



School of  
Nursing

COLLEGE OF HEALTH

# Baccalaureate Nursing Program Student Handbook

## Academic Year 2023-2024

Cleveland State University  
College of Health  
2121 Euclid Avenue  
IM 307  
Cleveland, Ohio, 44115  
[www.csuohio.edu/nursing](http://www.csuohio.edu/nursing)

**Disclaimer:** 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 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 (ie., 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.

submission of verifiable program and health requirements to be eligible for placement into your nursing classes.



# School of Nursing

## COLLEGE OF HEALTH

To: All Undergraduate Students

From: Dr. Bimpe Adedipe, Undergraduate Program Director  
Dr. Dorothy Hamilton, Interim Director, and Chief Nursing Administrator

Date: January 1, 2024

RE: Welcome Undergraduate Students

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

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 **ENGAGED 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!

# Table of Contents

## Section I

- Program Overview
- Program Approval/Accreditation
- The Program History
- The Future
- School of Nursing Mission Statement
- School of Nursing Core Values

## Section II

- Philosophy & Conceptual Framework
- Undergraduate BSN Program Terminal & Level Objectives

## Section III

- Policies and Procedures

## Section IV

- Program Completion Requirements

## Section V

- Payment of Fees, Expenses, and Refunds

## Section VI

- Procedures for Student Illness
- Dress Code and Attendance Policy Point System

## Section VII

- Student Guidance, Counseling, and Support Services

## Section VIII

- Student Grievance, Appeals, and Grade Disputes

## Section IX

- Faculty Supervision of Students

## Section X

- Evaluation of Student Progress

## Section XI

- Student Conduct

## Section XII

- School of Nursing Office Guidelines

## Appendices

*Hint: To search for a topic/word press "CTRL F" and put in the term you want to find.*

## 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. These include services such as written and electronic sources of information, tutoring, counseling, and academic advising. This handbook serves dual purposes: to inform students of these 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. Nursing students are responsible for abiding by the guidelines found in this handbook and are encouraged to consult it often throughout their course of study.

# SECTION I

## PROGRAM OVERVIEW, PROGRAM APPROVAL/ ACCREDITATION, PROGRAM HISTORY, THE FUTURE, MISSION STATEMENT, AND CORE VALUES

### 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 in order 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, so they may develop the knowledge, skills, and ability to use critical thinking rooted in highly competent and ethical nursing practice. Clinical experiences are offered to students in a variety of health care agencies across the continuum of care. These experiences occur at hospitals and health care agencies throughout northeast Ohio, including the various campuses of the Cleveland Clinic Foundation, University Hospitals of Cleveland, and MetroHealth Medical Center; three entities recognized locally and nationally as leaders in innovation and quality in the field of health care.

Graduates from the CSU SON's Bachelor of Science in Nursing (BSN) program are eligible to take the National Council Licensure Examination (NCLEX-RN™) leading to 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 <http://www.nursing.ohio.gov/>

## PROGRAM APPROVAL/ACCREDITATION

The baccalaureate degree program in nursing/master's degree program in nursing at Cleveland State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

## 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 1,000 courses yearly in 200 majors. 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 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.

CSU provides the only state assisted BSN, MSN, and DNP programs in a contiguous five county area (Cuyahoga, Geauga, Lake, Lorain, and Medina). Graduates of the CSU SON are sought after by health care employers, 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, NRL, and Clinical on a modern campus with dedicated state of the art classrooms and laboratory space. Historically, NCLEX-RN™ pass rates for CSU SON graduates are higher than the national average.

The CSU SON's urban location affords students and staff many opportunities to work with diverse patient populations and therefore helps address health disparities. By doing so, the CSU SON demonstrates its efforts to support the University's commitment to diversity and urban health.

## THE FUTURE

Promoting and maintaining health will certainly continue to be a clear focus at CSU far into the future, and it is clear that the SON will play a major role in this distinctive mission. A key element of that focus is the Center for Innovation in Health Professions, which provides 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 significant interaction with each other only 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, thus supporting the Center's vision of Transforming Health through Research, Education, Action, and Discovery (THREAD) in order 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 which 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 leader in improving healthcare through collaboration, scholarship and innovation in nursing education 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



# SECTION II

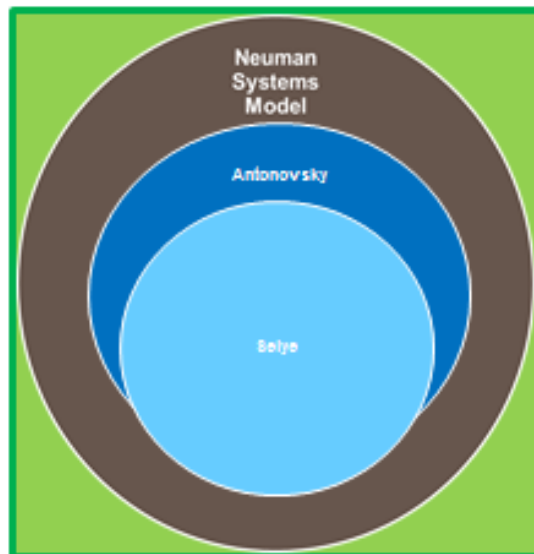
## PHILOSOPHY & CONCEPTUAL FRAMEWORK AND UNDERGRADUATE BSN PROGRAM TERMINAL & LEVEL OBJECTIVES

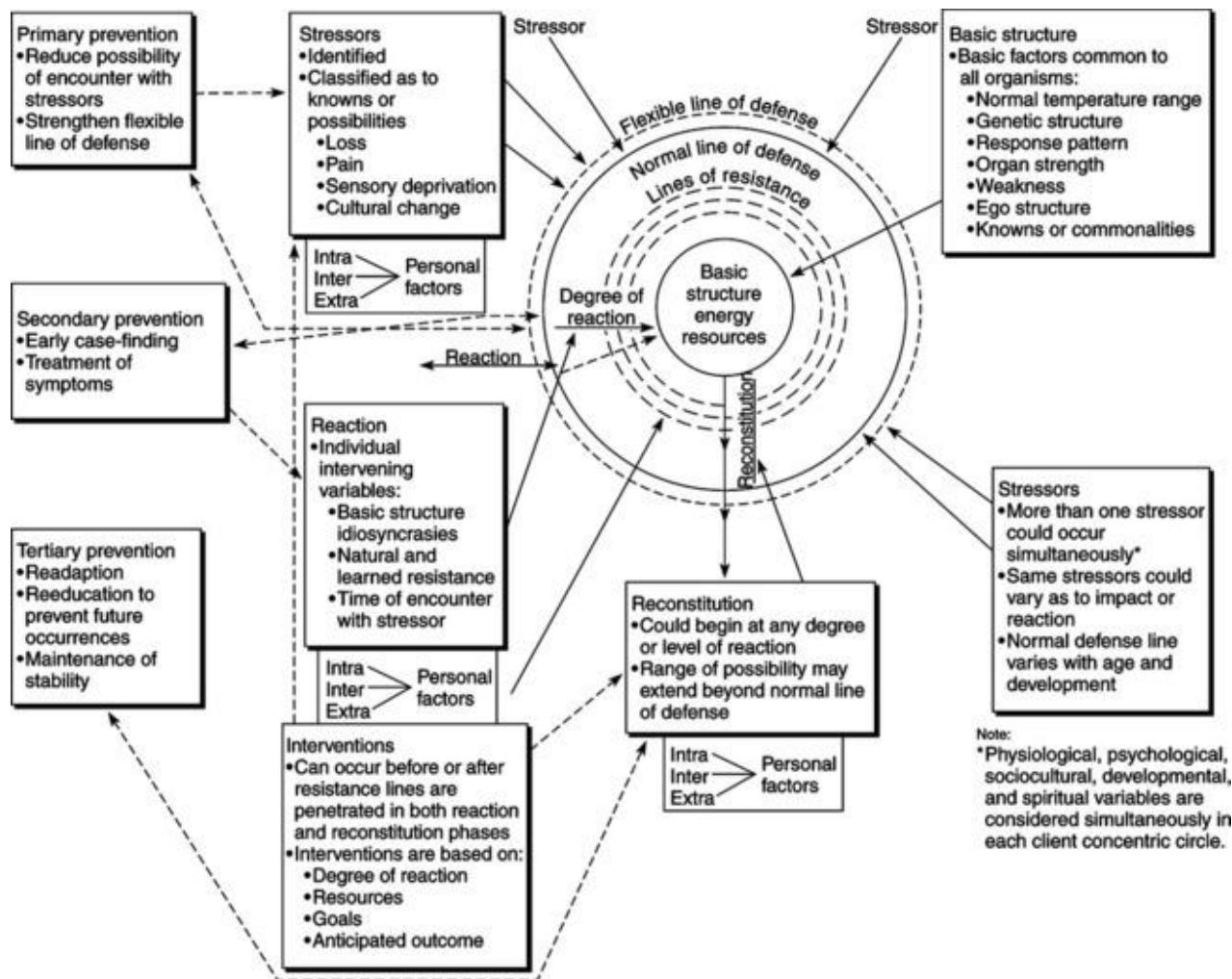
### PHILOSOPHY AND CONCEPTUAL FRAMEWORK

Organizing Framework: Antonovsky within Betty Neuman's Systems Model

## Organizing Framework

### Neuman Systems Model





## 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 Antonovsky with the 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, he/she must recognize his/her 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 has 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 of 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 behaviors, 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 care giver, 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/or 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 relate to those activities which promote and maintain good health— that is, 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 as a whole. 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. Learning 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
<p><b>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.</b></p>	<p>Acquires principles &amp; concepts from the natural, behavioral, physical, and humanities.</p>	<p>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.</p>	<p>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.</p>	<p>Synthesizes knowledge and skills from the natural, physical, behavioral, and nursing sciences, the humanities, and stress framework in the delivery of care.</p>
<p><b>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.</b></p>	<p>Acquires principles and concepts of behavioral sciences and humanities.</p>	<p>Recognizes leadership skills &amp; behaviors required for competent and safe practice.</p>	<p>Relates leadership theories to nursing practice. Analyzes the dynamics of leadership and changes strategies as they relate to the delivery of safe nursing care.</p>	<p>Integrates leadership skills to initiate change in the delivery of direct and delegated safe nursing care to clients.</p>

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



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

## Section III

### POLICIES AND PROCEDURES

#### 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>

##### TECHNICAL STANDARDS

See **Acknowledgement the Safety and Technical Standards Form for Nursing Students** on page 128-129. Form must be signed and uploaded to your Exxat Profile (<https://login.exxat.com/>)

#### 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 Undergraduate Program Director 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 the Undergraduate Program Director, 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.

## APPEALS PROCESS

Students who are dissatisfied with the decision of the APAS committee regarding readmission to the School of Nursing should first schedule an appointment with the APAS Committee Chairperson and the Undergraduate Program Director. If unresolved, they should then schedule an appointment with the Undergraduate program Director, and finally the Director and Chief Nursing Administrator. If the student's concerns remain unresolved, they will be directed to the University's Ombudsman or other appropriate resources for further discussion.

### GRADE APPEAL

The grade appeals process is directed by a subcommittee of the Faculty/Student Affairs Committee. The purpose of the Subcommittee on Appeals is to provide a grade appeal system that affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned to other students. Additionally, a student may challenge the reduction of a grade for alleged scholastic dishonesty.

In essence, the grade appeals system is designed to protect students from grade assignments that are inconsistent with policy followed in assigning grades to others in the course.

A grade will not be raised because a faculty member graded tests very severely, providing the faculty member applied the same rigorous standards to all students. Nor will proof that a faculty member has been antagonistic toward the student be sufficient cause to raise a grade unless evidence exists that such antagonism did in fact result in a lower grade. The grounds for appeal are limited. If students are not certain whether there are grounds for appeal, the student should discuss the case with the Chair of the School of Nursing Faculty/Student Affairs Committee.

### PROCEDURE:

The grade appeals procedure for Cleveland State University School of Nursing (CSUSON) requires that you resolve the dispute at the lowest possible level.

1. The student is required to talk to the faculty member within five business days of notification of the grade in question.
2. If the grade issue is not resolved after the first meeting, the faculty will assist the student to schedule a meeting with the next appropriate administrative representative (For example: The Undergraduate Program Director).
3. The student, faculty, and appropriate administrative representative or designee will meet within five business days. If the grade is still not resolved, the formal grade appeal process will begin by completing the Student Form

4. A formal appeal will be filed with the Chair of the CSUSON Faculty/Student Affairs Committee. The student must give notice that a plan to appeal the grade does not occur later than 10 days after the beginning of the semester following the semester in which the original grade was awarded. The student then has 10 days from the time the appeal notice is filed to prepare your appeal.

#### PROCEDURE FOR PREPARING A WRITTEN APPEAL:

The outcome of a case depends on the quality of the written appeal. The following points should be presented in the appeal.

- a. First, state the basis for the appeal i.e., whether the student believes there was prejudice on the part of the faculty member, a mechanical error, or inconsistent grading practices. The appeal should be explicit. The appeals committee must know the grounds for appeal.
- b. Second, state the evidence in support of the appeal presenting only the facts.
- c. Physical evidence should be included, such as the student's personal records, or tests, papers, comparisons of the student's score and grade scores of other students and their grades.

#### NURSING SCHOOL GRADE APPEALS PROCEDURE

##### PRIOR TO THE HEARING:

1. When first approached by a student, the Chair of the CSUSON Faculty/Student Affairs Committee shall provide a copy of "Suggestions to students who are preparing a grade appeal at the CSUSON".
2. When the Chair of the CSUSON Faculty/Student Affairs Committee receives the student's written appeal, he/she contacts the Program Director where the grade was issued or his/her designated representative to determine whether the student has exhausted informal means of resolving the disagreement.
3. The Chair of the CSUSON Faculty/Student Affairs Committee shall provide the faculty member with a copy of the student's written statement, a copy of "Suggestions to Faculty who are party to a grade appeal" and request a statement in response. The faculty member shall furnish class records required to resolve the dispute along with his/her written response.
4. The Chair of the CSUSON Faculty/Student Affairs Committee shall contact the parties to the appeal and members of the grade appeal subcommittee to set a hearing date. All committee members should understand that grade appeals hearings are high-priority meetings. Any hearing held without a full committee as described below, may be challenged on the basis of procedural irregularity.
5. The Chair of the CSUSON Faculty/Student Affairs Committee shall furnish copies of the written statements to each committee member and involved parties within five day in advance of the hearing. These materials are confidential and must be

treated as such. They can be distributed only to those committee members who will hear the appeal and copies must be returned to the Chair at the conclusion of the hearing.

#### SCHEDULE OF EVENTS:

- a. The involved faculty member should be notified of the appeal on the date a written appeal from the student is received by the Chair of the CSUSON Faculty/Student Affairs Committee. The faculty member will complete the Faculty Form?).
- b. Written statements by the student and the faculty member should be distributed to the committee members and involved parties within a week of the receipt of the written appeal.
- c. The hearing will be held within two weeks of receipt of the written appeal.
- d. Members for the appeal will consist of 3 faculty and 3 students from the respective program. Faculty on APAS will not be on the grade appeal subcommittee.
- e. The procedure described in the School grade appeals hearing procedure shall be furnished to members of the committee and the involved parties within five days in advance of the hearing.

#### SCHOOL GRADE APPEALS HEARING PROCEDURE

(PROCEEDING IN STEPS II-IV MUST BE RECORDED ON TAPE)

- I. **Closed Session.** Prior to the hour scheduled for the hearing, the committee shall meet in closed session to identify the issues in the case. Specific points that require clarification should be identified.
- II. **Statement by the Chair of the CSUSON Faculty/Student Affairs Committee.** The involved parties shall then be admitted to the hearing which will open with a statement by the Chair that describes the committee's understanding of the relevant issues and, where appropriate, those issues considered relevant. The Chair shall then ask the student and faculty member to identify and clarify issues that have been overlooked and/or justify consideration of issues the committee has identified as irrelevant.  
**NOTE 1:** The Chair of the CSUSON Faculty/Student Affairs Committee may determine that it is most appropriate to interview the student and faculty member separately in which the individuals are invited into the meeting at different times over the course of the hearing.  
**NOTE 2:** A student may bring a parent, advocate, witness etc. to the hearing only when a FERPA release has been established. The visitor is not

permitted to speak on behalf of the student during the hearing, unless a question is directly asked by the Committee.

- III. **Open Questioning.** During this period the student, faculty member, and/or committee members may ask questions of either involved party and/or their witnesses.
- IV. **Summary Statements.** After questions have ceased, or when the Chair is satisfied that additional questions will not provide further clarification of issues, the student and faculty member will be given an opportunity to make summary statements. Such statements should be brief and in no case exceed 5 minutes.
- V. **Closed Hearing.** At this point, interested parties and witnesses shall be dismissed and committee members shall deliberate the outcome in a close session.
- VI. **Balloting.** After deliberations, a secret ballot shall be taken, including a rational statement for the vote, and the vote recorded. In the case of a tie, Roberts Rules of Order will be followed.
- VII. **Reporting.** The Chair prepares a written statement of the committee decision (including the vote of the committee), the basis for the decision and the reasoning used by the committee shall be kept on file by the Chair. Copies of the report shall be sent to the student, the faculty member, and the Director and Chief Nursing Administrator.

#### **After the Hearing:**

1. The Chair will notify the student and faculty of the committee decision via email within two business days.
2. The Chair shall collect all copies of the written statements from the committee.
3. The Chair shall retain the tape recording of the hearing, one copy of all written materials pertaining to the case, and the report of the committee decision for a period of at least one year.
4. The Chair shall submit a copy of the report of the committee decision to the Undergraduate Program Director, to be submitted to the Director and Chief Nursing Administrator of the School of Nursing.
5. A certified letter concerning the decision will be sent to the student including a statement of the rationale for the decision.
6. Higher appeal of the Subcommittee's recommendation may be made through the Director and Chief Nursing Administrator. Whereby 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.

## 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 Undergraduate Program Director 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. 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 failed a clinical nursing course in the ABSN option may only petition for readmission to the Traditional option.



## 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).

### 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 date and time for completion.
- 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.
- Meeting with the Undergraduate Program Director.

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

Scheduling of the required Program Re-Entry Skill Competencies will occur during the student's appointment with the Undergraduate Program Director. 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 Undergraduate Program Director 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 be not be allowed to continue in the Nursing Program.

## 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 Undergraduate Program Director to obtain assistance with completing 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 need not complete a 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 clinical nursing course in the ABSN option may only petition for readmission to the Traditional option.

## 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 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

### A. 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 is not granted to LPN applicants for nursing didactic or clinical courses. Evaluation of previous nursing skills will take place by the School of Nursing's APAS Committee. LPN candidates are required to take NUR 215/216, and 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 OPTION

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

## 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. (See [Appendix for the policy and Required Student Signature Page](#))

## 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

<p><b>COACHING</b></p>	<p>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.</p>
<p><b>VERBAL REPRIMAND</b></p>	<p>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 Undergraduate Program Director, who will determine whether a copy is placed in the student's academic file.</p>
<p><b>WRITTEN REMPRIMAND</b></p>	<p>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, Undergraduate Program Director, 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.</p>
<p><b>SUSPENSION</b></p>	<p>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 Undergraduate Program Director 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 <b>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.</b></p>
	<p>Permanent removal from the School of Nursing of a student who has failed to meet the terms of their academic or performance-based</p>



<b>DISMISSAL</b>	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.
<b>ACADEMIC-BASED PROBATION</b>	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 Undergraduate Program Director and meet the terms outlined therein by the end of the following semester in order to continue in the nursing program.
<b>PERFORMANCE-BASED PROBATION</b>	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 Undergraduate Program Director 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 Undergraduate Program Director 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.

### DECELERATING INTO THE TRADITIONAL NURSING OPTION

Accelerated nursing option students who have not achieved a grade of "C" or better in a nursing course or failed to meet other academic standards may petition the APAS Committee to 'decelerate,' or transfer into the Traditional nursing option. Students must have demonstrated safe, professional, and ethical behaviors in the classroom, NRL, and clinical experiences in order to be considered for deceleration by the APAS Committee.

Accelerated Nursing option students who are on academic leave or probation as a result of a nursing course failure must apply for readmission (i.e. decelerate into) the traditional nursing option.

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

HIPAA Violation: NCSBN Social Media Guidelines and Resources:

[https://www.ncsbn.org/public-files/Social\\_Media.pdf](https://www.ncsbn.org/public-files/Social_Media.pdf)

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

<https://www.ncsbn.org/nursing-regulation/practice/professional-boundaries.page>

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 Undergraduate Program Director. 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 Undergraduate Program Director as soon as possible to review the incident in question. The student will present a written account of his/her 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 Undergraduate Program Director 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:

1. Recommend **PROBATION OR SUSPENSION**, the terms of which must be met before the student may resume nursing program activities.
2. Permit the student to resume activities in the nursing program based on a **REMIEDIATION PLAN** developed by the Course Leader Lab Supervisor, Clinical Coordinator, and Undergraduate Program Director and as approved by the APAS Committee.
3. 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.
4. Recommend **DISMISSAL** from the nursing program.

## 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 the Cleveland State University School of Nursing program must demonstrate that they can meet these standards and continue to do so throughout their education program. (See Appendix for the policy and Required Student Signature Page)

---

### 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 only 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 test, 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 Undergraduate Program Director 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 2<sup>nd</sup> skill check failure, the student will be referred to the NRL Supervisor with a copy of the checklist sent to the Undergraduate Program Director and a remediation plan put in place, the conditions of which must be met prior to the 3<sup>rd</sup> skill check attempt. If unsuccessful after the 3<sup>rd</sup> attempt, the student will receive a failing grade in the clinical course and must meet with the Undergraduate Program Director 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 Undergraduate Program Director to outline a remediation plan to guide students, if possible, toward successful course completion.

## GRADES IN SUPPORT OR PRE-REQUISITE COURSES

### DEFINITIONS

<b>Support Course</b>	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.
<b>Prerequisite Course</b>	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 <b>options.</b>

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 be 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, he/she 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 at least one nursing course per semester and
- complete all nursing courses within five academic years.

The SON cannot guarantee students who need to repeat a nursing course for any reason will be able to do so in the same academic year. Full-time students who cannot 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 Undergraduate Program Director 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 an 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 Undergraduate Program Director.

## 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.

## RECOGNITION AND PINNING CEREMONY

This Ceremony held several 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.

## STUDENT AWARDS

The School of Nursing presents awards to outstanding graduating seniors during the Recognition Ceremony. These awards include:

### FAYE MILLER COMMUNICATION AWARD

Presented to a graduate who models outstanding communication techniques, listens well, demonstrates sensitivity, and communicates well with clients, families, families, peers, and the health care team.

### ACADEMIC EXCELLENCE AWRD

Presented to the nursing graduate with the highest earned GPA.

### COMMUNITY HEALTH AWARD

Presented to students who displayed excellence in community health work or practice.

### CHERYL P. MCCAHERN SERVICE AWARD

Presented to students who have supported School of Nursing activities in keeping with the expectations of former Undergraduate Program Director, Dr. Cheryl P. McCahon.

### EXCELLENCE IN CARING AWARD

Presented to students who exemplify the caring component of nursing above and beyond expected standards.

### GREATER CLEVELAND NURSES ASSOCIATION AWARD

Presented by the Greater Cleveland Nurses Association to one graduating nurse who has demonstrated exceptional clinical competence, leadership qualities, commitment to personal and professional growth, involvement in community and student associations, and government activities.

## APPLYING FOR GRADUATION

All students are required to complete a graduation application through CampusNet 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/COMMENCEMENT EXERCISES

Attendance at this milestone event is highly recommended. Students must apply for graduation in CampusNet. They will then receive further information about the details of the graduation ceremony.

---

## 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/csuhiostore/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 IM 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

# STUDENT ILLNESS IN THE CLASSROOM, NURSING RESOURCE LAB, SIMULATIONS, AND CLINICAL SETTINGS

### 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, since 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 are 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 no less than one hour prior 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.

**The School Administration and/or Undergraduate Program Director may make a decision not to penalize the student or the entire group if a special circumstance arises.**

---

## 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 Undergraduate Program Director 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, Undergraduate Program Director, 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 Undergraduate Program Director. Make-up clinical days are made on a clinical unit which may be different from the one the student participated on during the term.



Dress Code and Attendance Policy Point System

Dress Code and Attendance Policy Point System  
(Clinical and Nursing Resource Laboratory)

Point Value	Occurrence	Initial/Date
<b>Tardiness</b>		
1	<ul style="list-style-type: none"> <li>1-14 Minutes Late or leaving early</li> </ul>	
2	<ul style="list-style-type: none"> <li>15-30 Minutes Late or leaving early</li> </ul>	
3	<ul style="list-style-type: none"> <li>&gt; 30 Minutes Late or leaving early - The student will be sent home</li> </ul>	
<b>Absences</b>		
3	<ul style="list-style-type: none"> <li>Absence from clinical or lab with notifying instructor at least ½ hour prior to scheduled start time. A clinical or lab absence is missing &gt; or equal to 60 minutes late or leaving early. Clinical or lab faculty will develop a written contract with student.</li> </ul>	
6	<ul style="list-style-type: none"> <li>No call/no show*</li> </ul>	
<b>Dress Code Violations (Fixable/Unfixable)</b>		
1	<ul style="list-style-type: none"> <li>Breaking dress code (Fixable)</li> </ul>	
3	<ul style="list-style-type: none"> <li>Breaking dress code (Unfixable)- The student will be sent home</li> </ul>	
3	<ul style="list-style-type: none"> <li>Repeat infractions to dress code after instructor addresses violation with student (Fixable)</li> </ul>	
<b>Consequences</b>		
≥3	<ul style="list-style-type: none"> <li>Written contract on the form of a performance improvement plan by clinical or lab faculty, course coordinator and undergraduate program director</li> </ul>	
5	<ul style="list-style-type: none"> <li>Drop in grade</li> </ul>	
6	<ul style="list-style-type: none"> <li>Failure of clinical and lab course</li> </ul>	

\*The School of Nursing will utilize the point system with students during their clinical and lab experiences. Therefore, no call/no show (not taking appropriate action to notify instructor of an absence from clinical) will result in failure of class.

**Special Circumstances:** The school and/or program director may make a decision not to penalize the student or the entire group if a special circumstance arises.

**Fixable offense:** Dress code violation that can be corrected immediately

**Non-fixable Offense:** Dress code violation that cannot be corrected immediately

**Consequences:**

**Performance Improvement Plan:** A student who accumulates 3 or more points will receive a written plan to improve performance.

Student Signature: \_\_\_\_\_ Instructor Signature \_\_\_\_\_

This form may be uploaded to Exxat by the Instructor

## 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 Undergraduate Program Director 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 his/her personal health care provider, or EMS may be called.



## Section VII

### STUDENT GUIDANCE, 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 the 3<sup>rd</sup> floor of the IM building; to see a nursing advisor, please go to IM 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	(216) 687-3592	<a href="mailto:a.w.holt@csuohio.edu">a.w.holt@csuohio.edu</a>
Kathryn Collins	RN to BSN option	(216) 687-5517	<a href="mailto:k.collins80@csuohio.edu">k.collins80@csuohio.edu</a>
Mary Leanza Manzuk	Assist. Dean of Student Services	(216) 687-3810	<a href="mailto:m.leanza@csuohio.edu">m.leanza@csuohio.edu</a>
Seander Garner	Accelerated option	(216) 875-9870	<a href="mailto:s.garner14@csuohio.edu">s.garner14@csuohio.edu</a>

---

#### 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 CENTER

Actively enrolled SON students may seek free, confidential, and professional counseling at the Cleveland State University Counseling Center (located at 1860 East 22<sup>nd</sup> Street Cleveland, Ohio 44114) by calling (216) 687-2277. Counseling for actively enrolled students is free.

Additional information about the Counseling Center may be found on the Center's website:

<http://www.csuohio.edu/counselingcenter/counselingcenter>

Faculty may also suggest that students schedule an appointment with the Counseling Center. In specific situations, counseling may be a requirement for a student to continue in the program. All counseling is completely confidential.

---

## 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 he or she 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 especially 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 MCCAHERN STUDENT LENDING LIBRARY

The School of Nursing offers students a lending library in the IM Building, 1<sup>st</sup> 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 Marejoyce 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

The School of Nursing students have the right to file grievances related to general Cleveland State University policies. Information on the Cleveland State University's Student Grievance Policies can be found on CSU Office of University compliance's website:

<https://www.csuohio.edu/policy-register/student-grievance-procedure>

The grade appeals process is directed by a subcommittee of the Faculty/Student Affairs Committee. The purpose of the Subcommittee on Appeals is to provide a grade appeal system that affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned to other students. Additionally, a student may challenge the reduction of a grade for alleged scholastic dishonesty.

In essence, the grade appeals system is designed to protect students from grade assignments that are inconsistent with policy followed in assigning grades to others in the course.

A grade will not be raised because a faculty member graded tests very severely, providing the faculty member applied the same rigorous standards to all students. Nor will proof that a faculty member has been antagonistic toward the student be sufficient cause to raise a grade unless evidence exists that such antagonism did in fact result in a lower grade. The grounds for appeal are limited. If students are not certain whether there are grounds for appeal, the student should discuss the case with the Chair of the School of Nursing Faculty/Student Affairs Committee.

Please refer to the SON Grade Appeal Policy in the Appendix

#### 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

The School of Nursing students have the right to file grade disputes if consensus cannot be reached with their classroom, nursing resource lab, or clinical instructor. Prior to doing so, students are required to follow the School of Nursing chain of command to determine if resolution is possible:

STEP	SCHOOL OF NURSING CONTACT PERSON
1	Clinical Instructor (for clinical grades) Nursing Resource Lab staff member (for NRL grades), or Classroom Instructor (for classroom grades)
2	Clinical Coordinator
3	Undergraduate Program Director
4	Director and Chief Nursing Administrator.
5	Dean of the College of Health Professions

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

\*\* If the student's grade appeal is not resolved by the School of Nursing process, the student will be provided the opportunity to elevate their appeal to the College of Health.

# 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 he/she provides 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.

---

### 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.

---

### 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.

## 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.



# 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 reclude 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.

---

## EDUCATIONAL TECHNOLOGY AND MEDIA COMMITTEE

The duties of this committee include exploring the integration of technology into the nursing classroom, nursing resource lab, simulation, and clinical experiences. The committee works with SON faculty and the CSU health librarian on matters of acquisition and policy regarding the use of such technology, and acts as a student liaison with the Center for E-learning.

---

## MARKETING/ PUBLIC RELATIONS COMMITTEE

The duties of this committee are to communicate the activities of the SON to the university and the general public, as well as to plan and conduct orientation for incoming students, and to support alumni involvement. This committee also helps plan the annual SON Recognition Ceremony.

---

## STUDENT AFFAIRS

The duties of this committee are to hear suggestions from students and to recommend changes in student policies. The committee is also responsible for providing input regarding the Student Handbook.

---

## 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](mailto: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. As parking hang tags for university sponsored parking spaces are sold on a first come, first served 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](http://www.bkstr.com/csuohiostore/home/en?cm_mmc=Redirect--VanityURL--vikingoutfitters.com--390909)

# Section XI

## 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:

<b>Cheating</b>	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.
<b>Plagiarism</b>	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:

<b>Minor Infractions</b>	Acts of cheating or plagiarism involving an assignment or project that constitutes less than 25% of the overall course grade.
<b>Major Infractions</b>	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:

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

## SOCIAL MEDIA POLICY

The CSU SON further upholds the standards for responsible and ethical use of social media by nurses. The National Council of State Boards of Nursing (NCSBN), the American Nurses Association (ANA) and the Sigma Theta Tau International (STTI) Honor Society for Nursing have all issued statements on this very serious and important issue. Students are encouraged to read the statements that can be found on their respective websites (below) and follow them.

<https://www.nursingworld.org/social/>

## 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, iWatches, 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.

## RESPONSIBILITIES AND RIGHTS OF STUDENTS IN RELATION TO EDUCATIONAL STANDARDS

(Published by The Ohio Nurses Association and endorsed by the Student Nurses Association of Ohio)

The School of Nursing at Cleveland State University endorses **THE RESPONSIBILITIES AND RIGHTS OF STUDENTS IN RELATION TO EDUCATIONAL STANDARDS** written by the **OHIO NURSES ASSOCIATION**. The Cleveland State University School of Nursing further reserves the right to adjust the rights and responsibilities discussed in this document in relation to the best interest of the students of Cleveland State University and the patients they serve.

1. According to the Ohio Nurses Association, students of nursing are entitled to an environment where appropriate opportunities and conditions exist to ensure freedom to learn. They are obligated, however, to exercise this freedom with responsibility.

2. Enrollment should be open to the limits of the school's resources and facilities to qualified students as determined by admission standards. Access to the School of Nursing should be unrestricted in the sense that no student should be denied admission on the basis of such factors as race, sex, age, or marital status.
3. At the same time, students should realize that the School of Nursing is accountable to the public for quality of nurses graduated and that schools may establish standards of admission, retention, and graduation in accordance with the philosophy and their policies of the present instruction.
4. These standards should make evident to the students those characteristics considered important to success in the program(s) of study offered.
5. Students should be aware that nursing programs have the obligation to protect the integrity of their educational purposes by setting standards of achievement and conduct for enrolled students and consumers of health care.
6. Because students have the responsibility for maintaining the standards of the program of study in which they are enrolled, they have the right to expect those standards of professional behavior and academic achievement, together with means of assessment, is clear.
7. Although students are responsible for mastering the content of courses, they should be free to present reasoned dissent and opinion which differ from those offered in any course.
8. Students are entitled to due process throughout the academic program; procedures used should ensure fairness.
9. In the event of disciplinary action, students should expect to be apprised of the charges against, to have an opportunity to refute the charges, and to have means available to review decisions.

## THE AMERICAN NURSES ASSOCIATION (2001) CODE OF ETHICS GOVERNING CONDUCT

The CSU SON affirms the ANA's (2001) 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 (2001) 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 IN THE 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 must first secure permission from their faculty member before audio or video recording any activity in the classroom, NRL, or simulation. Faculty members have the right to deny student requests. Recording is **expressly prohibited in the clinical setting**.

## STUDENT CONDUCT IN THE NURSING RESOURCE LAB

### GENERAL INFORMATION

- The Nursing Resource Laboratory (NRL) is located in the Center for Innovation in Medical Professions building (IM).
- The Medical-Surgical Labs and Acute Care Labs are in rooms 151, 152, and 153 on the 1<sup>st</sup> 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 Undergraduate Program Director, and a sign will be posted outside the lab classroom door.
- Lockers are available and assigned in the IM 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.

---

### 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.

---

### MAJOR ACTIVITIES 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

**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. **Urgent** calls may be addressed by stepping outside the laboratory. Cell phones may be used in the NRL 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.

---

## 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 his/her 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 faculty/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 Undergraduate Program Director 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 3<sup>rd</sup> attempt will result in failure of the associated clinical course. The student must meet with the Undergraduate Program Director 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 patient's 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.

## 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 ACE MAPP 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.

**Pregnancy:** A student who is pregnant is requested to present a statement from the health care provider to the Undergraduate Program Director that she may continue clinical nursing laboratory/agency experiences. Following delivery, the student is requested to present a statement from her health care provider indicating when she can return to the clinical nursing laboratory/agency setting.

---

## IMMUNIZATION REQUIREMENTS

**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

---

## 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 one set 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 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*.

---

### 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.

## 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 Undergraduate Program Director.
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, Undergraduate Program Director, or A Director and Chief Nursing Administrator.

## 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 IM 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 1<sup>st</sup> 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, allowing 24 hours for a response.

Students must view their file in the presence of their SON Advisor, and when doing so, the following rules apply:

1. Students may not remove, delete, or change any contents of the record.
2. After review, students may request a conference with a specific faculty member to discuss contents of the record.
3. Students may request, in writing, a change/amendment to their educational record, if after conference with a specific faculty member the student feels the record contains inaccurate information.
4. Requests for amending student records will be processed by the

Director within two (2) weeks of the written request. A letter stating the disposition of the request will be sent to the student.

## APPENDICES



# 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>



# School of Nursing

## COLLEGE OF HEALTH

### CSU DRUG AND ALCOHOL POLICY

Cleveland State University is committed to a campus free of unlawful drug and alcohol use. The misuse of alcohol detracts from the mission of higher education and adversely affects the conduct, academic performance and health and safety of students. Alcohol on college campuses is a factor in 40 percent of all academic problems and 28 percent of all dropouts. The following is Cleveland State University's Drug Prevention Program which is being distributed to all CSU students and employees.

The Department of Student Life has established an alcohol review committee to review all requests by student organizations to have alcohol at special events. It works with student groups to develop risk management plans for these special events. Staff, faculty and student organizations have been trained in Alcohol Prevention Programs. Additionally, students who have been cited in violation of the Student Conduct Code with regards to alcohol are educated about drug/alcohol use and receive education as part of the sanctioning process.

#### **Prohibitions**

The unlawful possession, use, distribution, manufacture or dispensation of or providing funding for illicit drugs, controlled substances and alcohol or drug related paraphernalia by students and employees on University property or as part of University activities is prohibited. It is the policy of Cleveland State University to enforce all state laws governing underage drinking and illegal drug use. Students who violate the University's policies on alcohol and drug use are referred to the Office of Student Conduct. If the student is found in violation, disciplinary sanctions will be imposed.

#### **Disciplinary Sanctions**

Sanctions for violations of the above prohibitions will be imposed by the University in accordance with the appropriate University disciplinary procedures. Specifically, sanctions for employees may include one or more of the following: an oral or written reprimand from the employee's immediate supervisor or department head, a reduction in pay for a definite period of time, suspension with or without pay for a definite or indefinite period of time, participation in and satisfactory completion of a drug or alcohol rehabilitation program, restitution or payment for damages to property, and/or termination from employment. In addition to these sanctions, the University in appropriate cases may refer individuals to the appropriate jurisdiction for criminal prosecution.

### **Sanctions for Students may include one or more of the following**

Expulsion (permanent separation from the University), Suspension from the University for a definite period, Removal from the Residence Hall, Official Reprimand or Restitution, Disciplinary Probation, Temporary or Permanent Loss of Privileges, or Community Service. Counseling, with the added stipulation of completing a drug or alcohol rehabilitation program, can also be applied as a sanction for violations as well as other sanctions provided for in the Student Conduct Code. In addition to sanctioning, the University police may refer individuals to the appropriate jurisdiction for criminal prosecution.

### **Parental/Guardian Notification**

The Director of Student Conduct will notify the parent(s)/guardians(s) of a student under the age of 21 who has been found in violation of an alcohol or drug provision of the Student Conduct Code. Parent(s)/guardian(s) will be notified by regular and certified mail at the student's permanent address on file in the Registrar's Office. **Treatment and Rehabilitation Programs**

**For Employees:** The **IMPACT Employee Assistance Plan (EAP)** provides confidential counseling and guidance for drug, alcohol, emotional and work-related issues for employees and their family members. The EAP provides up to five complimentary counseling sessions per incident each year. Call 1-800-227-6007 to arrange an appointment with an IMPACT EAP counselor. IMPACT may refer individuals to agencies, programs or other health professionals for further care. CSU's Employee Health Care Plans provide coverage for both inpatient and outpatient treatment of drug abuse, alcoholism, and other mental health conditions.

**For Students:** The CSU Counseling Center provides referral services and some counseling to students with drug and/or alcohol problems. The Counseling Center is able to provide short-term, outpatient treatment when it is indicated and will refer students to appropriate outside agencies if a different level of care is needed. The Counseling Center is also available for consultation with friends, family members, and faculty/staff who are concerned about a student. Counseling and consultation services are free at the CSU Counseling Center for students and persons consulting about students. The Counseling Center's records and any contacts with the Counseling Center are confidential (except in some rare and unusual circumstances such as a life-threatening situation). Appointments at the Counseling Center can be arranged by calling 216-687-2277 or by stopping by the Center in the Union Building, 1836 Euclid Ave., Room 220.

**CSU Health and Wellness Services** located in the Center for Innovations in Medical Professions Building, 2112 Euclid Ave., Room 205, provides informational, evaluation, and referral services to students and employees which can be accessed by calling 216-687-3649.



# School of Nursing

## COLLEGE OF HEALTH

### 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 himself/herself 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 Undergraduate Program Director 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 Undergraduate Program Director 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 Undergraduate program Director.
3. The student may be referred to the CareTeam or Counseling services for assistance.



# School of Nursing

## COLLEGE OF HEALTH

### Student Criminal Background Screening Policy

(A) Purpose

To protect the Cleveland State University campus community, prospective patients, and the larger community of interest, and to comply with the accrediting body requirements, CSU School of Nursing seeks to ensure that individuals admitted into the nursing program have no criminal conviction history relevant to class and clinical requirements necessary for completion of their nursing degree.

Cleveland State University School of Nursing will conduct criminal background checks on all students upon acceptance into nursing courses. **Background checks will be administered in the IM Building, Room 116.**

(B) Policy statement

- (1) All individuals must have both an Ohio Bureau of Criminal Investigation (CBI) and a Federal Bureau of Investigation (FBI) background check.
- (2) Background checks will be completed prior to beginning any clinical nursing courses and upon request of clinical affiliate sites.
- (3) Background checks that indicate a positive criminal history will be reviewed on a case-by-case basis by the administrative team and the program's academic progressions, admissions, and standards (APAS) committee to determine eligibility for continuing in the program.
- (4) The Ohio Board of Nursing does not make determinations regarding eligibility to enroll in a nursing program. The School of Nursing is free to decide of eligibility for enrollment of prospective students.
- (5) There are some felonies that would prevent a person from being licensed as a Registered Nurse in the State of Ohio. In aligning with these identified bars from practice, individuals convicted of those offenses will not be permitted to progress in the nursing program.

Specific information regarding criminal convictions is located at:

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

- (6) Decisions of the School of Nursing made as a result of a positive criminal history

are final.

(C) Procedure

- (1) Individuals must apply to the nursing program and provide information regarding criminal history.
- (2) Any prospective student that provides false or misleading information in regard to the background investigation shall be ineligible for placement into the nursing program.
- (3) The prospective student will submit the fees for both the CBI and FBI background check to Cashier's office as CSU and will be issued a receipt.
- (4) The student will bring the receipt and a photo ID to the School of Nursing Office.
- (5) The School of Nursing or designee will administer the background check
- (6) Results of the background checks for each student will be delivered to the Administrative Assistant responsible for collecting student health data. A copy of the results will also be sent to the Undergraduate Program Director.
- (7) The Director of the Program to which the student is applying will be notified of any positive criminal background check results.
- (8) The Program Director will review the information in the background check and make a determination of the eligibility of the student. Serious infractions will be reported to the Director and Chief Nursing Administrator for consultation.
- (9) In accordance Federal and State laws, a previous conviction shall not automatically disqualify an individual from consideration for admission to the nursing program. The Program Director shall assess the potential risks and relatedness of each conviction. In considering whether a criminal conviction may prevent a student from enrolling, the following factors will be considered:
  - (a) The context of the events surrounding the criminal conviction.
  - (b) The length of time since the criminal conviction.
  - (c) The relationship of the criminal conviction to nursing responsibilities.
  - (d) Whether or not the criminal conviction is one of the automatic bars to Nursing licensure in the State of Ohio.
  - (e) Applicants with pending criminal cases will be evaluated based on the aforementioned factors.
- (10) If a student is determined to be ineligible for admission into nursing course, the student will be notified of the decision in writing.

(11) Ineligible students will be referred to the University Advising department for career advisement.

(D.) Current Students

- (1) After implementation of the policy, any currently enrolled students who are convicted of a crime while enrolled at CSU are required to report the criminal conviction in writing or via email, the program director within five work days (Monday through Friday) of the conviction. In addition, CSU School of Nursing has the right to request a criminal background check when the program director, Director and Chief Nursing Administrator learns of the conviction.
- (2) Criminal convictions for current students will be evaluated and addressed as outlined in Section C of this document.



## School of Nursing

### COLLEGE OF HEALTH

### **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 disclose 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



# School of Nursing

## COLLEGE OF HEALTH

Academic Policies and Procedures

Policy No.

1001

All Nursing Programs

Policy No. 1001

Page 1

### CLEVELAND STATE UNIVERSITY SCHOOL OF NURSING

#### GENERAL ACADEMIC POLICIES AND PROCEDURES

---

**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 measure, calculate, reason, prioritize, analyze, integrate, synthesize information and act 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 his or her 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 than 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 student 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 her/his 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.



School of  
Nursing  
COLLEGE OF HEALTH

Academic Policies and Procedures  
All Nursing Programs  
Policy No. 1002  
Page 1

Policy N 1002

CLEVELAND STATE UNIVERSITY  
SCHOOL OF NURSING

GENERAL ACADEMIC POLICIES AND PROCEDURES

---

TITLE OF POLICY: Grade Appeal

ORIGINAL DATE: April 25, 2019

LAST REVIEWED/REVISED: xxx

POLICY:

The grade appeals process is directed by a subcommittee of the Faculty/Student Affairs Committee. The purpose of the Subcommittee on Appeals is to provide a grade appeal system that affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned to other students. Additionally, a student may challenge the reduction of a grade for alleged scholastic dishonesty.

In essence, the grade appeals system is designed to protect students from grade assignments that are inconsistent with policy followed in assigning grades to others in the course.

A grade will not be raised because a faculty member graded tests very severely, providing the faculty member applied the same rigorous standards to all students. Nor will proof that a faculty

member has been antagonistic toward the student be sufficient cause to raise a grade unless evidence exists that such antagonism did in fact result in a lower grade. The grounds for appeal are limited. If students are not certain whether there are grounds for appeal, the student should discuss the case with the Chair of the School of Nursing Faculty/Student Affairs Committee.

#### **PROCEDURE:**

The grade appeals procedure for Cleveland State University School of Nursing (CSUSON) requires that you resolve the dispute at the lowest possible level.

1. The student is required to talk to the faculty member within 5 business days of notification of the grade in question.
2. If the grade issue is not resolved after the first meeting, the faculty will assist the student to schedule a meeting with the next appropriate administrative representative (For example: The Undergraduate Program Director).
3. The student, faculty, and appropriate administrative representative or designee will meet within five business days. If the grade is still not resolved, the formal grade appeal process will begin by completing the Student Form
4. A formal appeal will be filed with the Chair of the CSUSON Faculty/Student Affairs Committee. The student must give notice that a plan to appeal the grade does not occur later than 10 days after the beginning of the semester following the semester in which the original grade was awarded. The student then has 10 days from the time the appeal notice is filed to prepare your appeal.

#### **PROCEDURE FOR PREPARING A WRITTEN APPEAL:**

The outcome of a case depends on the quality of the written appeal. The following points should be presented in the appeal.

- a. First, state the basis for the appeal i.e., whether the student believes there was prejudice on the part of the faculty member, a mechanical error, or inconsistent grading practices. The appeal should be explicit. The appeals committee must know the grounds for appeal.
- b. Second, state the evidence in support of the appeal presenting only the facts.
- c. Physical evidence should be included, such as the student's personal records, or tests, papers, comparisons of the student's score and grade scores of other students and their grades.

#### **NURSING SCHOOL GRADE APPEALS PROCEDURE**

##### **PRIOR TO THE HEARING:**

1. When first approached by a student, the Chair of the CSUSON Faculty/Student Affairs Committee shall provide a copy of "Suggestions to students who are

- preparing a grade appeal at the CSUSON”.
2. When the Chair of the CSUSON Faculty/Student Affairs Committee receives the student’s written appeal, he/she contacts the Program Director where the grade was issued or his/her designated representative to determine whether the student has exhausted informal means of resolving the disagreement.
  3. The Chair of the CSUSON Faculty/Student Affairs Committee shall provide the faculty member with a copy of the student’s written statement, a copy of “Suggestions to Faculty who are party to a grade appeal” and request a statement in response. The faculty member shall furnish class records required to resolve the dispute along with his/her written response.
  4. The Chair of the CSUSON Faculty/Student Affairs Committee shall contact the parties to the appeal and members of the grade appeal subcommittee to set a hearing date. All committee members should understand that grade appeals hearings are high-priority meetings. Any hearing held without a full committee as described below, may be challenged on the basis of procedural irregularity.
  5. The Chair of the CSUSON Faculty/Student Affairs Committee shall furnish copies of the written statements to each committee member and involved parties within five day in advance of the hearing. These materials are confidential and must be treated as such. They can be distributed only to those committee members who will hear the appeal and copies must be returned to the Chair at the conclusion of the hearing.

#### SCHEDULE OF EVENTS:

- a. The involved faculty member should be notified of the appeal on the date a written appeal from the student is received by the Chair of the CSUSON Faculty/Student Affairs Committee. The faculty member will complete the Faculty Form?).
- b. Written statements by the student and the faculty member should be distributed to the committee members and involved parties within a week of the receipt of the written appeal.
- c. The hearing will be held within two weeks of receipt of the written appeal.
- d. Members for the appeal will consist of 3 faculty and 3 students from the respective program. Faculty on APAS will not be on the grade appeal subcommittee.
- e. The procedure described in the School grade appeals hearing procedure shall be furnished to members of the committee and the involved parties within five days in advance of the hearing.

## SCHOOL GRADE APPEALS HEARING PROCEDURE

(PROCEEDING IN STEPS II-IV MUST BE RECORDED ON TAPE)

- VIII. Closed Session.** Prior to the hour scheduled for the hearing, the committee shall meet in closed session to identify the issues in the case. Specific points that require clarification should be identified.
- IX. Statement by the Chair of the CSUSON Faculty/Student Affairs Committee.** The involved parties shall then be admitted to the hearing which will open with a statement by the Chair that describes the committee's understanding of the relevant issues and, where appropriate, those issues considered relevant. The Chair shall then ask the student and faculty member to identify and clarify issues that have been overlooked and/or justify consideration of issues the committee has identified as irrelevant.
- NOTE 1:** The Chair of the CSUSON Faculty/Student Affairs Committee may determine that it is most appropriate to interview the student and faculty member separately in which the individuals are invited into the meeting at different times over the course of the hearing.
- NOTE 2:** A student may bring a parent, advocate, witness etc. to the hearing only when a FERPA release has been established. The visitor is not permitted to speak on behalf of the student during the hearing, unless a question is directly asked by the Committee.
- X. Open Questioning.** During this period the student, faculty member, and/or committee members may ask questions of either involved party and/or their witnesses.
- XI. Summary Statements.** After questions have ceased, or when the Chair is satisfied that additional questions will not provide further clarification of issues, the student and faculty member will be given an opportunity to make summary statements. Such statements should be brief and in no case exceed 5 minutes.
- XII. Closed Hearing.** At this point, interested parties and witnesses shall be dismissed and committee members shall deliberate the outcome in a close session.
- XIII. Balloting.** After deliberations a secret ballot shall be taken, including a rational statement for the vote, and the vote recorded. In the case of a tie Roberts Rules of Order will be followed.
- XIV. Reporting.** The Chair prepares a written statement of the committee decision (including the vote of the committee), the basis for the decision and the reasoning used by the committee shall be kept on file by the Chair. Copies of the report shall be sent to the student, the faculty member, and the Director.

### After the Hearing:

1. The Chair will notify the student and faculty of the committee decision via email within two business days.
2. The Chair shall collect all copies of the written statements from the committee.
3. The Chair shall retain the tape recording of the hearing, one copy of all written materials pertaining to the case, and the report of the committee decision for a period of at least one year.
4. The Chair shall submit a copy of the report of the committee decision to the Director and Chief Nursing Administrator.
5. A certified letter concerning the decision will be sent to the student including a statement of the rationale for the decision.
6. Higher appeal of the Subcommittee's recommendation may be made through the Director whereby 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.

**\*\* If the student's grade appeal is not resolved by the School of Nursing process, the student will be provided the opportunity to elevate their appeal to the College of Health.**





# School of Nursing

## COLLEGE OF HEALTH

Cleveland State University  
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](mailto: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](mailto: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

**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 CIMP 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 [email our CARE team](#) 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 [follow CDC guidelines](#). 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 Campusnet.
- 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 [CSU Counseling Center](#).
- **FOR FACULTY AND STAFF:** Employees can get support through [Impact Solutions](#), our employee assistance program.

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

---

## 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 caused by the monkeypox virus, which is related to both smallpox and cowpox.

The first case of monkeypox in Cuyahoga County was diagnosed in July 2022. As of August 11, 2022, there were 18 reported cases in Cuyahoga County and a total of 75 cases reported in all of Ohio.

Cleveland State University is continuing to monitor monkeypox and we remain steadfast with our enhanced cleaning and sanitizing procedures implemented during COVID-19 to protect the health and wellbeing of the campus community.

We encourage you to learn more about the symptoms of this disease, how it spreads and what to do if you or someone close to you is exposed to monkeypox.

---

## SYMPTOMS

People with monkeypox may experience flu-like symptoms—including fever, headache, fatigue, body aches and swelling of the lymph nodes. Other symptoms may be present.

The infection often comes with a rash and/or skin lesions on the body and face, though it can present in any localized area (hands, face, mouth, genitals).

Symptoms generally present within 1-2 weeks of exposure to the virus, though some may not exhibit symptoms until 3 weeks. The virus typically resolves itself within 2-4 weeks.

---

## HOW IT SPREADS

The spread of monkeypox happens primarily through close contact between people, including through sexual relations and skin-to-skin contact. It also can be spread by respiratory droplets exchanged in face-to-face contact, including kissing. The virus also spreads through indirect contact (including towels and toiletries) that have been used by an infected person.

---

## IF YOU HAVE SYMPTOMS

If you don't feel well, stay home.

If you are experiencing skin lesions, a rash or any of the other related symptoms above, contact your primary health care provider to verify that your symptoms are consistent with a monkeypox infection and if testing is necessary.

Until you have been checked out by a health-care provider, wear gloves and a mask and avoid close contact with anyone, including sex or other intimate forms of contact.

If you test positive for monkeypox, local public health officials will be in touch to advise you about the appropriate next steps, safety protocols and isolation.

---

## IF YOU HAVE BEEN EXPOSED

If you don't feel well, stay home. If you have had close contact with someone infected with monkeypox, contact your primary health care provider or local public health agency for evaluation.

If you are identified through contact tracing as having been exposed, local public health officials will be in touch to advise you about the appropriate next steps.

If you have been exposed, wear gloves and a mask around others and avoid close contact described above. Contact your health care provider and schedule a visit to rule out possible infection.

---

## FOR MORE INFORMATION

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

The U.S. Centers for Disease Control also offers a comprehensive website with additional information and updates on monkeypox. Please visit the [U.S. Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov/).

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

### Clinical Experiences-Off Campus:

- Core curriculum academic credit will not 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 underlying health conditions or religious beliefs 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. Faculty and nursing students are expected to provide and wear their own cloth face masks (3-ply cloth minimum recommended) that cover the nose, mouth and chin when in public areas. Some institutions have additional face mask and face shield requirements and students will be made aware of specific institution policy and guidelines prior to caring for patients.
5. Should students or faculty be exposed 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 versus casual contact, PPE use, social distancing).
6. Students and faculty are expected to validate health insurance coverage as required by the nursing program.
7. 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.
8. 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.**

#### Classroom:

- Faculty:
  - Each faculty will be responsible to ensure that frequently touched surfaces, such as desks, tables, computer and audio-visual equipment following all in-person activities at the end of every single class session are cleaned and disinfected.
  - Faculty must wear gloves and mask 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.

- Students:
  - Each student will be responsible for cleaning and disinfecting touched surfaces at their work/computer station at the end of their class session.
  - All students must wear masks that cover the nose, mouth and chin at all times while in the classroom, Julka Hall, IM Building and all CSU buildings. Students are to provide their own masks.
- Facilities, Architect, Safety, & Technology Department (FAST):
  - Staff from FAST will clean and disinfect all public hard surfaces (e.g. tabletops, doorknobs, counters etc.) and multiple cleanings in the general classrooms daily depending on usage frequency.

---

## 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 cleaning of used equipment and disinfecting 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**)

# SCHOOL OF NURSING FORMS



# 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 Informed Consent, Assumption of Risk, and Release of Records form to your Exxat profile by the start of your first nursing class.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

Rev. 6-9-2023



School of  
Nursing

COLLEGE OF HEALTH

## 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

\_\_\_\_\_

Address



# 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 \_\_\_\_\_



# School of Nursing

COLLEGE OF HEALTH

## 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 INITIALING:		
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*

Rev. 05/2012



# 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 Undergraduate Program Director.
- 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



School of  
Nursing  
COLLEGE OF HEALTH

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. <b>Sensory/Observation Skills:</b> 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. <b>Essential motor skills:</b> The student must execute movements required to provide general care and treatment to patients in clinical and laboratory settings.			
3. <b>Essential cognitive skills:</b> 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. <b>Essential communication skills:</b> The student must communicate effectively and sensitively with other students, faculty, staff, patients, family and other professionals.			

