OAKWOOD UNIVERSITY
Department of Nursing

The Many Faces of Nursing

BACCALAUREATE DEGREE PROGRAM STUDENT HANDBOOK 2017-2019

Welcome Message

Welcome to the Oakwood University Department of Nursing. We are happy that you have chosen to become a Christian nurse. You have decided to enter a professional field that is ever expanding and which calls for dedicated individuals who are committed to achieving a high level of proficiency in knowledge and skills necessary for the practice of nursing. Each faculty and staff member of the Department of Nursing stands beside you in this scholarly journey and is committed to helping you realize your goal of becoming a minister of health and healing.

This handbook is an essential guide that outlines the policies of the Department of Nursing, and must be read at the onset of the nursing program and periodically throughout your matriculation in the program. If you have any questions regarding the policies and procedures, you may seek clarification from the Department of Nursing Chair or any nursing faculty.

As an acknowledgement of your responsibility to read and follow the policies, you will be required to sign page 6 and return to your NU111 instructor on the date specified.

We are very pleased that you are a member of the nursing student body and wish you success as you embark on a rewarding educational experience here at the Oakwood University Department of Nursing.

Policy Revision Statement

The Oakwood University Department of Nursing reserves the right to revise its policies and procedures within an academic year as considered appropriate and necessary. Changes take effect immediately, or as voted by the faculty. All changes will be immediately communicated to faculty and students, and will be published or made accessible in writing to those affected by the policy or procedure.

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STUDENT HANDBOOK
Acknowledgement

I, (please print) _____ hereby acknowledge receipt of the Oakwood University Department of Nursing Student Handbook. I have read and understand the stated policies and guidelines.

I agree to comply with the rules and regulations whether or not such policies and regulations are reiterated in course syllabi.

I will clarify with my advisor any part(s) I do not understand.

I further understand that failure to follow the rules and regulations contained in the handbook may result in various consequences according to the infraction.

_____
Student Signature

_____
Instructor Signature

_____
Date

_____
(Cut this page out and give to your instructor)

INTRODUCTION

Equal Opportunity Commitment

Oakwood University is committed to providing equal opportunity for all qualified persons. It does not discriminate on the basis of race, color, national or ethnic origin, gender, marital status, or handicap in the administration of its educational and admissions policies, financial affairs, employment policies and programs, student life and services, or any other university-administered program.

<u>Approval and Accreditation</u>

The Oakwood University Department of Nursing is approved by the Alabama Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (2010-2018).

Alabama Board of Nursing (ABN)
RSA Plaza, Ste. 250
770 Washington Ave
Montgomery, AL 36104

Telephone: 334.293.5200
Fax: 334.293.5201

Website: www.abn.alabama.gov

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326

Telephone: 404.975.5000
Fax: 404.975.5020

Website: www.acen.org

Mission of Oakwood University

The mission of Oakwood University, a historically black, Seventh-day Adventist institution, is to transform students through biblically-based education for service to God and humanity.

Purpose of the OU Nursing Student Handbook

This handbook has been prepared to provide the nursing student with important information about the policies and operation of the baccalaureate program in the Oakwood University Department of Nursing.   Other policies, including those related to financial aid and housing, are found in the *Oakwood University Bulletin*.

It is important for each nursing student to read, understand, abide by, and incorporate the policies outlined in this handbook because they will govern your progress throughout the nursing program.
Failure to read the student handbook and the Oakwood University Bulletin will not excuse students from abiding by the policies in these sources.

The policies and procedures in this handbook will remain in effect until a new handbook is issued or until written or published notice of changes is provided.

Oakwood University Department of Nursing

The Oakwood University Department of Nursing offers a program leading to the Bachelor of Science (BS) degree with a major in nursing through two professional degree options. The generic (four-year) bachelor's degree option prepares students to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Qualified high school graduates and transfer students from other departments of the university or other regionally accredited educational institutions are eligible to apply to this option.

The baccalaureate completion (RN-BS) option provides registered nurses, who have obtained an associate degree in nursing or its equivalent, the opportunity to gain a bachelor's degree in two academic years (4 semesters). Registered nurses who have completed an associate of science degree in nursing or its equivalent and wish to further their education are eligible to apply for admission to the baccalaureate completion option. The department welcomes qualified international students to both options.

PURPOSE:

It is the purpose of the Department of Nursing to provide Christ-centered education for nursing students that promotes excellence in character, achievement of professional goals, leadership and service to a multicultural community, and prepares students to care for the bio-psychosocial and spiritual needs of clients across the life cycle in a variety of health-care settings.

VISION:

The Department of Nursing is committed to academic excellence, the holistic development of the mind, body, and spirit; and the preparation of students as ministers of health equipped for service to God and humanity.

GOAL:

The goal of education in the Department of Nursing is the development of persons toward their full personal and professional potential. The program in nursing seeks to provide a sound and comprehensive academic program that will allow each student to acquire the knowledge, skills, attitudes, and professional judgment necessary for competent nursing practice.

AFFILIATIONS:

Nursing is a practice-oriented discipline where clinical experience represents a significant component of the curriculum. Current agency contracts with the Department of Nursing include, but are not limited to:

- Alabama Department of Public Health
- ALACARE
- Casa of Madison County
- Center for Aging
- Crestwood Medical Center
- First SDA Towers
- Good Samaritan Hospice
- HEALS, Inc.
- Huntsville Hospital
- Johnson Towers
- Madison County Health Department
- Medical Offices
- Oakwood Academy and Elementary School
- Oakwood University Child Development Laboratory
- Rehabilitation and Health Care Center of Huntsville
- The Todd
- Wellstone Behavioral Health
- Willow Run Towers
- Windsor House

PHILOSOPHY
Department of Nursing

As an integral component of Oakwood University the Department of Nursing is committed to upholding the beliefs and practices of the Seventh-day Adventist Church. The department of nursing supports the university's mission to transform students through biblically-based education for service to God and humanity. Emphasis is placed on becoming more like Jesus while focusing on participating in the restoration of the image of God in humankind. The department's philosophy focuses on and describes the beliefs of nursing faculty about the spiritual formation of the student; health; nursing practice; and nursing education.

Spiritual formation of the student is a process of maturing or growing in Christ exhibiting God's character in action. The fruit of the Spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Galatians 5:22) provides a biblical description of the characteristics that are desired in the student. "The Christian nurse while administering treatment for the restoration of health, will pleasantly and successfully draw the mind of the patient to Christ, the healer of the soul as well as of the body" (White, 1905, p. 223).

Health is a state of well-being and optimal functioning in all the dimensions of life: spiritual, biological, psychological, social, and cultural. In the spirit of transforming lives with God's prescription of wellness, health incorporates elements that enable individuals, communities, and populations to live life abundantly.

Nursing practice involves assessment, diagnosis, planning and outcomes identification, implementation, and evaluation of health care for diverse populations. According to the American Nurses Association (2015) the goals of nursing involve protecting, promoting, and optimizing health and abilities, preventing illness and injury, alleviating suffering through the diagnosis and treatment of human response, and providing advocacy in the care of individuals, families, communities, and populations.

Nursing education incorporates knowledge from the humanities and the behavioral and physical sciences as well as professional knowledge, skills, and attitudes. Nursing education is a continuous, interactive process that provides students with opportunities to develop habits of critical, constructive thought. An awareness of the legal and ethical implications of nursing practice as well as the spiritual values inherent in Christian education is an integral part of the nursing curriculum. Nursing education must equip graduates with the ability to assess and meet their own learning needs now and for the future. Conducted in multiple settings and steeped in a rich

tradition of caring, nursing education prepares the graduate for the variety of nursing roles demanded by contemporary and future societies in rapidly changing and complex environments. As the health care environments in which nurses practice become more and more complex, consumers become increasingly diverse, and advances in health care technology demand ever-developing technical abilities, the nursing faculty believe that practicing nurses must continually enhance their knowledge and skills to provide efficient nursing care across the lifespan.

Elements of the Department of Nursing

The Department of Nursing conducts its academic affairs in accordance with the university's aims and policies, the standards of the academic community, and the standards of the nursing profession as outlined in the American Nurses Association's *Nursing: Scope and Standards of Practice* (2010); American Association of Colleges Nursing's *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008); *the Quality and Safety Education for Nurses competencies* (2007-2012); and the Alabama Board of Nursing regulations.

The Department of Nursing is committed to provide opportunities that will help students identify, clarify, and develop their aesthetic, moral, professional, and spiritual values and philosophy. Through academic and experiential requirements and the opportunities for service learning the student can develop the knowledge and commitment that will fit him or her as a productive, contributing citizen.

The educational climate of the Department of Nursing emphasizes respect, collaboration, and support among learners and faculty, thereby promoting the development of collegiality in students with peers, colleagues, and others. Both teachers and learners have the responsibility to contribute to the learning experience, and both have the potential to grow and develop within the context of this experience.

The nursing program:
- Is designed to prepare nurses for beginning professional nursing practice through the application of general and professional knowledge to promote, maintain, and restore health in individuals, families, and communities.
- Seeks to foster within each graduate a commitment to lifelong learning and continued professional development.
- Provides educational experiences that are transformative to provide a foundation for the professional practice of nursing in a variety of healthcare settings.
- Is committed to the development of the student as a person, practitioner, and citizen.
- Seeks to provide access to educational opportunities for its students who come from diverse geographical, cultural, educational, and socioeconomic backgrounds.
- Emphasizes the development and application of knowledge regarding health care policy, finance and regulatory environments.
- Emphasizes instruction related to safety, effectiveness, quality improvement, and use of evidence-based practice in the planning and delivery of nursing services.

- Promotes activities that are unequivocally Christian in character and designed to integrate faith and learning to prepare individuals for service.

The nursing faculty:
- Are accountable for the quality of the educational program and the promotion of safe and effective nursing practice through teaching, service, scholarship, and collaboration with other professionals and consumers of health care.
- Believes nursing "encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles" (International Council of Nurses, 2015).
- Respects the dignity of each student and structures the learning environment such that individual needs are considered.
- Affirms the need for nurses to understand and work effectively within the social system as advocates for individuals, families, groups, communities, and populations.

References

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Approved: Department of Nursing Faculty Association - October 14, 1998
Revised: Spring 2003; Fall 2004; Spring 2006; Spring 2007; Spring 2009; Fall 2015.

Bachelor of Science Degree Program in Nursing

The curriculum of the Bachelor of Science degree program in nursing at Oakwood University is organized according to four central concepts: **spirituality, health, nursing**, and **caring**. The central concepts of the curriculum are also consistent with the purpose of the baccalaureate nursing program to educate nurses for beginning professional practice in a variety of health care settings. The concepts selected as central to the curriculum are derived from the philosophy of the nursing program. For purposes of curriculum development and evaluation, these concepts are as follows:

Spirituality

The curriculum is designed to assist the student to examine her/his own spirituality and to provide competent, sensitive spiritual care for clients.   The goal of spiritual care in nursing is to provide a "ministry of compassionate care for the whole person, in response to God's grace toward a sinful world, which aims to foster optimum health (*shalom*) and bring comfort in suffering and death for anyone in need" (Shelly & Miller, 2006). The trusting relationship between client and nurse is solidified as the nurse activates the client's spiritual resources and respects culture and social preferences while responding to the patient's expressed needs.

The integration of faith and learning implies a faith perspective, a worldview that acknowledges God at the center of meaning and reality.   All levels of learning in the curriculum are critiqued and informed by a faith perspective – presupposition, theory, methodology, and practice.

Health

Health is a "state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity" (WHO, 1944). Nurses focus on all of the environments in which health care is provided, assessing, managing, and manipulating such environments to promote health. Health is achieved and maintained through the implementation of natural remedies or laws of health: pure air, sunlight, moderation, rest, exercise, proper diet, the use of water, and trust in divine power (White, 1974 [1905], p. 78). The natural laws serve as an inspired set of principles or standards by which the nurse evaluates her/his own lifestyle and that of those she/he serves. Use of the natural laws of health in the personal and professional life is a unique characteristic of the Christian nurse. The aim and goal of health promotion is the restoration of the image of God in humankind.

Nursing

"Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations" (ANA, 2015).

The professional role in nursing is derived from the discipline of nursing and is practiced from the basis of nursing knowledge, theory, and research. Nurses prepared at the baccalaureate level should possess a well-delineated and broad knowledge base. "Professional nursing requires strong clinical reasoning, clinical judgment, communication, and assessment skills. The professional nurse also requires the development and demonstration of an appropriate set of values and ethical framework for practice" (AACN, 2008).

In addition to a set of values and an ethical framework appropriate to professional nursing practice, the baccalaureate nurse must also be committed to the role of advocate for high quality health care for individuals, families, and communities. The baccalaureate nurse is prepared to function on both structured and unstructured settings, which may require independent and interdependent nursing decisions. The nurse prepared at the baccalaureate level is an intelligent consumer of research, able to use research findings effectively and participate appropriately in research activities. Professional nurses are committed to life-long learning and assume the responsibility for professional career development.

Caring

Caring is defined as a way of being that is reflected and enhanced by interpersonal relationships characterized by empathy, preservation of human dignity, affirmation of feeling, respect for human diversity and a sensitive response to others' needs. Caring is considered as the essence of the profession of nursing. Attributes of a caring nurse include knowledge, patience, honesty, trust, humility, hope, faith, and courage. A caring nurse-client relationship is one that facilitates mutual growth toward optimal spiritual, mental, and physical health.

Professional nurses provide care to diverse populations across the life span with sensitivity to such variables as age, gender, culture, ethnicity, religion, socioeconomic status, and lifestyle choice. Nurses are prepared to assist aging individuals and their families make decisions about life-extending technologies within the context of personal and family values and spiritual parameters. Health promotion and risk reduction are key elements of futuristic nursing practice.

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The nursing role encompasses the provision of care and coordination of care; thus the professional nurse must possess the skills of delegation and case and system management.

Primary Health Care

The **primary health care model** expresses the health care values and principles through which the curriculum concepts are implemented for **individuals, families, and communities.**

Primary health care is essential health care based on practical, scientifically sound, and socially acceptable methods and technology made universally accessible to individuals and families in the community through their full participation and at a cost that the community and country can afford to maintain at every stage of their development in the spirit of self-reliance and self-determination. The WHO (1979) primary health care model embodies the following five principles:

Equitable Distribution
Equal access to health care by all, challenged by such factors as: availability, accessibility, affordability, acceptability, appropriateness, and adequate health care.

Appropriate Technology
The appropriate network of people, materials, and or methods with scientific soundness that are at a level to meet the needs of individuals, families, and communities.

Levels of Prevention
1. Primary Prevention-Health promotion and specific protection.
2. Secondary Prevention-Early diagnosis and prompt treatment.
3. Tertiary Prevention-Disability limitation and rehabilitation.

Community Based
Community Oriented — Nursing education that includes practice settings that are not limited to acute hospital care, but which extend to and within communities. Learning may take place in international settings.

Community Participation — An active process in which the community identifies its needs and works in partnership with health professionals to meet its needs for improved health.

Multi-sectoral Approach

Multiple sectors or divisions of society that have a direct or indirect impact on health, i.e., interdisciplinary health practices (social work, medicine, dietary, etc.) religion, law, politics, economics, environment, schools, media, etc., are involved.

Integrating Themes – Curriculum Development

Integrating themes for curriculum development include ***the integration of faith and learning***, ***critical thinking, nursing process and patterns of knowing,*** and ***service learning***. The integration of faith and learning is the basis for Christian education in nursing. Teaching methods designed to stimulate critical thought among the students are implemented in every course. Five steps of the nursing process—assessing, diagnosing, planning and outcome identification, implementing, and evaluating are creatively integrated into the five patterns of knowing—biblical, personal, empirical, ethical, and aesthetic— and provide an organizing approach for the analysis of nursing situations. Opportunities for credit-bearing local, national, and international service-learning experiences are provided in the curriculum plan.

The Integration of Faith and Learning

The integration of faith and learning involves a critical approach to disciplinary knowledge from the perspective of divine knowledge. It is based on the premise that "the fear of the Lord is the beginning of knowledge" (Prov. 1:7). The integration of faith and learning begins with the identification of the biblical basis for the discipline. The basic assumptions of the discipline are then identified and critiqued from the biblical perspective. Students are encouraged to think critically about the comparison and to make decisions for their own professional philosophy and practice based on this comparison. In addition, unique Seventh-day Adventist perspectives and practices related to health and healing are included throughout the curriculum.

Critical Thinking

Critical thinking in nursing practice is "a discipline specific, reflective reasoning process that guides a nurse in generating, implementing, and evaluating approaches for dealing with client care and professional concerns" (NLN, 2001).
Critical thinking skills are applied in the clinical setting through the implementation of the nursing process and patterns of knowing. The case study approach to teaching and learning prepares the

student for the analysis of nursing situations and the development of creative nursing interventions for individuals, families, and communities.

Knowledge

Nursing Process

The nursing process provides a scientific organizing approach for the analysis of nursing situations. The first step – *assessment* – allows the nurse to collect information about the patient's psychological, physiological, sociological, and spiritual status. The second step – *diagnosing* – requires the nurse to make a judgment about the patient's potential or actual health problem to determine the patient's treatment. The third step – *planning* – allows the nurse and patient to develop a plan of action to address the identified health problem. The fourth step – *implementing* – allows the nurse to carry out the plan of action addressing specific health care needs and desired outcomes. The fifth step – *evaluation* – allows the nurse to assess if the patient's health goals have been met. If specific outcomes are not achieved the process begins again from the first step (Nursing process, 2015).

Patterns of Knowing

The patterns of knowing also provide an organizing approach for the analysis of nursing situations. The first pattern, biblical knowing, reflects the conviction that the fear of the Lord is the beginning of wisdom. Patterns two through five provide the basis for analysis that flows from biblical knowing to the personal, empirical, and ethical, finally culminating in an aesthetic response to the calls for nursing inherent in each unique nursing situation. Thus the application of the five patterns of knowing incorporates the integration of faith and learning into a critical analysis of the nursing situation that leads to creative professional nursing practice.

1. *Biblical* – authoritative knowledge derived from Scripture; includes the spiritual dimension.
2. *Personal* – encountering, reflecting, and actualizing knowledge of self and other.
3. *Empirical* – new knowledge gained in preparation for the nursing situation.
4. *Ethical* – analysis of issues and choices made in a nursing situation, including values, standards, and legal considerations.
5. *Aesthetic* – artistic representation of the wholeness of the nursing situation (Patterns 2-5 from Carper, 1978).

Service-Learning

Service-learning is a method by which students improve academic learning and develop personal skills through structured service projects that meet community needs. Service-learning builds upon students' service activities by providing them with opportunities to learn by preparing, leading, and reflecting upon their service experiences (Corporation for National Service).

Service-learning is:

- A strategy that includes a myriad of ways that students can perform meaningful service to their communities and to society while engaging in some form of reflection or study that is related to the service.

- A philosophy of education that reflects the belief that education must be linked to social responsibility and the most effective learning is active and connected to experience in some meaningful way.

- A movement that supports the various pedagogies that link community service and academic study so that each strengthens the other.

Service learning is designed to inculcate a service component into the professional nursing role of the graduate. Service learning experiences are integrated in the nursing curriculum with specific emphasis in a designated upper division course.

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CONCEPTUAL FRAMEWORK MODEL

PRIMARY HEALTH CARE MODEL

Equitable Distribution

Appropriate Technology

Multisectoral Approach

Primary, Secondary, Tertiary Prevention

Community-Based

CENTRAL CONCEPTS

RECIPIENTS

INDIVIDUAL

FAMILY

COMMUNITY

SPIRITUALITY

HEALTH

NURSING

CARING

CRITICAL THINKING

SERVICE LEARNING

KNOWLEDGE

FAITH AND LEARNING

INTEGRATING THEMES
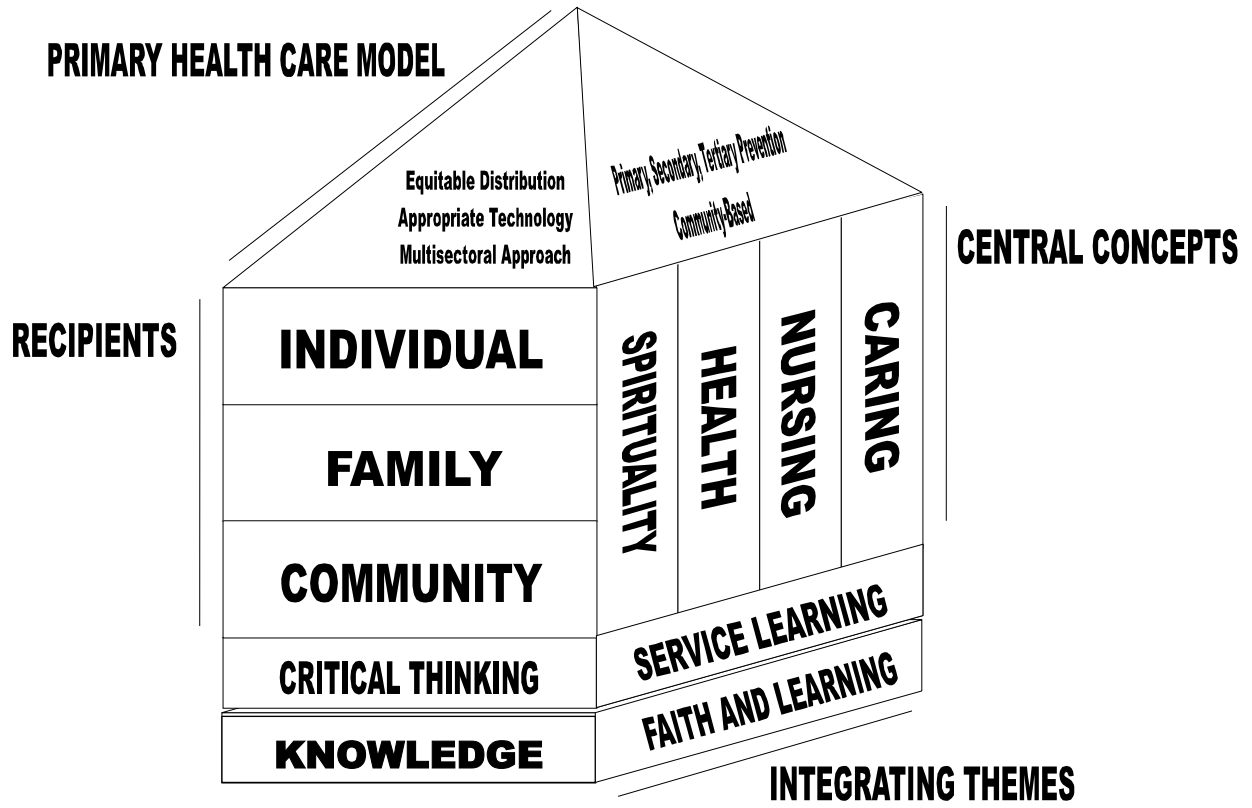
BACHELORS DEGREE CURRICULUM

Program Description

The course of study in the nursing program is designed and implemented in ways that include, yet go beyond, what is currently descriptive in nursing practice. Emphasis is placed on basic psychomotor competence as well as the knowledge and skills to use health care information systems and patient care technology to deliver safe and effective care and to make informed practice decisions.

Through the delivery of an evidence-based curriculum founded on the continuous analysis of health care trends and issues that allows the student to become a full participant in the learning process, the student is exposed to the teaching-learning process. This process provides the student with skills to form collaborative interprofessional relationships with the health care team, patients, families, and others. The teaching-learning process assists the student to integrate academic and experiential knowledge to form meaningful relationships among the intellectual, interpersonal, and technical competencies that are foundational to competent nursing care. This type of learning, coupled with the inculcation of habits of inquiry, scholarship, and independent thought and the ability to identify and incorporate research into nursing practice, will fit the graduate to engage in learning as a life-long experience and responsibility.

The Course Plan

The supporting courses for the nursing curriculum are selected from the natural and social sciences, the humanities, and general education courses. The natural sciences provide a basis for understanding humans' physiological needs and their alterations. The social sciences provide a basis for understanding humans' psychosocial needs and their alterations. The humanities enhance the learner's ability to relate to human beings. The general education requirements assist the learner as he/she seeks to become an educated person.

Generic Option

The baccalaureate program in nursing culminates in the awarding of a bachelors degree in nursing (BS). The generic baccalaureate option is **four academic years**, eight semesters in length, and leads to licensure as a registered nurse. A five-year plan has been developed for the guidance of students who wish to complete the program at a slower pace. See Appendix A for the four-year program course sequence and Appendix B for the five-year plan.

RN-BS Completion Option

The baccalaureate completion option (RN-BS) provides the registered nurse an opportunity to obtain a baccalaureate degree in nursing. The baccalaureate completion option is two academic years, four semesters, in length. *Students in either option may elect a full-time or part-time course of study.* The program consists of a sequence of professional courses in nursing supported by appropriate courses in the sciences and liberal studies. See Appendix C for the RN-BSN course sequence.

The Department of Nursing faculty reserves the right to revise, add, or delete courses as needed to maintain the quality of the nursing program.

NURSING PROGRAM DESIGN

STUDENT LEARNING OUTCOMES
Bachelor of Science Degree Program

At the completion of the program the student will be able to

1.   Act consistently to exemplify the fruit of the Spirit found in Galatians 5:22: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

2.   Apply biblical and Seventh-day Adventist Christian principles in meeting the biological, psychological, social, spiritual, and cultural needs of individuals, families, groups, communities, and populations.

3.   Critique, from the perspective of biblical faith, knowledge of the humanities, natural and social sciences, and nursing theories to develop a personal professional philosophy from which to provide nursing care.

4.   Utilize the cognitive skills of interpretation, analysis, evaluation, inference, explanation, and self-regulation when managing care for individuals, families, groups, communities, and populations.

5.   Provide clinical prevention and population health care using the levels of primary, secondary, and tertiary prevention as a care manager for individuals, families, groups, communities, and populations.

6.   Demonstrate safe delivery of nursing care and appropriate use of health care and information technology.

7.   Demonstrate knowledge of the varying contexts in which professional nurses practice, including the physical, cultural, economic, environmental, ethical, legal, health care policy and regulation, organizational, scientific, and spiritual dimensions.

8.   Establish safe and effective interpersonal relationships with clients, interdisciplinary team members, and other divisions of society having direct or indirect impact on health.

9.   Utilize patterns of knowing and the nursing process to collect comprehensive data pertinent to the provision of nursing care to assist individuals, families, groups, communities, and populations towards optimal spiritual, mental, and physical health.

10.   Assume responsibility for self-development and lifelong learning and leadership roles in the profession of nursing through participation in educational, community, and organizational activities.

11.   Develop social responsibility and a philosophy of service through service learning projects that meet community needs.

12. Demonstrate competence in collaboration with individuals, families, groups, communities, populations in designing, implementing, and evaluating plans to promote health and a safe environment.

LEVELED STUDENT LEARNING OUTCOMES
Bachelor of Science Degree Program

1. Act consistently to exemplify the fruit of the Spirit found in Galatians 5:22: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Level I
- Report reflection on spirituality using an assessment of spiritual formation.
- Choose honest biblical behavior in academic situations.

Level II
- Choose to integrate spirituality into life and work.
- Develop a code of behavior based on mature spiritual considerations.
- Commit to lifelong practice of Christian service, such as faith community nursing.

2. Apply biblical and Seventh-day Adventist Christian principles in meeting the biological, psychological, social, spiritual, and cultural needs of individuals, families, groups, communities, and populations.

Level I
- Explain the biblical basis for distinctly Seventh-day Adventist principles of health and health care.
- Incorporate biblical and Seventh-day Adventist Christian principles in the assessment, planning, implementation, and evaluation of nursing care for individuals, families, groups, communities, and populations.
- Demonstrate awareness of one's own value system and its effect on interpersonal relationships by respecting the value systems of others through non-judgmental interactions.

Level II
- Analyze health care needs of individuals, families, groups, communities, and populations in light of biblical and Seventh-day Adventist Christian principles.
- Manage nursing care for individuals, families, groups, communities, and populations based on biblical and Seventh-day Adventist Christian principles.
- Act consistently by appraising one's own value system and its effect on interpersonal relationships and by respecting the value systems of others.

3.   Critique, from the perspective of biblical faith, knowledge of the humanities, natural and social sciences, and nursing theories to develop a personal professional philosophy from which to provide nursing care.

Level I
- Identify own beliefs and values as they relate to professional practice.
- Develop a beginning personal professional philosophy as a basis for nursing practice.

Level II
- Analyze health care situations from the perspective of biblical faith and use this analysis in decision making.
- Model values that are compatible with the knowledge, skills, and attitudes of the nursing profession.
- Critique the development of a personal professional philosophy in the provision of nursing care to individuals, families, groups, communities, and populations.

4.   Utilize the cognitive skills of interpretation, analysis, evaluation, inference, explanation, and self-regulation when managing care for individuals, families, groups, communities, and populations.

Level I
- Collect systematically data that are relevant to the plan of nursing care for individuals, families, groups, communities, and populations.
- Explain rationale for nursing interventions developed for the provision of care.
- Apply knowledge, skills and attitudes from nursing and related disciplines to the provision of nursing care.

Level II
- Participate in the interpretation, analysis, evaluation, and explanation of data when providing nursing care.
- Make inferences from data collected during patient care.
- Integrate evidence, clinical judgment, inter-professional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of patient-centered nursing care.

5.   Provide clinical prevention and population health care using the levels of primary, secondary, and tertiary prevention as a care manager for individuals, families, groups, communities, and populations.

Level I
- Describe primary, secondary, and tertiary prevention.
- Identify altered basic needs for selected patients by beginning the application of the nursing process and patterns of knowing.
- Apply primary and secondary prevention in the delivery of evidence-based care to individuals, families, groups, communities, and populations in a variety of health care settings.

Level II
- Predict individual and aggregate health outcomes and health care costs based on level of prevention applied to patient situations.

- Evaluate clinical prevention and population health care interventions.
- Demonstrate skill in using the nursing process and patterns of knowing to meet needs of individuals, families, groups, and communities**.**
- Demonstrate competence in the use of primary, secondary, and tertiary prevention in the delivery of evidence-based care to individuals, families, groups, communities, and populations in a variety of health care settings.

6.   Demonstrate safe delivery of nursing care and appropriate use of health care and information technology.

Level I
- Use standards of nursing practice to deliver safe, effective nursing care.
- Select appropriate psychomotor skills for providing nursing care based on current standards of nursing practice.
- Demonstrate caring through the use of evidence-based nursing interventions at a beginning level.
- Assume responsibility for safe performance of psychomotor skills.
- Identify interventions that provide for the safety of the nurse and safe nursing care environments.
- Demonstrate appropriate use of health care and information technology in health promotion activities in a variety of health care settings.

Level II
- Integrate current health care technology in the provision of safe, effective nursing care.
- Assume accountability for the coordination of patient care by providing leadership for competent nursing practice.
- Demonstrate caring through the use of evidence-based nursing interventions at an advanced level.
- Demonstrate accountability for coordination of patient care by insuring safe practice of psychomotor skills.
- Implement interventions that show consideration of the safety of the nurse and the provision of safe health care environments.
- Demonstrate skill in the use of health care and information technology in providing nursing interventions for individuals, families, groups, communities, and populations.

7.   Demonstrate knowledge of the varying contexts in which professional nurses practice, including the physical, cultural, economic, environmental, ethical, legal, health care policy and regulation, organizational, scientific, and spiritual dimensions.

 Level I
- Recognize the multiple contexts in which nurses practice.
- Incorporate knowledge of multiple contexts in the application of the nursing process and patterns of knowing to individual and family nursing interventions.
- Identify aspects of nursing practice important for quality improvement.
- Identify legislative and policy issues that will improve nursing practice and the health care of individuals, families, groups, communities, and populations.
- Recognize resource management implications of planned nursing interventions: safety, cost and benefits, and impact on practice.

Level II

- Evaluate the impact of multiple contexts on nursing practice for individuals, families, groups, and communities.
- Demonstrate skill in the provision of nursing care from the perspective of multiple contexts for individuals, families, groups, communities, and populations.
- Analyzes quality data to identify opportunities for improving nursing practice.
- Promote the adoption of legislative and policy provisions that will improve nursing practice and the health care of individuals, families, groups, communities, and populations.
- Develop plans for nursing interventions based on the evaluation of resource management implications.

8.   Establish safe and effective interpersonal relationships with patients, interdisciplinary team members, and other divisions of society having direct or indirect impact on health.

Level I

- Demonstrate knowledge of the roles of the interdisciplinary health team members and other divisions of society having direct or indirect impact on health.
- Establish professional and therapeutic communication with patients, the interdisciplinary team, and other health related organizations through collaboration and consultation.
- Identify appropriate use of delegation in basic nursing situations.

Level II

- Evaluate the impact of the roles of the interdisciplinary health team and other health related organizations on the patient through evaluation of health care outcomes.
- Coordinate patient care based on interdisciplinary health team decisions.
- Analyze complex nursing situations to determine appropriate delegation of nursing functions.

9.   Utilize patterns of knowing and the nursing process to collect comprehensive data pertinent to the provision of nursing care to assist individuals, families, groups, communities, and populations towards optimal spiritual, mental, and physical health.

Level I

- Select appropriate data to guide the provision of nursing care.
- Use the American Nurses Association *Nursing: Scope and standards of practice* (2010) to direct nursing care for individuals, families, groups, and communities.
- Demonstrate beginning skill in utilizing patterns of knowing and the nursing process to assist individuals, families, groups, communities, and populations toward an optimal state of health.
- Apply the nursing process and patterns of knowing in the critical thinking and decision making process by identifying the outcomes of nursing care.
- Use principles of geriatric care to describe nursing interventions for aging patients.
- Consider genetic implications of nursing situations.

Level II

- Analyze data to determine appropriate nursing care.
- Assume accountability for the implementation of the American Nurses Association *Nursing: Scope and standards of practice* (2010) by self and others in the provision of nursing care for individuals, families, groups, communities, and populations.

- Demonstrate advanced skill in using the nursing process and patterns of knowing to assist individuals, families, groups, communities, and populations toward optimal health.
- Use critical thinking to analyze complex nursing situations involving individuals, families, groups, communities, and populations.
- Synthesize plans of care for nursing interventions based on principles of geriatric care.
- Integrate genetic concepts in complex nursing situations.

10.   Assume responsibility for self-development and lifelong learning and leadership roles in the profession of nursing through participation in educational, community, and organizational activities.

Level I
- Discuss the underlying concepts of the Oakwood University Department of Nursing philosophy and conceptual framework.
- Assume responsibility for oneself as an independent learner who is beginning to assimilate the new concepts, knowledge, and experiences of professional nursing practice.
- Identify the importance of lifelong learning and the advancement of the profession of nursing through educational, community, and organizational activities.
- Describe the leadership role of the nurse in basic nursing situations.

Level II
- Design appropriate nursing strategies based on the Oakwood University Department of Nursing philosophy and conceptual framework in the provision of care for individuals, families, groups, and communities.
- Assume responsibility for independent learning through the examination and selection of appropriate methodologies for professional development.
- Demonstrate commitment to lifelong learning and the advancement of the profession of nursing through educational, community, and organizational activities.
- Integrate a leadership role in complex nursing situations.

11.   Develop social responsibility and a philosophy of service through service learning projects that meet community needs.

Level II
- Demonstrate awareness of social responsibility through participation in community and organizational activities.
- Demonstrate ability to collect and use available data to identify and meet community needs.
- Demonstrate consistent commitment to social responsibility through planning, implementing, and evaluating community and organizational activities.
- Demonstrate ability to initiate data collection to identify community needs.
- Evaluate service learning experiences through structured activities including journaling and other reflective activities.

12.   Demonstrate competence in collaboration with individuals, families, groups, communities, populations in designing, implementing, and evaluating plans to promote health and a safe environment.

Level I
- Communicate with patients, families, and other health care providers in the provision of nursing care.

- Describe the concept of community participation, which includes the involvement of consumers and multiple sectors of society, in the design, implementation, and evaluation of health care.

Level II
- Partner with patients, families, and the interdisciplinary health care team in the development and implementation of nursing interventions.
- Integrate into patient care the concept of community participation, which includes the involvement of consumers and multiple sectors of society, in the design, implementation, and evaluation of health care.

Adopted 5/24/05, Revised Spring 2009; Fall 2015; Spring 2016.

Grading and Evaluation

Assignment of Grades to Nursing Classes

Nursing students are expected to maintain a performance level that demonstrates a solid foundation for critical thinking required in the professional practice of nursing.

A grade of 75% (C) is the absolute minimum passing requirement in each course. Grades will not be rounded up. Failure to achieve 75% will result in a failing course grade (C- or less).

The grading system for all nursing courses is as follows:

A = 95-100	C = 75-78	FA = failure due to absence
A- = 92-94	C- = 72-74	AU = audit
B+ = 89-91	D+ = 69-71	DG = deferred grade
B = 85-88	D = 66-68	I = incomplete
B- = 82-84	D- = 63-65	NC = noncredit
C+ = 79-81	F = 62 and below	P/U = pass/unsatisfactory
		W = withdrew

Clinical Evaluation

Nursing Performance (Clinical) – Pass/Fail

A single clinical evaluation tool is used for clinical evaluation throughout the five nursing performance courses in the generic option and the two nursing performance courses in the RN-BS completion option. Criterion-referenced performance standards are defined for student competency. Students are expected to progress towards independence as they progress through the program.

The student must achieve a minimum grade of 90% in both performance behaviors and assignments in order to pass a performance course, regardless of the average of the two. If the student fails achieve a grade of 90% in either performance behavior or assignments, a grade of 'U' Unsatisfactory will be assigned. Students are advised to read the clinical evaluation tool handout carefully at the beginning of each clinical course and seek clarification from the course instructor as needed.

- A student's clinical competence in each of the five nursing performance courses is evaluated according to written criteria and clinical course objectives that are distributed and discussed at the beginning of each performance course.
- The specific behaviors for clinical evaluation are developed as part of the total course plan and are related to the level objectives.
- Timely feedback related to clinical performance will be given to students through student-teacher conferences and corrected assignments.
- All students will be evaluated for clinical competence at mid-term and at the end of the semester in which the clinical experience is completed.
  - Mid-term and final evaluations will be discussed with each student. The original written evaluation will be placed in the instructor's course file and a copy will be given to the student.

- An evaluation statement concerning the student's clinical performance accompanies the clinical grade.
- Students are required to complete a self-evaluation at the end of each clinical course.
- If a student attends clinical and is not prepared to participate in patient care, the student's performance will be considered unsatisfactory. If written assignments are required, the student will receive a zero grade.
- Nursing students must be qualified to make safe judgments in the provision of patient care. If at any time a student demonstrates unsafe behavior, he or she will be removed from the clinical setting immediately. Inability to meet the clinical objectives of the course will result in course failure.
- If a student fails a Nursing Performance (clinical) course, an F grade will be recorded for the course. The student will be required to repeat and successfully pass the course prior to progressing to the next nursing performance (clinical) course.

Skills Competencies Tests (Check-offs)

A 90% level of competence must be achieved in campus skills laboratory performance in order to pass. Students will be allowed one attempt. Additional attempts to demonstrate competence will be permitted at the discretion of the course team.

NO GRADES WILL BE COMMUNICATED TO STUDENTS BY TELEPHONE.

Program Evaluation

All nursing students are required to participate in various aspects of the evaluation of the nursing program. As consumers of the departmental services, student opinions are greatly valued. Areas of evaluation may include the following:

1. Faculty teaching performance.
2. Faculty advisement performance.
3. Clinical teaching facilities.
4. Departmental learning environment, resources, and laboratories.
5. Program effectiveness.

ACADEMIC POLICIES

Core Performance Standards for Admission and Progression

Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor requirements. For the purposes of the nursing program, a qualified individual with a disability is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the program.

Based on these requirements, a list of "Core Performance Standards" has been developed. Each standard has an example of an activity that a student will be required to perform while enrolled in the nursing program. These standards are a part of each nursing course.

These standards should be used to assist students in determining whether accommodations or modifications are necessary for meeting program requirements. As soon as potential difficulties with meeting the Core Performance Standards are identified, students must communicate their concerns to the Department Chair-Nurse Administrator.

Determination is made on an individual basis as to whether or not the necessary accommodations or modifications can be made reasonably.

Issue	*Standard*	*Some Examples of Necessary Activities (not all-inclusive)*
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause-effect relationships in clinical situations; develop nursing care plans.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport with patients and colleagues.
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Explain treatment procedures; initiate health teaching; document and interpret nursing actions and patient responses.
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces.	Move around in patients rooms, workspaces, and treatment areas; administer cardiopulmonary procedures.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment; position patients.

Issue	Standard	Example of Activities
Hearing	Auditory ability sufficient to monitor and assess health needs.	Hear monitor alarms, emergency signals, auscultatory sounds, and cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Observe patient responses.
Tactile	Tactile ability sufficient for physical assessment.	Perform palpation, functions of Physical examination and/or those functions related to therapeutic intervention, e.g., insertion of a catheter.

_____
Adapted from: The Southern Council on Collegiate Education for Nursing.

Admission:

Students interested in admission to the nursing program must first apply to the university and be accepted. A separate application for admission to the nursing program is required. ***Admission to the university does not guarantee admission to a specific department or program.***

In addition to the application for admission to the nursing program, students in both program options must submit a personal statement and three recommendations/ references on forms provided by the department; references should be from previous employers, instructors, pastors and/or other non-family informants who have sufficient knowledge of applicant's character and qualifications.

Applications to the BS program in nursing are accepted for spring admission only. Students are admitted to the nursing program in one of two ways:
- Pre-nursing student (student admitted by the university, but not yet admitted to the nursing program)
- Transfer student

Students are admitted to the nursing program without discrimination based on age, ethnicity, national origin, religion, gender or disability.

Requirements for Generic Baccalaureate Option

Students applying to the BS program must meet the following requirements:

1. University cumulative GPA 3.00 or above on a four point scale.

2. ACT composite score of 17 or above or SAT composite score of 840 or above. Satisfactory completion of developmental courses, identified by low ACT/SAT scores, achieving a grade of C (2.00) or above. *Courses taken to remedy entrance deficiencies cannot be used to satisfy degree requirements.*

3. Demonstrated reading level at 13th grade, as indicated through diagnostic testing on the Nelson Denny Reading Test by the Center for Student Success (CSS), or other testing centers identified by the university. Students have three (3) attempts to pass this test. The first attempt is given during Orientation week. The additional two attempts are given while students are enrolled in the NU110 Introduction to Nursing course.

    o Students who fail to achieve a passing score on the first attempt must complete the remediation activities required by the Center for Student Success before making another attempt at the test. All additional attempts to pass the Nelson Denny test can *only* be made with the approval of the Department of Nursing.

4. A grade of C or better in the Pre-nursing NU110 Introduction to Nursing Course.

5. No grade less than C in the sciences (biology, chemistry) courses.

6. A cumulative score of 75% or above on the HESI Admission Assessment Exam (Reading/Comprehension, Math, Grammar, Anatomy and Physiology).

7. Successful completion of all pre-nursing course work (BI111; CH101; EN111; MA101/108; and OU101) with a grade of C or higher by the end of the fall semester prior to enrollment.

Not Eligible for Admission

Students having **two** failures (C- or less) in the hard sciences (biology, chemistry) are not eligible for admission into the nursing program.

Note: NU110 Introduction to Nursing (pre-nursing course) is not counted as a nursing course because this course is a requirement for admission into the nursing program and is also open to non-nursing majors.

Admission by Transfer

The Department of Nursing welcomes transfer students who meet the admission and progression requirements. Students must first apply to the university. ***Admission to the university does not guarantee admission to a specific department or program***. Students who wish to be admitted to the nursing program by transfer must:

- a. Complete a separate application for admission into the nursing program
- b. Provide 3 letters of reference for character and academic performance
- c. Provide a letter from the school from which they are transferring to indicate a "good standing" status.

Credit for courses taken at schools other than Oakwood University will be considered on an individual basis using the following guidelines:

1. Transfer credits for cognate courses will be evaluated by the appropriate Oakwood University department.
2. Credits for science courses in anatomy & physiology, microbiology, nutrition, and chemistry earned more than five years prior to admission will not be accepted. Applicants may choose to validate knowledge by examination or by repeating the course(s).
3. Transfer credits for nursing courses may not be transferrable and therefore, will not be accepted.

Requirements for RN-BS Completion

Admission by the university. Admission by the university. Submission of a separate application for admission into the nursing program. ***Admission to the university does not guarantee admission to a specific department or program.***

Students applying to the RN-BS program must meet the following requirements:

1. University cumulative GPA of 3.00 or above on a four point scale.

2. Current license to practice as a registered nurse in Alabama.

3. Graduated from a state-approved associate degree (ADN) program in nursing. (See prerequisite courses on page 83.)

4. Evidence of current CPR certification for Healthcare Provider from American Heart Association (AHA)

Not Eligible for Admission

Students who have a grade of (C- or less) in Chemistry are not eligible for admission into the RN-BS completion nursing program.

Credits for Science Course

Credits for the science course in Chemistry earned more than five years prior to admission will not be accepted. Applicants may choose to validate knowledge by examination or by repeating the course.

Admission Decision

The Admissions and Academic Evaluation Committee considers the following factors in its decision to accept or deny an applicant's admission into the nursing program:

- Fulfillment of the eligibility requirements as listed in the requirements for admission on pages 35, 36. The committee will decide on the acceptable criteria for students to be admitted on probationary status.

- Students who engage in misconduct that would jeopardize their professional performance as future nurses may be denied admission to the nursing program.

- Students are admitted to the nursing program without discrimination based on age, ethnicity, national origin, marital status, religion, gender, or disability.

Progression

To progress through the nursing program to graduation the student must

1. Pass a mathematics proficiency examination at the 100% level in the NU210 Fundamentals and Skills course.

2. Pass a dosage calculation examination at the beginning of **each** nursing performance (clinical) course at the 100% level. (Generic option only.)

3. Pass all required clinical skills performance assessments ("Check-offs"). (Generic option only.)

4. Earn a grade of B (3.00) or better in each required nursing theory course and a grade of "Pass" in each nursing performance (clinical) course.

5. Maintain a cumulative grade point average (GPA) of at least 3.00 - unrounded.

6. Maintain a nursing cumulative GPA of 3.00 or above for progression throughout the program. (See Appendix D for nursing GPA worksheets and examples for the generic baccalaureate option.)

7. Earn a grade of C (2.00) or better in each cognate course. Cognate courses include anatomy & physiology I & II, inorganic and organic chemistry, microbiology, nutrition, college-level mathematics, psychology, sociology, speech, statistics, and English composition.

8. Complete **_all_** previous semester and/or level courses (cognate and nursing) with a passing grade.

9. Repeat successfully all nursing and cognate courses in which the minimum grade of C (2.00) or "Pass" was not achieved. **No more than two courses in which a failing grade was achieved may be repeated, only one of which may be a nursing course.** Courses may be repeated in the following combination: one nursing and one cognate, or two cognate courses.

10. Fulfill any learning contracts specified by the Nursing Department.

11. Present annual verification of current CPR certification and tuberculosis screening.

12. Demonstrate the personal qualifications necessary to the professional practice of nursing as evaluated by the Department of Nursing faculty.

13. Successfully complete all standardized testing at the required benchmark score. Complete all remediation requirements associated with the standardized tests.

14. Achieve a score equal to 900 (80% - conversion score) or greater on each required HESI Specialty Exam at the end of the junior level in the nursing program.

A student may not progress in the nursing program if he/she:

a. Is dismissed from the program through the Disciplinary Policy
b. Fails the Math Proficiency Examination after four attempts
c. Fails the Dosage Calculation Test after four attempts
d. Does not maintain the minimum required cumulative GPA of 3.00 and the nursing cumulative GPA of 3.00. Students may not progress to the next nursing course until the required GPA is achieved
e. Fails to achieve the required benchmark score on the HESI Specialty Exams at the end of the junior level in the nursing program

Progression on Probation

Progression in the OU nursing program is not automatic. Progression on probation may be allowed for only one semester to correct a deficient GPA. The following statements are related to advancement in the nursing program under probationary status.

1. **Students must petition/appeal to progress on probation.**

2. If a student does not meet the required GPA or grade standard at the end of the probation semester, the student will not be allowed to progress in the program until the requirements are met.

3. During the course of study in the nursing program, a student can have no more than two trials of probation.

4. Students will receive a letter with the response to their petition/appeal from the Department Chair.

Progression on probation is allowed on an individual basis if **all** of the following criteria are met at the respective level of progression for the student:

Freshman fall to Freshman spring - Cumulative GPA of **2.90**; A grade of C or better in the sciences and other freshman courses.

Freshman spring to Sophomore fall - Cumulative GPA of **2.90**; A grade of C or better in the sciences and other freshman courses, and NU111

Sophomore fall to Sophomore spring - Cumulative GPA of **2.90**; Nursing GPA of **2.70** A grade of B- or better in at least 2 previous nursing courses; A grade of C or better in all GE courses.

Sophomore spring to Junior fall - Cumulative GPA of **2.95**; Nursing GPA of **2.70** A grade of B- or better in at least 3 previous nursing courses; A grade of C or better in all GE courses.

Junior fall to Junior spring - Cumulative GPA of **2.95**; Nursing GPA of **2.95** A grade of B- or better in at least 5 previous nursing courses; A grade of C or better in all GE courses.

Junior spring to Senior fall - Cumulative GPA of **2.99**; Nursing GPA of **2.95** A grade of B- or better in at least 8 previous nursing courses; A grade of C or better in all GE courses.

Senior fall to Senior spring - Students will not be allowed to progress to the final senior level on probation. Students must have a cumulative GPA of **3.0** and a nursing GPA of **3.0**.

*If probation is granted, the student is required to meet with the Retention Coordinator to develop a "Plan for Success". *

Readmission

Readmission is not automatic, and must be approved by the Admissions and Academic Evaluation Committee. Application for re-entry after an absence of more than one calendar year will be evaluated on an individual basis.

The Admission and Academic Evaluation Committee will review the student's application and academic record and will make a recommendation to the nursing faculty with regard to readmission. If readmission is approved by the faculty, an individualized schedule of readmission requirements will be provided for the student. If the student agrees to comply with the readmission requirements, he/she must write and sign a letter of intent.

Courses completed prior to the semester in which the student left the program will be accepted if the course objectives have remained essentially the same. If major content revision has occurred, the student will be required to audit or retake the course. A readmitted student may audit nursing theory lectures prior to the readmission semester to update knowledge, depending on course availability.

To be considered for re-admission to the nursing program, the student:

1. Must submit an application for readmission to the program <u>one semester prior to the planned date of re-entry.</u>

2. Must submit a detailed letter of request explaining why he/she should be considered for readmission.

3. Must have a cumulative GPA of 3.00 – unrounded (on a 4.00 scale).

4. Must comply with the nursing program policies applicable to the year in which they are readmitted, and are bound by the requirements stipulated in the current Oakwood University bulletin.

5. Must not have more than one failure in nursing or two failures in cognate courses. Students will not be eligible for readmission if they have failed two nursing courses and more than two cognate courses.

6. Must validate and demonstrate clinical competencies/skills of previous nursing performance courses prior to resuming the nursing performance course schedule. If the student does not show competence in performing nursing skills, the student will not be allowed to advance to the new nursing performance course.

- A learning contract and mandatory skills remediation must be successfully completed in order for the student to begin the next nursing performance (clinical) course.

7. Must adhere to the health regulations and CPR requirements, and present verification of current CPA certification and TB screening prior to resuming the nursing performance/clinical course schedule.

8. Must be prepared to appear in front of the Admissions/Evaluation Committee, with a detailed plan to assure his/her success.

9. Must validate knowledge of content in previous nursing courses through testing.

Students whose progress in the program has been delayed for any non-academic reason (e.g. unprofessional behavior, and/or a breach in academic or personal integrity) will be considered for readmission on an individual basis by the Department Chair/Nurse Administrator, faculty, and upon recommendations of the Admissions/Evaluation Committee. The reason for delay or dismissal, academic performance, and other relevant information will be reviewed and considered for making the final decision.

Not Eligible for Re-Admission

Students having **two** failures in previous nursing courses or more than two failures in cognate courses are not eligible for re-admission into the nursing program. The first nursing course in the program is NU111 Health Promotion and Environmental Health.

Completion

Generic Option

Oakwood University Department of Nursing will consider students for graduation from the nursing program and for the conferral of a Bachelor of Science degree when they have met the general requirements for graduation in addition to the following:

1. Complete the number of semester hours of credit required in their program of study.

2. Complete the prescribed course of study (see University *Bulletin*) for the degree with minimum required cumulative and nursing GPAs.

3. Achieve a grade of B (3.00) or better in each nursing course, and a C grade in each cognate course, and Pass in each Nursing Performance course.

4. Show satisfactory performance on standardized tests (remedial work or a delay in graduation is required if satisfactory performance levels are not achieved).

5. Fulfill any remedial contracts.

6. Pass the departmental exit examination.

7. Demonstrate the personal qualifications necessary to the professional practice of nursing as evaluated by the faculty of the Department of Nursing.

Students in the generic option must graduate in order to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The RN license may be denied where there is failure to show good moral character as it pertains to nursing, including but not limited to conviction of a felony, abuse of or addition to alcohol or drugs, and theft of drugs. The decision as to whether the applicant is of good moral character is at the discretion of the State Board of Nursing.

RN Completion

Students in the RN-Completion option are expected to complete the program within five academic years. Students who do not complete their program of study within this time-frame will be required to complete a new plan of study in consultation with the faculty that may include validation of prior learning, repetition of previous courses, or other individual learning activities as directed by the faculty. The faculty may also determine that the student is no longer eligible to remain in the nursing program.

Graduation Preparation

To prepare for graduation and the NCLEX-RN examination, the student should complete the following activities:

1. Secure an application for graduation and final year schedule from the Registrar; get the assistance of his or her advisor in completing it; and submit completed forms to the Department Chairperson who will return it to the Records Office.

2. Contact recruitment or human resource offices of potential employers to schedule interviews.

3. Maintain a minimum cumulative GPA of 3.00 or higher and a nursing GPAs as required for each year of the program higher

4. Pass the departmental exit examination with a score of 900 or higher.

5. Attend senior class meetings participate in nursing class meetings and planning for Pinning Service.

6. Order nursing pin. Students who have completed all degree requirements by the end of the Fall semester are eligible to participate in the Pinning Service.

7. Make plans to pay for graduation expenses.

8. Make plans to attend a formal NCLEX-RN review course.

9. Send an application to the State Board of Nursing for the state in which you wish to take the licensing examination and to the National Council of State Boards of Nursing. The National Council Licensure Examination for the Registered Nurses (NCLEX-RN) is a computer adaptive test (CAT) given in all 50 states.

Student Assessment

Examination Policy

Students are expected to be present and on time for each scheduled examination. ***If personal illness or family emergency occurs, students must contact the instructor prior to the scheduled examination to reschedule the examination. The examination must be rescheduled at the earliest possible time within one week after the originally scheduled examination date.*** The examination will be proctored and timed. If the student does not take the make-up exam on the rescheduled date, the grade for that exam will be a zero.

Students are not allowed to leave the examination room until they have completed the examination.

Students are not allowed to bring books, notes, computers, calculators, cell phones, or pagers to examination rooms, except as directed by faculty, e.g., for an open-book examination.

The instructor has the right to refuse to allow students who are tardy to sit for quizzes or examinations or to reduce the quiz or examination grade at his/her discretion, whether or not this stipulation is noted in the course syllabus. For example, a student entering 15 minutes late for an exam may be allowed to take the exam with no additional time, or may need to reschedule, or may have points deducted from the test score.

Examination Review

All examination questions and rationales for answers will be reviewed with students as soon as possible after all students have completed the examination. If the student finishes the examination and leaves the classroom before the class period is over, the student is expected to return when the instructor begins the review of the test or resumes other classroom activities. Students are given an opportunity to review examinations with course instructors on an individual basis by appointment.

No examination booklets or answer sheets will be given to students for review except in the presence of a faculty member. Examination booklets and answer sheets may be retained by the instructor at his/her discretion.

Assignments

Written assignments are critical tools for both learning and evaluation of progress. Deadlines for assignment completion are expected to be met. The consequences of failure to complete written assignments within the designated time limits are published in course syllabi.

Math Proficiency Examination Policy

Safety of the patient is paramount in nursing practice. All generic nursing students will be required to take a timed mathematics proficiency examination during NU210 Fundamentals & Skills. Students will be offered four attempts on the mathematics proficiency examination.

The following policy governs the math proficiency examination in NU210 Fundamentals and Skills

1. If the student fails to achieve 100% on the first attempt to pass the math proficiency examination, the student will be notified and a second test will be scheduled. Remediation in math will be available to the student.

2. If the student fails to achieve 100% on the second attempt, a letter of warning will be sent to the student. The student will be given four additional school days to take a third test.

3. If the student fails to achieve 100% on the third attempt, the status of math probation* will be assigned. The student will be given two additional school days to take a fourth test.

4. If the student fails to achieve 100% on the fourth attempt, he or she will be asked to withdraw from the NU210 course. The student must repeat the course the next time it is offered. Progression will be delayed accordingly.

5. If the student repeats NU210 and fails to achieve 100% on the fourth attempt, the student must withdraw from the program.

Dosage Calculation Testing Policy

The following policy applies to the dosage calculation examination:

A dosage calculation examination will be given at the beginning of each nursing performance (clinical) course. Passage at the 100% level is a course requirement. Students will be offered four attempts on the dosage calculation test.

Students will not be permitted to attend any clinical rotation where the preparation or administration of medications is required until 100% is achieved.

If a student fails to achieve 100% on the first dosage calculation test at the beginning of a nursing performance course, the following action will be taken:

1. A letter of warning will be sent to the student. The student will be given three additional school days to take a second test. Remediation will be available for the student.

2. If the student fails to achieve 100% on the second attempt after completing the remediation requirements, the status of math probation* will be assigned. The student will be given two additional school days to take a third test.

3. If the student fails to achieve 100% on the third attempt, he or she will be given one last chance to complete the test. The test date will be arranged by the instructor. Remediation will continue during this time before the final attempt is completed.

4.   If the student fails to achieve 100% on the fourth attempt, he or she will be asked to withdraw from the Nursing Performance (clinical) course. The student must repeat the performance course the next time it is offered. Progression will be delayed accordingly.

5. When the nursing performance (clinical) course is repeated, if the student fails to achieve 100% on the fourth attempt, the student must withdraw from the program.

*Assignments of math probationary status are cumulative throughout the program. Two assignments of math probationary status will result in Step III of the disciplinary process (see Disciplinary Policy)

Standardized Testing Policy

Students are required to take standardized tests throughout the program. These examinations provide data that are used to assist the individual student and to improve the quality of the program as a whole. Students are responsible for the some of the examination costs. Failure to take the tests as scheduled will delay the student's progression in the program.

The Department of Nursing utilizes the Health Education Systems Incorporated (HESI) testing and NCLEX Preparation online based modules to facilitate the success of its students for entry into professional nursing practice. All nursing students are required to take HESI Specialty Examinations at the end of selected nursing courses (see table below). Students are required to take these standardized specialty examinations to assess mastery of content in the appropriate specialty. Feedback reports provide the student with focused areas for review, remediation, and test-taking tips to increase students' success. Students are responsible for completing assigned HESI modules throughout the nursing program.

1. Students must participate in the testing and remediation program of the Health Education Systems Incorporated (HESI) as administered throughout the program.

2. The cost of the HESI program will be added to the student's account over at least six semesters or more.

3. Transfer students must complete all HESI tests and modules that are required in the nursing program.

4. Students will be required to complete a specified number of computerized test items during each semester of the program from the sophomore through the senior year of the program. Students will be allowed three attempts on each HESI Specialty Exam.

5. Students will be allowed only three attempts to pass the HESI Specialty Examinations. The first two administrations of the HESI Specialty Examinations will be funded by the Department of Nursing. The student will be charged for the third administration of the HESI Specialty examination(s). ***Payment for repeat examinations must be made in full prior to the scheduled examination date.***

6. Prior to taking each HESI Specialty Exam, students are required to complete the Practice examination and quizzes independently. These should be repeated until a 90% correct or better score is achieved in order for the student to be successful at the time of the HESI Specialty Exam. (The student must wait 48 hours between attempts if 90% is not achieved and use this time to complete the HESI remediation).

7. Student must submit a "Student Transcript" to the instructor as the "ticket" to take the HESI Specialty Exam at the end of the semester. The transcript is a print-out of remediation activities.

8. Grading for HESI Specialty Exams will be based on the achievement of levels of proficiency as indicated by HESI. The required scores will be indicated on the relevant course syllabi as follows:
> Students scoring ≥ 1050 will receive a grade of 95%
> Students scoring 1000 - 1050 will receive a grade of 90%
> Students scoring 950 - 1000 will receive a grade of 85%
> Students scoring 900 - 949 will receive a grade of 80%
> Students scoring 875 - 899 will receive a grade of 75%
> Students scoring less than 875 will receive a grade of 70%
>
> All students achieving a score below 875 on HESI Specialty Exams, will be required to participate in an individualized remediation program. Students' work will be reviewed prior to administration of the 2nd HESI retake.

If a student does not make a passing score on the 2nd and 3rd attempts, the student will be required to complete an intense remediation plan.

9. If a student does not achieve a score of 900 or above after three attempts on the HESI Specialty Exams given during the junior year at the end of NU339 and NU332, the student will not be able to progress to the senior level in the nursing program.

Listed below are the required Standardized Tests and the associated courses.

YEAR	TESTS	ADMINISTERED
Freshman/Pre-admission	Nelson Denny Reading Test HESI Admissions Assessment A[2] Exam	Pre admission Pre admission
Sophomore	HESI Fundamentals Exam	During and at end of NU211
Junior	HESI Pharmacology Exam HESI Medical Surgical Nursing Exam HESI Psychiatric/Mental Health	At end of NU339 At end of NU339 At end of NU332
Senior	HESI Maternity Nursing Exam HESI Pediatric Nursing Exam HESI Exit Exam	At end of NU412 At end of NU 409 During and at the end NU421
Graduates	NCLEX-RN(in state of choice; Fees range from $300-500)	After completion of degree

- Nelson Denny Reading Test: This test is given to pre-nursing students and applicants to the nursing program. A score of 13th grade reading or above is required for admission
- HESI Admissions Assessment A[2] Exam: This test is administered to pre-nursing students to assess the academic and personal readiness of prospective students in the health science fields. Basic skills in areas of anatomy & physiology, reading comprehension, math, and grammar are tested. Learning styles, and personality profile are also assessed.
- Sophomore, Junior, and Senior HESI Tests: Critical thinking as well as other areas are tested at these levels. These exams enable students to evaluate their knowledge against baccalaureate students throughout the United States. The exams give students feedback regarding areas in which further study is necessary. The scores are also used for course content evaluation and curriculum revision.

Exit Examination Policy

The Exit Examination assesses knowledge of nursing concepts and readiness for the NCLEX-RN examination.

The Department of Nursing will pay for the first administration of the HESI exit examination. The student will be charged for any repeat examinations. **Payment for repeat examinations must be made in full prior to the scheduled examination date**.

Passing a departmental exit examination is a requirement for graduation from Oakwood University. Each department is mandated to select or construct an examination for this purpose. The exit examination is a comprehensive evaluation designed to assess the acquisition of integrated disciplinary knowledge that is not covered in any specific course in the curriculum. ***Accordingly, it is possible to pass required courses and yet fail the exit examination.***

1. The exit examination currently in use is the HESI E^2.

2. The minimum passing score on the exit examination is 900. **No scores will be rounded up.**

3. **Students will not be allowed to sit for the exit examination until all baccalaureate program requirements are completed, excluding the senior spring semester courses for which the student is enrolled. The senior spring semester courses must represent the completion of the baccalaureate program.**

4. In order to be eligible to sit for the exit examination the student must achieve the required score on junior level HESI Specialty Exams, and has advanced to the senior level in the nursing program.

5. Students will have four attempts during the spring semester during the NU421 Nursing Seminar course to take the HESI E^2 Exit Examination. The first administration of the exit examination (HESI E^2) may be scheduled early in the spring semester of the senior year in nursing.

6. After the first failure of the exit examination, the student *will be required to meet with the Retention Coordinator* to complete a HESI-NCLEX Preparation Contract to meet graduation requirements. Each contract will be individually tailored to the student's needs based on the review areas on the HESI Exit examination report. The contract will indicate a completion deadline before the next HESI attempt. (*Addendum*)

   Students must meet with an assigned nursing faculty to review content as stipulated in the contract on a weekly basis before the next attempt of the HESI Exit Examination. Students **must** retake the examination on completion of the HESI-NCLEX Preparation Contract.

7. If a student fails the examination on the second attempt, he/she **must** enroll in a remediation course approved by the Department of Nursing.

   All students are required to enroll in the *8-week* NCSBN-NCLEX RN review as a part of the NU421 Nursing Seminar course for preparation to pass HESI and NCLEX. (*Addendum*)

Students may seek additional help on their own by enrolling in other NCLEX Reviews approved by the Department of Nursing.

Courses that are approved for this purpose at present are the Kaplan NCLEX-RN Complete, the Kaplan NCLEX-RN Complete Online; HESI-Saunders NCLEX-RN Review, and the Hurst Review live or online. An approved testing platform Elsevier Adaptive Quizzing afford students the opportunity to hone in on weak areas and practice NCLEX-type questions. The remediation course must be completed prior to the end of the spring semester.

8. The student must provide an official report of satisfactory completion of all requirements and recommendations for the selected review course and a final evaluation score(s) within the passing range for the course in a format specified by the Department of Nursing. Students who select the Hurst Review must achieve a passing score on an assessment specified by the Department of Nursing.

9. If a student fails the HESI Exit Examination after the third attempt, the remediation plan started in Step 7 will continue up to the next attempt of the examination. The student must report completion of assigned remediation modules before the next attempt on the HESI Exit Examination is done.

10. If the student fails the exit examination after the four attempts offered during the spring semester, the student must apply for an Incomplete (I) grade. An Incomplete grade will be recorded for NU421 Nursing Seminar upon the students' request.

11. After four failed attempts on the HESI Exit Examination, the student **will be allowed to repeat the exit examination two more times during the summer months totaling six attempts.** The student must research the availability of Prometric Testing Centers in their state of choice/residence to take subsequent examinations. The student must send this information to the Department of Nursing. A plan for remediation *must* be completed before each subsequent attempt on the HESI.

12. The maximum number of attempts allowed for the HESI Exit Examination is eight as follows:

    o **Four** administrations of the HESI E^2 exit examination are given during the spring semester while taking the NU421 Nursing Seminar course.
    o **Two** attempts will be allowed during the summer to take the HESI E2 exit examination if the student does not make the required score in the spring semester.
    o **Two** additional attempts will be allowed if the student has to repeat NU421 the next spring.

Research shows that after six attempts, scores plateau. The Department of Nursing upholds the number of attempts allowed per HESI research findings. If the student

does not successfully pass the HESI after six attempts, up until the first six weeks of the fall semester, the Incomplete (I) will change to a failing (F) grade.

13. Repeat examination dates and times will be posted and sent to students via email. Students must sit for repeat examinations at the scheduled dates and times. **No exceptions to the scheduled places, dates and times will be allowed.**

14. If the student passes the HESI Exit Examination on any of the repeat administrations of the examination cited above, a passing (P) grade will be recorded for NU421 Nursing Seminar.

15. Students who do not successfully complete the nursing program due to failure of passing the NU421 Nursing Seminar course will be required to repeat NU421 in the following spring semester *if this is the first failed nursing course*. During this time, students will be given two additional attempts to pass the HESI Exit Examination in the NU421 course. *If this is the second failure in a nursing course, the student will be dismissed from the nursing program. (Addendum)*

16. If a student fails to achieve the required benchmark score on the HESI Exit Examination after the final two attempts during the NU421 Nursing Seminar course, the (F) grade will remain, and the student will be dismissed from the nursing program.

Remediation Policy

Remediation is intended to help the student make up deficiencies in nursing competencies and/or knowledge. The remediation process may be implemented any time an area of weakness is identified.

The remediation process may consist of, but is not limited to:

A.   LEARNING REFERRAL

1. When a student has areas of difficulty that can be remediated by work in the audio-visual/computer laboratory or clinical skills laboratory, a referral by the instructor will be initiated.

2.   A completion deadline will be established by the course instructor(s).

3. It is the responsibility of the student to complete all requirements specified in the learning referral.

4. If the referral is not completed as designated, the disciplinary process may be implemented.

B.   REMEDIAL CONTRACT

1. When significant areas of weakness are identified the faculty member will initiate a remedial contract with the student. Weak areas may be indicated by:

a. clinical performance
b. competency performance
c. theory grades
d. HESI exams
e. other evaluative methods

2. Goals for improvement and prescribed remediation activities will be established. Such activities may include:

a. review of audio-visual material
b. review of theoretical content
c. completion of nursing practice review items/HESI Case Studies, Quizzes
d. practice in the clinical skills laboratory

3. A completion deadline will be determined by course instructor(s). It is the responsibility of the student to make the necessary appointments to fulfill the contract.

4. The course instructor(s) and the student will discuss and sign the remedial learning contract. Copies of the contract will be given to the student and other appropriate resource persons, and one placed in the student's file.

PREPARATION CONTRACTS

HESI Preparation Contract

1. As a means of preparing students to pass the HESI Exit Examination and eventually take the NCLEX-RN, those with identified weak areas will be given an HESI Preparation Contract during their final semester. Weak areas are identified by one or more of the following:

a. nursing course grades
b. nursing GPA
c. HESI examination scores
d. department predictions of the NCLEX-RN

2. Specific weak areas will be identified and goals for improvement established.

3. Required preparation activities will include, but not be limited to:

a. student preparation of written schedule of activities and study habits.
b. review of HESI remediation materials including audio-visual materials.
c. completion of NCLEX-type questions in specified areas.

4. A completion deadline will be set, the contract reviewed with the student, and appropriate signatures obtained.

Satisfactory completion of prescribed remediation is required for progression and/or graduation. Failure to fulfill any remediation contract in the specified manner and/or time will result in implementation of the disciplinary process.

NCLEX Preparation Contract

Success on the NCLEX-RN exam is dependent upon systematic study and practice of NCLEX-style questions. In order to be successful on the NCLEX, each student is encouraged to review content from all nursing courses systematically. A goal of the Department of Nursing is to assist each student to attain success on the NCLEX. This process entails identifying current potential for success and any areas needing additional study and/or review.

An NCLEX Preparation Contract may be required to meet program completion requirements. Each contract will be individually tailored to the student's needs for preparation for NCLEX and will indicate a completion deadline in relation to the student's initial NCLEX test date. NCLEX Preparation Contracts will be given to senior students who have successfully achieved the required benchmark on the HESI Exit Examination.

Fulfillment of an NCLEX preparation contract with intense focus and preparation activities facilitates student success on the NCLEX.

Disciplinary Policy

The disciplinary process is intended to help the student identify and correct unacceptable behavior and to promote a higher standard of professionalism. Disciplinary action is used to maintain a positive learning environment and safe clinical practice.

There are four steps in the disciplinary process, which can be implemented at any time throughout the program. The process may begin at any step depending on the circumstances and behavior. The four steps are:

Step I   Documentation
Step II   Warning
Step III   Probation
Step IV   Dismissal

Implementation of the disciplinary process is necessary following unacceptable behavior or noncompliance with university or departmental policies. Documentation of such behavior is cumulative and is maintained throughout the student's progress in the nursing program. Documentation will include:

1. A description of the incident and/or behavior.

2. Action taken, e.g., step in the disciplinary process.

3. Implications if the same or equally unacceptable behavior occurs in the future.

4. Goals for improvement.

5. Student response.

6. Signatures and date.

Step I—Documentation

Documentation is initiated following unacceptable behavior or noncompliance with university or departmental policies. This includes, but is not limited to:

1. Late submission of any course assignment.

2. Failure to keep any appointment.

3. Unexcused class or clinical laboratory tardiness or failure to make proper arrangements for an excused tardiness.*

4. Unexcused class or clinical laboratory absence or failure to make proper arrangements for an excused absence.

5. Exhibiting a negative or unteachable attitude.

6. Disruptive behavior.*

7. Inappropriate attire and/or appearance in class or clinical laboratory.

8. Inadequate application of psychomotor skills.

9. Inadequate application of interpersonal skills.

10. Soliciting or receiving tips from patients.*

Depending on the circumstances, this behavior may be grounds for immediately placing the student at Step II of the disciplinary process

Step II—Warning

Warning may occur following:

1. An accumulation of any three documents for unacceptable behavior or noncompliance with established policies.

2. An unexcused clinical or on-campus laboratory absence or failure to make proper arrangements for an excused absence.

3. Failure to complete required remediation in the specified manner and/or time (see Remediation Policy).

4. A breach of confidentiality.*

5. Any act of dishonesty.*

6. Failure to render safe nursing care for any reason.*

7. Failure to follow established guidelines, procedures, and protocol of a clinical facility.

Depending on the circumstances, any one of these behaviors may be may be grounds for immediately placing the student at Step III, or Step IV of the disciplinary process.

Step III—Probation

Probation may occur following:

1. An accumulation of any two documents for unacceptable behavior or noncompliance with established policies after Step II—Warning.

2. An unexcused clinical or on-campus laboratory absence or failure to make proper arrangements for an excused absence after Step II—Warning.

3. Failure to complete remediation in the specified manner and/or time after Step II—Warning (see Remediation Policy).

4. The assignment of math probationary status in two separate semesters (see Dosage Calculation Testing Policy).

5. A breach of confidentiality.*

6. Any act of dishonesty.*

7. Failure to render safe nursing care for any reason.*

Depending on the circumstances, any one of these behaviors may be grounds for immediately placing the student at Step IV of the disciplinary process.

Step IV—Dismissal

Dismissal may occur following:

1. An accumulation of any one documentation for unacceptable behavior or noncompliance with established policies after Step III Probation.

2. Failure to complete remediation in the specified manner and/or time after Step III Probation (see Remediation Policy).

3. The assignment of math probationary status in three separate semesters (see Dosage Calculation Testing and Remediation Policies).

4. A breach of confidentiality.

5. Any act of dishonesty.

6. Failure to render safe nursing care for any reason.

7. Behavior deemed by the faculty to be contrary to departmental expectations for the practice of Christian professional nursing.

8. Failure to complete the nursing program.

Faculty Obligations

1. The course instructor(s) will determine the appropriate disciplinary status of the student in consultation with the Department Chair.

2. The student will be informed of the decision and in conference and by letter.

3. In cases of Step III Probation or Step IV Dismissal, the course instructor(s) and/or Department Chair will inform the student of the decision in conference and by letter.

4. Documentation of disciplinary action will be retained in the student's file.

Student Records

A confidential file for each student is maintained in the Department of Nursing Office. Only department faculty and the department secretary have access to such files. Student office assistants are not allowed to handle student records or confidential student course materials such as examinations.

Files are created when a prospective student applies for admission to the nursing program and are maintained through graduation and for five years after graduation in the department office. Files of those who have graduated more than five years ago may be transferred to university archives. Files of students who do not complete the program will be destroyed five years after the last date of enrollment. Files of prospective students who do not pursue the application process in a timely manner will be destroyed after two warning letters have been sent.

Clinical Experience

Clinical Practicum

The clinical practicum is designed to provide a progressive sequence of selected experiences concurrent with theory. The practicum provides an opportunity for the student to apply theoretical knowledge to clinical nursing situations.

On the day preceding the clinical practicum at the hospital, the student may receive assignments. Each student must demonstrate **adequate** preparation for the care of his or her client. Practicum days include pre-conference, clinical practicum, and post-conference. Pre-conference is the time for the student and instructor to go over written plans and other materials related to the client care. The clinical practicum provides opportunity to assess, plan, implement, and evaluate client care. **Client safety is the primary consideration**. In the post-conference, students are expected to share their experiences, to engage in problem solving, and to actively discuss problems and solutions encountered in client care.

One of the objectives of the clinical practicum is to prepare the student for the occupational role of nursing. In accordance with this, attitudes exhibited by the students in the clinical area are important parameters in nursing and will be considered in ascertaining clinical grades. An attempt will be made to respond to individual needs expressed by the students in relation to the objectives set for the course in order to emphasize and further develop responsibility for self directed activity.

Clinical practicum performance will be evaluated according to specific criteria that comply with accepted standards of care as established by the local agency, the Alabama State Board of Nursing, and the Oakwood University Department of Nursing.

Safe Practice Policy

Nursing, in contrast to many other academic areas, is a practice discipline. In nursing, the principles of patient care are taught in the classroom and applied by students in practice learning situations. These include caring for clients in clinical settings under faculty supervision.

Inherent in this practice are the rights of clients. Every client has the right to the services of a reasonably competent nurse and the right to expect from nursing students the same standard of care that he or she would receive from a registered professional nurse performing similar activities. This includes protection from unsafe behavior.

Learning and integrating safe practice techniques into clinical practice is essential to the student's progression through the nursing academic program and to the student's being allowed to continue in the Department of Nursing academic program. A determination made pursuant to this policy that a student has engaged in unsafe practice in the clinical setting may result in dismissal from the Department of Nursing.

Unsafe practice is defined as behavior that threatens, or has the potential to threaten, the safety of a patient, another student, a faculty member, or other health care provider in a clinical practice setting that is part of a student's academic program. This policy applies to all students enrolled in

the Department of Nursing. In the administration of this policy the confidentiality of the parties will be protected insofar as possible. This policy does not apply to academic dismissal for reasons other than unsafe clinical practice.

STUDENTS SHALL NOT REPRESENT THEMSELVES AS NURSING STUDENTS OR ENGAGE IN PATIENT CARE AS NURSING STUDENTS EXCEPT AS PART OF AN ASSIGNED, PLANNED LEARNING ACTIVITY IN A PRACTICE SETTING INTEGRAL TO THE CURRICULUM.

Readiness for Clinical Experience

During the semester prior to the first clinical course the student must submit the following:

1. Evidence of a physical examination completed within the last year that includes the following: TB skin test or chest x-ray results, MMR (measles, mumps, rubella vaccination or positive titers; varicella vaccine or positive titer (history of disease does NOT exempt students from providing proof). Hepatitis B vaccination is optional.

2. Evidence of current CPR certification.

3. Evidence of health insurance.

Inclement Weather

On clinical days, clinical practicum will be canceled if the city schools are closed. Otherwise, the Department of Nursing will follow the policy of the university. In the event clinical experiences are canceled due to inclement weather, the student should call the course instructor if he/she has questions or concerns.

Credit Hour to Clock Hour Policy

Lecture   1 credit hour = 1 clock hour (50 minutes)

Clinical Laboratory   1 credit hour = 4 clock hours

Campus Laboratory   1 credit hour = 8 clock hours

Seminar   1 credit hour = 2 clock hours

STUDENT RIGHTS, RESPONSIBILITIES AND OPPORTUNITIES

The student's role in the learning process is important, because program success is dependent on both motivation and ability. The student has a major responsibility for achieving learning outcomes, an important part of the professional development process.

Student's Role in the Learning Process

Concepts of Learning	Role of the Educator	Role of Student
1. Occurs in many ways.	Provides variety of learning options.	Seeks opportunity.
2. Enhanced by motivation.	Provides goal directed stimuli and positive reinforcement based on objectives.	Identifies and clarifies goals.
	Allows time for learning before evaluation is done.	
	Designs appropriate learning experiences.	
	Advisement/counseling and clarifying goals.	
3. Results in change of behavior.	Manipulates learning experiences.	Accepts roles as learner; carries out assignments.
4. Continuous with progression.	Provides open communication.	Actively participates in communication process.
5. Includes transfer principles.		Actively participates in self-evaluation. Responds productively to constructive criticism.
6. Includes effective behavior.		
7. Environment affects learning.	Stimulates critical thinking.	Stimulates own development through sense of inquiry. Self-actualization.

Health and Regulatory Requirements

Students must have a physical examination prior to the first clinical course and every year thereafter that shows they possess reasonable good health. Physical disabilities that render the student unable to provide safe nursing care will delay the student's progression in the nursing program. This requirement is intended to safeguard the health of both students and clients, and is required by clinical facilities. Students may have the physical examination performed by any licensed physician or Certified Registered Nurse Practitioner. A record of the examination must be submitted to the Department of Nursing.

The completed Health Certificate and Immunization Compliance Record must be submitted to the Department of Nursing no later than August 25th of each year. All immunizations must be complete. Immunization requirements include

- MMR (Measles, Mumps, Rubella): proof of two immunization or positive titers.
- DT (Diphtheria, Tetanus): within the last 10 years.
- Varicella (Chickenpox): either a titer or proof of immunization. History of disease does NOT exempt the student from providing proof.
- Hepatitis B: proof of three injections

Consent/Refusal of Hepatitis B Vaccination
Although it is not a requirement, students are encouraged to complete the series of injections to immunize them against Hepatitis B. Students must submit the Consent/Refusal of Hepatitis B Vaccination form whether or not they choose to have the injections.

TB (Tuberculin) Screening

Students must submit evidence of a current tuberculin test (PPD).

- Students who have a negative PPD must have a second PPD within three weeks to confirm non-reactive status. Two PPD tests are required only for the initial PPD screening, unless otherwise requested by the health care provider. After the initial TB screening, a PPD test must be completed annually

- Students who have a positive PPD must show documentation of a chest x-ray as well as any required follow up. After the first year, students must submit a TB symptom check list from a licensed heath care provider annually. An additional chest x-ray will only be required under any of the following conditions:
  - an x-ray is recommended by a licensed health care provider
  - the student exhibits symptoms of active TB disease

Any identified health condition that presents a health risk or safety concern for the student or the patient will be discussed with the student. A special contract stipulating program modifications and student responsibilities to maintain safety may be required.

Students may not attend clinical activities when:

1. experiencing the acute phase of a communicable disease.
2. under the influence of alcohol or any substance or medication which affects motor functioning and/or cognition.

3. physically or mentally unable, for any reason, to concentrate on clinical concerns and provide safe patient care.

Failure to meet any of these standards will result in faculty review and possible program dismissal.

Students are not permitted to attend clinical experiences while in the active and acute phase of common communicable diseases transmitted primarily via airborne methods (influenza, pneumonia, chicken pox, shingles, etc.). Students diagnosed with conditions which are generally transmitted via direct contact, i.e., staphylococcus "carrier," hepatitis "carrier," tuberculosis "positive," and all sexually-transmitted diseases including herpes and HIV/AIDS, may continue in the program with **certain provisions.** The following policies apply specifically to issues related to contact communicable diseases:

1. No applicant will be denied program admission based on diagnosis of a communicable disease, providing the student is capable of achieving program objectives within the limitations of that disease.

2. Routine screening of students for communicable diseases other than tuberculosis is not required. The students are encouraged to complete the first two doses of Hepatitis B vaccine by the fifth week of the first semester of the nursing program. The third dose should be completed within five months after the initial dose. The student must assume responsibility for the cost of any treatment. Students who decline Hepatitis B vaccine must complete a written waiver that may be obtained from the department secretary.

3. The university and the department are legally and morally obligated to assure that nursing students provide safe care to patients they encounter in clinical facilities. Students with known communicable diseases or who are HIV positive are required to see the Department Chair. Confidential modification of procedures may be possible so the student may perform safely in the clinical area without risk of exposing the nature of the disease or condition. The nursing program relies upon the integrity of each student to comply with this requirement, with the assurance that this knowledge will not be shared or used as a factor in the student's disfavor.

4. In the first clinical course students will be introduced to universal precautions designed to prevent the transmission of communicable diseases. Thereafter, curriculum content related to the implications of caring for patients with communicable diseases will be integrated into nursing courses where appropriate.

5. As students are assigned to a variety of clinical settings, they may be exposed to patients who have communicable diseases or the potential to develop such diseases. Students may not discriminate in their provision of nursing care by refusing to be assigned to these patients, with the following exception: students will not be required or allowed to provide nursing care to people diagnosed with AIDS or who are HIV positive with symptoms prior to studying this condition in class. This exception does not include patients who are HIV positive without symptoms. Refusal to provide nursing care based on intentional discrimination of any type will result in nursing faculty review and possible dismissal from the program.

6. In case of a student's pregnancy, the decision as to whether the student will remain in the program will be made by the attending physician/certified midwife and the student.

Background Checking and Drug Screening Policy

Students must comply with the current background checking policy of the Department of Nursing and assume the costs of such procedures. Students must comply with the substance abuse policies of the Department of Nursing and of any health agency in which the student has clinical experience. This includes pre-admission and random drug screening at the request of the Department of Nursing or the agency or if the student exhibits behaviors indicative of substance abuse in class, during a clinical experience, or at any other time. Students must be willing to participate in scheduled and random drug screening and background checks. Background checking is required for admission to the nursing program and at the discretion of the Department of Nursing. Drug screening procedures will be determined by the laboratory with which the department contracts for such services. Failure to provide a certified negative drug screen and/or a negative background check at any point in the program will result in dismissal from participation in clinical courses.

The student will be required to sign a consent form at the time that drug screening and background checking are initiated indicating understanding of and agreement with the requirements and possible consequences of these assessments. The costs of any required assessments are the responsibility of the student. Students must be willing to participate in scheduled and random drug screening and background checks as required.

Needlestick and Human Blood/Secretion Exposure

Should a student be exposed to blood or body fluids through needlesticks, contact with mucus membranes, or contact with open skin lesions, he/she will:

1. Wash the area with soap and water and use povidone iodine (if not allergic to it).
2. Contact the appropriate person/department **AS SOON AS POSSIBLE** (clinical instructor, agency employee health personnel) to order "EXPOSURE PROFILE" on the SOURCE PATIENT.   If source patient is unknown, i.e., needle in dirty box, linen, etc., proceed to #3.
3. Begin blood/body fluid exposure reporting form. Take to primary physician or Emergency Room (whichever is most expedient) for evaluation of exposure.
4. Begin the appropriate follow-up according to the current PHS guidelines, which may involve post-exposure prophylaxis drugs.
5. Pay for the follow-up care.

Procedure for Students Exposed to Bloodborne Pathogens at Huntsville Hospital

Rationale

Persons exposed to bloodborne pathogens as a result of accidental needlesticks or other means should be treated within two hours of the exposures. The Huntsville Hospital Employee Health Services has developed the following procedure to ensure that students exposed to bloodborne pathogens are treated promptly with appropriate insurance coverage.

Procedure

1. A student exposed to bloodborne pathogens should report to the Employee Health Service office. (864-8046)

    Hours: M, T, Th, F: 6:30 a.m. to 4:00 p.m.
    W: 8:00 a.m. to 4:00 p.m.

2. After Employee Health Service hours the student should contact Nurse Triage at 864-4968, and report to Employee Health Services the next working day for follow-up.
3. Dr. Zlotnik-Hale should be listed as physician of record.
4. If medications are indicated, they will be supplied according to the following fee schedule (this fee schedule may be revised at the discretion of Huntsville Hospital):

    3 days of medication and lab: Package A: $150.00
    Package B: $120.00

    28 days of medication and lab: Package A: $825.00
    Package B: $500.00

5. If medications are not indicated, the student will not be charged.
6. The HIV status of the source patient will be evaluated without charge to the student.
7. The hospital will bill the student's insurance company or the student may submit the bill.
8. The student is responsible for the charges.

Counseling and Guidance

Academic Advisor

Each student is assigned a faculty advisor by the departmental director of advisement.

Students should plan to see the advisor at least twice each semester.

Students should contact the advisor for:

- assistance with registration and pre-registration throughout the year.
- information concerning the sequence of nursing classes.
- advice regarding adding or dropping courses and the necessary signatures.
- a meeting every other week to discuss academic progress if the student is on academic probation.
- determining methods of strengthening academic performance.
- assistance with time management or personal problems as they may relate to academic work.
- discussion of other problems or concerns, if the student so chooses

The hours that the advisor is available are posted on his/her office door. If the set times are not convenient, the student should call the advisor to make alternate arrangements.

The advisor will expect the student to become actively involved in the advisement process. The student must be aware of his/her progress towards meeting requirements for graduation. If the transcript is unclear, the student should make an appointment with the advisor to discuss the problem. For certain types of questions or problems, the advisor may refer the student to the Department Chair or for personal counseling.

The advisor is a valuable resource who can provide guidance to the student. Students are urged to use this support system.

The nursing faculty reserves the right to ask a prospective student, a student currently in the program, or a returning student to submit to psychological testing and/or counseling at the student's expense.

Students in academic or personal difficulty, as shown by their performance in the program, may be advised to transfer to programs suited to their personalities, capabilities, and interests.

Scheduling a Conference with Instructor or Advisor:

Time for appointments is seldom available without prior planning. It is, therefore, advisable to schedule appointments several days in advance. Appointments may be made in the following ways:

- *By telephone*—if faculty member is not available, leave a message with the receptionist.
- *In person*—when faculty member has his/her appointment book available.
- *Leaving a note*—on faculty member's desk or door, with student's name and phone number so that the appointment may be confirmed or changed.

Students must keep scheduled appointments. If an appointment cannot be kept, the student must notify the faculty member as far in advance of the scheduled time as possible.

Work Hours

To foster academic achievement, it is **strongly recommended** that students do not work while taking clinical nursing courses. However, if it is necessary for students to work, the workload should be limited to 16 hours per week.

Academic Support

The student will be asked to seek academic support when he/she:

- receives an average grade below 75% on two examinations.
- receives a grade below 75% on two quizzes.
- demonstrates any behavior patterns that suggest difficulty with learning.

Clinical Practice

Students are strongly encouraged to get as much exposure as possible in the practice setting by working in hospitals during breaks and in the summer. This kind of experience helps the student develop psychomotor skills and serves to reinforce nursing concepts.

Course Instructors

The course instructors are responsible to determine if course objectives are being met by students.

Students should contact the course instructor if they have questions about the overall content of course.

Department Chair

The Department Chair directs the formation and administration of departmental objectives and activities. Students should contact the Department Chairperson if they:

- have questions or concerns that cannot be answered by the advisor/instructor.
- have specific questions or concerns regarding the department or university.

Transportation

Students must have independent transportation *for* Nursing Performance (clinical) courses.

Each student is responsible for his or her own transportation to and from all clinical agencies. Students without a car will need to find alternative methods of transportation. Students must have independent transportation for NU413 Nursing Performance IV and NU417 Nursing Performance V.

Students driving their own vehicles to the clinical agencies and transporting other students in their vehicles must show evidence of insurance coverage for themselves and their passengers. Students who do **not** have automobile insurance that covers injury to passengers **should not** transport other students. This is an important safety measure, not only for passengers, but also for drivers.

Student Organization

Oakwood University Student Nurses Association (OUSNA) is the club for nursing students at Oakwood University. It offers nursing students an opportunity to be involved, as a departmental organization, in activities on the campus. It serves as a liaison to the Alabama Student Nurse Association.

Department Committees

The Department of Nursing has been organized to enhance student involvement and participation in departmental operations and planning. Students are elected to serve on the Faculty Association and departmental committees as follows:

1. Faculty Association—one student from each academic year.
2. Curriculum Committee—one junior and one senior student
3. Learning Resources Committee—two students
4. Social/Public Relations/Student Activities Committee—two students.

The Faculty Association and department committees meet no less than once per semester.

Study Groups

The purpose of study groups is to encourage students to sharpen their learning through interaction with each other. Participation in a study group can help the student to:

- gain information missed during a lecture.
- better understand difficult concepts by sharing what other students have to say.
- retain knowledge gained from lectures and required reading assignments.

To make the study group work, each member **must participate**. The size of the group is not important. **Consistency in the group is important.**

How to get a study group started:

1. Talk to classmates to find out who is interested in participating in a study group.
2. Invite students who have a proven academic track record
3. Take studying seriously

Instructor's Responsibility to Facilitate Student's Mastery of Content

The student will be provided with:

1. appropriate learning aids, such as audio-visual materials, printed references, practice materials, demonstrations, and computers.

2. individual counseling and referrals as student needs may indicate.

3. clinical experiences supervised by a qualified instructor in accredited health agencies.

The instructor will do the following:

1. Keep appointments arranged with the student, make arrangements for an alternate instructor to meet the appointment, or arrange for postponement if unable to keep the appointment as scheduled.

2. Keep student informed of progress and performance.

3. Promote the guiding of collaborative approaches to learning while at the same time setting limits if needed.

4. Listen to grievances and suggestions and seek constructive solutions to problems.

5. Assist the student in looking at alternatives when making decisions, recognizing the possible consequences of a given decision.

Attendance Policy

Attendance

Regular and prompt attendance at all classes, clinical practica, campus laboratory appointments, chapel exercises, worships, and work assignments is expected of all students. Lack of attendance, therefore, implies lack of cooperation with the requirements of the university.

The student must be present, come on time, be awake and alert, and remain for the entire duration of every class, clinical laboratory session, and campus skills laboratory session. Tardiness, sleeping in class, and leaving early, in addition to absence may lead to lowering of the course grade, forfeiture of course credit, and/or a grade of FA in the course.

Classroom:

It is the responsibility of each instructor to interpret the university policies concerning attendance and to make this interpretation known to students at the beginning of each course. Every instructor has a right to count class participation, including attendance with punctuality when calculating the term grade. The teacher may use his or her discretion to enforce this policy when situations occur that are not necessarily covered in the course syllabus, and may assign such penalties as he or she sees fit.

Absences:

Absences are counted from the first official day of classes. If for any reason the total hours of absence are double the number of credit hours of the course per semester, credit may, at the discretion of the instructor, be forfeited and a grade of FA be recorded.

Authorized leaves of absence from campus do not excuse the student from required class work. The student, however, must make arrangement with the teacher for every anticipated school trip and other authorized leaves at least 72 hours before the beginning of such anticipated schedules. All makeup work involving examinations and other class requirements must be made up within seven days after the absence occurs.

It is the responsibility of students to keep a record of their absences, to keep themselves informed of the requirements of the instructor, to take all examinations at the time prescribed by the instructor, and submit all assignments when they are due.

The student must document his or her presence in class or laboratory appropriately at each session. Failure to do so constitutes absence from that session. Falsifying records by submitting fictitious laboratory documentation or documenting the presence of another student constitutes academic dishonesty and will subject the student who does so to disciplinary action up to and including dismissal.

   o *Make-up Assignments*
Students are fully responsible for any material covered in class and/or clinical laboratory that they have missed due to absence(s). All make up work involving examinations and other class requirements must be made up within five days after the absence occurs.

Laboratory Sessions:

   Attendance at all campus laboratory sessions is expected. In the event that a student misses a scheduled campus laboratory session due to illness or emergency, the student must make arrangements to complete the assigned lab activities. Failure to do so will result in the student's grade being lowered, and the student may not be able to progress to the next session until the missed one is made up.

Clinical:

   Students must be prepared for each clinical rotation experience. If a faculty member determines that a student is not prepared to participate in clinical, the faculty member may ask the student to leave or not participate in patient care activities.

   Clinical rotation sessions are mandatory. Absences from clinical sessions are to be made up. Unexcused absences will result in a failing clinical grade.

Admission to Clinical Experience:

   Students whose names do not appear on official class rosters from My Oakwood/Jenzabar may not attend clinical laboratory sessions. If clinical sessions are missed, attendance and make-up policies stated above will be applied.

Medical Emergencies:

   Students are expected to schedule routine medical appointments outside of class and laboratory hours. If medical emergencies cause unexpected absences from class of laboratory sessions, the student must submit to the instructor an excuse from a physician or campus nurse at the next class or laboratory session in order to be admitted to that session. Absences resulting from failure to be readmitted will be counted toward the total that can lead to forfeiture of credit and a grade of FA according to college policy.

Complaint Policy

Complaints are defined as signed communications expressing disagreements with or issues regarding the nursing program that are submitted to the Department Chair in written or electronic format. Any such communications will be addressed in a timely and appropriate manner with responses to all affected parties. A record of complaints including actions taken is maintained by the Department Chair.

Standards of Conduct

General: Honesty

Honesty is a Christian as well as Professional trait that must be upheld by the student at all times. A student who engages in dishonest acts demonstrates a lack of credibility and is in violation of the professional Code of Ethics that guides nursing practice. Such acts include, but are not limited to forging another person's signature, falsifying documents, fabricating data, changing grade or markings on an examination.

Student performances reflecting honesty and reliability are necessary in order to make an accurate appraisal of the student's competencies. Therefore the following policies have been adopted:

Any test-taking behavior observed which may be interpreted by the test proctor as an infraction of test confidentiality or academic dishonesty will result in appropriate disciplinary sanctions.

Scantron answer sheets require a #2 pencil and a good non-smearing eraser. All unanswered questions on the Scantron sheet will be marked incorrect and no credit will be given. Scantron machine errors will be corrected. However, poorly erased questions marked wrong by the Scantron machine will not be credited. Corrections will not be allowed after the test time is over.

Written assignments should reflect original and appropriately referenced content. Any indication that written work has been copied from another student, or other outside source, or referenced inadequately will be determined on an individual basis. Unethical behavior will not be tolerated and will result in disciplinary action as applicable. Examples of behaviors that the nursing faculty considers unacceptable are as follows:

Classroom

- Talking, whispering, or otherwise interacting with another student during an exam.
- Getting examination or quiz questions from someone who has taken the examination or quiz earlier in the day/week.

- Copying from someone else's examination or quiz paper or receiving answers from another student during an examination or quiz.
- Allowing someone to copy from an examination or quiz paper or giving answers to another student during an examination or quiz.
- Using notes or books during a closed book examination or quiz.
- Taking an examination or quiz for another student.
- Having a cell phone while taking a quiz or exam.
- Taking pictures of quiz or exam questions.
- Quoting or paraphrasing from a reference source without referencing it in a paper.
- Adding items to a reference list that were not referenced/quoted in the paper.
- Submitting an assignment that was done entirely or in part by someone else.
- Doing a homework assignment for another student.
- Working with another student on an assignment when the instructor has specified individual work.
- Obtaining a paper or presentation from a computerized or other commercial source.
- Giving untruthful information/reasons for not attending class or taking an examination.
- Doing handwork, visiting with classmates, eating in class, and other disruptive behaviors that are distracting to fellow students and to the teacher.
- Persistent and/or deliberate tardiness for class.
- Continuing to work on an assignment after work has been called for by faculty/instructor.
- Using a cellular telephone or computer during the class when not used for institutional purposes.
- Taking pictures of classroom activities without the instructor(s)' permission
- Signing on the attendance register for another student who is absent from class

Clinical

- Giving untruthful information/reasons for not attending a clinical.
- Coming to the clinical area while under the influence of drugs, including alcohol.
- Breaking something that belongs to a client and not reporting it.
- Failing to report an incident involving a client.
- Taking hospital equipment/clothes to use at home.
- Eating food intended for or belonging to a client.
- Taking medications from the hospital for personal use.
- Recording that medication, treatments, or observations were done when they were not or recording that they were done before they were actually administered.
- Discussing clients in public places or with non-medical personnel, i.e. within hearing of clients or family, nursing desk, or cafeteria.
- Failing to provide verbal and documented information to a client about treatments, medication, or recommended health behaviors.
- Failing to question an order when in doubt.
- Verbalizing judgments about an agency's therapeutic value.
- Sharing agency problems outside the agency and failing to keep university problems at the university.

- Failing to report any errors to the clinical instructor.
- Coming to or leaving a clinical area/unit without reporting on or off.
- Failing to maintain client confidentiality.
- Bringing a cellular phone or pager to the clinical area.
- Submitting fictitious laboratory documentation.
- Performing a procedure on a patient without proper preparation or knowledge of the procedure.
- Leaving a clinical area without adequately reporting to the patient's nurse.

*The preceding lists are **not** exhaustive.*

Electronic Devise Policy

Cellular telephones and computer use:

1. Cellular telephones and other electronic devices must be inoperable and out of sight (***turned off and not in vibrator mode***) in classrooms or clinical laboratory settings.
2. Cellular telephones should be placed at the front of the class or in students' bags on scheduled examination days.
3. The use of cellular telephones is not allowed in the clinical skills laboratory or the audio-visual laboratory.
4. No earpieces are allowed in class or clinical laboratory settings.
5. Students may not use computers, cellular phones, or iPads in class for any purpose not associated with class participation.

Infractions of this policy will result in dismissal from classes, clinical laboratory sessions, and from clinical and audio-visual laboratories for the class period in which the infraction occurs. Students will be considered absent for the class period. Students are referred to the failing for absence (FA) policy (*Oakwood University Bulletin* and this *Handbook*).

Grievance and Appeal Policy

Grievance

I. The Need for a Grievance Procedure

There are a variety of issues or problem situations that may arise between students and instructors who interact closely in the learning process of nursing and education. Hopefully, satisfactory solutions to these issues/problems can be readily attained without major difficulty or conflict. However, if a student feels that the issue/problem cannot be resolved in consultation with the instructor, there are further steps the student can take to try to resolve the problem.

The grievance procedure outlined below provides both students and instructors with an outline of the appropriate steps to be followed

II. A. Student-Instructor Negotiations. Attempts to discuss and work out differences through direct interaction between two people involved is always the preferred initial step. The student should make an appointment with the instructor(s) to resolve the problem prior to taking further action.

 B. Department Chair. If discussion with the instructor(s) has not resolved the situation satisfactorily, the student should arrange an appointment with the Department Chair.

 C. Dean of School of Nursing & Health Professions. If discussion with the Department Chair has not resolved the situation satisfactorily, the student should arrange an appointment with the dean of the school.

 D. Vice President for Academic Administration. If the problem remains unresolved, the dean may refer the matter to the Vice President for Academic Administration. The Vice President for Academic Administration has the option to resolve the issue directly or to refer it to the Oakwood University Academic Appeals Committee.

Note: This process will involve the student **only**, exclusive of family, friends, or outside professionals. Each step should be achieved in a timely manner.

Appeal

Students may wish to petition the department faculty for an additional chance to meet the policy of the department before the stated consequences are applied. A student who wishes to appeal a departmental policy or a faculty decision should consult with his/her academic advisor or the Department Chair, if necessary, for assistance in formulating a letter of petition. The letter should include the specific appeal that is being made, the circumstances that support faculty consideration of the student's case, and a plan for remediation of the issue in question.

The letter should be submitted to the Department Chair for consideration at the next regular meeting of the Faculty Association, or at a called meeting of the faculty in person or via Internet at the discretion of the Department Chair. The faculty will consider the appeal and come to a decision as to approval or disapproval. The deliberations of the faculty with regard to the appeal are confidential and will not be shared with the student. Approval of a petition may include stipulations to which the student must agree in order for the approval to take effect.

 Each appeal will be considered and disposed according to its individual merits. Similar cases may not be disposed in the same manner, and no decision will serve as a precedent for the disposal of subsequent petitions.

Student Dress Code

Oakwood University employees, faculty, and students are held to a standard of modesty and simplicity in dress and grooming stated in the *Oakwood University Student Handbook*. Students are required to adhere to the university policy during classes, clinical and campus skills laboratory sessions and when using the department's AV laboratory. Students are expected to dress modestly at all times.

Cleanliness, neatness, appropriateness, and modesty are important as guiding factors in making choices of attire. The dress code prohibits the wearing of jewelry, and students are expected to remove all jewelry, including jewelry associated with body piercing, before attending classes and clinical laboratory sessions. Failure to adhere to these guidelines may result in a written warning, probation, or dismissal from the nursing program.

Classroom Dress Code

Students enrolled in the nursing program are required to wear navy blue scrubs to all nursing class sessions.

When not in the classroom uniform on campus students are expected to follow the university's dress code as follows:

Appropriate Dress for Men

Neat clean shirt or turtleneck. Neat slacks; appropriately fitting jeans without holes or tears; neat shorts that reach to the knees; no pajamas. Pants must be well-fitting (not oversized or sagging) and all undergarments must be covered by the clothing. Dress, dressy casual, or tennis shoes. Shoes must be well-kept and provide for safe mobility. No hats, do-rags, or beads in the hair.

Appropriate Dress for Women

Dresses, skirts, dress pants, shirts and/or sweaters, appropriately fitting jeans without holes or tears, Capri/cropped pants, shorts that reach to the knees; no pajamas, no hip-hugger slacks. Pants must be well-fitting (not oversized or sagging) and all undergarments must be covered by the clothing. Dress, dressy casual, or tennis shoes. Shoes must be well-kept and provide for safe mobility. Anything tight, scant, backless, see-through, low in the neckline or revealing cleavage, the midriff or lower back (in any position) is immodest and unacceptable. Slips should be worn under thin material.

Clinical Rotation (Nursing Performance) Dress Code

Students are required to wear the official white Oakwood University Department of Nursing uniforms at all clinical sessions unless other dress has been specified by the course instructor. The nurse should appear as an excellent example of personal cleanliness and immaculate grooming when in uniform. Students will **not** be admitted to clinical sessions if not in specified uniform.

Students must purchase uniforms no later than the summer prior to the sophomore year in nursing.

All students giving client care in the clinical area must be in **full uniform**. Students appearing inappropriately dressed may be asked to leave the clinical setting. This will be considered an unexcused absence.

Full uniform for women is defined as follows: white dress with apron, white hose, white **professional shoes**, watch with second hand, bandage scissors, pen, identification pin, sweater, if necessary (white, navy or black), and appropriate undergarments. When wearing the pants uniform the student should wear white socks. Do not wear socks with the white dress uniform.

Full uniform for men is defined as follows: white tunic top, white pants, white socks, white **professional shoes**, watch with second hand, bandage scissors, pen, identification pin, sweater, if necessary (white, navy or black), and appropriate undergarments.

The student uniform is not to be worn off campus without permission from the Department of Nursing. It is intended primarily for clinical practice. **It should not be worn for employment purposes.**

Do not wear or use the following when in uniform:

a. Heavy perfume
b. Decorative barrettes, combs, and ribbons
c. Flip-flops, sandals, and open-toed shoes
d. Chewing gum
e. Elaborate hair styles
f. Fingernail polish; artificial fingernails
g. Jewelry, including necklaces, earrings, and engagement rings; wedding bands may be worn
h. Head scarves or "do-rags"
i. Shirts with revealing or plunging neckline
j. See-through clothing
k. Revealing undergarments
l. Short shirts that expose the back or midriff when arms are extended

General appearance and manner when in uniform:

a. Shoes and uniforms must be clean and neat and in good condition at all times.
b. Skirts must be of modest length.
c. Women's hair should be arranged simply, neatly, and conservatively. If the hair is long it should be arranged off the face and shoulders and secured so as not to fall forward. Extreme styles and colors (pink, orange, blue etc. are not acceptable). Corkscrews, dreadlocks, and similar hairstyles must be neat and clean and clear the collar. Two-tone hair colors and mohawk's are not permitted.

d. Men's hair should be neatly and conservatively groomed. It may not extend below the ear on the side and may not extend below the top of the conventional collar when standing. Extreme styles and colors are not acceptable. Braids, corkscrews, dreadlocks, and similar hairstyles must be neat and clean and clear the collar. Two-tone hair colors are not permitted.
e. Men's sideburns and beards must be kept trimmed close to the face.
f. Fingernails should be kept clean and short (not to exceed ¼ inch from the tip of the finger.) Use clear or natural nail polish that is not chipped.

A lab coat may be worn over street clothes (dress or pantsuit) for certain specified client related assignments. Jeans and flip-flops are not appropriate with the lab coat. The name pin should be worn on the lab coat. The lab coat should not be worn outside the clinical laboratory setting.

The course instructor is the final arbiter of appropriate dress, grooming, and hairstyle for clinical sessions.

Skills Competency Test Dress Code

Students are required to wear the official white Oakwood University Department of Nursing uniforms for **all** skills competency tests.   Students will **not** be admitted to clinical sessions if not in the official uniform described above.

GENERAL RESPONSIBILITIES

- Students are responsible for reading notices and assignments placed on the designated student bulletin board.

- Students must take pre-requisites in accordance with the Oakwood University Bulletin. General education courses may be taken before the clinical nursing courses. **If a student withdraws from a co-requisite course, he/she must withdraw from the clinical nursing course. All required science courses must be completed as outlined in the curriculum schedule.**

- Students' preparation for success on the NCLEX examination starts from the day they enter the nursing program. Every course in the program is relevant to nursing and the subject matter must be learned. The theory of nursing is based upon natural and behavioral sciences. Students must transfer information from the natural and social sciences, religion, and the humanities to understand the subject of nursing. Mastery of each subject and repeated review are the keys to program and NCLEX success.

Addressing Faculty Members

Instructors may prefer to be addressed by first or last names. Individual preference and the specific occasion determine the appropriate form of address. Appropriate titles, such as "Doctor," "Mister," etc., should be used in formal address.

<u>Formal address</u>: appropriate in clinical agencies and in the presence of clients and other members of the health care team.

<u>Informal address</u>: appropriate in private conference, at social events, etc., when the faculty member has indicated that it is acceptable to use his or her first name.

NURSING LICENSURE INFORMATION

Requirements for Eligibility to Apply for the Licensure Examination

Candidates for licensure to practice as registered nurses must pass the NCLEX-RN. To be eligible to apply for the licensing examination, students in generic baccalaureate program must complete successfully all requirements for graduation. These requirements include:

1. Successful completion of all required coursework. A student must receive a passing grade, 'C' (2.00) or better, in each theory course. In courses with a clinical skill lab portion, a student must pass both the theory and clinical lab portion. A student must achieve a passing 'P' grade in each nursing performance course.

2. Maintenance of required nursing and cumulative grade point averages throughout the program.

3. Satisfactory completion of the HESI testing program.

4. Satisfactory performance on the departmental exit exam.

In the State of Alabama licensure may be denied in cases where there is failure to show good moral character as related to nursing; such cases include, but are not limited to, conviction of a felony, abuse of or addiction to alcohol or drugs, and theft of drugs. The decision regarding moral character is at the discretion of the Alabama Board of Nursing.

Students are encouraged to use the Internet to access information and applications for the NCLEX-RN from the state of their choice and from the National Council of State Boards of Nursing (NCSBN) prior to graduation. Requirements vary from state to state, but every candidate must apply to the NCSBN as well as to the chosen state board. The probability of success on the NCLEX-RN is directly related to sitting for this examination within 2-3 months or as close to graduation as possible. Students should consult with their academic advisor for further information.

CONGRATULATIONS GRADUATE!!

2016 NCLEX-RN Test Plan

The *Candidate Version of the 2016 NCLEX-RN Test Plan* is found in *Appendix E*. Nonprofit education programs, such as Oakwood University Department of Nursing, have permission to use or reproduce all or parts of this document for educational purposes. Reproduction of the Test Plan is authorized under copyright by the National Council of State Boards of Nursing, Inc. All rights reserved.

National Council of State Boards of Nursing   312.525.3600 | www.ncsbn.org
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Chicago, IL 60601-4277 USA   866.293.9600 Testing Services Toll Free
                                                   312.279.1036 Testing Services Fax

APPENDICIES

Appendix *A* – BS-Nursing Generic 4-year Baccalaureate Course Plan

Appendix *B* – BS-Nursing 5-year Baccalaureate Course Plan

Appendix *C* – RN-BSN Completion Baccalaureate Course Plan

Appendix *D* – Nursing Grade Point Average Worksheets & Example

***Appendix E* – HESI Exit Exam Policy**

Appendix *F* - 2016 NCLEX-RN TEST PLAN

***Appendix G* – Contracts**
- Self Evaluation/Goal Setting
  - Learning Referral
- Remedial Learning Contract
- HESI Preparation Contract
- NCLEX Preparation Contract

Appendix A

BACHELOR OF SCIENCE DEGREE PROGRAM
Generic Option Course Sequence

Fall	**FRESHMAN**	Spring	
NU110 Introduction to Nursing	3	NU111Hlth Prom/Envir Hlth	3
BI111 Anatomy & Physiology	4	BI112 Anatomy & Physiology	4
CH101 Inorganic Chemistry	3	CH102 Intro to Organic Chemistry	3
EN111 Freshman Composition	3	EN112 Freshman Composition	3
MA101 or 108 Mathematics	3	RG102 Life & Teachings of Jesus	3
OU101 Freshman Seminar	2	PExxx Activity	1
Total	18	Total	17

Fall	**SOPHOMORE**	Spring	
NU210 Fundamentals & Skills	3	NU211 Assessment & Skills	3
NU212 Pharmacology	2	NU214 Nursing Performance I	1
NU213 Prof Foundation of Nursing	2	BI221 Microbiology	4
PY101Principles of Psychology	3	RG202 Fundamentals of SDA Beliefs	3
ND131 Nutrition	3	SO101 Principles of Sociology	3
ED250 Principles of Ch Ed	2	PY307 Statistical Methods	3
IS 120 Microcomputer Applic.	3		
Total	15/18	Total	17

Fall	**JUNIOR**	Spring	
NU330 Pathophysiology	3	NU332 Mental Health Nursing	3
NU331 Adult & Geron. Nursing I	3	NU336 Research in Nursing	3
NU333 Nursing Performance II	2	NU338 Nursing Performance III	4
NU334 Nursing Informatics	3	NU339 Adult & Geron. Nursing II	3
NU335 Transcultural Nursing	3	NU319 Nursing Ethics	2
EN 221 Lit of African Peoples	3	PExxx Activity	1
Total	15	Total	16

Fall	**SENIOR**	Spring	
NU409 Nursing with Infants/Children	3	NU411 Community Health Nursing	3
NU412 Nursing Childbearing Women	3	NU416 Management/Complex Nsg.	3
NU413 Nursing Performance IV	4	NU417 Nursing Performance V	3
CO201 Public Speaking	3	NU421 Nursing Seminar	1
RG301 Gift of Prophecy	3	HI 103/104/211/212/267/268	3
		RG XXX Elective 101/203/RT 321	3
Total	16	Total	16

Total Hours 129-132

This outline is a suggested four-year plan. Please consult with your Department of Nursing advisor.

The **Oakwood University Bulletin** *contains the only official listing of graduation requirements.*

Each student is responsible for meeting *Bulletin* requirements.

Students cannot enroll in any nursing courses until they have been admitted to the nursing program. Students are only allowed to enroll in NU110 (pre-nursing course) prior to admission.

General Education Requirements and Variations

Foreign Language: Students who have not passed two years of the same foreign language in high school must take six hours of a modern foreign language, otherwise, Omit.

Mathematics: Choose one of the following courses: MA101 or MA108
History: Choose one class from the following: HI103, 104, 211, 212, 267, 268
Physical Education Activity Courses: Choose two of the following: PE101, 102, 120, 122, 126, 128, 150, 155, 207, 215, 222, 224, 245, 247, 249, 260, 261, 275 or 280

Suggested Nursing Electives:

- NU106 Non-drug Therapeutics   3 credit hours
- NU350 International Nursing   3-6 credit hours
- NU450 01 Nursing Elective   2-3 credit hours
- NU450 02 Independent Research   3 credit hours

Appendix B

BACHELOR OF SCIENCE DEGREE PROGRAM
Generic Option Course Sequence
Five Year Plan

Fall		YEAR ONE	Spring	
NU110 Introduction to Nursing	3		PY101 Principles of Psychology	3
BI111 Anatomy & Physiology	4		BI112 Anatomy & Physiology	4
EN111 Freshman Composition	3		EN112 Freshman Composition	3
MA101 or 108 Mathematics	3		RG102 Life & Teachings of Jesus	3
OU101 Freshman Seminar	2		PExxx Activity	1
Total	15		Total	14

Fall		YEAR TWO	Spring	
CH101 Inorganic Chemistry	3		CH102 Intro to Organic Chemistry	3
SO101 Principles of Sociology	3		NU111 Hlth Prom/Envir Hlth	3
HIxxx 103 or 104, 211, 212, 267, 268	3		RG202 Fundamentals of SDA Beliefs	3
ED250 Principles of Ch Ed	2		EN221 Lit. of African Peoples	3
IS 120 Microcomputer Applic.	3			
Total	14		Total	12

Fall		YEAR THREE	Spring	

Fall			Spring	
NU210 Fundamentals & Skills	3		NU211 Assessment & Skills	3
NU212 Pharmacology	2		NU214 Nursing Performance I	1
NU213 Prof Foundation of Nursing	2		BI221 Microbiology w/Lab	4
ND131 Nutrition	3		C0201 Public Speaking	3
RG301 Gift of Prophecy	3		PY307 Statistical Methods	3
Total	13		Total	14

Fall	**YEAR FOUR**	Spring	
NU330 Pathophysiology	3	NU332 Mental Health Nursing	3
NU331 Adult & Geron. Nursing I	3	NU336 Research in Nursing	3
NU333 Nursing Performance II	2	NU338 Nursing Performance III	4
NU334 Nursing Informatics	2	NU339 Adult & Geron. Nursing II	3
NU335 Transcultural Nursing	2	NU319 Nursing Ethics	2
Total	12	Total	15

Fall	**YEAR FIVE**	Spring	
NU409 Nursing with Infants/Children	3	NU411 Community Health Nursing	3
NU412 Nursing Childbearing Women	3	NU416 Management/Complex Nsg.	3
NU413 Nursing Performance IV	4	NU417 Nursing Performance V	3
RGxxx Elective 101/203/RT321	3	NU421 Nursing Seminar	1
		NUxxxElective	3
Total	13		
		Total	13

Appendix C

OAKWOOD UNIVERSITY
DEPARTMENT OF NURSING
Baccalaureate Completion Option (RN-BS)

Fall **JUNIOR**		Spring	
NU330 Pathophysiology	3	NU336 Research in Nursing	3
NU340 Transition to Profess Nursing	4	NU319 Nursing Ethics	2
NU334 Nursing Informatics	2	CH102 Organic Chemistry	3
NU335 Transcultural Nursing	2	ED250 Philosophy of Christian Ed.	2
PY307 Statistical Methods	3	RG 202 Fund. Of SDA Beliefs	3
		PExxx Activity	1
Total	14	Total	14
Fall **SENIOR**		Spring	
NU414 Nursing Performance RN I	2	NU411 Community Health Nursing	3
NU415 Gerontological Nursing	3	NU416 Management/Complex Nsg.	3
NUXXX Nursing Elective	3	NU418 Nursing Performance RN II	4
RG301 Gift of Prophecy	3	EN221 Literature of African Peoples	3
SO101 Principles of Sociology	3	HIXXX 103/104/211/212/267/268	3
PExxx Activity	1		
Total	15	Total	16

TOTAL HOURS: 59 after prerequisites have been completed

This outline is suggested for two years of a four-year plan. Please consult with your advisor. The *Oakwood University Bulletin* contains the only official listing of graduation requirements. Each student is responsible for meeting *Bulletin* requirements.

General Education Requirements and Variations

Students who have not passed two years of high school Bible must take RG101 Introduction to the Bible.
Students who have not passed two years of the same foreign language in high school must take six hours of a modern foreign language.
Omit PE211 Health Principles.

PREREQUISITES

Specific prerequisite requirements will vary according to the student's previous program of study, for example, the student may not have completed a physical education activity course prior to enrollment. The student is expected to have completed the following courses with a grade of C (2.00) or better prior to entering the program in nursing:

English Composition I and II
Anatomy and Physiology I and II
College Mathematics or Beginning Calculus
Microbiology
Inorganic Chemistry
Introduction to Psychology
Nutrition
Public Speaking
Physical Education Activity (1 semester credit)

NOTE: **Successful completion of NU340 Transition to Professional Nursing is prerequisite to progression to the second semester of the nursing program.**

Appendix D

OAKWOOD UNIVERSITY
Department of Nursing
Generic Baccalaureate Option
Nursing Grade Point Average Worksheet

Name _____ Semester _____ Date _____ Nursing GPA _____

Course	(1) Credit Hours	Grade	(2) Grade Point Value	(3) Weighted Grade (1) X (2)
NU111 Health Promotion & Environmental Health	3			
NU210 Fundamentals & Skills	3			
NU211 Assessment & Skills	3			
NU212 Pharmacology for Nursing	2			
NU213 Professional Foundations for Nursing	2			
ND131 Nutrition	3			
NU330 Pathophysiology	3			
NU331 Adult & Gerontological Nursing I	3			
NU332 Mental Health Nursing	3			
NU334 Nursing Informatics	2			
NU335 Transcultural Nursing	2			
NU336 Research in Nursing	3			
NU339 Adult & Gerontological Nursing II	3			
NU409 Nursing with Infants and Children	3			
NU411 Community Health Nursing	3			
NU412 Nursing Childbearing Women	3			
NU 416 Management & Complex Med/Surg Nursing	3			
NU421 Nursing Seminar	1			
NU106 Non-Drug Therapeutics	3			
NU350 International Nursing	3			
NU450 Nursing Elective	3			
TOTALS	Total (1)	██████		Total (3)

INSTRUCTIONS

1. Students admitted to the nursing program in the spring semester and thereafter are required to maintain a nursing grade point average of 3.0 for progression from one level to the next.
2. In order to calculate the nursing grade point average, complete the table above, performing the calculations, and obtaining the totals as indicated. Use the table below to obtain the grade point value for each grade in column (2). *Total (1) should only include the credit hours for courses taken*.
3. Divide Total (3) by Total (1). This is the nursing grade point average. Total (3)/Total (1) = _____

Grade	Grade Point Value	Grade	Grade Point Value	Grade	Grade Point Value
A	4.0	**C**	2.0	**FA**	0.0
A-	3.7	**C-**	1.7	**I**	0.0
B+	3.3	**D+**	1.3		
B	3.0	**D**	1.0		
B-	2.7	**D-**	0.7		
C+	2.3	**F**	0.0		

OAKWOOD UNIVERSITY
Department of Nursing
Generic Baccalaureate Option
*Nursing Grade Point Average Worksheet **EXAMPLE***

Name _____ Semester _____ Date _____ Nursing GPA _3.10_____

Course	(1) Credit Hours	Grade	(2) Grade Point Value	(3) Weighted Grade (1) X (2)
NU111 Health Promotion & Environmental Health	3	A-	3.7	11.1
NU210 Fundamentals & Skills	3	B+	3.3	9.9
NU211 Assessment & Skills	3	B	3.0	9.0
NU212 Pharmacology for Nursing	2	C	2.0	4.0
NU213 Professional Foundations for Nursing	3	A-	3.7	11.1
ND131 Nutrition	3	B+	3.3	9.9
NU330 Pathophysiology	3	B-	2.7	8.1
NU331 Adult & Gerontological Nursing I	3	B	3.0	9.0
NU332 Mental Health Nursing	3	B+	3.3	9.9
NU334 Nursing Informatics	3	A-	3.7	11.1
NU335 Transcultural Nursing	3	A	4.0	12.0
NU336 Research in Nursing	3	C+	2.3	6.9
NU339 Adult & Gerontological Nursing II	3	C	2.0	6.0
NU409 Nursing with Infants and Children	3			
NU411 Community Health Nursing	3			
NU412 Nursing Childbearing Women	3			
NU 416 Management & Complex Med/Surg Nursing	3			
NU421 Nursing Seminar	1			
NU106 Non-Drug Therapeutics	3			
NU450 Nursing Elective	3			
TOTALS	Total (1) 38			Total (3) 118

INSTRUCTIONS
1. Students admitted to the nursing program Spring 2007 and thereafter are required to maintain a nursing grade point average of 2.7 for progression to the sophomore and junior years and a nursing grade point average of 3.0 for progression to the senior year.
2. In order to calculate the nursing grade point average, complete the table above, performing the calculations, and obtaining the totals as indicated. Use the table below to obtain the grade point value for each grade in column (2). ***Total (1) should only include the credit hours for courses taken***.
3. Divide Total (3) by Total (1). This is the nursing grade point average. Total (3)/Total (1) =118/38 = _3.10_

Grade	Grade Point Value	Grade	Grade Point Value	Grade	Grade Point Value
A	4.0	**C**	2.0	**FA**	0.0
A-	3.7	**C-**	1.7	**I**	0.0
B+	3.3	**D+**	1.3		
B	3.0	**D**	1.0		
B-	2.7	**D-**	0.7		
C+	2.3	**F**	0.0		

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OAKWOOD UNIVERSITY
Department of Nursing
RN-BS Option
Nursing Grade Point Average Worksheet

Name _____ Semester _____ Date _____ Nursing GPA _____

Course	(1) Credit Hours	Grade	(2) Grade Point Value	(3) Weighted Grade (1) X (2)
NU330 Pathophysiology	4			
NU340 Transition to Professional Nursing	3			
NU334 Nursing Informatics	3			
NU335 Transcultural Nursing	3			
NU336 Research in Nursing	3			
NU106 Non-Drug Therapeutics	3			
NU450 Nursing Elective	3			
TOTALS	Total (1)			Total (3)

INSTRUCTIONS

1. Students admitted to the nursing program Spring 2007 and thereafter are required to maintain a nursing grade point average of 3.0 for progression from the junior year to the senior year.
2. In order to calculate the nursing grade point average, complete the table above, performing the calculations, and obtaining the totals as indicated. Use the table below to obtain the grade point value for each grade in column (2). *Total (1) should only include the credit hours for courses taken*.
3. Divide Total (3) by Total (1). This is the nursing grade point average. Total (3)/Total (1) = _____

Grade	Grade Point Value	Grade	Grade Point Value	Grade	Grade Point Value
A	4.0	**C**	2.0	**FA**	0.0
A-	3.7	**C-**	1.7	**I**	0.0
B+	3.3	**D+**	1.3		
B	3.0	**D**	1.0		
B-	2.7	**D-**	0.7		
C+	2.3	**F**	0.0		

OAKWOOD UNIVERSITY
Department of Nursing
RN-BS Option
*Nursing Grade Point Average Worksheet **Example***

Name _____ Semester _____ Date _____ Nursing GPA _____

Course	(1) Credit Hours	Grade	(2) Grade Point Value	(3) Weighted Grade (1) X (2)
NU330 Pathophysiology	4	B-	2.7	10.8
NU340 Transition to Professional Nursing	3	B+	3.3	9.9
NU334 Nursing Informatics	3	B	3.0	9.0
NU335 Transcultural Nursing	3	A	4.0	12.0
NU336 Research in Nursing	3	B	3.0	9.0
NU106 Non-Drug Therapeutics	3			
NU450 Nursing Elective	3			
TOTALS	Total (1) 16			Total (3) 50.7

INSTRUCTIONS

1. Students admitted to the nursing program Spring 2007 and thereafter are required to maintain a nursing grade point average of 3.0 for progression from the junior year to the senior year.
2. In order to calculate the nursing grade point average, complete the table above, performing the calculations, and obtaining the totals as indicated. Use the table below to obtain the grade point value for each grade in column (2). ***Total (1) should only include the credit hours for courses taken***.
3. Divide Total (3) by Total (1). This is the nursing grade point average. Total (3)/Total (1) = 50.7/16 = <u>3.168</u>

Grade	Grade Point Value	Grade	Grade Point Value	Grade	Grade Point Value
A	4.0	**C**	2.0	**FA**	0.0
A-	3.7	**C-**	1.7	**I**	0.0
B+	3.3	**D+**	1.3		
B	3.0	**D**	1.0		
B-	2.7	**D-**	0.7		
C+	2.3	**F**	0.0		

APPENDIX E

OAKWOOD UNIVERSITY
Department of Nursing
Generic Baccalaureate Option

HESI EXIT EXAM POLICY

The student will be offered four (4) opportunities to be successful on the HESI Exit Examination during the spring semester while doing NU421 Nursing Seminar. The first HESI Exit Exam will be given early in the spring semester.

The HESI Exit Exam consists of 160 items and is a comprehensive exam covering all areas of nursing. Items are similar to those on the NCELX-RN. The passing benchmark is 900. Earning the benchmark score or above on the HESI Exit Exam is a requirement for passing NU421, Nursing Seminar.

If a student makes a score below 900 after the first attempt, he/she will be required to meet with the Retention Coordinator, fulfill a HESI Preparation Contract which may include setting up appointments with faculty members.   If the student scores below 900 for the fourth time, the student will be required to apply for an incomplete (I) grade.

Acknowledgement of Policy

By signing below, I acknowledge that I, (please print) _____ (a) have read and understand the HESI Exit Exam Policy; (b) am aware that I have four attempts on HESI during the spring semester; and (c) understand that the required benchmark score on the HESI Exit Exam is required for successful completion of NU421.

Student Signature _____   Date _____

Instructor Signature _____   Date _____

APPENDIX F

2016 NCLEX TEST PLAN

Distribution of Content

The percentage of test questions assigned to each Client Needs category and subcategory of the NCLEX-RN Test Plan is based on the results of the *Report of Findings from the 2014 RN Practice Analysis: Linking theNCLEX-RN® Examination to Practice (*NCSBN, 2014), and expert judgment provided by members of the NCLEX® Examination Committee.

Client Needs	Percentage of Items from Each Category/Subcategory
Safe and Effective Care Environment	
▪ Management of Care	17-23%
▪ Safety and Infection Control	9-15%
Health Promotion and Maintenance	6-12%
Psychosocial Integrity	6-12%
Physiological Integrity	
▪ Basic Care and Comfort	6-12%
▪ Pharmacological and Parenteral Therapies	12-18%
▪ Reduction of Risk Potential	9-15%
▪ Physiological Adaptation	11-17%

APPENDIX G – CONTRACTS

OAKWOOD UNIVERSITY
Department of Nursing

Self-Evaluation / Goal-Setting

1. Briefly evaluate your progress toward the course objectives and personal goals you established as your focus for this semester.
   - If achieved, describe how and what experiences were particularly helpful.
   - If not achieved, discuss why and whether or not it is still a goal of yours.

2. Describe any additional high points of learning (other than stated above) that occurred for you this semester.

3. List two personal goals and three to four course objectives/criteria which you plan to focus on in the next clinical rotation. For each goal, plan two to three specific activities you will seek to help you achieve it. Any objective with a below satisfactory summative rating must be included.

The following dated signatures indicate final conference review of both evaluation tools and discussion of self-evaluation/goals-setting.

Signatures:

Instructor _____ Date _____

Student _____ Date _____

OAKWOOD UNIVERSITY
Department of Nursing

Learning Referral

Student _____   Course _____

Instructor _____   Date _____

Purpose:
To clarify specific problem areas related to student performance and direct learning activities that will lead to improvements.

Requirements:
a. Unless otherwise noted, you must achieve "satisfactory" ratings on all highlighted objectives and "competent" ratings on highlighted skills.

b. You are expected to achieve all other course objectives and complete regular clinical assignments that appear in the course syllabus. Any additional required assignments and their specific deadlines are as follows:

_____   Due _____

_____   Due _____

Procedure:
Upon receipt of this document, you must make an appointment with the instructor to review the contract requirements prior to the next clinical shift/next lecture class. Noting your initials next to each highlighted item and signing below acknowledges your duty to fulfill the contract. If you choose not to comply, you must make an appointment with the Department Chair immediately.

Evaluation:
The Learning Contract will be evaluated on (date) _____. Evaluation outcomes will be noted on the back of this form and discussed with you. Failure to fulfill this contract will result in a Remedial Contract.

Signatures:
Instructor _____   Date_____

Student _____   Date_____

EVALUATION OF STUDENT PERFORMANCE AND LEARNING CONTRACT:

Signatures:

Instructor _____   Date _____

Student _____   Date _____

<div align="center">

OAKWOOD UNIVERSITY
Department of Nursing

Remedial Learning Contract

</div>

Student _____   Course _____

Instructor _____   Date _____

Purpose:
To identify deficits in student's progress in meeting course objectives to the extent that the student is in danger of failing the course. The Remedial Contract will emphasize significant deficits and mandate a plan for improvement.

Focus:
The course objectives evaluation criteria, and/or clinical skills in which your performance is less than satisfactory have been highlighted. These items are the specific foci of the Remedial Contract.

Requirements:
a. Unless otherwise noted, you must achieve "satisfactory" ratings on highlighted objectives and "competent" ratings on highlighted skills.
b. You are expected to achieve all other course objectives and complete regular clinical assignments that appear in the course syllabus. Any additional required assignments and specific deadlines are as follows:

_____ Date _____

_____ Date _____

_____ Date _____

Procedure:
Upon receipt of this document, you must make an appointment with the instructor to review contract requirements prior to the next clinical shift/next lecture class. Noting your initials next to each highlighted item and signing below acknowledges your duty to fulfill the contract. If you choose not to comply, you must make an appointment with the d
Department Chair immediately.

Evaluation:
The Remedial Contract will be evaluated on (date) _____. Evaluation outcomes will be noted on the back of this form and discussed with you. If the evaluation date is after the last clinical shift/lecture class you will receive an "incomplete" until the contract is resolved. Failure to fulfill this contract will result in failure of NU ___ and termination from the Nursing Program.

Signatures:
Instructor _____ Date _____

Student _____ Date _____

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EVALUATION OF STUDENT PERFORMANCE AND REMEDIAL CONTRACT:

Signatures:

Instructor _____   Date _____

Student _____   Date _____

OAKWOOD UNIVERSITY
Department of Nursing

HESI Preparation Contract

Student Name: _____   Date: _____

In order to be successful on the HESI, each student is encouraged to review systematically content from all nursing courses. A goal of the Department of Nursing is to assist each student to attain success on the HESI and ultimately the NCLEX. This process entails identifying current potential for success and any areas needing additional study and/or review.

Based on individual student's HESI Exit Examination scores, completion of a HESI Preparation Contract may be required to meet graduation requirements. Each contract will be individually tailored to the student's needs and will indicate a completion deadline. HESI Preparation Contracts will be given to students who receive less than 900 on the HESI Exit Examination.

Students will be considered for graduation from the nursing program and for conferral of an Bachelor of Science degree when they have met the general requirements for graduation and when they have fulfilled any HESI preparation contract.

Areas Of Difficulty (as identified from your HESI remediation):

Goals for Improvement:

Increased comprehension and understanding of identified weak areas.

Development of a study plan to prepare for the HESI.

Improved test-taking skills.

Other:

Required Preparation Activities:

OAKWOOD UNIVERSITY
Department of Nursing

NCLEX Preparation Contract

Student Name _____ Date _____

Areas Of Difficulty:

Goals for Improvement:

Increased comprehension and understanding of identified weak areas.

Development of a study plan to prepare for the NCLEX.

Improved test-taking skills.

Other:

Required Preparation Activities:

I. Submit a written schedule (in calendar format) outlining how you plan to prepare for the NCLEX following graduation. It recommended that you plan to work through a **minimum of 5,000** review questions as part of your preparation.

II. Spend a total of _____ hours working through questions in the areas indicated utilizing NCLEX resources.

III. Spend a total of _____ hours working through questions on the NCLEX-RN CAT. Take and pass the NCLEX-RN CAT.

IV. Enroll in a recommended NCLEX Review.

Signatures:

Student _____   Instructor _____