education provides the means for effecting change in a systematized, logical, goal-oriented, and direct manner. During this process of change, a person becomes able to identify and explore alternative perspectives. Learning is a process of change that continues throughout a person's life and is self-directed inquiry. Faculty and students actively engage in learning experiences.

Teaching is a set of strategies that encourages an individual's initiative and independence of thought while facilitating ability to inquire, analyze, synthesize, correlate, and generalize.

Teaching-learning contributes to the development of professional values, attitudes, and behavior through a partnership of accountability between teacher and learner.

Faculty supports students in the educational process by acknowledging that students experience a variety of stressors during the learning process. These stressors can enhance or interfere with achievement of personal and educational goals. Other factors influence mutual

learning such as, interests, learning needs, attitudes, past experiences, different learning styles, cultures, and learning environments. The faculty provides opportunities to incorporate life experiences into meaningful mastery of new learning for growth of the personal and professional self.

A more detailed explanation of the Cleveland State University School of Nursing's Philosophy and Conceptual Framework can be found on the School of Nursing's website: http://www.csuohio.edu/nursing/undergraduate-programs/undergraduate-programs

UNDERGRADUATE BSN PROGRAM & TERMINAL AND LEVEL OBJECTIVES

The terminal and level objectives of the program identify behaviors that are to be demonstrated by graduates. As derived from the philosophy and organizing framework, these terminal objectives serve as the foundation for the level and course objectives of the curriculum. Table 1 below further illustrates the levels of learning as students move through the program.

TABLE 1. Terminal and Level Objectives for the BSN Program

TERMINAL OBJECTIVES	FRESHMAN LEVEL OBJECTIVES	SOPHOMORE LEVEL OBJECTIVES	JUNIOR LEVEL OBJECTIVES	SENIOR LEVEL OBJECTIVES
1. Acquisition of a liberal education for generalist baccalaureate practice across a variety of settings in the community using knowledge and skills from the natural, physical, behavioral, nursing sciences, the humanities, our stress, and other nursing frameworks.	Acquires principles & concepts from the natural, behavioral, physical, and humanities.	Identifies the stress framework as a mechanism for organizing nursing practice. Applies the major scientific principles and concepts from the natural, physical, behavioral, and nursing sciences, and the humanities as they relate to nursing.	Correlates knowledge of major scientific principles and concepts from natural, physical, behavioral, and nursing sciences, the humanities, and uses the stress framework for organizing therapeutic nursing interventions in community-based settings.	Synthesizes knowledge and skills from the natural, physical, behavioral, and nursing sciences, the humanities, and stress framework in the delivery of care.
2. Knowledge of basic organizational and systems leadership for quality care and patient safety and use of leadership skills to effect change that optimizes the safe delivery of quality nursing care.	Acquires principles and concepts of behavioral sciences and humanities.	Recognizes leadership skills & behaviors required for competent and safe practice.	Relates leadership theories to nursing practice. Analyzes the dynamics of leadership and changes strategies as they relate to the delivery of safe nursing care.	Integrates leadership skills to initiate change in the delivery of direct and delegated safe nursing care to clients.

TERMINAL OBJECTIVES	FRESHMAN LEVEL OBJECTIVES	SOPHOMORE LEVEL OBJECTIVES	JUNIOR LEVEL OBJECTIVES	SENIOR LEVEL OBJECTIVES
3. Incorporates scholarship and evidenced based practice in the planning and delivery of safe nursing care.	Identifies sources of knowledge, truth, and evidence in the basic, social, and behavioral sciences.	Describes how evidence-based practice supports the delivery of safe nursing care.	Applies evidence-based practice to plan and deliver safe nursing care.	Summarizes evidence-based practice in order to formulate a researchable question for clinical practice.
4. Skills in the ethical application of patient care technology and information management in the delivery of quality nursing care.	Demonstrates skill in basic communication technology.	Develops the skill to use technology in the clinical setting to access client data, and document nursing care.	Utilizes technology during the delivery of quality patient care.	Incorporates technology ethically and skillfully in the provision of quality nursing care.
5. Knowledge of healthcare policy, finance, professional and regulatory environments, and the impact on the equitable delivery of healthcare to individuals, families, communities, and populations.	Acquires principles and concepts from the behavioral sciences and humanities.	Explains the scope of practice as it is influenced by healthcare policy, finance, and regulatory agencies.	Discusses the influences of healthcare policy and regulatory agencies on the delivery of safe nursing care.	Summarizes the influences of healthcare policy and regulatory agencies on the delivery of safe nursing care.
6. Use of interprofessional communication and interdisciplinary collaboration to optimize teamwork and improve patient healthcare outcomes.	Acquires principles and concepts from the natural, behavioral, physical, and humanities.	Utilizes professional oral and written communication skills in the delivery of patient care. Implements the nursing role in the interdisciplinary healthcare team.	Interacts collaboratively and professionally with the healthcare team.	Coordinates with other health professionals to develop and implement multidisciplinary plans of care.

TERMINAL OBJECTIVES	FRESHMAN LEVEL OBJECTIVES	SOPHOMORE LEVEL OBJECTIVES	JUNIOR LEVEL OBJECTIVES	SENIOR LEVEL OBJECTIVES
7. Use of the nursing process and concepts of population health for disease/disability prevention, health promotion, and therapeutic intervention at each level of care to individuals, families, groups, and communities across the lifespan.	Acquires principles and concepts from the natural, behavioral, physical, and humanities.	Demonstrates basic application of the nursing process and concepts of health for adult clients. .	Analyzes nursing process and concepts of health across the clients' lifespan. Implements nursing process and concepts of health across the clients' lifespan.	Formulates plans of nursing care for delivery to clients in communities across the lifespan.
8. Responsibility, accountability, and ethical behavior when enacting the roles of professional nursing.	Acquires principles and concepts from the ethical, behavioral science, and humanities.	Demonstrates individual responsibility and accountability for the enactment of ethical behavior in nursing practice for personal actions as a professional nurse.	Reflects upon observed and learned ethical principles in assuming responsibility and accountability for personal actions as a professional nurse.	Incorporates ethical principles in assuming responsibility and accountability for personal actions enacting the role as a professional nurse.
9. Competent and compassionate nursing practice that integrates the knowledge, skills, attitudes, values, and lifelong learning of professional nursing.	Acquires principles and concepts from the natural, behavioral, physical, and humanities.	Provides competent and compassionate nursing care.	Reflects on knowledge, skills, attitudes, and values as they relate to the delivery of competent and compassionate nursing care.	Synthesizes knowledge, skills, attitudes, values, and lifelong learning into competent and compassionate nursing practice.

SECTION III
POLICIES AND PROCEDURES

All information in this handbook is subject to change. The faculty of the School of Nursing reserves the right to make and implement changes in student policies as needed due to requirements of outside agencies, the University, and the practice of nursing. Significant changes will be communicated to students. The most current Student Handbook can always be found on the School of Nursing's website, to which students are encouraged to refer frequently. If you have any questions, please contact your School of Nursing advisor. The program and health requirements must be complete to be eligible for placement into your nursing classes.

STUDENT ADMISSION

ADMISSION TO CLEVELAND STATE UNIVERSITY

Applications and procedures for admission to Cleveland State University are available on the Office of Admissions' website:

http://www.csuohio.edu/admissions/admissions

ADMISSION TO THE SCHOOL OF NURSING

Students must first be admitted to Cleveland State University before they can be admitted to the School of Nursing. Applications and procedures for all Undergraduate Nursing programs are available on the School of Nursing's website:

https://health.csuohio.edu/undergraduate-programs/undergraduate-bsn-degree-completion-options

STUDENT READMISSION

GENERAL GUIDELINES

Students who separate from any CSU SON program are **NOT** automatically eligible for readmission. Students who desire to return to the CSU SON after an approved leave of absence need to petition for readmission.

There are two types of approved leaves of absence that qualify for readmission to the nursing program:

1. Personal Leaves: a leave of absence requested by the student usually for health or other personal reasons.	**2.** Academic Leaves: a leave of absence resulting from a student's failure to meet the requirements for progression in the nursing program.

Requesting a leave of absence

Students should meet with the program coordinator to discuss their request, and then fill out an **Undergraduate Petition Form** (outlining the reasons for the requested personal or academic leave) for review by the **Admission, Progression, and Academic Standards (APAS) Committee**. The student will receive written notification of the APAS Committee's decision. Upon completion of the leave of absence, students must apply for readmission to the Nursing Program.

READMISSION TO THE NURSING PROGRAM

Readmission is not automatic; students who desire to return from either type of leave of absence must submit a completed Undergraduate Petition Form to the APAS Committee. Readmission decisions are based on prior academic and clinical performance, past professional and ethical conduct, and space availability in CSU SON programs.

Concurrent with the APAS petition process, students are also required to schedule an appointment with program coordinator who will assist with developing a plan for successful re-entry into the School of Nursing.

A request for an extension of a leave of absence must be submitted to the APAS Committee within **one year** of the initial effective date of leave. The time limit for completion of the Undergraduate Nursing Program is five years, including periods of absence.

> Readmitted students are required to meet the curriculum requirements effective at the time of readmission; and are responsible for following the guidelines contained in the CSU School of Nursing Student Handbook in effect at the time of readmission.

READMISSION FOLLOWING A PERSONAL LEAVE OF ABSENCE

The written petition to the APAS Committee must be submitted at least one semester before the requested readmission date. Students should contact the program coordinator to obtain assistance with completing the required Undergraduate Student Petition Form, as well as drafting a cover letter/narrative that contains the following information: the requested date of return, the desired level of program re-entry, the student's state of readiness to return, and any other factors that may influence the student's future success in completing the Program.

> NOTES: Students who withdrew from/failed a nursing didactic (theory) course must repeat the didactic course and associated clinical course. Students who withdrew from/failed a clinical course must repeat the clinical course as well as attend and meet the requirements for the didactic course. The official letter from the APAS Committee will detail all requirements. If the Academic Leave of Absence has exceeded two semesters, the APAS Committee will recommend the required level of competence in skill demonstration that must be completed. Students enrolled in the Online Accelerated BSN program who fail a course are required to return to campus in person to demonstrate their competency in specific skills. In any case, students who were on leave due to medical reasons must present a letter of clearance from their health provider with their petition.

Students who fail a nursing course (didactic and/or clinical course in any of the PROGRAM COHORTS NEED TO PETITION FOR READMISSION TO A DIFFERENT COHORT.

READMISSION FOLLOWING AN ACADEMIC OR PERSONAL LEAVE OF ABSENCE

The written petition to the APAS Committee must be submitted at least one semester **before** the requested readmission date. Students should see the program coordinator if assistance is needed to complete the required Undergraduate Student Petition Form, as well as draft a cover letter/narrative that contains the following information: the requested date of return, the desired level of course re-entry, the student's state of readiness to return and any other factors that may influence the student's future success in completing the Program.

NOTE   Students who failed a nursing didactic (theory) course must repeat the didactic course and associated clinical course. Students who withdrew from/failed a clinical course must repeat the clinical course but must also register for and take or audit the didactic course (as determined by the APAS Committee and only if the didactic course was initially passed). If the course is offered the next semester, the student is required to do the Program Re-Entry Module. If the Academic Leave of Absence has exceeded two semesters, the APAS Committee will recommend the required level of Program Completion Module.

Students who fail a didactic and/or clinical nursing course in any cohort can only petition for a different cohort.

APAS STUDENT NOTIFICATION OF READMISSION FROM A PERSONAL LEAVE OF ABSENCE

The Chairperson of the APAS Committee will notify the student in writing of the readmission decision (denial or approval).

APAS STUDENT NOTIFICATION OF READMISSION FROM AN ACADEMIC LEAVE OF ABSENCE

The Chairperson of the Admission, Progression, and Academic Standards (APAS) Committee will notify the student in writing of the readmission decision (denial or approval).
If approved, this letter will include:
- The conditions under which the approval is granted.
- The required level of clinical competence that must be demonstrated for program re-entry including the time frame for skills test.
- Any other written work that is to be submitted.
- The semester in which the readmission becomes effective.
- Course sequence to be followed toward graduation.

- Any needed health data.

DEMONSTRATION OF CLINICAL PROFICIENCY AND COMPETENCE AS A REQUIREMENT FOR PROGRAM RE-ENTRY

Scheduling of the required Program Re-Entry Skill Competencies for courses with clinicals will occur during the student's appointment with the program coordinator. All program re-entry competencies must be successfully completed at least one week before semester classes begin. **Failure to successfully complete the required demonstration of skill competence will result in a cancellation and voiding of the readmission decision.**

NOTE: Students who fail to demonstrate the required clinical competence or skill proficiency after two attempts will need to make an appointment with the program coordinator to develop a remediation plan which includes a minimum of 7 documented hours of independent practice and 3 hours of supervised practice in the Nursing Resource Lab prior to retesting. Students may attempt to demonstrate clinical competence or skill proficiency for an additional attempt only, or they will not be allowed to continue in the Nursing Program.

DEMONSTRATION OF CLINICAL PROFICIENCY AND COMPETENCE AS A REQUIREMENT FOR PROGRAM RE-ENTRY

Scheduling of the required Program Re-Entry Competencies will occur during the student's appointment with the Nursing Resource Lab Supervisor or assigned nursing resource lab staff/faculty. All Program Re-entry Competencies must be successfully completed at least one week prior to the beginning of the semester in which a student returns. **Failure to successfully complete the required Program Re-Entry Module will result in a cancellation and voiding of the readmission decision.**

CREDIT FOR ADVANCED STANDING

REQUESTS FOR TRANSFER CREDIT

Students previously enrolled in a nursing program at another institution, and who are interested in transferring to the CSU School of Nursing Program should first contact the CSU Office of Admissions to initiate a transcript review to determine potential credit for prerequisites (non-nursing) courses. Transcripts are reviewed by the School of Nursing Recruiter/Advisor.

Interested applicants should then schedule an appointment with a CSU School of Nursing Advisor, who will assist the student with drafting a letter to the School of Nursing's Admissions, Progression, and Academic Standards (APAS) Committee requesting a transcript review for potential credit for previous nursing coursework and recommendation for level of program entry. The student must also request that the Dean or Director of their previous nursing program send a letter to the CSU SON verifying that the student is or left the program in good standing.

Transfer of credit and/or acceptance into the School of Nursing is dependent on the student's profile, a prior 3.0 minimum nursing GPA, standing in the previous school of nursing, and space availability.

> ACCEPTED STUDENTS MUST COMPLETE A MINIMUM OF 20 SEMESTER CREDITS IN THE NURSING MAJOR.

REQUESTS FROM STUDENTS IN OTHER NURSING PROGRAMS FOR TRANSIENT STUDENT STATUS

Any student enrolled in nursing programs outside of Cleveland State, who seek to complete a nursing course in order to meet the graduate requirements for their nursing course of study, or the requirements for entry into an advanced degree nursing option, must submit a request that will be reviewed on an individual basis; these requests will be reviewed by the Director. Note: If permission is granted, transient students may take a maximum of 2 nursing courses based on space availability. All interested applicants can gain additional information from a CSU School of Nursing Recruiter/Advisor.

LPN STUDENTS

Licensed Practical Nurses (LPN) who are interested in admission to the CSU School of Nursing should first contact their CSU Office of Admissions Recruiter/Advisor to determine potential credit for prerequisite (non-nursing) courses. All interested applicants must then schedule an appointment with a CSU School of Nursing Recruiter/Advisor.

EVALUATION OF PREVIOUS NURSING SKILLS

Course credit may be granted to LPN applicants for nursing didactic or clinical course, NUR 215/216 . Evaluation of previous nursing skills will take place by the School of Nursing faculty. LPN candidates must schedule an appointment with the NUR 215/216 Course Leader and

Clinical Coordinators to discuss the integration of previous skills and knowledge into the clinical setting.

After APAS review, students who are Licensed Practical Nurses (LPNs) may be offered an opportunity to test out of approved nursing procedures for NUR 216. Interested LPNs should discuss this option with their CSU School of Nursing advisor and then arrange practice times and a date for test out(s) with the Nursing Resources Laboratory Supervisor. Test outs must be completed by the end of the semester. NOTE: Students are expected to demonstrate a sophomore skill level of competence.

STUDENTS WITH PRIOR MILITARY EXPERIENCE OR WHO ARE CURRENTLY IN THE NATIONAL GUARD OR IN A RESERVE COMPONENT

REVIEW OF APPLICANT'S MILITARY EDUCATION AND SKILLS TRAINING

For general transfer credit information, applicants to the CSU SON with prior military education and skills training should consult The Cleveland State University's **Guide to Transfer Credit for Military Personnel** located on the Office of the University Registrar's website: http://www.csuohio.edu/sites/default/files/media/registrar/documents/militaryCredit.pdf (See Attached)

SON EVALUATION OF MILITARY EDUCATION OR SKILLS TRAINING

Students with prior military education, and/or skills training, who seek credit for nursing courses must see their CSU School of Nursing advisor to review the individual's military education and skills training to determine if it is substantially equivalent to the curriculum. A transcript review will determine potential credit for courses in the nursing program, particularly NUR 220 Health Assessment. Students may arrange for a test out by practical examination for potential credit for NUR 221 Health Assessment Lab.

The interested applicant should discuss these options with their CSU School of Nursing advisor, who will then arrange practice times and the date for test out(s) with the Nursing Resources Lab (NRL). The physical assessment test outs must be satisfactorily completed with demonstration of sophomore level skill competence prior to enrolling in clinical courses.

CREDIT AWARDED FOR EQUIVALENT MILITARY EDUCATION OR SKILLS TRAINING

Students with prior military education and skills training may maximally request credit for NUR 220 and NUR 221 as described above.

STUDENT PROGRESSION

INTRODUCTION

An academic counseling appointment is suggested for every Cleveland State University School of Nursing (SON) student at least once per academic year. As student records are maintained by SON Advisors and contain information that may be needed for graduation, this yearly appointment provides students an important review of their progression. Students also share responsibility for monitoring their progress toward completion of the Baccalaureate of Nursing degree and are encouraged to make an appointment with their SON Advisors for any assistance needed.

School of Nursing Academic Advisors per program

ADVISOR	PROGRAM	TELEPHONE	EMAIL ADDRESS
Alexander Holt	Traditional BSN option	(216) 687-3592	a.w.holt@csuohio.edu
Kathryn Collins	RN to BSN and MSN option	(216) 687-5517	k.collins80@csuohio.edu
Seander Garner	Accelerated option	(216) 875-9870	s.garner14@csuohio.edu
Mary Leanza Manzuk	Assist. Dean for Student Services	(216) 687-3810	m.leanza@csuohio.edu

COURSE CATALOG REFERENCE FOR GENERAL ACADEMIC POLICIES

General Academic Policies for students in the Baccalaureate nursing program are consistent with the policies of the Undergraduate Catalog. Students should refer to the catalog in effect on the student's admission date into the nursing major. A complete listing of all Undergraduate catalogs can be viewed at the CSU Online Catalog website: http://catalog.csuohio.edu/

GENERAL PROGRESSION REQUIREMENTS

As they are part of the required nursing curriculum, major courses must be taken as specified in the School of Nursing Course Sequence for the Basic, Accelerated options, or RN to BSN nursing program as listed on the School of Nursing website: https://health.csuohio.edu/undergraduate-programs/course-sequence-basic-bsn-program-0

https://health.csuohio.edu/undergraduate-programs/course-sequence-accelerated-bsn-

[program-0](#)

https://health.csuohio.edu/undergraduate-programs/online-rn-bsn-program

In order to progress in the **nursing major,** students must:
- Achieve a grade of "C" or better in each nursing course **and** required support courses.
- Maintain a minimum cumulative GPA of 2.50.
- Maintain minimum nursing GPA of 2.50 **per semester.**
- Demonstrate safe, professional, and ethical behavior at all times.
- Satisfactorily complete all Nursing Resource Lab skill checks.
- Pass all required tests related to the synthesis of knowledge from previous classes prior to the beginning of each clinical course.
- Remain drug free during program; some agencies require random drug testing and students will need to comply.
- Submit health data and forms by the due date as set forth by the SON.
- Meet technical standards.

TECHNICAL STANDARDS

Safety and technical standards are a necessary element to the complex discipline of nursing, which all students must meet with or without reasonable accommodations. Students wishing to enter any of the Cleveland State University School of Nursing program options must demonstrate that they can meet these standards and continue to do so throughout their education program.

CONDITIONS UNDER WHICH GENERAL PROGRESSION REQUIREMENTS ARE NOT MET

DISCIPLINARY ACTION

The Cleveland State University School of Nursing upholds a policy of progressive intervention. Faculty members support students in their professional development, consistent with the behavior that students demonstrate. Such interventions may range from informal discussion, up to and including, dismissal from the School of Nursing. Progressive intervention starts with the least restrictive method of intervention, after which progressively more restrictive methods follow as warranted. As progressive intervention involves a continuum of supportive strategies, it may begin at any level as deemed appropriate by faculty.

PROGRESSIVE INTERVENTION PROTOCOL

COACHING	An intervention resulting in an informal discussion with a student for the purpose of clarifying performance expectations and performance improvement as observed by faculty, staff, or clinical agency representative. Coaching is documented and retained by the classroom instructor, NRL staff, or clinical instructor for consideration during performance evaluations. In the clinical setting, coaching may be documented on the Weekly Documentation form.
VERBAL REPRIMAND	A formal discussion with a student following unsatisfactory performance or behavior as observed by a faculty, staff, or clinical agency representative. A Verbal Warning is documented on a Progressive Counseling Form, which is given to the student with notification of the warning provided to the Course Leader, Clinical Coordinator or NRL Supervisor, and program coordinator who will determine whether a copy is placed in the student's academic file.
WRITTEN REMPRIMAND	A formal discussion with written notification to a student when previous verbal reprimand(s) have not resulted in improved performance or when the behavior is of a serious enough nature that it is unsafe, unethical, or unprofessional. A copy is given to the student, Course Leader, Clinical Coordinator, program coordinator, Director, and Chief Nursing Administrator, and APAS Committee; a copy is placed in the student's academic file. Recommendation for probation or suspension can begin at the Written Reprimand level.
SUSPENSION	Temporary removal from activities in the Nursing Program as a potential consequence of a Written Reprimand, or failure to meet the conditions of probationary status. Suspension from the School of Nursing is recommended to the APAS Committee by the Faculty member or Clinical Coordinator Course Leader in consultation with the program coordinator and approved by the Director and Chief Nursing Administrator. The APAS Committee will develop a remediation plan, the terms of which must be met before a student may return to the nursing program **Students in the Nursing Program who have been suspended are restricted from participation in any classroom, NRL, simulation exercise, or clinical experience until the suspension has been lifted.**
DISMISSAL	Permanent removal from the School of Nursing of a student who has failed to meet the terms of their academic or performance-based probation, suspension, or who has committed an act that is egregiously unsatisfactory, unsafe, or unethical. This decision will be communicated to the student in writing by the Director.

ACADEMIC-BASED PROBATION	A status assigned to a student who's cumulative or nursing GPA falls below 2.5. Students placed on academic probation must develop a plan of action in conjunction with the program coordinator and meet the terms outlined therein by the end of the following semester in order to continue in the nursing program.
PERFORMANCE-BASED PROBATION	A status assigned to a student who has failed to meet expectations for improved performance following a written warning. Placement on performance-based probation can occur as warranted by the serious nature of the behavior. Students placed on performance-based probation must develop a plan of action in conjunction with the program coordinator and/or Director and Chief Nursing Administrator and must meet the terms outlined therein for the suspension to be lifted.

ACADEMIC PROBATION

Students whose cumulative semester GPA falls below 2.5 will be placed on academic probation and receive notification from the Registrar's Office. Nursing students whose nursing GPA falls below 2.5 will also be placed on academic probation in the School of Nursing and *must* meet with the program coordinator to develop a plan to raise their nursing GPA to 2.5 or above the next semester. Failure to raise their GPA to 2.5 or above *the following semester* will result in academic dismissal from the nursing program.

Students who are dismissed from any CSU School of Nursing program are not eligible for readmission to the nursing program.

REMOVAL OF ACADEMIC PROBATIONARY STATUS

A nursing student's probationary status will be monitored by the student's School of Nursing Advisor and reported to the APAS Committee. Students who successfully raise their cumulative and/or nursing GPA to 2.5 or above the semester following placement on probationary status will receive notification from the APAS Committee that the probationary status has been lifted.

PERFORMANCE-BASED PROGRESSIVE INTERVENTION

As evaluated by nursing faculty, students are responsible for demonstrating satisfactory, safe, responsible, and ethical behavior in the classroom, NRL, simulation exercises, and clinical

experiences. Unsatisfactory, unsafe, or unethical behaviors are not acceptable and, as deemed appropriate, may lead to disciplinary action including reprimands, probation, suspension, and/or dismissal from the nursing program.

UNSAFE, UNSATISFACTORY, OR UNETHICAL PERFORMANCE IS DEFINED AS, BUT NOT LIMITED TO:

a) Any violation of the standards of nursing student conduct consistent with Rule 4723-5-2-C of the Ohio Administrative Code: http://codes.ohio.gov/oac/4723-5

b) Failure to uphold any element of the following codes for ethical conduct provided by the American Nurses Association (ANA) and National Student Nurses Association (NSNA) as presented on their respective websites:
The ANA: https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/

The NSNA CODE OF ETHICS: https://www.nsnaconvention.org/code-of-ethics.html

c) Failure to adhere to any element of the Cleveland State University Student Conduct Code (includes academic dishonesty such as cheating and/or plagiarism): https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf

d) Lack of preparation for the classroom, NRL, simulation exercises, or clinical experience.

e) Inability to meet course objectives in the classroom, NRL, simulation exercises, or clinical experience.

f) Unfounded interpersonal conflicts with peers, faculty, or clinical agency staff.

g) Failure to abide by the dress code within the Nursing Resources Laboratory, health care agencies, or community settings (see dress code).

h) Failure to submit required/updated health data or liability insurance in a timely manner.

HIPAA Violation:

Any SON faculty member who observes student behavior that is significantly unsatisfactory, unsafe, or unethical may   remove the student from further classroom, NRL, simulation, or clinical experience and must immediately notify the instructor of record, Course Leader, Lab

Supervisor, Clinical Coordinator, and the program coordinator. Faculty will document the incident as a Written Reprimand on a Student Counseling Form and provide the student with a copy.

The student must meet with the instructor of record, Course Leader, Lab Supervisor, Clinical Coordinator, and program coordinator as soon as possible to review the incident in question. The student will present a written account of their perception of the incident at this meeting. The student will be restricted from any activity in the nursing program until the issue has been reviewed and a decision made.

Following the meeting, the faculty member and/or Clinical Coordinator, Course Leader, and program coordinator will present a comprehensive report in writing about the student's behavior to the APAS Committee and Director and Chief Nursing Administrator for their review.

Depending on the nature of the behavior and the outcome of the meeting, the APAS Committee may:
Recommend probation or suspension, the terms of which must be met before the student may resume nursing program activities.

Permit the student to resume activities in the nursing program based on a remediation plan developed by the Course Leader, Lab Supervisor, Clinical Coordinator, and program coordinator and as approved by the APAS Committee.

Recommend that the student receive a failing grade for the course. However, final determination of the grade remains the responsibility of the Course Leader, Clinical Instructor, or Lab Supervisor/Staff.

Recommend dismissal from the nursing program.

NOTES
- Any student who has been suspended but then permitted to return to the classroom, clinical setting, simulation exercise, or clinical experience will be automatically placed on probation. Probationary status must be removed per APAS Committee review and recommendation.
- A student's failure to meet the objectives outlined in the remediation plan may result in dismissal from the nursing program.
- Students who receive additional suspensions and/or probationary status may be subject to dismissal.

DISMISSAL FROM THE NURSING PROGRAM

In keeping with the spirit of progressive intervention, the School of Nursing reserves the right to dismiss a student from the nursing major immediately following incidents in which a nursing faculty member's written documentation indicates that the student's behavior was egregiously unsafe, unsatisfactory, unprofessional, or unethical. The APAS Committee will review documentation provided by faculty and make recommendations for intervention, which will in turn be reviewed by the Director, who will make the final decision for intervention, up to and including dismissal.

A student dismissed from the nursing program will not be considered for readmission.

Grades in Nursing Courses

SCHOOL OF NURSING GRADING SCALE

95-100%	A
92-94%	A-
89-91%	B+
86-88%	B
83-85%	B-
80-82%	C+
75-79%	C
*65-74%	D
*64 and below	F
**Clinical	S/U

Even though students may receive S/U for clinicals, you still must receive a passing grade of greater than 75% from written assignments and a satisfactory evaluation within all nursing skills lab and clinical experiences. Failure to obtain a passing grade will result in failure of the clinical course even if the student is passing the theory portion of the course.

* If earned as the final grade in any course, the course must be repeated if readmission is granted per APAS Committee recommendation and review.

Grade Rounding Policy
Grades on course assignments and examinations are not rounded. Final grades which are determined by percentages involving decimals should be rounded up to the next whole number when equal to 0.5 or greater. When the decimal is less than 0.5 the grade is to be rounded down.

- Students may not progress in the nursing major if a final grade of less than 75% is earned in any nursing course.
- Students may repeat a failed nursing course <u>only</u> once.
- Students will be dismissed from the Program if two (2) final grades less than "C" ("D" or "F") are received at any time during the program.

Some examples include, but are not limited to:
- If a student receives a grade of "D" or "F" in the same nursing course twice.
- If a student receives a grade of "D" or "F" in two nursing courses in the same semester.

- If a student receives a grade of "D" or "F" in two nursing courses in the same semester at any time during the program.

Please note:
- A non-passing grade earned in any nursing course may **not** be removed by re-examination or by writing a paper.

- Sophomore students who earn a grade of "D" or "F" in a nursing course at the sophomore level may take only non-nursing courses until they satisfactorily complete the failed course if readmission is granted.

CLASSROOM COURSES
The collective average of all tests, exam, and quiz grades must be 75% or higher **before** any other assignments are added into the calculation of the final course grade. An average of 75% is also required on WAC papers to be successful in the class.

MATH QUIZZES
In every clinical didactic course, students are to take a math quiz within the first two weeks of the term. The content is comprised of math concepts and nursing medication calculations learned from previous terms. Students must earn 100% on the math quiz and have two additional attempts to pass the math quiz. After the second failure, the students must meet with the program coordinator for counseling. After the third failure, the student cannot progress in the course. med math quizzes, require a score of 100% to pass the course.

NURSING RESOURCE LAB (NRL)
Competency assessments are considered part of a clinical course's grade. A MAXIMUM OF 3 ATTEMPTS is allowed for any competency assessment of skills. After the failure, the student will be referred to the NRL staff person or faculty to clarify any misinformation or

opportunities to enhance skill performance. Students will be given a checklist at this time. After the 2nd skill check failure, the student will be referred to the NRL Supervisor with a copy of the checklist sent to the program coordinator and a remediation plan put in place, the conditions of which must be met prior to the 3rd skill check attempt. If unsuccessful after the 3rd attempt, the student will receive a failing grade in the clinical course and must meet with the program coordinator to discuss plans for readmission.

Students must receive a passing grade and a satisfactory evaluation within all nursing skills lab and clinical experiences. Failure to obtain a passing grade will result in failure of the course even if the student is passing the theory portion of the course.

CLINICAL COURSES

An average of 75% or higher is required on the written assignments. One **written clinical assignment** receiving less than 75% may be re-written and re-submitted for grading. **The highest grade that can be achieved on the re-written assignment is 75%.**

In addition to the 75% on written materials, students must earn a "P" in clinical performance. Students must receive a passing grade and a satisfactory evaluation within all nursing skills lab and clinical experiences. Failure to obtain a passing grade will result in failure of the course even if the student is passing the theory portion of the course.

MIDTERM WARNINGS

Students who have not successfully met objectives in classroom, NRL, or clinical courses at midterm will be issued a midterm warning (see appendix). The midterm warning will be developed between the student and instructor on record, with input from the Course Leader, Lab Supervisor, and Clinical Coordinator. Any information should be provided to the program coordinator to outline a remediation plan to guide students, if possible, toward successful course completion.

GRADES IN SUPPORT OR PRE-REQUISITE COURSES

DEFINITIONS

Support Course	A course that complements nursing courses and may be completed at any time prior to the nursing course for which they are prerequisite in the Traditional Nursing option.

Prerequisite Course	A course that must be taken prior to taking nursing course(s) or progressing in the sequence of nursing courses in the Traditional or Accelerated Nursing options.

1. Students must achieve a grade of "C" or above in each **support course**. Grades for support or prerequisite courses will be monitored each semester. **Students must have a grade of "C" or above on the clinical evaluation tool in order to pass the clinical course. Regardless of the percentage for the course, students must have a passing score on the final clinical evaluation tool.**

2. Students must repeat any support course in which a grade of "C-", "D" or "F" was earned. **A student may repeat a support course only once but may not repeat more than two separate support courses.** Failure to pass a support course on the second attempt will result in academic dismissal from the nursing program. **Students who are academically dismissed from any CSU School of Nursing program are not eligible for readmission.**

3. If a grade of less than "C" is earned in a support course that is a pre-requisite for a nursing course, students will be automatically placed on academic leave and will not permitted to progress in the sequence of nursing courses until a grade of "C" or better is earned in the required support course. Depending on course scheduling, this may require the student to wait one year until the course is re-offered.

4. If the student has pre-registered or registered for the subsequent nursing courses and earns less than a "C" in a support course that is a prerequisite for a nursing course, they will be required to withdraw. **A student will not be permitted to take a support course concurrently with the course for which it is a prerequisite.**

5. The APAS Committee will monitor the student's grades in support courses and notify students by mail if:
   a. a support or pre-requisite course must be repeated, and
   b. the nursing course for which it is a prerequisite cannot be taken until the support course has been successfully repeated.

6. Once a grade of "C" or better has been achieved in the support or prerequisite course, the student, per APAS Committee review, may return from Academic Leave and resume coursework in the Nursing Program.

7. Students who resume coursework in the Nursing Program following an Academic Leave are automatically placed on Academic Probation, the terms of which must be met for program progression.

INCOMPLETE GRADES

1. Students may only receive a grade of "I" (Incomplete) in a nursing course if they meet the following criteria:
   A. The student has the potential to pass the course.
   B. The student has not completed all assignments for reasons deemed justifiable by the instructor. The student must, however, have successfully completed over half the required course's assignments.
   C. The student has provided justification to the instructor prior to the end of the grading period.
   D. The course in question is a non-clinical course, as incomplete grades are not permitted for clinical courses.
2. Students who request an INCOMPLETE grade must meet with faculty to develop and sign a completion plan with dates for completion of all outstanding work.
3. Students must submit completed coursework for resolution of the "I" grade by the date(s) determined by faculty. If a student cannot complete the work by the first day of the next semester, they are not permitted to register for nursing courses and must drop any nursing courses for which they have pre-registered. Note: The School of Nursing reserves the right to de-register a student from any scheduled nursing course if they have not successfully met the conditions for resolving a grade of "I" prior to the start of the next semester.
4. If all conditions listed above are not met, the student will receive a letter grade of "F."
5. If a student receives a letter grade of "I" in any support course, it must be removed before the nursing course for which it is a prerequisite is taken.

SECTION IV

REQUIREMENTS FOR PROGRAM COMPLETION

Introduction

All students must follow the sequence of nursing courses as prescribed by the curriculum. Full-time SON students in good standing must also:
take <u>at least one</u> nursing course per semester and
complete all nursing courses <u>within five academic years</u>.

The SON cannot guarantee students who need to repeat a nursing course will be able to so in the same academic year. Full-time students unable to take at least one nursing course per semester must complete an UNDERGRADUATE PETITION FORM to submit their request for a **personal leave of absence** to the School of Nursing's APAS Committee. Students who need guidance regarding course sequencing should schedule an appointment with their School of Nursing Advisor.

COURSE REQUIREMENTS FOR PROGRAM COMPLETION
MINIMUM HOURS REQUIRED IN THE NURSING MAJOR

69 credit hours for Traditional and Accelerated Nursing options students
27 credit hours for RN to BSN students

PRELICENSURE NURSING PROGRAM

PREREQUISITE COURSES FOR THE TRADITIONAL AND ACCELERATED OPTIONS
All prerequisite courses must be completed prior to entry into either Nursing Program. The prerequisite GPA is composed of all grades earned in the following courses:

BIO 264   Introductory Microbiology
BIO 265   Introductory Microbiology Lab
BIO 266   Human Anatomy & Physiology I
BIO 267   Human Anatomy& Physiology Lab I
BIO 268   Human Anatomy & Physiology II
BIO 269 - Human Anatomy & Physiology Lab II
CHM 251   College Chemistry I
CHM 256   College Chemistry Lab I
CHM 252   College Chemistry II
CHM 257   College Chemistry Lab II
ENG 101   College Writing I

ENG 102   College Writing II
MTH 116   Foundations of Quantitative Literacy
PSY 101   Introduction to Psychology

SUPPORT COURSES FOR THE PRELICENSURE NURSING PROGRAM

Support courses may be completed at any time prior to the nursing course for which they are prerequisite. See Course Descriptions section of this catalog for required sequence.

PHL 240   Health Care Ethics

AND ONE OF THE FOLLOWING COURSES IN STATISTICS

STA 147   Statistical Concepts with Applications
COM 306 Communication Inquiry
SOC 354   Quantitative Sociological Research
UST 404   Urban Data Analysis

NURSING COURSE SEQUENCE FOR THE PRELICENSURE NURSING PROGRAM

NUR 200   Theory & Professional Practice
NUR 215   Fundamentals of Nursing Practice
NUR 216   Fundamentals Nursing Practice - Clinical
NUR 218   Nursing Pharmacology
NUR 219   Pathophysiology for Nurses
NUR 220   Health Assessment
NUR 221   Health Assessment - Lab
NUR 225   Medical Surgical Nursing I
NUR 226   Medical Surgical Nursing I - Clinical
NUR 300   Nursing Leadership & Management
NUR 305   Medical Surgical Nursing II
NUR 306   Medical Surgical Nursing II - Clinical
NUR 310   Nursing Research
NUR 312   Psychiatric Mental Health Nursing
NUR 313   Psychiatric Mental Health Nursing - Clinical
NUR 325   Pediatric Nursing
NUR 326   Pediatric Nursing - Clinical
NUR 380   Maternal Newborn Nursing
NUR 382   Maternal Newborn Nursing - Clinical
NUR 412   Community Health Nursing
NUR 414   Community Health Nursing - Clinical
NUR 415   Medical Surgical Nursing III
NUR 416   Medical Surgical Nursing III - Clinical
NUR 420   Professional Role Practicum - Capstone Clinical
NUR 425   Professional Role Preparation

ASSESSMENT TECHNOLOGIES, INC (ATI) PREDICTOR EXAMINATION

The CSU SON uses a standardized testing package to help students assess their learning throughout the program. The final test in this package is the ATI National Council Licensure Examination (NCLEX™) comprehensive predictor examination. A passing score is required for all pre-licensure nursing students on this exam. Students must pass this ATI examination at the predetermined level of 64.7% to demonstrate basic nursing competence for NCLEX™ preparation. Students who do not achieve this score must work with the program coordinator or designee to develop a remediation plan, after which students may retake the test one additional time.

Students who do not achieve 64.7% on the second attempt will be given an incomplete grade "I" and will be required to enroll in and complete NCLEX review course. The student's grade will be changed from an "I" to a passing grade once a proof of registration in an NCLEX review course is provided to the program coordinator.

NUR 420 PRACTICUM GUIDELINES

GENERAL
The NUR 420 Senior Practicum is the capstone clinical course in the nursing curriculum. The practicum provides senior nursing students the opportunity to integrate knowledge and skills at an advanced level in the clinical setting.

Types of Nur 420 Practicums

FACULTY-DIRECTED PRACTICUMS	PRECEPTOR-DIRECTED PRACTICUM
A practicum facilitated by a CSU SON faculty member in a Medical-Surgical clinical setting.	A practicum facilitated by nurse preceptor, typically within an area of clinical specialization.

Both types of practicums provide students opportunities to demonstrate mastery of psychomotor skills, critical thinking, and therapeutic/interprofessional communication. Placement in either the faculty-directed or preceptor-directed practicum is ultimately determined by student performance.

FACULTY-DIRECTED PRACTICUMS

In faculty-directed practicums, students practice in a medical-surgical nursing environment under the direction of a faculty member. The faculty member is on site at all times each clinical day and evaluates student performance in the course. Throughout the experience, students are expected to assume increasingly complex patient workloads as evidenced by the display of advanced skills, critical thinking, effective communication, and leadership.

ELIGIBILITY GUIDELINES FOR FACULTY-DIRECTED PRACTICUMS

1. Students who have completed all nursing courses.
2. Interest in faculty directed practicum.

PRECEPTOR-DIRECTED PRACTICUMS

Preceptor-directed practicums are typically placed in an area of clinical specialization and work directly with an onsite preceptor. Students are expected to work more independently and accept guidance from their onsite preceptor as appropriate. CSU SON faculty members make scheduled/unannounced site visits to assess student progress.

ELIGIBILITY GUIDELINES PRECEPTOR-DIRECTED PRACTICUM

1. Faculty determination that placement in a preceptor-directed practicum would prove beneficial to a student's nursing education.
2. Students whose Nursing GPA is 3.0 or above.
3. Students who have earned a grade of "B-" or higher in all nursing courses.
4. Students who passed the ATI Predictor Examination on their first attempt.

SCHEDULING OF THE PRECEPTOR-DIRECTED PRACTICUM

1. Students may be asked to select three areas of interest in the fall of their senior year but are not guaranteed.
2. Areas of interest are reviewed by the NUR 420 Clinical Experience Coordinator.
3. Students are not permitted to complete a practicum in their place of employment.

GRADUATION

APPLICATION

All students are required to complete a graduation application through Campus Net well in advance of their projected graduation date. Students should consult their SON Recruiter/Advisor before submitting their application. Deadlines for graduation application are posted on the Registrar's website: https://www.csuohio.edu/registrar/graduation-information

UNIVERSITY GRADUATION/ RECOGNITION AND PINNING CEREMONY

Attendance at graduation events is highly recommended. Student will receive further information about the details of the university graduation ceremony after their application has been submitted and accepted. The pinning ceremony is held days prior to graduation, honors graduating nursing students. Graduates receive their CSU SON pins during the ceremony. **All nursing graduates are expected to attend**. Each graduate will receive a specific number of tickets for family and/or friends.

GRADUATION ACADEMIC REGALIA

Caps and gowns may be rented or purchased from the CSU Viking Outfitters Bookstore. Additional information may be found on the CSU Viking Outfitters Bookstore website: https://www.bkstr.com/csuohiostore/home

LICENSURE/NCLEX™ EXAMINATION

Upon successful completion of the basic or accelerated nursing option, graduates are eligible to sit for the National Council Licensure Examination (NCLEX™). Information about the RN licensure process will be provided to students at the beginning of the senior year for those in the basic nursing option and the beginning of their second spring semester for those in the accelerated nursing option.

Applications, related forms, and information concerning (NCLEX™) are located on the Ohio Board of Nursing's website: http://www.nursing.ohio.gov/forms.htm#ExamEndorseForms

NCLEX™ Eligibility: The Ohio Board of Nursing ultimately determines candidate eligibility for the NCLEX™. Students who are concerned about eligibility to sit for the NCLEX™ in Ohio should contact the Ohio Board of Nursing. Candidates who have been cleared to take the NCLEX™ will receive an admission card from the Ohio Board of Nursing, which must be used to make an appointment to take the NCLEX™ at a designated Sylvan Testing Center.

https://www.ncsbn.org/nclex.htm

Out-of-State Licensure Exams: Candidates who desire to take the NCLEX™ in another state should contact that state's Board of Nursing to determine eligibility and testing requirements.

Felony Convictions and Related Implications

Per Ohio law, only the State Board of Nursing can certify NCLEX™ eligibility for a candidate with a felony conviction. Graduates are advised to answer all questions on the Ohio Board of Nursing NCLEX™ eligibility application honestly and to direct any concerns about eligibility to sit for the NCLEX™ related to felony convictions to the Ohio Board of Nursing or the Board of Nursing in the state they plan on taking the NCLEX™.

The Cleveland State University School of Nursing is an approved provider of FBI/BCI background checks. Please go to COH 116 for further assistance. Students who would like to check the status of their information, may contact the School of Nursing at 216-687-3598.

DISQUALIFYING OFFENSES CRIMINAL HISTORY FACT SHEET

Currently, several offenses are automatic bars to obtaining a nursing license for applicants who entered a prelicensure 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 on the document. Please visit the site below for Potentially Disqualifying Offenses.

https://nursing.ohio.gov/licensing-and-certification/background-check/list-of-potentially-disqualifying-offenses

Please refer to the site below for more information regarding applying for a State of Ohio RN license.

https://nursing.ohio.gov/licensing-and-certification/forms-and-guidelines/01-rn-and-lpn-licensure-by-examination-application

SECTION V

PAYMENT OF FEES, EXPENSES, AND REFUNDS

INFORMATION ON CSU TUITION AND FEES, EXPENSES, REFUNDS, AND PAYMENT PLANS CAN BE FOUND ON THE TREASURY SERVICES WEBSITE:

https://www.csuohio.edu/bursar/fee-schedules

View the current CSU Undergraduate Resident and Non-Resident Fee Schedule at:

https://www.csuohio.edu/sites/default/files/Undergrad%20TGP%2022%20Cohort%20%28F21 -Sp22-Su22%29.pdf

SCHOLARSHIP, GRANTS, AND LOAN OPPORTUNITIES:

A comprehensive list of current scholarship, grant, and loan opportunities for nursing students can be found at:

https://health.csuohio.edu/college-health-scholarships/scholarships

https://health.csuohio.edu/information/tuition-and-financial-aid

SECTION VI

PROCEDURES FOR STUDENT ILLNESS
DRESS CODE AND ATTENDANCE POLICY POINT SYSTEM

GENERAL: STUDENT ATTENDANCE/ABSENCE

Preparing for the role of a professional nurse involves a great deal of time learning in a variety of formats including the classroom, the Nursing Resource Lab (NRL), simulation experiences, and the clinical setting. The greater the amount of time spent in each activity, the greater the knowledge, skill competence, and level of understanding achieved. To promote the greatest opportunities for learning, whenever possible the SON schedules more than the minimum time acceptable for each activity. Students are advised to take advantage of any available class time, NRL activity, simulation, or clinical sessions. Attendance is carefully monitored and absence from any of these settings can negatively impact progression in the nursing program.

Regardless of the reason, the Cleveland State University School of Nursing considers students to be absent if they do not attend a scheduled class, Nursing Resource Lab (NRL) appointment, simulation session, or clinical experience. Students who fail to report to (or report to and subsequently leave) the classroom, NRL, simulation session, or clinical experience are considered absent.

Given the differing learning requirements of the classroom, nursing skills lab, simulation, and clinical settings, varied means are used to monitor attendance and promote student success.

ABSENCE FROM THE CLASSROOM

Students are expected to attend all didactic classroom sessions. Students are responsible for all material covered in the classroom whether they are present or absent and are responsible for obtaining any content covered from a colleague when they are not present in class.

Course Faculty may designate up to **10%** of the overall course grade to attendance and participation, and to take attendance at any time/multiple times during any classroom session. Faculty members are responsible for stating how attendance will be taken and how attendance and participation points will be calculated in course syllabi.

Attendance and participation points will be factored into final course grade calculations only after a student has successfully achieved 75% on all examinations and successfully achieved a 75% on all other assignments and written work.

ABSENCE FROM THE NURSING RESOURCE LAB (NRL) AND SIMULATIONS

The attendance point system applies for all scheduled NRL sessions, NRL skill competency assessments, or simulations.

Attendance will be taken at the beginning AND end of each scheduled NRL lab, competency assessment, or simulation session. For all other NRL activities, students should check with NRL staff/faculty.

A **"no call/no show" to a NRL lab, NRL competency assessment or simulation counts as a clinical absence.** If it is a "no call/no show" for a competency assessment it will be considered a failure. Arrangements for a make-up will be made at the convenience of the NRL faculty/staff with notification to the Clinical Instructor and Clinical Coordinator.

NOTE: A point system to track student deficiencies in attendance, punctuality, and professional dress in the clinical/NRL or community settings is used. Refer to Section VI entitled Student Illness in the Classroom, Nursing Resource Lab, Simulations, and Clinical Setting for details of the *Dress Code and Attendance Policy Point System.*

CLASSROOM OR NRL ABSENCES DUE TO ILLNESS

Students are expected to seek health care when illness occurs. Should an illness occur during a class, students should follow directions of faculty or NRL faculty/staff. If the illness occurs outside of class, students are responsible for properly notifying their faculty members of the reason for an absence.

If a student has been absent due to illness, faculty may request a written statement from the student's health care provider confirming the student is ready to return to the classroom, clinical, or NRL.

ABSENCE FROM CLINICALS

REQUIRED NUMBER OF CLINICAL HOURS

The number of clinical contact hours required for each clinical course is based on the number of semester credit hours the course has been assigned. For every semester hour of credit, a minimum of 30 clinical contact hours is required. In each case, the total clinical contact hours have been divided into clinical, simulation, observation, and laboratory hours based on the nature of the required skills and competencies.

Sometimes holidays or unexpected school or clinical agency closures/cancellations can impact clinical scheduling. The instructor will notify students when clinical time must be rescheduled in these circumstances.

Missed clinical hours due to faculty illness, holidays, or unexpected school or clinical agency closures/cancellations will **not** adversely affect student's grades in clinicals; it is the responsibility of faculty and School of Nursing administration to ensure no student will be offered less than the minimum number of required clinical hours. Some students may have the opportunity to participate in more than the minimum number of clinical hours, but **all students are required to follow the stated schedule.**

Students are expected to be prompt and attend all scheduled clinical sessions. In turn, clinical hours are carefully monitored. Students who will miss a scheduled clinical session must notify their clinical instructor <u>no less than one hour prior</u> to the start of the clinical session.

IMPACT OF TARDINESS, ABSENCES, AND DRESS CODE VIOLATIONS ON CLINICAL GRADE INCLUDING NRL

A point system for tardiness, absences, and dress code violations will be used to determine the impact on the clinical grade. A student who accumulates three or more points will have a written performance improvement plan initiated and placed into their student file. Any student who accumulates six points (inclusive of NRL points), will automatically fail the clinical.

TARDINESS TO CLINICALS OR NRL/LEAVING EARLY

LEAVING EARLY OR ARRIVING LATE to a scheduled clinical day, lab day, or simulation session constitutes being tardy. When arriving late or leaving early 1-14 minutes, ONE point will be earned. When arriving late or leaving early 15-30 minutes, TWO points will be earned. Students arriving late or leaving early 30 minutes or more may not be able to

meet the objectives for the clinical or lab day and may be sent home or directed to return to the CSU SON to meet with the program coordinator at the discretion of the instructor, in either case resulting in a full day's clinical absence.

CLINICAL ABSENCES DUE TO ILLNESS

Students are expected to seek health care when illness occurs and to follow directions for properly notifying their clinical instructors and NRL staff/faculty of an episode of absence; caution must be used during the clinical experience for the protection of patients as well as students.

If a student has been absent due to illness, injury or another condition requiring health care, a written statement from the student's health care provider may, at the discretion of the instructor, be required. This confirms the student is ready to return to the clinical setting or NRL without restrictions. Any absence involving two or more clinical or lab days requires a letter from the student's health care provider confirming the student is ready to return to the clinical setting or NRL without restrictions.

There is no light duty in the nursing curriculum. After an episode of absence related to surgery, hospitalization, health related procedure, or serious illness, a letter from the student's health care provider is required confirming the student is ready to return to the clinical setting without restrictions. **Per hosting clinical agency guidelines, students are not permitted to wear casts, splints, braces, slings, or other similar devices in the clinical setting or NRL**.

Students are responsible for contacting instructors immediately regarding their illness-related clinical absence to decide for a make-up assignment.

CLINICAL/NRL MAKE-UPS

No clinical make-up days are provided to students. The exception is in case of faculty absence. In case of faculty call off, arrangements for make-up experiences are made on an individual student basis and are determined collaboratively by the Clinical Instructor, Clinical Coordinator, program coordinator, and if necessary, the Nursing Resource Lab Supervisor. Make-up clinical days are made on a clinical unit which may be different from the one the student participated on during the term.
Arrangements for make-up experiences are determined collaboratively by the Clinical Instructor, Clinical Coordinator, the Nursing Resource Lab Supervisor, and program coordinators. Make-up clinical days are made on a clinical unit which may be different from the one the student participated on during the term.

EMERGENCY MEDICAL CARE FOR STUDENTS IN A HOSPITAL OR OTHER CLINICAL SETTING

Cleveland State University and the hospital or hosting clinical agency will not assume liability for any accident or illness during a student's assignment. The hospital will make available emergency medical treatment as required, **the cost of which shall be assumed by the individual student.** Students are advised to check their personal health insurance to determine whether their plan covers the cost of any injury incurred in the clinical setting.

ACCIDENTAL INJURY AND/OR ILLNESS DURING CLINICAL EXPERIENCES

Students are expected to complete both an agency incident report and the School of Nursing's incident report in the case of an injury or illness during any clinical experience. The agency's report is to be counter signed by the faculty member and submitted prior to the conclusion of the clinical day to the nursing service or designated department of the clinical agency. **The faculty member and student are to complete the School of Nursing's incident form and submit it to the SON's program coordinators within 24 hours.**

To assure adequate follow-up, nursing students who sustain an accidental percutaneous (puncture wound) and/or mucous membrane exposure to blood or body fluids will comply with the following guidelines:

- If the exposure occurs in an acute care setting, the clinical instructor must be notified immediately. The instructor will assist the student in obtaining appropriate care, with completion of an agency incident report, and with following the agency's policy for follow-up action.

- If the exposure occurs while the student is affiliated with an agency which has no policy or facilities to provide care after the exposure incident, the instructor will assist the student in obtaining appropriate care, with completion of an agency incident report, and with following the agency's policy for follow-up action. Depending on the nature of the injury/illness, the student may be released from clinicals to assume the responsibility to seek health care by their personal health care provider, or EMS may be called.

SECTION VII

STUDENT GUIDENCE, COUNSELING AND SUPPORT SERVICES

ADVISING

School of Nursing students are encouraged to contact their Academic Advisor at least once per year. Advisor offices are located on the 3rd floor of the COH building; to see a nursing advisor, please go to COH 305. Advisors assist students with matters such as registration, scheduling, degree maps, general education requirements, graduation, and petitions. Students may conveniently schedule an appointment through Starfish or reach their advisor at any time via the contact information listed below.

SCHOOL OF NURSING ACADEMIC ADVISORS BY PROGRAM

ADVISOR	PROGRAM	TELEPHONE	EMAIL ADDRESS
Alexander Holt	Traditional BSN option and evening/weekend option	(216) 687-3592	a.w.holt@csuohio.edu
Kathryn Collins	RN to BSN option	(216) 687-5517	k.collins80@csuohio.edu
Seander Garner	Accelerated option	(216) 875-9870	s.garner14@csuohio.edu
Mary Leanza Manzuk	Assist. Dean for Student Services	(216) 687-3810	m.leanza@csuohio.edu

FACULTY ADVISORS

Upon entry into a nursing program, each student is also assigned a faculty member to serve as an advisor. Students should contact their faculty advisor at least once per year and should seek their help to answer nursing specific questions and professional issues.

COUNSELING AND SUPPORT SERVICES

CLEVELAND STATE UNIVERSITY COUNSELING

The Counseling & Academic Success Clinic is located at:
Julka Hall 210, 2485 Euclid Avenue, Cleveland, Ohio 44115

Service Schedule:
We are open Monday - Thursday, 9:00am to 5:00pm

In-person appointments can be made by contacting our staff:
Email: casc@csuohio.edu | Phone: 216.687.9325 | Fax: 216.687.9362

Other Counseling and General Support Services

Direct Counseling Support
CSU Counseling Center
Contact: 216.687.2277
Location: 1836 Euclid Avenue,

Crisis & Emergency Numbers
Counseling Center 24/7 Mental Health Support Line
Contact: 216.687.2277

OFFICE OF DISABILITY SERVICES

The Office of Disability Services is charged with determining eligibility for reasonable accommodation for any student with a documented disability. Educational access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels that they may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in Rhodes Tower West 210, Chester Avenue, Cleveland, Ohio 44115-2214. Accommodations need to be requested in advance and will not be granted retroactively. Additional information on the Office of Disability Services may be found on their website:
 https://www.csuohio.edu/offices/disability/

In order for the School of Nursing to provide appropriate accommodation, students who receive an Accommodation Letter from the Office of Disability Services must provide a copy to their faculty member(s) at the start of each new class. Accommodation is not retroactive.

ACADEMIC SUPPORT SERVICES

THE WRITING CENTER

The Writing Center is located in the Library/Rhodes Tower Room 124 and is a free service to all students who need assistance in preparing written assignments. The Writing Center staff is helpful when preparing WAC (Writing Across the Curriculum) papers. Appointments are available by calling the Writing Center at (216) 687-6981. Further information about the Writing Center's Services and WAC paper guidelines is located on their website:
https://www.csuohio.edu/writing-center/writing-center-2

WAC Program Guidelines:
https://www.csuohio.edu/writing-center/wac-requirements

LIBRARY SERVICES

THE CSU MICHAEL SCHWARTZ LIBRARY

Rhodes Tower (216) 687-2479 with online resources located at: http://library.csuohio.edu/
ELECTRONIC RESERVE READINGS
SON students are often required to use a variety of references other than their textbooks. A list of required readings will be found in each course syllabi. Some instructors place readings on electronic reserve, indicating they have been housed in the Cleveland State University Michael Schwartz Library's Electronic Reserve website:
http://researchguides.csuohio.edu/er.php

THE CHERYL MCCAHON STUDENT LENDING LIBRARY

The School of Nursing offers students a lending library in the COH Building, 1st Floor, Room 116. Students must present their CSU ID card to sign out any resource. To maximize availability of materials for all students, books must be returned by 5pm the same day.

OTHER AREA LIBRARIES

The Cleveland Public Library
Online resources located at: http://www.cpl.org/

THE CUYAHOGA COUNTY PUBLIC LIBRARY SYSTEM
Online resources located at: http://www.cuyahogalibrary.org/

CASE WESTERN RESERVE UNIVERSITY HEALTH SCIENCES LIBRARY
Online resources located at: http://www.case.edu/chsl/library/index.html

OTHER RESOURCES, COUNSELING AND REFERRAL SERVICES

Emergency: Call 911

- Crime Reporting
- CSU Police Department 216-687-2020, https://www.csuohio.edu/police/police
- Cleveland Police Department 216-623-5000
- Cleveland State Anonymous Reporting Hotline 888-837-1824

Campus Resources

- CSU Office for Institutional Equity 216-687-2223
- CSU Office of Student Affairs 216-687-2048
- CSU Ombudsperson, 216-687-3993
- CSU Residence Hall Director
- CSU Center for International Services & Programs 216-687-3910
- CSU Viking Vets - The Veteran Student Success Program 216-687-2048
- Cleveland Rape Crisis Center (located on campus in SC, 3rd Floor) 216-619-6192*
- CSU Mareyjoyce Green Women's Center 216-687-4674
- CSU Care manager (for students) (216)687-2048

Campus Medical Assistance

- Emergency 911
- CSU Health and Wellness Services 216-687-3649

Counseling Services *denotes a confidential resource.

- CSU Counseling Center 216-687-2277*
- CSU Employee Assistance Program (800) 227-6007*
- CSU Health and Wellness Services 216-687-3649*
- Cleveland Rape Crisis Center 216-619-6192*
- Domestic Violence & Child Advocacy Center of Cleveland 216-229-2420 or 216-391-HELP for emergency assistance*

Other Resources

- Legal Aid 216-687-1900
- Witness/Victim Services Center 216-443-7345 Rape, Abuse & Incest National Network (RAINN) 1-800-656-HOPE; 1-800-656-4673.
- Centers for Disease Control and Prevention-Sexual Violence 800-232-4636
- National Institute on Drug Abuse Hotline 1-800-662-HELP

SECTION VIII

STUDENT GREIVANCES, APPEALS, AND GRADE DISPUTES

CLEVELAND STATE UNIVERSITY GRIEVANCE POLICY

CSU Academic Regulations 3344-21-01 Grade Disputes
https://www.csuohio.edu/sites/default/files/3344-21-consolidated.pdf

Once a grade has been submitted to the registrar's office, a faculty member may change it only because of an error in computation and only with permission of the dean. If an instructor and a student disagree on a grade issued the student may request a meeting with the faculty member and their superior whether it be chairperson or dean. If the matter is not resolved, the issue then follows collegiate procedures and may come before a review committee. Finally, a recommendation is made to the university admissions and standards committee of the faculty senate by the college. The burden is on the student to prove that a computational error has been made or that non-uniform standards have been applied.

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University Undergraduate Grade Appeal Policy located in the Student Catalog.
https://catalog.csuohio.edu/content.php?catoid=42&navoid=3423

GRADE DISPUTE/GRADE CHANGES
Definition: A change of grade is a request by an instructor to alter a grade that has already been submitted.

A faculty member may change a grade (1) because of an error in computation or (2) because of circumstances they deem extraordinary which bear on the appropriateness of the grade awarded. A student wishing a change of grade must contact the course instructor. If the instructor cannot be contacted, the student must contact the Chair/Director of the Department/School in which the course was offered. If the instructor (or, in the absence of the instructor the Chair/Director) agrees that the course grade should be changed, the following procedure must be followed.

Grade change requests are initiated from the grade roster in Campus Net and should be used to request that posted grades be changed. The instructor of record in the course in which the grade was awarded MUST initiate the grade change request. In the event that the instructor of record cannot initiate the request online (e.g., because they have left the

university or cannot be contacted), the request may be initiated through Campus Net by the Chair/Director of the Department/School in which the course was offered. In all cases, the Dean of the College in which the course was offered must also approve the grade change request. The request to change a grade must be submitted in Campus Net no later than the last day of class (not including exam week) of the second semester following the semester in which the course was offered.

If the instructor does NOT agree that the grade should be changed, the student may initiate a grade dispute, using the following procedure:

GRADE DISPUTE:
Definition: A grade dispute is a situation in which a student requests that an instructor change a grade that has already been posted but the instructor disagrees that the change should be made.

After determining that the instructor is unwilling to change the grade, the student should contact the Chair or Director of the program in which the course was offered and indicate in writing the reasons why the student believes the grade should be changed. The burden is on the student to prove that a computational error has been made or that non-uniform standards have been applied in assigning the grade. The student must submit their written explanation to the department chair no later than the last day of class of the semester following the semester in which the course was offered.

The department chair, upon receipt of the student's written explanation, shall share it with the instructor of record in the course in question and request a written response. This response shall then be shared with the student. The chair will then arrange a meeting, at which they will serve as mediator, between the student and faculty member and attempt to resolve the dispute. If the instructor refuses to submit a written response and/or to participate in a meeting with the student, the chair is empowered to render a decision on the student's request. Otherwise, the chair may serve only as a mediator. If both the student and the faculty member agree to the solution proposed by the chair, the outcome of whatever process is adopted by the parties will be binding and the matter cannot be appealed further.

If the faculty member and student cannot agree to a solution, the chair may, at either party's request, forward the dispute to the undergraduate college grade-dispute committee in the college in which the course was offered (if no formal committee exists, the dispute shall be referred to a committee designated by the College Dean). The written documents produced by the student and the faculty member shall be forwarded to the committee, along with a statement by the chair describing their attempted mediation and its outcome. The College committee will consider the documents submitted and the testimony of both the student and

the instructor. That committee has final authority in deciding if there is substantial justification for the claim and assigning the final grade.

The decision and rationale of the undergraduate college grade-dispute committee must be forwarded to the University Admissions and Standards Committee which determines whether appropriate procedures have been followed. If the University Admissions and Standards Committee determines due process has been afforded, the decision of the college grade-dispute committee stands and there are no further appeals within the University. If the determination is that due process has NOT been afforded, the matter shall be returned to the Dean of the college in which the dispute originated with a written statement of the reasons for the Committee's determination and a recommendation that the grade dispute process be restarted at the step at which the violation of due process occurred.

OFFICE OF INSTITUTIONAL EQUITY

The Office of Institutional Equity (OIE) handles issues related to **discrimination** and/or **harassment**. For information on the Discrimination and Harassment Policy or the OIE procedures for investigating complaints of discrimination and/or harassment, please contact the OIE Office at 216-687-2223, or see their website at https://www.csuohio.edu/institutional-equity/office-for-institutional-equity-complaint-procedures

GRADE DISPUTES OR ANY OTHER SON GRIEVANCES

Please follow the link below for grade disputes in the College of Health
https://health.csuohio.edu/advising/coh-undergraduate-grade-dispute

Students who do not follow this chain of communication will be redirected back to the appropriate faculty or staff member.

SECTION IX

FACULTY SUPERVISION OF STUDENTS

Students in the CSU School of Nursing are supervised by faculty in a variety of settings including the classroom, Nursing Resource Lab, simulations, and clinical agencies. Regardless of the format, faculty are responsible for providing students with the supervision needed for

an enriched learning environment, while at the same time, ensuring the provision of safe, effective nursing care.

Students will subsequently receive feedback from faculty in a variety of ways including individual/group discussions, examinations, clinical evaluations, and written assignments; this feedback may be delivered by a variety of electronic formats, including email and Blackboard. Students are therefore encouraged to check their CSU email and the Blackboard site for all courses regularly.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

As a general rule, School of Nursing faculty and staff approach student privacy in the same manner that clinicians approach patient privacy. As faculty supervises students, they often interact with confidential student information such as evaluations, grades, and personal identifying information. School of Nursing students are assured, however, that all student records and personal identifying information are protected and held in the strictest of confidence as required by the Family Educational Rights and Privacy Act (FERPA). Conversations about student progress and achievement are appropriate among the student's educational team but are otherwise treated as strictly confidential. This further means that conversations with students about their evaluations, grades, or any other confidential information, will take place **only with the student,** unless they provide prior consent.

Additional information about FERPA may be found on the US Department of Education's website: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

SECTION X

EVALUATION OF STUDENT PROGRESS

THE CLASSROOM
Student progress in classroom courses is assessed by a variety of methods including examinations/tests, quizzes, written assignments (i.e., papers and case studies), and experiential activities such as presentations and role plays. Faculty is responsible for timely entry of grades for all assignments on Blackboard and is available to meet with students to discuss their progress during office hours and determination of final grade.

THE NURSING RESOURCE LAB (NRL)

Student progress in the Nursing Resource Lab is assessed by a variety of methods including skill demonstration, and practical examinations. Students are provided both verbal and written feedback on their performance. The faculty is responsible for issuing and determining grades only.

CLINICAL EXPERIENCES

Student progress in clinical courses is monitored on an ongoing basis with feedback provided to students on the Weekly Documentation of Performance Form and Counseling Form. Faculty further provides students with feedback at midterm and semester's end. Faculty is responsible to present students who are not achieving clinical competence with a midterm warning during their midterm evaluation. Faculty are responsible for determining clinical grades with input from preceptors (as appropriate). Faculty must evaluate clinical performance.

CHANGES IN PROGRAM POLICIES

The Cleveland State University School of Nursing affirms it will not implement changes to policies for student progression, or requirements for program completion for students currently enrolled in the program at the time the changes are adopted.

For all other matters, the School of Nursing reserves the right to make, and to implement changes in student policies as needed, and to provide appropriate notice to students.

SECTION XI

STUDENT LIFE

STUDENT PARTICIPATION IN SCHOOL OF NURSING COMMITTEES

Students are eligible for membership on a variety of School of Nursing committees. At the start of each academic year, volunteers are solicited for membership on these committees. If no volunteers come forward, student committee members may be nominated by the Student Nurses Association.

A student representative on any committee is expected to participate in committee activities. To ensure the privacy of all students, student committee members may be asked to recuse themselves from various meetings or activities when confidential or sensitive information concerning other students is discussed.

Accordingly, student committee members have the same responsibility as faculty committee members to treat all information discussed during committee meetings or activities in a confidential manner.

The following is a list of School of Nursing Committees that encourage student participation:

CURRICULUM COMMITTEE

The duties of this committee are to review degree requirements, recommend curricular changes as deemed necessary, and review proposals for new courses/programs. This committee also recommends updates to the university catalog and collaborates with the Program Evaluation Committee to conduct activities related to AACN/CCNE and OBN curriculum standards.

ADMISSION, PROGRESSION, AND ACADEMIC STANDARDS COMMITTEE (APAS)

The duties of this committee include developing and maintaining policies on admission and progression, providing input into student selection for admission, and reviewing requests or recommendations regarding academic standing and/or progression. Students serving on this committee do not participate in any discussion or formal decisions of the committee.

PROGRAM EVALUATION COMMITTEE

The duties of this committee include the development and implementation of a comprehensive evaluation plan for the SON, the implementation of AACN/CCNE updates, and the preparation of assessment documentation for accreditation organizations. This committee is charged with analysis of accreditation survey assessment findings and recommendations to SON administration and faculty for improvement based on those findings.

STUDENT ORGANIZATIONS

STUDENT NURSE ASSOCIATION (SNA)

The SNA is comprised of students currently enrolled in the School of Nursing who engage in educational, service, and social activities, all of which are designed to prepare them for their future role as registered nurses. SNA members also serve as official representatives of the student body at various local, state, and national SNA functions. All students who are presently enrolled in the nursing program are eligible for membership. Additional information can be found on the SNA website: https://health.csuohio.edu/information/student-nurse-association

MINORITY ASSOCIATION OF NURSING STUDENTS (MANS)

MANS is comprised of students currently enrolled in the School of Nursing who are dedicated to exploring opportunities that empower all students through education on cultural competence, and exploration of health disparities. By doing so, MANS seeks to promote diversity within the student body through outreach and retention efforts. Each year MANS sponsors a number of related activities including career outreach to local schools, as well as the highly anticipated annual Minority Health Fair. For additional information about MANS, please email mans@csuohio.edu.

SIGMA THETA TAU INTERNATIONAL, NU DELTA CHAPTER

Sigma Theta Tau is the international honor society for nurses. It recognizes superior academic achievement and the development of leadership qualities that foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the nursing profession. There are currently 470 chapters worldwide and over 200 members in Nu Delta, the CSU SON'S chapter of Sigma Theta Tau. Members participate in meetings to explore opportunities for education and service. Additional information about the Nu Delta Chapter can be found at: https://health.csuohio.edu/information/sigma-theta-tau-international-advising

NURSES CHRISTIAN FELLOWSHIP (NCF)

Nurses Christian Fellowship (NCF) is both a Christian professional organization and a ministry of/and for nurses and nursing students. NCF is a ministry of InterVarsity Christian Fellowship. Additional information can be found at http://ncf-jcn.org

PARKING

Students make arrangements for their own parking. Parking permits for university sponsored parking spaces are sold on a first come, first serve basis. Students are strongly advised to purchase them as soon as they become available. Additional information is available on the Parking Services website: https://www.csuohio.edu/parking/parking

VIKING OUTFITTERS BOOKSTORE

Textbooks for all courses are typically available at least one week prior to the start of each semester. Students can check availability of textbooks and all other required course materials at the CSU Viking Outfitters Bookstore website: http://www.bkstr.com/csuohiostore/home/en?cm_mmc=Redirect-_-VanityURL-_-vikingoutfitters.com-_-390909

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SECTION XII

STUDENT CONDUCT

GENERAL: RULES FOR STUDENT CONDUCT IN THE SCHOOL OF NURSING APPLY TO THE CLASSROOM, NURSING RESOURCE LAB (NRL), SIMULATIONS, AND CLINICAL EXPERIENCES

SCHOOL OF NURSING STUDENTS ARE EXPECTED TO ABIDE BY THE CLEVELAND STATE UNIVERSITY'S CODE OF CONDUCT WHICH CAN BE FOUND AT:
http://www.csuohio.edu/compliance/student-code-conduct

ACADEMIC MISCONDUCT/PLAGIARISM/ACADEMIC DISHONESTY

Students in the Nursing Program are responsible for demonstrating academic integrity at all times in the classroom, on-line discussions, and clinical experiences. Students are expected to act ethically and adhere to guidelines in the CSU SON student handbook See Student Handbook. **Plagiarism will not be tolerated**. The School of Nursing Affirms Cleveland State University's policy on student misconduct, plagiarism, and academic dishonesty which can be found at: https://www.csuohio.edu/writing-center/plagiarism

Safety and technical standards are a necessary element to the complex discipline of nursing, which all students must meet with or without reasonable accommodations. Students wishing to enter the Cleveland State University School of Nursing programs must demonstrate that they can meet these standards and continue to do so throughout their education program. The School of Nursing curriculum, leading to the eligibility for licensure as a registered nurse or advanced nursing practice, requires students to engage in a wide variety of specific experiences to learn and practice essential nursing skills and functions. The established academic, Safety and Technical standards require that all students accepted in all Nursing Programs complete all aspects of the curriculum with or without an accommodation.

The CSU Code of Student Conduct/Policy on Academic Misconduct defines the following:

Cheating	Fraudulent acquisition and/or submission of another's intellectual property. This includes but is not limited to the unauthorized giving or receiving of a copy of examination questions, the use of unauthorized or fabricated sources in carrying out assignments and copying the examination questions of others.

Plagiarism	Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes, but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgement.

THERE ARE 2 CATEGORIES OF CHEATING AND PLAGIARISM, BASED ON THE DEGREE OF SERIOUSNESS INVOLVED:

Minor Infractions	Acts of cheating or plagiarism involving an assignment or project that constitutes less than 25% of the overall course grade.
Major Infractions	Acts of cheating or plagiarism which affects the overall course grade such as a major/comprehensive exam, term paper, project, or final grade evaluation.

Accordingly, progressive intervention will be provided to any student who commits acts of cheating or plagiarism according to the degree of seriousness involved:

Minor Infractions	A written reprimand may be issued concurrent with a grade of "F" on the individual assignment.
Major Infractions	A grade of "F" may be issued in the course concurrent with recommendation for probation, suspension, or dismissal from the nursing program.

USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

It is the responsibility of each student and faculty to maintain a productive, well-ordered learning environment, as evidenced by the responsible use of cell phones, smart watches, ear buds, and other electronic devices. Accordingly, all cell phones and electronic devices should be placed on silent mode during all classroom, NRL, simulation, or clinical sessions. **During classroom examinations, simulations, and B-line video recordings/pictures, cell phones and other electronic devices must be turned off.** In any learning format, cell phones, computers, iPads, tablets, and other devices should only be used for purposes that support learning objectives. Texting, surfing the internet, games, and any other non-course related activity may result in the student being asked to leave the room, or put the electronic device away for the remainder of the learning session.

THE AMERICAN NURSES ASSOCIATION CODE OF ETHICS GOVERNING CONDUCT

The CSU SON affirms the ANA's Code of Ethics Governing Conduct:

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health care professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the nursing profession and its practice, and for shaping social policy.

The ANA's Code of Ethics Governing Conduct (including interpretive statements) can be found on their website: http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html

STUDENT CONDUCT

CLASSROOM
GENERAL GUIDELINES

a.   Students should complete all readings and other assignments prior to each classroom session.

b.   Students should engage in active classroom participation.

c.   Students should submit all assignments on time in accordance with the timeframes outlined in course syllabi.

d.   Students should acknowledge that all late assignments will receive a penalty as outlined in the course syllabi; faculty reserve the right to refuse late assignments deemed excessively late.

e.   Students should submit the original document with any resubmitted/rewritten work.

f.   Students furthermore should acknowledge that any written work may be retained by the faculty and filed in a student's SON Academic File for future review, or by faculty for consideration of a student's performance evaluation.

RECORDING OF LECTURES

Students cannot record lectures until they go through the process and receive prior approval through disability services, link for university process, https://www.csuohio.edu/disability/noteassist. Recording is **expressly prohibited in the clinical setting**.

NURSING RESOURCE LAB

Attendance is mandatory to complete the number of clinical hours required by the Ohio Board of Nursing. The attendance point system applies for all scheduled NRL lab sessions, NRL competency assessments and simulations.

1.   Failure to prepare for lab will hinder student success. Students are expected to prepare for lab prior to their scheduled session so that skills can be demonstrated and practiced with expected level of assistance by laboratory staff/faculty. There are preparatory activities, which align with course objectives to ensure that laboratory time can be used for engaged learning of psychomotor skills. Clinical instructors, and Clinical Coordinators will be notified of students who consistently present to lab sessions unprepared.

2.   Students are to treat manikins and all NRL equipment with care and respect at all times. For open lab hours, all students are required to log in using attendance sheets which are to include time of entrance, time of exit, skill being practiced and bed and station number where the practice occurred. Students are expected to

cleanse all surfaces that were touched with the provided disinfectant, this includes over the bed tables, chairs, bed rails and any equipment that remains in the NRL. Lower the head of the bed to flat, neatly cover the manikin make sure two side rails are raised, the bedside table is neat - gloves and sharps container, the student is logged off the laptop, and the scanner is replaced.

3. Though full uniform is not required, students are to always wear their lab coats and CSU SON name badge in the NRL. Students are expected to dress professionally under their lab coat! These are examples of what professional dress is NOT – tank tops, t-shirts with offensive decals or words, shirts that show excessive cleavage or are short and show a bare abdomen, shorts, and pants that are distressed with holes of any kind. Students will be requested to leave the NRL if not in full uniform or wearing a lab coat. Closed toed shoes are required. Artificial nails or nail polish of any kind is NOT PERMITTED. Nails must be less than ¼ inch in length. Hair must be off the collar during practice with manikins and during skill assessments and simulations. Hair should ALWAYS be pulled up and back from the face. Ponytails are acceptable if they are contained and do not interfere with care. **The Dress Code and Attendance Policy Point System will be enforced.** Please review the Dress Code and Attendance Policy.

4. Students are to wear a watch with a second hand and have a simple calculator to use for medicine dose calculations.

5. Cell phones must be placed on vibrate while in the NRL. <u>Urgent</u> calls may be addressed by stepping outside the laboratory. Cell phones may be used in the NRL only when required for a competency assessment.

6. To promote a productive learning environment, socializing must occur outside the NRL.

7. **Food or beverages are not permitted in any laboratory area or student locker.**

8. Only current School of Nursing students are permitted to enter and practice skills in the NRL.

9. Children or guests are not permitted in the learning laboratory, nor may they be left unattended outside the laboratory.

NURSING RESOURCE LAB

PURPOSE

The NRL is dedicated space used by faculty and staff to explain, clarify, demonstrate, and practice nursing procedures in a supportive learning environment. The experiences provided in the NRL benefit clinical agencies by preparing nursing students who are able to provide safe, competent nursing care commensurate with their mastery of School of Nursing program level objectives. The NRL faculty/staff is committed to helping students gain the support and confidence they need in pursuit of these skills.

GENERAL INFORMATION

- The Nursing Resource Laboratory (NRL) is located in the College of Health (COH).
- The Medical-Surgical Labs and Acute Care Labs are in rooms 151, 152, and 153 on the 1st floor.
- Obstetrics and Pediatrics Labs are located on the second floor in rooms 214 and 224.
- The Health Assessment Lab is labelled PDL and is located on the third floor in room 310.
- The NRL's faculty/staff are responsible for instruction that occurs in the labs for courses with a clinical component.
- **Time scheduled for students in the NRL is considered clinical time and any episode of tardiness or absenteeism will be documented as per the guidelines in the SON Student Attendance Policy.**
- Since the NRL represents a simulated client care environment, professional language, attire, and demeanor are to be used at all times.
- Hours of operation vary by semester. Students are made aware of the NRL schedule on the first day of lab. Hours are also posted on each course Blackboard site. If a modification in lab hours is deemed necessary, the changes will be conveyed via email either from the NRL Supervisor and or the program coordinator and a sign will be posted outside the lab classroom door.
- Lockers are available and assigned in the COH building. Students must provide their own combination locks and remove the locks after completion of the NUR 306 course. Students must provide their lock's combination to NRL staff/faculty, where it will be held in the strictest of confidence; failure to do so will result in the lock's removal by the CSU locksmith at the student's expense.

MAJOR ACTIVITES OF THE NRL

1. Demonstration of psychomotor skills, supported by conceptual constructs, for each individual and clinical group as conducted by the NRL Supervisor, faculty, and staff.
2. Supervised practice of nursing skills by lab faculty and staff.
3. Psychomotor competency assessments.
4. Simulated client care using Human Patient Simulator (HPS) or task trainers.

NRL STUDENT CONDUCT EXPECTATIONS

SKILLS PRACTICE

1. Nursing students will be provided a Nursing Supply Bag (NSB) which contains a wide variety of durable and consumable equipment and supplies which are required for practicing nursing skills throughout the nursing program. Students must keep the NSB in good order, as they will be needed for the Senior Proficiency Simulations.

2. Students are required to bring appropriate supplies from their NSB to the NRL. The NRL will supply any other needed equipment/supplies.
3. Students are encouraged to practice with a peer, but lab staff/faculty is available to answer questions, clarify procedures, and supervise practice as needed.

COURSE SKILL PRACTICE TIME AND COMPETENCY ASSESSMENTS

There may be different requirements for skills practice depending on the course, please refer to the course Blackboard site for specific instructions. Consequently, students are required to complete practice prior to competency assessment week. Failure to meet the required number of practice hours will mandate that the skill check be rescheduled, as independent practice is required to develop competency. This will delay students being able to perform the skills in the clinical setting. *Students may be referred to the NRL for additional practice.*

COMPETENCY ASSESSMENT APPOINTMENTS

1. Students are expected to abide by the guidelines for attendance and punctuality in the NRL (see School of Nursing Attendance Policy).
2. Once the competency assessment begins, students can collaborate with colleagues regarding clinical decision making and skill performance. Students can ask questions of the instructors in the lab, but instructors will not give direct answers/information pertaining to the specific skill(s) that are being assessed at that time. Students should be prepared to perform the skills.
3. Competency assessment performance is evaluated either as SATISFACTORY or UNSATISFACTORY. Each student will have an evaluation sheet that corresponds to each skill set. The evaluator will document their evaluation on this sheet with relevant feedback.
4. If a competency assessment incorporates more than one skill that is being assessed (identified in each course), and the student does not perform only one of the skills successfully, they will be notified by their instructor that they must practice that skill for one hour in Open Lab and schedule a time to do a skill check with their instructor.
5. Students may not repeat a skill check within 24 hours of the original competency assessment and a repeat assessment must be preceded by one hour of independent practice. The deficient skill check must be completed prior to progressing to subsequent skill checks. An additional one hour of practice time is mandatory prior to the second skill check, which will be scheduled based upon lab staff/faculty availability.
6. Procedures to follow after Unsatisfactory Competency Assessment(s):
   One (1) Unsatisfactory competency assessment*:* The student schedules a repeat competency assessment in consultation with the NRL faculty/staff. The NRL faulty/staff will answer questions, provide clarification, and supervise practice, if desired by student. The NRL faculty/staff must notify the Clinical Faculty and Clinical Coordinator of the student's performance.

Two (2) Unsatisfactory Competency Assessments*:* The student must make an appointment with the NRL Supervisor and the program coordinator to develop a remediation plan. Students may only schedule their final competency assessment after all conditions of the remediation plan have been met.

Three (3) Unsatisfactory Competency Assessments: Failure to meet the requirements for a skill check on the 3rd attempt will result in failure of the associated clinical course. The student must meet with the program coordinator to discuss plan for readmission.

7. Each skill that is being assessed in the competency assessment has a reasonable expectation time frame for completion in the clinical environment. If the skill exceeds the reasonable defined time frame, the student will be notified by their instructor that they must practice that skill for one hour in Open Lab and schedule a time to do a skill check with their instructor.

8. **Students cannot perform a skill in the clinical setting until that skill has been satisfactorily performed in the NRL and validated via competency assessment.**

9. Students need to demonstrate competency in all required skills for a designated course in order to advance in the program.

A Course Leader/Clinical coordinator/Clinical instructor may refer a student to the NRL for additional supervised practice when, in the instructor's judgment, the student demonstrates unsatisfactory performance in the clinical setting for clinical skill remediation. A Lab Referral Form detailing the student's needs will be forwarded to the lab. A student's successful completion of the referral is required to continue in the clinical course.

STUDENT CONDUCT IN THE CLINICAL SETTING

STUDENTS IN THE CLEVELAND STATE UNIVERSITY'S SCHOOL OF NURSING PROGRAMS MUST ADHERE TO RULE 4723-5-12-C OF THE OHIO ADMINISTRATIVE CODE:

Students who fail to adhere to any part of this Code will receive disciplinary action up to and including dismissal from the nursing program:

(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 patient, and the patient'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 patient 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, time records or reports, and other documents related to billing for nursing services.

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

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

(6) At all times when a student is providing direct nursing care to a patient, the student shall:

    (a) Provide privacy during examination or treatment and in the care of personal or bodily needs.

    (b) Treat each patient 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 and standard 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 patient.

    (b) Engage in behavior toward a patient that may reasonably be. interpreted as physical, verbal, mental, or emotional abuse.

(10) A student shall not misappropriate a patient's property or:

    (a) Engage in behavior to seek or obtain personal gain at the patients. Expense.

    (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense.

    (c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships.

    (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

(11) For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph:
A student shall not:
  (a) Engage in sexual conduct with a patient.
  (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 patient.
  (d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

(12) For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.
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, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.

(14) A student shall not habitually or excessively use controlled substances, or habit-forming drugs, 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 the use of drugs, alcohol, or other chemical substances.

(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 misappropriate or attempt to misappropriate 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 administer 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 documents to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.

(24) A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only. Students shall access patient information only for purposes of patient care, or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care, or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing, or any other form of communication.

(25) To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

(26) For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes, or for purposes other than fulfilling the student's assigned clinical responsibilities.

For purposes of clarifying paragraphs (C)(4) and (C)(15) implementation at Cleveland State University, impairment of the ability to practice includes fatigue and/or sleepiness that impairs the student's ability to provide safe care for patients.

MEDICATION POLICIES IN THE CLINICAL SETTING

MEDICATION ADMINISTRATION POLICY

Students administer medications in an incremental way in clinical courses. In order to properly administer medications per the principles of pharmacology taught throughout the undergraduate curriculum, students only pass medications under clinical instructor supervision, and at the level for which they have demonstrated competence. To that end, medications must be administered accurately in a safe and timely manner and per the medication orders and pharmacological guidelines as integrated into the client's plan of care. Per course objectives, instructors give students clinical/laboratory instruction including, but not limited to:

1. Students must adhere to CSU School of Nursing and clinical agency policies for medication administration at all times.
2. Students must prepare for and research each medication they are to administer.
3. Students must pass the course's medication math assessment prior to administering medications.
4. Faculty will make out student assignments according to the criteria set forth by the clinical agency (i.e., clinical agencies limit the number of students who may administer medications at each clinical site).
5. Even though students are not administering medications to a patient they should still consider the patient's medications when developing the daily plan of care.
6. Students and faculty must review agency medication policies prior to each clinical orientation, even if students have been in the agency during a prior clinical course.
7. Students and faculty must maintain a distraction free environment during medication administration.
8. No medication administration skill may be utilized in the clinical setting unless the student has completed the appropriate skill assessment in the NRL.
9. The faculty or preceptor must check all medications and IV solutions administered by nursing students. This includes topical medications at the client's bedside.
10. All math calculations must be verified by faculty or preceptor.
11. Students may not administer blood products.
12. Students may not administer cardiac emergency drugs.
13. Students may not administer chemotherapy medications.
14. Students may not program PCA or epidural pumps.
15. Students may not administer medications associated with clinical trials.
16. Students should have access to medications for only one client at a time.
17. Medications must remain visible and must not be left unattended at all times.

COURSE SPECIFIC MEDICATION ADMINISTRATION INFORMATION

Course	Student Medication Administration Responsibilities. Requires 100% supervision at all levels
NUR 218	Principles of Medication Administration. The integration of principles of nursing pharmacology are the focus of this course.
NUR 226	Subsequent to successful skill demonstration in the NRL, students may administer oral, sublingual, topical, subcutaneous, intradermal, and intramuscular medications as well as medications via enteral feeding tubes.
NUR 306	Includes the scope of medication administration along with required skill demonstration as noted for NUR 226. After successful skill demonstration in the NRL, students may administer IV infusions, IV piggyback, and IV push medications.
NUR 326	Builds on scope of medication administration skills noted in NUR 306. Special attention is paid to pediatric dosages and administration techniques taught in the didactic course.
NUR 382	Builds on scope of medication administration skills noted in NUR 306. Special attention is paid to prenatal, neonatal, intranatal and postnatal dosages and administration techniques taught in the didactic course.
NUR 416	Builds on scope of medication administration skills noted in NUR 306 and encourages further mastery.
NUR 420	Builds on scope of medication administration skills noted in NUR 306. Preceptor will provide supervision in appropriate clinical settings.

MEDICATION ERROR POLICY

In the unlikely event a student makes a medication error during a clinical session, the following serves as a guideline to properly define the scope of the error as well as develop a plan for appropriate follow-up involving one of the potential sources of error:

Improper Client ID:
- No copy of Medication Administration Record (MAR) or workstation on wheels (WOW) at the bedside
- Two unique identifiers not used.

- Medication administered to the wrong client.
- Near miss, medication error interrupted by faculty before reaching the client.

Route:

- Medication administered via the incorrect route.

Dose:

- Calculation error
- Preparation of an incorrect dose

Medication Information:

- Lack of preparation for medication recitation or administration

Time:

- Medication administered at the wrong time.
- Medication omission (student oversight)
- Non-adherence to agency administration times

Documentation:

- Incorrect or incomplete documentation
- Failure to document
- Failure to document reason for medication omission
- Documentation of medication before administration

Bar Code:

- Agency bar-coded medication administration procedures bypassed.

Intravenous:

- Improper calculation of IV infusion rate
- Failure to maintain IV infusion rate.
- Improper programming of IV infusion device
- Failure to document IV infusion intake
- Failure to assess IV site at requisite intervals.
- Incorrect administration of IV push medication
- Incorrect maintenance IV fluids administered.
- Incorrect IV medication administered.

Miscellaneous:

- Preparation of a medication without the EMAR
- Violation of the 6 rights
- Failure to apply age related administration data.
- Preparation/administration of medication without instructor supervision or approval
- Any act that is determined to be a medication error in the clinical agency.

IF A MEDICATION ERROR OCCURS

To promote a culture of safety, medication errors require immediate follow-up by students and the clinical instructor. Therefore, the following steps must be followed:

1. The student must report any error to faculty immediately.
2. The faculty and student will assess the client.
3. The faculty will immediately notify the primary nurse of the error, charge nurse, and nurse manager.
4. The student and faculty will research and follow the agency's policy for medication errors.
5. The student will be restricted from patient care but will remain in the clinical setting while the medication error is being investigated.
6. The student will complete all required documentation for the agency and the school of nursing.
7. The faculty will notify the Clinical Coordinator and program coordinator.
8. The student will be required to meet with the Clinical Coordinator.
9. The student will meet with their Clinical Instructor to discuss all actual and potential medication errors to ensure that student performance is safe at all times.
10. If previous medication errors have occurred, the student will be asked to review patterns of unsafe medication preparation or administration as well as document the experience on the course's clinical evaluation tool.

Further action may occur at the discretion of the Clinical Coordinator, program coordinator, or A Director and Chief Nursing Administrator.

CLINICAL EXPERIENCE SITE TRAINING AND PERFORMANCE REQUIREMENTS

GENERAL: CLINICAL EXPERIENCE DEFINED
Clinical experiences are offered in a variety of settings to support meeting course objectives:
1. Learning experiences in off-campus clinical settings.
2. Clinical recitations/skill practice or test-out sessions in any setting including the NRL.

CLINICAL AGENCY DISCLAIMER
While assigned to clinical agencies, students are not considered employees of the agency and will not be covered by Workman's Compensation, or malpractice insurance policies of

the agency. Students must abide by existing rules and regulations of the Clinical Agency during their clinical assignments.

BACKGROUND: ACEMAPP

Cleveland State University has affiliation agreements with many hospitals and community agencies within Northeast Ohio. The scheduling of clinical placements is completed through ACEMAPP, a system that captures the documentation required for clinical placement. The Alliance for Clinical Experience (ACE) provides a database that houses student clinical information.

DEFINITIONS:

ACEMAPP = Database for groups of students that require clinical placement.

ANNUAL EDUCATION MODULES REQUIREMENT

All students are required to complete five modules/Assessments within the ACEMAPP system. Students must obtain a score of 80% on each of the modules to obtain clearance for the clinical site. These modules **must be completed annually**. Each student is provided with a maximum of three attempts to successfully complete each of these modules:

1. Blood Borne Pathogen Assessment
2. HIPAA Assessment
3. OSHA Assessment
4. Achieving Safety Goals
5. Providing High Quality Care

HEALTH REQUIREMENTS

Students must meet all health requirements before registering for any nursing course. Students who do not have current health data on file will not be allowed to progress in the nursing major nor participate in activities in the clinical agency. It is the students' professional responsibility to keep health data current. **If a student does not comply with keeping records up to date, they will be asked to leave clinical area until the paperwork has been completed.** *NOTE*: this could result in inability to pass a clinical course. Students who do not have their health data record current and up to date will not be registered for the next semester of nursing courses until all records are current and on file with the School of Nursing.

EXXAT System

The management of your program and health data required for your clinical experiences will be done using Exxat APPROVE. There is an annual fee of $36 (to be paid by each student). Exxat is built to collect and share HIPAA and FERPA protected information. Documentation that is uploaded to your Exxat profile will be verified by the Exxat team of medical professionals. Exxat is not a health provider. Exxat is a platform that enables health professional schools to manage internships for its students at clinical sites and clinical rotations for nursing students. Please know that any personal information relating to your health, diagnosis, vaccination status, health insurance card, or physical examination will only be shared with third parties (i.e.., clinical sites) with your explicit permission.

Each student is responsible for maintaining compliance with all program and health requirements. Your profile must remain current for the duration of the program. Both scheduled and random audits will be performed to ensure compliance. You must adhere to all deadlines related to the program and submission of verifiable program and health requirements to be eligible for placement into your nursing classes.

CPR HEALTHCARE PROVIDER CARD – EXXAT UPLOAD

Obtained from the American Health Association is required initially when admitted to the program and renewed every 2 years. The card should be uploaded to Exxat (front and back copy of the CPR card)

Pregnancy: A student who is pregnant is requested to present a statement from the health care provider to the program coordinator that they may continue clinical nursing laboratory/agency experiences. Following delivery, the student is requested to present a statement from their health care provider indicating when they can return to the clinical nursing laboratory/agency setting.

IMMUNIZATION REQUIREMENT – EXXAT UPLOAD

Per the ACE Advisory Council, students are required to provide documentation the following:

- Hepatitis B   - Documentation of vaccine series
- Hepatitis B   - Documentation of positive titer
- Flu Vaccine   - Documentation of completion each year
- Varicella   - Documentation of positive titer
- MMR   - Documentation of positive titer
- TB   - Documentation of the 2-step test upon admission and 1-step every year thereafter
- Tdap/DT   - Documentation of immunization complete

- Health Exam   - Documentation complete
- COVID Vaccination   - Documentation complete

BACKGROUND CHECK REQUIREMENT – EXXAT UPLOAD

This is the process to upload your background check to Exxat. All Prelicensure students at the School of Nursing will be uploading the results of their state BCI and FBI background checks into Exxat.
(If you are having difficulty accessing Exxat, please consult with a member of the School of Nursing Administrative Team for assistance.)

Ohio law/regulation spell out the rules under which results can be provided to you:

1. Results may only be given to the student for which the background check was performed.
   i.e. A friend or family member may not pick them up for you.
2. Results must be picked up in person. They cannot be emailed or mailed to you.
3. Students must bring their photo ID when they come to receive their results.
4. Students must sign a Dissemination Log when receiving their results.

Students are to scan and upload a copy of ALL PAGES of their background check results to Exxat, where they will be evaluated by Exxat's approval team.

We *highly* recommend using a flatbed scanner/copier (such as those around campus) when digitizing your physical background check results for all your Health Data documents. Scanning provides a much clearer image than photographing the documents with your phone.

Below are some instructions associated with the copiers found on campus:
1. Copier display may prompt you to login with your CSU ID and password. You will need to do so to continue.
2. Press the "Email" button on the display.
3. Enter your CSU email address into the "To:" field.
4. Enter a subject in the "Subject:" field. This will also become the name of your file.
5. All (to my knowledge) Xerox copiers on campus have an automatic feeder on the top. Place the paperwork to be scanned in this location.
6. Look at the options on the screen. If any of your documents are 2-sided, make sure to select the "2-sided" option, otherwise you will be missing half of your pages.
7. If possible, scan these pages as JPG files. Using PDF format will create one giant file which you will need to break apart into individual pages to upload to Exxat. Scanning as JPGs will make each page its own file.

If you are taking classes online and live outside the state of Ohio, these rules and processes may be different. Please consult with your state's background check agency for information about receiving your results. Most likely, your results will need to be mailed directly to you and you will need to scan and upload your results.

CLEVELAND STATE UNIVERSITY

UNIFORMS/DRESS CODE

(1)   In the clinical areas, students must wear plain white CSU uniforms, plain skin-colored or white undergarments, white socks, and white closed toe/heel shoes. Warm-up jackets can be worn, but no sweaters, or sweatshirts.

(2)   In the community of psychiatric/behavior health settings, and when participating in community service projects, students must wear the designated green polo shirts, khaki pants or knee length skirts, socks, and closed-toed/heel shoes. No shorts or capris.

(3)   The CSU and clinical site ID badges must be placed on the outer garment and be clearly visible above the waist.

(4)   A clean, neat appearance is required. No odor of smoke, cologne/ perfume/powder, or offensive body odor.

(5)   Students are not permitted to wear artificial nails or nail polish of any kind, and nails must be less than ¼ inch in length.

(6)   Hair must be clean, dry, and neat and well-groomed so that it does not interfere with safe job performance. Hair should be a color found in nature (no pink, purple, blue, etc.) Long hair (including facial hair) needs to be secured while delivering patient care and elsewhere as required by departmental policies. Mustaches, sideburns, and beards are to be neatly trimmed and combed. Hair should be off the collar. Hair accessories should be minimal (no flowers, sparkly headbands, etc.).

(7)   Jewelry is limited to <u>one set</u> of single post earrings, a plain wedding band, and a watch. No other form of facial jewelry (e.g., lip, brow, nose rings) are permitted.

(8)   Tattoos are to be covered.

(9)   Students will be expected to follow site-specific dress code requirements. The Clinical Coordinators will notify students of these requirements at the beginning of the course.

(10)   At the discretion of faculty, students who do not meet dress code criteria may be sent home, thus counting as an episode of absenteeism.

NOTE: A point system to track student deficiencies in attendance, punctuality, and professional dress in the clinical or community settings is used. Refer to

CLINICAL SITE ORIENTATION

Clinical Course orientation is mandatory prior to any clinical site rotation. Clinical instructors will pre-arrange the date and time for this orientation, which includes site-specific information such as parking, documentation and most importantly, the needs of the patients. Failure to attend clinical site orientation will count as an episode of absenteeism.

SECTION XIII

SCHOOL OF NURSING OFFICE GUIDELINES

TITLE OF POLICY: Safety and Technical Standards

ORIGINAL DATE: January 30, 2019

LAST REVIEWED/REVISED: April 19, 2019

POLICY: Safety and technical standards are a necessary element to the complex discipline of nursing, which all students must meet with or without reasonable accommodations. Students wishing to enter the Cleveland State University School of Nursing programs must demonstrate that they can meet these standards and continue to do so throughout their education program.

The School of Nursing curriculum, leading to the eligibility for licensure as a registered nurse or advanced nursing practice, requires students to engage in a wide variety of specific experiences to learn and practice essential nursing skills and functions. The established academic, Safety and Technical standards require that all students accepted in all Nursing Programs complete all aspects of the curriculum with or without an accommodation.

The Safety and Technical Standards outlined below ("Technical Standards"), in conjunction with established academic standards,

are followed by the Nursing faculty to select applicants and retain students who possess the intelligence, integrity, physical, and personal as well as emotional qualities necessary to become an effective professional nurse. The faculty must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a professional nurse. These functions are essential to the successful completion of the requirements of the School of Nursing degree programs (BSN, MSN, DNP).

As outlined below, these functions comprise the "Technical Standards" performance requirements for students in the classroom, clinical, nursing resource laboratory or simulation settings.

ESSENTIAL SENSORY/OBSERVATION SKILLS

GENERAL: The student must make accurate and timely sensory observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must document these observations accurately.

SPECIFIC:

- The student must integrate, analyze, and synthesize sensory data (sight, touch, sound, smell) in a consistent, accurate and timely manner.
- The student must accurately interpret visual and graphic images, and digital and analog representations of physiologic phenomena.
- The student must observe the patient accurately, at a distance and close at hand, including through auditory auscultation and the patient's non-verbal communication, when interacting with real or simulated patients.
- The student must perceive the signs of disease and infection as manifested through physical examination, visual inspection, images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, heart tones, bowel, and lung sounds, etc.).
- The student must immediately respond and react to information, instructions and requests from patients and others in the healthcare setting and information provided by patient monitoring equipment.

ESSENTIAL MOTOR SKILLS

GENERAL: The student must execute movements required to provide general care and treatment to patients in clinical and laboratory settings.

SPECIFIC:

- The student must employ and coordinate gross and fine motor skills and equilibrium for assessment and therapeutic procedures, such as inspection, palpation, percussion, auscultation, and other diagnostic maneuvers and procedures.
- The student must perform basic life support (including CPR), transfer and position patients, and position and re-position the student around patients.
- The student must safely operate equipment typically found in the health care environment (IV pumps, cardiac monitor, and electric and manual blood pressure equipment, etc.).
- The student must meet the physical and mental demands associated with extended periods of sitting, standing, moving, and physical exertion required for safe patient care.
- The student must participate in clinical and laboratory experiences for up to a 12-hour duration.
- Students must walk, twist, bend, stoop/squat, reach, kneel, and climb stairs.
- Students must lift and support at least 25 pounds of weight; move heavy objects up to 50 pounds; and physically apply up to 10 pounds of pressure to bleeding sites or while performing CPR.

ESSENTIAL COGNITIVE SKILLS

GENERAL: The student accurately measures, calculates, reasons, prioritizes, analyzes, integrates, and synthesizes information and acts with integrity and judgment within time constraints unique to each setting.

SPECIFIC:

- The student must read and comprehend extensive written materials.
- The student must evaluate, apply information, engage in critical thinking, and prioritize patient needs in the classroom, lab, and clinical setting.
- The student must sustain attention and memory sufficient to maintain patient safety and deliver appropriate patient care.
- The student must utilize and incorporate information from teachers, peers, and literature into practice.
- The student must respond promptly, accurately, and appropriately to urgent situations.

ESSENTIAL COMMUNICATION SKILLS

GENERAL: The student must communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals.

SPECIFIC:

- The student must express their ideas and feelings clearly and appropriately, professionally handle conveying information in highly emotional and difficult situations, and constructively give and receive feedback.
- The student must convey or exchange information at a proficiency level to obtain a health history, identify problems presented, explain alternative solutions, and give directions during treatment and post-treatment.
- The student must effectively communicate in English with the ability to retrieve information from various sources of literature and computerized data bases, and effectively share the information retrieved with others in the healthcare setting who need to know the information.
- The student must process and communicate information on the patient's status with accuracy in a timely manner to faculty and members of the health care team.

ESSENTIAL EMOTIONAL, INTUITIVE AND EMPATHIC QUALITIES

GENERAL: The student must possess the emotional, intuitive, and empathic qualities required to exercise good judgment in the timely completion of all responsibilities attendant to the nursing care of patients and families.

SPECIFIC:

- The student must maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals under all circumstances, including highly stressful situations.
- The student must function effectively under stress and adapt to an environment that may change rapidly without warning and/or in unpredictable ways in both the classroom and clinical settings, including emergency situations.
- The student must adapt behavior, working and communication styles when the student's qualities interfere with productive individual or team relationships in diverse academic and clinical environments.
- The student must reflect and realize how their beliefs, values, and experiences affect their interactions and perceptions of those around them.
- The student must satisfy all requirements of the School of Nursing and in any health care agency's affiliation agreements with CSU, as well as any additional requirements of any clinical setting.

ESSENTIAL PROFESSIONAL CONDUCT

GENERAL: The student must possess the ability to reason morally and practice nursing in a professional and ethical manner.

SPECIFIC:
- The student must uphold professional nursing standards related to the student's scope of practice.
- The student must engage in patient care delivery in all settings and be able to deliver care to all patient populations.
- The student must maintain the legal and ethical elements of the practice of nursing and function within the guidelines established by the law; and consistent with the professions American Nurses Association (ANA) Scope & Standards of Practice and Code of Ethics for Nurses and Ohio Board of Nursing-Ohio Administrative Code 4723-4, Standards of Practice Relative to Registered Nurses or Licensed Practical Nurse.
- During classes and clinical and laboratory experiences, the student must not be under the influence of illegal drugs or prescription drugs without a prescription or when taken in a manner other that as prescribed to the student by a health care provider.

PROCEDURE

Initial Verification
1. Prior to admission to the School of Nursing, prospective students will be asked to complete, sign and date the Safety and Technical Standards Nursing Student Acknowledgement and Consent Form. This process does not preclude the student from being evaluated by CSU's Office of Disability Services and receiving appropriate and reasonable accommodations.
2. When faculty identify questions about whether a students meets these "Technical Standards" will be presented to the School of Nursing's respective Admissions, Progression and Academic Standing Committee for further assessment.

Annual Verification
1. Current students must continue to meet these Safety and Technical standards throughout the program. Students who are no longer able to meet these standards MUST notify their respective program director immediately or face dismissal from the nursing program.

Episodic Verification
1. If a student is injured, becomes ill, or encounters any situation that changes their ability to meet the "Technical Standards", the School of Nursing may request health care provider verification of the student's continued ability to meet the standards.

2. A copy of the "Safety and Technical Standards" form and a cover memo for the health care provider to verify that they student can meet the "Technical Standards" will be provided to the medical practitioner by the student.
3. The student will return the health care provider-completed and signed form to the School of Nursing Office.
4. The respective Program Director will review the verification and evaluate any request for academic adjustments and/or auxiliary aids and services to determine the adequacy of the supporting documentation and the reasonableness of the requested academic adjustments and/or auxiliary aids and services and then follow the same process as outlined for initial verification.
5. Until a final decision is made, a student whose ability to meet the "Technical Standards" is assessed under this process will not be allowed to participate in learning experiences in the clinical or laboratory settings.

Cleveland State University is an Affirmative Action/Equal Opportunity institution. No person shall be denied the opportunity for employment or education or be subject to discrimination in any project, program or activity because of race, religion, sex, national origin, age, or disability.

Students should contact the [Office of Disability Services](#) located at Rhodes Tower West 210, 2124 Chester Avenue Cleveland, Ohio, 44115-2214 or by telephone at 216.687.2015 if they have a question or concern about their ability to meet the "Technical Standards" with or without accommodations, or if they would like to arrange reasonable accommodations.

Safe Campus

COVID – 19 INFORMATION
COVID – 19 PROTOCOLS

In preparation for the start of classes, we want to update you on our COVID-19 safety protocols for the fall semester. Given the effectiveness and widespread availability of vaccines and boosters and based on the latest guidelines from the Centers for Disease Control and Prevention (CDC), **effective Tuesday, August 9, masks will be optional on campus**.

We recognize and appreciate that some members of the community will choose to continue wearing a mask. That is consistent with CDC recommendations to wear a well-fitting mask indoors in public, regardless of vaccination status when levels are high. Free masks are

available at the information desk in the Student Center. Do what is best for you while respecting the choices of others!

Please remember that **vaccination plus booster shots offer the absolute best protection** against serious illness, hospitalization, and death from COVID-19. We continue to provide free vaccinations and boosters for students, faculty and staff at CSU Health and Wellness Services by appointment at the Center for Innovation in Medical Professions, Suite 205 (2112 Euclid Avenue). For other area locations offering free vaccines and booster shots, visit https://www.vaccines.gov/.

COVID-19 testing is also available by appointment at the Center. Call 216-687-3649 to schedule appointments for testing, vaccination, and boosters. For COVID-19 updates, please visit https://www.csuohio.edu/safe-campus/covid-19-information-0.

We understand that some members of our community may be immunocompromised or unable to be vaccinated and may need to discuss learning or work-related accommodations. Students should contact the Office of Disability Services at ods@csuohio.edu or 216-687-2015 and review this information. Faculty and staff should consult with their supervisor and Human Resources at hr@csuohio.edu or 216-687-3636.

We will continue to monitor and adapt our safety efforts based on guidance from the CDC and public health officials and keep you updated on any changes.

Thank you for helping keep our community safe. We look forward to seeing you back on campus!

VACCINATION AND BOOSTERS OFFER BEST PROTECTION

The science has never been clearer. Vaccination plus a booster shot offers the absolute best protection against serious illness, hospitalization, or death from COVID-19. Vaccines and boosters are readily available.

CSU Health and Wellness Services continues to provide free vaccinations and booster shots for students, faculty and staff by appointment in Room 205 at the Center for Innovation in Medical Professions (2112 Euclid Avenue). Call 216-687-3649 to schedule.

If you have questions or concerns, contact your primary care physician, and refer to the CDC website. Please note that when you arrive for your booster appointment, you must have your CDC COVID-19 vaccination record card with you, or the vaccine will not be administered. If

your card is lost, please contact your vaccination provider directly to access your vaccination records prior to your appointment time.

COVID-19 TESTING

Given the effectiveness and widespread availability of vaccines and boosters and based on the latest guidelines from the Centers for Disease Control and Prevention (CDC), **masks are optional on campus**.

We recognize and appreciate that some members of the community will choose to continue wearing a mask. That is consistent with CDC recommendations to wear a well-fitting mask indoors in public, regardless of vaccination status when levels are high. Do what is best for you while respecting the choices of others!

We understand that some members of our community may be immunocompromised or unable to be vaccinated and may need to discuss learning or work-related accommodations. Students should contact the Office of Disability Services at ods@csuohio.edu or 216-687-2015 and review this information. Faculty and staff should consult with their supervisor and Human Resources at hr@csuohio.edu or 216-687-3636 **COVID-19 Information | Cleveland State University (csuohio.edu)**.

Thank you for helping keep our community safe.

Get tested if you are symptomatic or have been in close contact with someone who has tested positive. Testing is also available by appointment and free for all students, faculty and staff. We strongly encourage unvaccinated individuals to be tested regularly.

The testing center is located in room 205 of the College of Health Building by appointment only. Call 216-687-3649 to schedule. Results are available immediately. Testing is free and open to all members of the university community.

Tests are also available through the covidtests.gov website.

WHAT TO DO IF YOU TEST POSITIVE

If you test positive for COVID-19, isolate and follow CDC guidelines. Stay home!

- **FOR STUDENTS**: Please <u>email our CARE team</u> and let your course instructors know that you will not be in classes. We have asked faculty to provide resources for you to keep up with your course work.

- **FOR FACULTY AND STAFF**: If you test positive, isolate and <u>follow CDC guidelines</u>. Please notify your supervisor and Human Resources at 216-687-3636. Faculty teaching courses should also review the procedures, guidance and overview of available resources provided via Campus Net.

- Contact your medical provider.

WHAT TO DO IF YOU'RE NOT FEELING WELL

If you're sick, stay home! The health and safety of you, your classmates, your colleagues, and our entire community remains our top priority. If you are sick, please stay home and get better before returning to campus.

BUILDING IMPROVEMENTS FOR BETTER AIR QUALITY

We completed enhancements to our heating, ventilation, and air conditioning (HVAC) systems in our residence halls, high-traffic buildings, and major classroom buildings. These upgraded systems are designed to improve air quality and may provide additional protection from viruses like COVID and remove other contaminants.

MENTAL HEALTH AND WELLNESS ASSISTANCE

We understand that you may have concerns or anxiety about fully returning to the classroom or the workplace–please take care of your mental health! Help is available.

- **FOR STUDENTS**: If you wish to seek mental health support and assistance, it is available for you 24/7 through the <u>CSU Counseling Center</u>.

- **FOR FACULTY AND STAFF**: Employees can get support through <u>Impact Solutions</u>, our employee assistance program.

  For updated information, please visit the safe campus site at <u>https://www.csuohio.edu/safe-campus/covid-19-information-0</u>

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  MONKEYPOX

The viral disease **monkeypox** has been deemed a public health emergency by both the U.S. Department of Health and Human Services and the World Health Organization. The disease is a caused by the monkeypox virus, which is related to both smallpox and cowpox.

FOR MORE INFORMATION

For more information, please visit: The CSU website at https://www.csuohio.edu/safe-campus/monkeypox

Clinical Experiences-Off Campus:
- Core curriculum academic credit <u>will not</u> be offered to students volunteering to participate in direct care of patients as non-licensed personnel.
- Students and faculty will complete health and preparatory requirements set forth by the academic discipline and clinical agency prior to beginning or during a clinical rotation.
- Students and faculty may be required by select clinical agencies to provide proof of receiving the COVID-19 vaccine. Exemptions may be considered by some agencies for those who have <u>underlying health conditions or religious beliefs</u> that preclude them from receiving the vaccination. Please submit a copy of COVID-19 vaccine verification to the School of Nursing in order to participate in the assigned clinical course.
- A nursing student's inability to complete direct patient care assignments and meet course learning objectives or required clinical hours established in the program plan with the Ohio Board of Nursing, may impact their progression in the major or graduate on schedule.
- Students or faculty who newly experience any of the symptoms listed above are to stay home and monitor symptoms. Students or faculty should look for emergency warning signs for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:
  a. Trouble breathing
  b. Persistent pain or pressure in the chest
  c. New confusion
  d. Inability to wake or stay awake.
  e. Bluish lips or face

- Students and faculty are expected to adhere to agency policies/procedures, language, and professional actions consistent with their expected roles and responsibilities.
- Clinical facilities reserve the right to allow students and faculty on their premises

for pre- and post-conferences. Please check with the individual clinical sites regarding their policy.

- Nursing students participating in direct patient contact activities as part of required clinical experiences should be able to do so in an environment that appropriately mitigates their (a) risk of transmitting the virus in the community, (b) risk of transmitting the virus to patients for whom they care, and (c) personal risk of infection and illness.

  1. Nursing students are not to be assigned to care for patients in cohort COVID-19 positive units, or to patients suspected of or shows symptoms of COVID-19.
  2. Faculty and nursing students are to follow the policies and guidelines in each respective organization related to the use of PPE and infection control practices.
  3. Faculty and nursing students may be subject to thermal no-touch temperature checks and assessment questions on arrival to the clinical agency.
  4. Should students or faculty be <u>exposed</u> to any disease or potential illness such as COVID-19, they will follow the policy of that agency and academic program (CSU's policy on exposure is included at the bottom of this document). See the respective Program Director to determine defined criteria, i.e.-direct verses casual contact, PPE use, social distancing).
  5. Students and faculty are expected to validate health insurance coverage as required by the nursing program.
  6. It is the students' and faculty's professional responsibility to keep health data current. Those individuals who do not have current health data on file **will not be allowed** to participate in activities in the clinical agency.
  7. Subsequent infections, disease, environmental hazards, or disability may impact student learning activities, and/or program progression to graduation.

Regardless of a clinical facility providing N95 fit tested face masks and allowing nursing students to care for known or suspected Covid-19 positive patients, Cleveland State University maintains the policy that nursing students are **NOT to be assigned to care for patients who are known or suspected to have COVID.**

CLEANING AND SANITIZING PROCEDURES

CSU's Facilities Management and Ancillary Services teams are using *enhanced protocols* for cleaning and disinfecting classrooms, common areas and high-touch surfaces. Additional handwashing and sanitizing stations have been installed across campus, including at building entrances, in dining areas and outside of many classrooms. Signage encouraging use of hand sanitizer, proper handwashing technique and physical distancing have been installed across campus.

In addition to enhanced and more frequent cleaning of classrooms, cleaning materials, wipes, paper towels and sprays will be widely available, and students will be expected to clean their desks and seating areas before and after use.

Enhanced air filtration is in use in the primary classroom buildings and other buildings where a concentration of activity is expected. The rate of air exchange in these building has also been increased to ensure fresh air circulation in all buildings.

Nursing Resource Laboratory (NRL) and Health Assessment Laboratory (IM310):
- Prior to entering any NRL & Simulation rooms:
  - Perform hand hygiene (hand washing for 20 seconds).
- Avoiding touching eyes, nose, and mouth.
- Each nursing lab instructor will ensure the <u>cleaning</u> of used equipment and <u>disinfecting</u> frequently touched surfaces following all in-person activities at the end of every single class session. This method will limit touching of cleaning equipment and provide consistency in our approach to minimize risk.
- Open lab instructors will be responsible for cleaning tabletops, manikins, and task trainers between each student use.
- Instructors must wear gloves for all routine cleaning and disinfecting.
- After cleaning and disinfecting procedures are complete hands must be washed thoroughly with soap and water for a minimum of 20 seconds.

Cleaning and Disinfecting Guidelines:
Cleaning refers to the removal of germs, viruses, dirt, and impurities from surfaces. This reduces germ and virus population counts thus lowering the risk of spreading infection.

- Soap and water will be used for routine cleaning of surfaces, manikins, and task trainers.
- Manufacturers of the manikins and task trainers ONLY recommend soap and water for cleaning/disinfecting purposes.

Disinfecting refers to killing or minimizing germs/viruses on surfaces. This process does not necessarily clean dirty surfaces or remove contaminants. However, it reduces the germ or virus contaminants remaining on a surface thereby minimizing the risk of spreading infection. The CDC recommends disinfecting all frequently touched surfaces. Recommended disinfectants as deemed appropriate by the CDC will be used after each in- person session. These solutions include but are not limited to:

- Alcohol solutions with at least 70% alcohol
- Lysol all-purpose cleaner or disinfecting wipes.
- Bleach solutions diluted (1/3 cup bleach per 1-gallon water) Solution must sit for a minimum of 1 minute on surface.

Most surfaces and objects will only need routine cleaning. Frequently touched surfaces will need disinfecting. All objects to be disinfected should be cleaned first with soap and water first and then disinfected to further reduce the risk of germs on surfaces and objects. Frequently touched surfaces have been identified but not limited to the following:

- All tables, doorknobs, light switches, countertops, handles, desks, phones, and keyboards. (Electronics should be disinfected with alcohol ONLY)

SECTION XII
SCHOOL OF NURSING OFFICE GUIDELINES

SON FACULTY AND STAFF DIRECTORY

A complete directory of all School of Nursing faculty and staff can be found on the School of Nursing's website:

https://health.csuohio.edu/faculty-staff/faculty-staff

FACULTY MAILBOXES

Each faculty member has a mailbox in either Julka Hall Room 238 or the COH building. Students may drop off assignments or other correspondence for faculty at the School of Nursing front desk Monday-Friday from 8am-5pm, for staff to place in a faculty member's mailbox.

STUDENT USE OF THE SCHOOL OF NURSING OFFICES AND EQUIPMENT

Students are expected to provide copies of all requested health data and student information. Students may not use School of Nursing copiers or FAX machines. Copy machines for student use are located in the main library. Students may print out health data forms, classroom assignments, handouts, etc. class handouts, etc. in the 1st floor Julka Hall Computer Lab free of charge. Students who have special needs may inquire with the staff in the main SON office, who will assist them to the extent possible.

SCHOOL OF NURSING BULLETIN BOARDS

All materials posted on School of Nursing bulletin boards should be related to School of Nursing activities and must be approved. Any information posted without approval will be removed. Please inquire at the main SON Office for approval.

STUDENT RECORDS

GENERAL: CHANGE OF STUDENT INFORMATION

Students are responsible for updating their personal information (phone numbers and address changes) in CampusNet. In the event of a change in name, a student should also inform the Registrar's Office as well as their faculty members and the School of Nursing office.

STUDENT SCHOOL OF NURSING EDUCATIONAL RECORDS

The School of Nursing maintains educational records for each student enrolled in the nursing program.

An educational record is maintained for current nursing students that consists of:
1. The School of Nursing application form
2. Transcripts from all colleges attended
3. A copy of correspondence between student and the School of Nursing
4. Summary of all correspondence between the student and advisor
5. Clinical evaluation forms, WAC papers, other assignments, and reports

STUDENT REQUESTS TO VIEW SON EDUCATIONAL RECORDS

Students have the right to review their educational records by making an appointment with the SON advisor through Starfish.

Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include https://www.csuohio.edu/registrar/family-educational-rights-and-privacy-act:

1. The right to inspect and review the student's education records within 45 days after the day Cleveland State University ("CSU") receives a request for access.
2. A student who wishes to ask CSU to amend a record should submit a written request to the University Registrar, clearly identifying the part of the record the student wants changed and specify why it should be changed.

3. If CSU decides not to amend the record as requested, CSU will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
4. The right to provide written consent before CSU discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

SECTION XIV

ACCELERATED BSN PROGRAM ONLINE

The Online Accelerated Bachelor of Science in Nursing (OABSN) students will be held accountable for this entire handbook as a Cleveland State University Bachelor of Science in Nursing student.

A few additional notes that are specific to ONLY the Online ABSN students:

- **Required Residencies**

  Students will be required to attend two five-day residencies on CSU's campus in Cleveland, Ohio

  - o Residency 1 is in the 7th week of semester 1, Residency 2 is in the 5th week of semester 3 (subject to change)
  - o These residencies will include 40 hours each of nursing resource lab hours. Students cannot progress in the program without attending and successfully completing the residencies.
  - o Information on specifics (travel, accommodations, parking, schedule) will be provided at the beginning of the semester of each residency.

- **Clinical Placement Details**

  Online ABSN students will be contacted by their Student Online Experience Coach regarding placement questions, updates and details related to compliance with all health and program data requirements.

  - o Before students are placed in a clinical experience, the student MUST be current in all health and program data requirements and have submitted evidence of currency into the Exxat clinical compliance software system.

- o Students will be placed either in a clinical group with a Cleveland State University clinical nursing instructor with other geographically near students, *OR* if there is **not** a group of students in a given geographic area, students will be placed with a **local precepto**r for in-hospital or in-community-based clinical experience.
- o Students placed individually with a **local designated preceptor** will also have an assigned Cleveland State University clinical nursing instructor who will verify completion of clinical hours and evaluation of the student's clinical performance.

School of Nursing
COLLEGE OF HEALTH

CSU Social Media Policy 2018

The CSU SON further upholds the standards for responsible and ethical use of social media by nurses. As a nursing student, you have a responsibility first and foremost to your patients, and you must always ensure that anything you post or publish could never undermine your patient's treatment or privacy. The American Nurses Association has a list of principles for social media utilization that the CSU SON finds helpful in ensuring that the standards for responsible and ethical use of social media will be upheld. This is an expectation of all of our student nurses.

The following applies to nursing students as well:

ANA Social Media Principles:

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, organizations, 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 not bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

ANA HELPFUL HINTS FOR SOCIAL MEDIA:

- Remember that standards of professionalism are the same online as in any other circumstance.
- Do not share or post information or photos gained through the nurse-patient relationship.
- Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.

- Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
- Do not take photos or videos of patients on personal devices, including cell phones.
- Promptly report a breach of confidentiality or privacy. No photos or videos should be taken at any clinical experience. In addition, the CSU SON requires that you do not take photos, videos, or make copies of patient information, health information, or charts on any personal devices, including cell phones.

The National Council of State Boards of Nursing (NCSBN) and the American Nurses Association (ANA) have both issued statements on this critical issue. Students are encouraged to read the statements and scenarios regarding proper and improper use of social media that can be found on their respective websites (below) and follow them.

https://www.ncsbn.org/347.htm

https://www.ncsbn.org/brochures-and-posters/nurses-guide-to-the-use-of-social-media

SON POLICY FOR IMPAIRED STUDENTS

This policy supports the School of Nursing's legal and professional responsibility to maintain an environment that ensures the provision of high quality, safe nursing care. Student nurses must provide safe, effective, and supportive nursing care while as fully in control of their manual dexterity and skills, mental faculties, and judgment as possible. Lack of such control is generally referred to as impairment and may have many causes. This policy is designed to address only impairment which results from chemical abuse or dependence.

POLICY:

This policy is applicable to all students enrolled in the nursing major. Registered nurse students are subject to the rules and policies of their employers and the Ohio Board of Nursing.

Confidentiality regarding impairment will be maintained as much as legally possible. However, nursing faculty are required to report any registered nurse who is impaired or suspected of being impaired to Peer Assistance. After investigation, Peer Assistance may inform the Ohio Board of Nursing.

The following behaviors are to be used in evaluating a student who is suspected of being impaired. The behaviors include, but are not limited to, the following:

- Increased errors in charting (illogical entries, changes in handwriting, late entries of narcotics or drugs on client charts)
- Mental confusion; lack of logical thought; reduced mental alertness.
- Deteriorating or fluctuating classroom or clinical performance
- Frequent mood swings/irritability
- Changes in strength or motor activity
- Unsteady gait; staggering gait
- Slurred speech
- Lethargy/sleepiness
- Frequent use of the bathroom
- Preference to work/eat alone.
- Disheveled appearance; appearance or behavior inappropriate to the setting
- Bloodshot eyes
- Use of sunglasses all the time
- Constant use of mouthwash/breath mints
- Flushed face
- Pupillary changes-abnormal constriction or dilation
- Needle tracks or skin blisters.
- Frequent disappearances during clinical
- Odor of alcohol

A faculty member or staff who observes a student with behaviors that are indicative of impairment must assume the student is incapable of participating in the classroom or on campus laboratory activities or providing safe, effective, or supportive nursing care in the clinical setting, until proven otherwise. The faculty member has a responsibility to intervene as described below.

PROCEDURE:

A. SUSPECTED IMPAIRMENT WHEN IMMEDIATE ACTION IS INDICATED

1. If a student is impaired and the student's condition or behavior poses a danger to themselves or others and medical intervention is needed, the faculty member will dismiss the other students from the class, laboratory, or clinical setting and seek emergency medical attention for the student. The faculty member will file a report of the incident.

2. If the student is impaired and the student's condition or behavior requires immediate action because the student is vocal, disruptive, and/or threatening to others, the faculty member will dismiss the other students from the class, laboratory or clinical setting and try to calm the student. If the student cannot be

calmed, the faculty member will call someone from the student's family or a friend to pick up the student. If the student's behavior is not controllable, CSU police or other security will be called to assist and will be responsible for determining how to manage the student.

3. As soon as possible after the incident, the faculty member will contact the Clinical Coordinator and the program coordinator of the School of Nursing to inform them of the incident, the status of the student, and the evidence suggesting impairment. Based on this information, the program coordinator may refer the case to the Director and Chief Nursing Administrator.

B. SUSPECTED IMPAIRMENT OF A CONTINUING NATURE

1. If a faculty member suspects a student of misusing or abusing chemical substances, the faculty member must document the observed behavior and meet with the student to discuss concern.

2. The faculty member will review the documentation with the Clinical Coordinator and the program coordinator.

3. The student may be referred to the CareTeam or Counseling services for assistance.

SCHOOL OF COMPLIANCE NURSING FORMS

ALL COMPLIANCE FORMS WILL BE UPLOADED INTO EXXAT BY STUDENT

Intentionally Left Blank

School of Nursing
COLLEGE OF HEALTH

Student Handbook

Memorandum of Understanding

My signature on this form affirms that I have read the Student Handbook and agree to abide by the policies contained therein.

I understand that changes or updates to this handbook will occur while I am progressing in the nursing program, and I will be held responsible for adhering to the policies, procedures and standards contained in the most current handbook.

I understand that I am responsible for adhering to the policies set forth by the healthcare/community partners. Failure to abide by the policies may impact my forward progression in the program.

_____   _____
          Student's Signature   Date

_____
          Printed Name

Once completed, upload the Memorandum of Understanding form to your Exxat profile.

School of Nursing
COLLEGE OF HEALTH

Informed Consent, Assumption of Risk, and Release of Records

I understand that the CSU SON must share personal information that I have provided via the forms in the required **Program and Health Packet** to clinical agencies in order to be placed in clinical courses and provide informed consent for sharing this information to any agency at which I may be placed throughout my time as a student in the School of Nursing for the purpose of verifying my compliance with the site's requirements for student placement.

I have read the information provided relative to "Potential Risk for Discomfort or Injury" and understand the nature and purposes of the required learning experiences. I understand that I have a responsibility to exercise judgment in the practice of these various learning experiences in order to protect myself from risk of injury or discomfort. I understand further that from time to time I may be asked to act as a subject in the classroom, Nursing Resource Laboratory, or simulation exercise and that there may be risks involved in these activities, I am responsible for my own health and safety and will not participate in any activity in which I may not safely do so.

I understand that when I am engaging in learning experiences in a clinical or community setting (i.e. hospitals, client's homes, residential facility, ambulatory health clinic, etc.) that there is a potential for risk of injury or discomfort related to the presence of hazards to me or an unborn fetus if pregnant (i.e. drugs, bacteria, viruses, radiation, machines, physical force and accidents).

I understand that clinical and community partners require or may require immunizations (e.g. COVID-19 vaccination) to be eligible to participate in a clinical experience in their facilities and that if I decline to receive such required immunization I may not be able to be placed in a clinical setting and thus my degree progression will be impacted. I also understand that I may be assigned to provide care for COVID-19 positive patients. I understand that if I decline to provide care for known COVID-19 positive patients and another assignment is not available, this may impact my forward progression in the course and program.

I hereby consent to participate in the required learning experiences and will not hold Cleveland State University or its agents responsible for injury that occurs to me during these experiences.

A nursing student's inability to complete direct patient care assignments and meet course learning objectives or required clinical hours established in the program plan with the Ohio Board of Nursing may impact their progression in the major or graduate on schedule.

I understand that I am responsible for adhering to the policies set forth by the healthcare/community partners. Failure to abide by the policies may result in my removal from a clinical placement, impact my progression in the program or student status.

Once completed, upload the <u>Informed Consent, Assumption of Risk, and Release of Records</u> form to your Exxat profile.<u>by</u> the start of your first nursing class.

_____   _____
             Student's Signature   Date

_____
             Printed Name

Rev. 6-9-2023

Media Release and Copyright Permission

I hereby grant permission to Cleveland State University and its representatives the right to produce, use, transmit, place online and reproduce any photograph, video recording, and/or audio record taken of me during my tenure as a student at Cleveland State University in the School of Nursing or while participating in any activities related to or sponsored by Cleveland State University and/or the School of Nursing.

I understand that I am granting permission to Cleveland State University the right to produce, use, transmit, place online, or reproduce the above-mentioned item(s) for instructional or research purposes, for exhibition, display, illustration, advertising or promotional or any other purposes which may benefit the University or the School of Nursing to further its educational and service missions. Hereafter, Cleveland State University will retain all proprietary and copyrights in the abovementioned material and any component thereof.

Please indicate whether you have any objection to the use of your name in connection with the above-mentioned items.

___ Yes   ___ No

Please check one.
_____ I am legal age.
_____ I am not of legal age, but the signature of my parent or guardian acting on my behalf appears below.

Once completed, upload the Media Release and Copyright Permission form to your Exxat profile by the start of your first nursing class

_____
Student's Signature   Date

_____   _____
Signature of parent or guardian if not legal age   Date

_____   _____

School of Nursing

COLLEGE OF HEALTH

Cleveland State University
School of Nursing

Documentation of Student Behavior Requiring Progressive Intervention

Student Counseled:_____

Date of Counseling: _____

Description of Incident/Situation:

Level of progressive intervention required:

      Coaching   ____

      Reprimand   ____

      Suspension   ____

      Dismissal   ____

Corrective Action proposed and Implementation Plan:

Instructor Signature _____ Date _____

Student Signature _____ Date _____

FERPA RELEASE FORM

Picture ID is required with this form.

The Family Educational Rights and Privacy Act (FERPA) establishes certain rights for students regarding the privacy of their educational record. While parents/guardians/spouses/ and others may have an interest in the student's record, access to or release of the educational record is only by written student consent. Students may choose to complete and submit this "FERPA Release Form" to Campus411 All-in-1 to allow access or release of their educational record.

STUDENT INFORMATION		
Last Name	First Name	Student ID #
Contact Phone #	Email Address	

GRANT INFORMATION ACCESS TO:		
Name	Relationship	SSN or Driver's License #
Name	Relationship	SSN or Driver's License #

INDICATE THE TYPE OF INFORMATION TO BE RELEASED BY CLEARLY INITALING:		
INITIALS	RECORD TYPE	*COMMENTS
	All Records	
	Student Records	
	Financial Aid	
	Student Account	
	Other *	
	Cancel All	

Security Questions: Please provide answers to at least 3 of the following	
Your city of birth.	
Your high school mascot	
Name of your first car.	
Your father's middle name.	
Your first childhood friend.	

I hereby grant permission to the officials of Cleveland State University to provide copies of written records, permit inspection and review the contents of my education records, and/or to discuss my academic performance as identified above.

STUDENT SIGNATURE_____   DATE: _____

Students will not be denied any educational services by refusing to provide consent

School of Nursing

COLLEGE OF HEALTH

IMPAIRMENT DOCUMENTATION RECORD

For the Faculty who observed the behavior:

The behavior observed took place in (check appropriate area) and falls under the list of indicators contained in this document.

a.___Classroom
b.___Nursing Resources Laboratory
c.___Clinical agency

For the student:

___I have read the attached policy.
___I have met with the faculty member, Clinical Coordinator, and the program coordinator.
___I have received documentation of the inappropriate behavior.

CSU School of Nursing Recommendation
_____

_____

___I agree to comply with the recommendation.
___I do agree with the recommendation.

_____
Student's name printed.
_____   _____
Student's signature   Date

_____   _____
Faculty's signature   Date

![Cleveland State University School of Nursing, College of Health logo]

Safety and Technical Standards Form Acknowledgement Form for
Nursing Students

By signing below, I (print name), _____/_____
First, M.I., Last / Student ID #

acknowledge that I have reviewed the Cleveland State University School of Nursing Safety and Technical Standards Policy for each of the following essential functional areas. If I had sufficient education, I would be able to perform the essential functions, with or without accommodation aids and services.

Essential Function (Check one box for each essential function)	Yes, without accommodation	Yes, with accommodation	No
1. **Sensory/Observation Skills:** The student must make accurate and timely sensory observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must document these observations accurately.			
2. **Essential motor skills:** The student must execute movements required to provide general care and treatment to patients in clinical and laboratory settings.			
3. **Essential cognitive skills:** The student accurately measure, calculate, reason, prioritize, analyze, integrate, synthesize information and act with integrity and judgment within time constraints unique to each setting.			
4. **Essential communication skills:** The student must communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals.			

5. <u>Essential emotional, intuitive, and empathic skills</u>: The student must possess the emotional, intuitive, and empathic qualities required to exercise good judgment in the timely completion of all responsibility's attendant to the nursing care of patients and families.			
6. <u>Essential professional conduct</u>: The student must possess the ability to reason morally and practice nursing in a professional and ethical manner.			
Use this space for explanation should you so desire.			

As noted in the School Policy, forms will be reviewed by the School of Nursing Office to assure that students may be safely placed in clinical courses. Cleveland State University is an Affirmative Action/Equal Opportunity institution. No person shall be denied the opportunity for employment or education or be subject to discrimination in any project, program or activity because of race, religion, sex, national origin, age, or disability.

Students should contact the <u>Office of Disability Services</u> located at Rhodes Tower West 210, 2124 Chester Avenue Cleveland, Ohio, 44115-2214 or by telephone at 216.687.2015 if they have a question or concern about their ability to meet the "Technical Standards" with or without accommodations, or if they would like to arrange reasonable accommodations.

I certify that the information submitted in this document is complete and correct to the best of my knowledge. I understand that submission of false or incorrect information may cause dismissal from the university and/or the school of nursing.

I understand that if my status changes at any time while I am enrolled in a nursing program, I must notify the School of Nursing Office immediately for re-evaluation or face dismissal from the nursing program.

_____   _____   _____
Applicant's Signature   Printed Name   Date

_____   _____   _____
Parent's Signature (if minor)   Printed Name   Date

_____   _____   _____
Witness's Signature   Printed Name   Date
**A witness may be a health care provider, parent, student, faculty, or family member.

Once completed, upload the Media Release and Copyright Permission form to your Exxat profile.

POSITIVE CRIMINAL HISTORY FOR PRE-ADMISSION CRIMINAL BACKGROUND CHECK ASSUMPTION OF RISK, INFORMED CONSENT, AND RELEASE OF CLAIMS

Please be informed that your pre-admission criminal background check revealed that you have a criminal history that may impact your ability to successfully complete the Bachelor of Science in Nursing (the Program) at Cleveland State University and, even if you complete the educational and clinical program and obtain your degree, the Ohio Board of Nursing, or its equivalent in other states, may disqualify you from licensure due to your criminal history. Please review the following statements carefully:

- To progress in the Program, you must successfully complete clinical courses at affiliated clinical sites.
- Cleveland State University is required to disclosure your criminal background history to any clinical site at which may be placed.
- Clinical sites often require a "negative" or "clean" criminal background history, and thus the site may not accept you for placement.
- If you are not able to be placed in and successfully complete clinical courses, you cannot progress in the program and would be dismissed from the program.
- To work as a nurse, you must apply for and be awarded a license from the State of Ohio or another state.
- The Ohio Board of Nursing may deny or place limits on a license for criminal convictions, including any felony conviction.
- The Ohio Board of Nursing does not have the authority to make a determination or take action until an application for licensure has been filed.
- You acknowledge and understand that if you matriculate to the Program, your criminal history may make your progression, graduation and/or licensure impossible, and that you have been advised to carefully consider whether you are willing to risk these possibilities about which you have been warned and counseled.
- You waive any and all claims against Cleveland State University, the School of Nursing, and the State of Ohio for any and all claims and damages, including lost tuition, should you choose to enroll at in the Nursing program and be unable to complete the Program or to be licensed due to your criminal history.

_____   _____

Name   Date

_____

Signature