



2021-2022
Nursing Student Handbook
Traditional BSN Studies

Table of Contents

INTRODUCTION & GENERAL INFORMATION	1
Welcome to Traditional BSN Program.....	2
Student Responsibility	2
Approval and Accreditation Status	3
Program Approval.....	3
Program Accreditation	3
Structure and Overview of the Nursing Programs	4
School of Nursing	4
GENERAL OFFICE INFORMATION	5
Contact Information and Hours of Operation	6
MNU Campus Emergency Alert System	7
Severe and Inclement Weather.....	7
MNU Notice of Compliance with the Clery Act.....	7
MNU Notice of Non-Discrimination.....	8
MNU Student Disability Accommodation	8
Copyright Information	8
Family Educational Rights and Privacy Act (FERPA) Policy.....	8
PROGRAM FRAMEWORK.....	9
Traditional BSN Studies Framework	10
Concept Mapping of Curricular Paradigm	11
Philosophy of the MNU Nursing Program.....	12
Program Outcomes	12
General Education Outcomes.....	13
CURRICULUM.....	17
Program Curriculum	18
Traditional BSN Program.....	18
ADMISSION and ACADEMIC POLICIES.....	21
Admission Reply Form	22
Admission to the Nursing Major	22
Due Dates for Nursing Applications	22
Eligibility/Admission Criteria for the Traditional BSN Program	23
Functional Abilities Necessary for the Pre-Licensure BSN Program	23
Advanced Standing Policies	24
Credit by Examination	24
Credit by Transfer	24
Grading Scale, Examination & Testing Policies	24

Nursing Course Grading Policy and Scale	24
Examination Policies	25
Academic Adjustments for English Language Learners Policy	25
Proctored Online Examinations	26
Make-up Examination Policy	26
Rounding Policy	27
ATI Program & Student Assessments Across the Curriculum	27
Comprehensive NCLEX-RN® Predictor Senior Seminar ATI Testing Schedule	29
Progression, Retention & Dismissal Policies	29
Academic Integrity	29
Academic Progression Policy	30
Changes in Functional Ability Status	31
Dismissal from the Nursing Major	33
Dismissal Policy	33
Progression in the Nursing Major	35
Readmission Policy and Procedure	35
MNU Readmission	35
Readmission to Traditional Nursing Major	35
Clinical, Skills Lab, and Virtual Patient Center Policies	35
School of Nursing Policies	36
Accountability	36
Clinical/Lab Attendance	37
Clinical Evaluation	38
Clinical Readiness	38
Communicable Disease Policy	38
Confidentiality and HIPAA Compliance	39
Consent Forms	39
CPR Certification	39
Criminal Background Check	40
Drug Calculation Competency Exams	40
Health and Hospitalization Insurance	41
Lab/Clinical Partners and Practice	41
Medication Administration	41
Medication Administration Related to the Circulatory System	41
Verbal Orders and Telephone Orders	41
Mission Trip Policy	42
Mission/Vision Statement for Virtual Patient Center	42
Professional Appearance	43

Professional Liability Insurance Coverage	45
Student/Employee Roles	45
Student Injury/Illness/Exposure in the Clinical Setting	45
Transportation	46
Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS)	46
STUDENT RIGHTS & RESPONSIBILITIES	47
TBSN Student Rights and Responsibilities	48
Advisee-Advisor Responsibilities	48
Application for State Board Licensure	48
Child Care	48
Classroom Attendance	48
Clinical Student	49
Communication	49
Computer Literacy and Requirements	50
Drug Testing Policy	50
Ethical/Legal Responsibilities	50
Family Educational Rights and Privacy Act (FERPA) Policy	51
Guidelines for Class/Laboratory/Clinical Absences for MNU Sponsored Events	51
Healthcare Information	52
Non-Academic Counseling and Guidance Issues	52
Nursing Student Expenses	52
Office Equipment	53
Outside Employment	53
Performance Improvement Plan (PIP)	53
Refund Policies	53
Scholarships	53
Social Network Communication	54
Student Involvement	55
Student Responsibilities	55
Students Rights	55
Taping of Class Content	56
GRADUATION EVENTS & REQUIREMENTS	57
Pinning Ceremony	58
Awards	58
Graduation Requirements	58
Kansas Licensing Information	59
Eligibility for a Professional Nursing License in Kansas	59

APPENDICES	60
APPENDIX A	61
School of Nursing Faculty & Staff Roster	61
APPENDIX B.....	63
Performance Improvement Plan (PIP)	63
APPENDIX C.....	64
<i>ANA Code of Ethics (2015)</i>	64
APPENDIX D	65
NSNA Code of Academic and Clinical Conduct	65
APPENDIX E:.....	66
Learning Commons Information	66
APPENDIX F.....	67
Students’ Bill of Rights.....	67
APPENDIX G	68
MidAmerica Nazarene University 2021-2022 Academic Calendar	68
APPENDIX H	69
Admission Reply Form –Traditional BSN Studies.....	69
APPENDIX I.....	70
References.....	70
APPENDIX J.....	71
Clinical Readiness Immunizations and Requirements CNE Amendment A.....	71
Immunizations	72
Assessment for Color Vision Deficiency	75
CNE/KCANE Confidentiality Statement.....	76
Release of Information Form	77
APPENDIX K:	78
Functional Abilities for Professional Nursing Practice Form.....	78
Essential Requirements	78
APPENDIX L.....	81
Virtual Patient center Confidentiality & Recording Agreement	81
APPENDIX M.....	82
Student Contract	82
APPENDIX N	83
Acknowledgement Form	83

INTRODUCTION & GENERAL INFORMATION

Welcome to Traditional BSN Program

Nursing is an art; and if it is to be made an art,
it requires as exclusive a devotion, as hard a preparation,
as any painter's or sculptor's work;
for what is the having to do with dead canvas or cold marble,
compared with having to do with the
living body ~ the temple of God's Spirit?
It is one of the Fine Arts;
I had almost said,
the finest of the Fine Arts.

Florence Nightingale (*as cited in Donahue, 1985, p. 469*)

Welcome to the Traditional BSN Program at MidAmerica Nazarene University. We, the nursing faculty of the School of Nursing (hereafter, SON), hope you will discover and excel in the art and science of nursing during your education here. But even more, we pray you will come to recognize the priceless worth of all those with whom you will come in contact during your professional education and practice. We believe each person is a unique human being of inestimable worth, created by God, and given specific gifts and talents. We believe that the true fulfillment of each individual occurs only when we allow God, through the Holy Spirit, to dwell in us and use our lives to accomplish His purposes here on earth. Our ultimate prayer for you as a student in our program is that you will find this reality in your own life.

Student Responsibility

The SON supports the philosophy and mission of MidAmerica Nazarene University. As part of the MNU academic community, the SON actively upholds the regulations and policies that apply to all MNU students. However, there are instances where the requirements, policies, and procedures of the programs within the SON supersede those of the University handbooks and/or catalogs. Students should refer to the current *MNU Student Handbook* and/or *Catalog* for general policies and procedures applicable to student life and academic requirements and refer to the *Nursing Student Handbook* for information and requirements specific to the nursing major. The student has the responsibility for knowing and abiding by the regulations and policies and for meeting the requirements for a nursing degree.

This *Nursing Student Handbook* has been developed to provide important information regarding the traditional nursing program, curriculum, policies, and procedures. All students are responsible for its content. While this *Handbook* outlines the policies and procedures of the traditional BSN program, exceptions may be made at the discretion of the program faculty in rare circumstances and on a case-by-case basis. On occasion, changes or additions that take effect immediately may be distributed and should be considered part of the current *Handbook* at the time of distribution.

Further, all students are held accountable to the *Nursing Student Handbook* of the current academic year. This includes returning students who have been absent from the nursing program for any length of time.

Graduation from MidAmerica's nursing program prepares individuals to take the NCLEX-RN® in any state. Students taking the examination in Kansas are notified about application procedures and deadlines. Students taking the NCLEX-RN® in other states must assume individual responsibility for contacting the appropriate state board of nursing for licensure application requirements and procedures.

Since individual state boards of nursing have different regulations, it is the students' responsibility to make sure they have met all eligibility requirements. For example, individuals who have been convicted of a felony or certain misdemeanors may or may not be eligible for RN licensure in some states. Other reasons why a license to practice as an RN may be denied, revoked, limited, or suspended in the state of Kansas are also listed in the *Kansas Nurse Practice Act* (<https://ksbn.kansas.gov/wp-content/uploads/NPA/60-3-110.pdf>).

Approval and Accreditation Status

Program Approval

The Pre-Licensure nursing programs are approved by:

Kansas State Board of Nursing

Landon State Office Building
900 SW Jackson Street
Suite 1051
Topeka, Kansas 66612-1230

Phone: (785) 296-4929

Fax: (785) 296-3929

Program Accreditation

All MNU nursing programs are accredited by:

The Higher Learning Commission of the North Central Association of Colleges and Schools

230 South LaSalle Street
Suite 7-500
Chicago, IL 60604-1413

Phone: 800-621-7440

<https://www.hlcommission.org/>

The baccalaureate degree in nursing/master's degree in nursing at MidAmerica Nazarene University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

Commission on Collegiate Nursing Education (CCNE)

655 K Street, NW, Suite 750
Washington, DC 20001

Phone: (202) 887-6791

Fax: (202) 887-8476

Structure and Overview of the Nursing Programs

School of Nursing

Pre-Licensure Programs

1. Traditional BSN
2. Accelerated BSN

Post-Licensure and Graduate Studies

1. Accelerated RN-BSN: Olathe, KS and Online
2. Accelerated RN-MSN: Olathe, KS and Online
3. Master of Science in Nursing (online and Olathe) with tracks in:
 - a. Nursing Education
 - b. Healthcare Administration
 - c. Healthcare Quality Management
 - d. Public Health
 - e. Nurse Practitioner – Adult-Gerontology Primary Care

The SON offers five distinct programs of nursing education:

1. The Traditional BSN program, graduating its first class in 1981, is the original BSN track and the program used by students wishing to achieve their degree in the traditional four-year university experience. Many of these students are campus residents and represent the North Central Region of the International Church of the Nazarene (e.g., Dakota, Minnesota, Iowa, Joplin, Kansas, Kansas City, Missouri, and Nebraska). During the first two years, students take prerequisite and general education requirements. The final two years of education place heavy emphasis in nursing curriculum, including 2-3 days/week of clinical experiences in a variety of healthcare settings.
2. The Accelerated BSN (ABSN) Program, initiated in 1991, and newly revised in 2011, is designed for the adult student with previous college experience, as well as the LPN and paramedic. This intense, year-long program begins a class in both Fall & Spring. Students graduate with a BSN degree in 12 months.
3. The Accelerated RN-BSN Program, is designed to integrate and expand nursing knowledge and experience of the Registered Nurse (RN) student. The curriculum is designed to provide educational experiences that enhance knowledge, competencies, and professional behaviors of the practicing RN. Courses are offered in 5-week modules with classes meeting one day/week. Students may join the onsite program at five points during the calendar year. Courses are provided at the Olathe campus (THURS). Additionally, a completely online RN-BSN program is available with entry points at three times during the calendar year.
4. The Accelerated RN-MSN Program, is designed especially for the high-achiever. Complete the BSN and MSN with a single accelerated plan of study in as little as 26 months. This program allows the learner to take selected graduate courses while still an undergraduate in a condensed format that saves both time and money
5. The MSN Program offers advanced nursing education in five specialty tracks: (1) Nursing Education, (2) Healthcare Administration, (3) Healthcare Quality Management, (4) Public Health and (5) Nurse Practitioner Adult-Gerontology Primary Care. Online and onsite programs are offered, and both are designed for the working, BSN-prepared, professional nurse with classes being offered in the format of 8-week modules. Students may begin coursework at the beginning of any module throughout the calendar year and may be done in as little as 15 months.

GENERAL OFFICE INFORMATION

Contact Information and Hours of Operation

Cook Center Classroom Building & Skills Lab

MidAmerica Nazarene University
Cook Center
2030 E. College Way
Olathe, KS 66062-1899

Santa Fe Commons Classroom Building & Virtual Patient Center

MidAmerica Nazarene University
13563 S Mur-Len Road
Olathe, KS 66062

Compliance Coordinator

Nancy Zehr, TBSN
nezehr@mnu.edu
Phone: 913-971-3850
Fax: 913-971-3898
Office hours: Monday through Friday, 8:00 a.m. – 5:00 p.m.

Department Chair of Pre-Licensure Nursing Education

Crysti Danahy, DNP, RN
cedanahy@mnu.edu
Phone: (913) 971-3836
Fax: (913) 971-3898
Office hours: Monday through Friday, 8:00 a.m. – 5:00 p.m.

MNU Campus Emergency Alert System

The University uses a messaging service for members of our community. It will not be fully effective until you take action to ensure receipt of these messages in a timely manner. This service will only be used in the event of an emergency; or to advise of changes in scheduling due to severe weather; or to perform periodic testing of the system.

The MNU.edu email address of all students, faculty, and staff is automatically entered into the system, but you must enroll yourself, register, and activate your mobile phone (or alternative email addresses) via the web link at: <http://alert.mnu.edu>

1. Click on the “Register” button and fill out your information, including your Registration Email Address, which should be your mnu.edu email address. Later in the process, you will designate a Preferred Email Address, which can be your MNU email or another one you may use more frequently;
2. You must register and confirm your mobile phone number to receive text message alerts;
3. Activating your mobile phone will require an initial receipt of a 4-digit confirmation code, which you must initiate through the system and then enter the delivered code into the website to complete the primary mobile phone registration process.

*****Important***** if you do not perform the confirmation process to confirm your cell phone number you will not receive emergency text alerts.

Parents of students may also register for emergency notifications in the same manner utilizing the email address of their choice. Thank you for your prompt attention to this important action required on your part. If you have any questions the Campus Safety Department can be reached at (913) 971-3299.

Severe and Inclement Weather

In the event of inclement weather, the Vice President of Academic Affairs notifies the radio station KMBZ and television stations KCTV, KMBC-TV, KSHB-TV, and WDAF-TV. The Vice President of Academic Affairs also notifies the University switchboard of cancellations by 6:00 a.m. for day classes, and by 3:00 p.m. for evening classes.

When the University has canceled classes, all School of Nursing classes, including clinical classes are cancelled.

Weather and travel conditions near clinical sites, attended by our capstone students, may be different than conditions on the campus. As such, when the University closes, individual capstone students may seek permission from the liaison to attend precepted clinical experiences at their own risk.

Students are encouraged to use extreme caution during inclement weather. If the student feels unsafe commuting to a clinical experience, no matter how close or how far, the student is encouraged to use best judgment. Students need to notify their preceptor if they are unable to attend and will not be penalized for the missed clinical experience.

If for some reason MidAmerica Nazarene University is closed (e.g., inclement weather, local disaster, etc.), due to circumstances beyond the student’s control, make-up activities will be planned by the Pre-Licensure Nursing Department.

MNU Notice of Compliance with the Clery Act

MidAmerica Nazarene University complies with the federal statute known as The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Students, prospective students, employees, and prospective employees may request a copy of the most recent Campus Annual Security Report from the office of the MidAmerica Nazarene University Campus Safety Department located in the Lands Gym or by calling (913) 971-3299. The Campus Security Report is also available at:

https://www.mnu.edu/sites/default/files/uploads/about/campus-safety/2017_Crime_Statistic_Disclosures_Olathe_Main_Campus.pdf

MNU Notice of Non-Discrimination

MidAmerica Nazarene University policy prohibits discrimination on the basis of race, gender, age, color, creed, national or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all university programs, activities, and services.

The University's full Non-Discrimination/Equal Employment Opportunity Statement can be found at www.mnu.edu/non-discrimination-statement

MNU Student Disability Accommodation

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination against individuals with disabilities. The purpose of these laws is to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities available to persons without disabilities. A student with a disability who wishes to request a reasonable accommodation must contact the Director of the Academic Success Center at 913-971-3387 or asc@mnu.edu. MNU's complete policy regarding student disability accommodations may be found at: www.mnu.edu/ADA.

Copyright Information

The Constitution of the United States provides copyright protection so that creators of original intellectual work in any medium can protect their work and receive adequate compensation for their effort. The author's rights begin from the moment of creation and the work does not have to be registered with the U.S. Copyright Office or have a copyright notice to be protected. Fair use is the copying of some portion of a copyrighted work for limited and transformative purposes. Fair use is essential for education, research and scholarship. MidAmerica Nazarene University is committed to respecting the ownership of all intellectual property governed copyright laws, and to promoting the responsible fair use of the intellectual property of others. As a Christian university dedicated to developing and inspiring servant leaders, MidAmerica Nazarene University is committed to providing guidance to faculty, students and staff who wish to use copyrighted material in education and research.

<http://www.mnu.edu/copyright>

Family Educational Rights and Privacy Act (FERPA) Policy

The Family Educational Rights and Privacy Act (FERPA) of 1974 (also known as the Buckley Amendment) is a federal privacy law affording students certain rights with respect to their education records. MidAmerica Nazarene University complies fully with this law. The University Registrar serves as the institutional FERPA Compliance Officer. For the full Educational Rights and Privacy policy, please refer to:

<http://www.mnu.edu/FERPA>

PROGRAM FRAMEWORK

Traditional BSN Studies Framework

The School of Nursing seeks to be congruent with the University’s mission and goals as well as be consistent with the professional accrediting body’s guidelines, the “AACN Essentials of Baccalaureate Education for Professional Nursing Practice.” The following table demonstrates these relationships.

Congruence among MNU Mission, School of Nursing Mission, and AACN’s Essentials of Baccalaureate Education for Professional Nursing Practice

MNU Vision Statement	MNU Mission Statement	SON Mission Statement	MNU Position Statement	School of Nursing Statement of Purpose (Position Statement)	AACN “BSN Essentials” Document (2008)
To impact the world for Jesus Christ through servant leaders recognized for their excellence, integrity, and spiritual vitality.	A transformative university that nurtures Christlike community, pursues academic excellence, and cultivates a passion to serve.	To educate and inspire servant leaders for the ministry of professional nursing.	MidAmerica Nazarene University is a comprehensive liberal arts university...	The mission of the School of Nursing is to build upon the liberal arts foundation offered by MidAmerica Nazarene University...	“...a liberal education is one that intentionally fosters, across multiple fields of study, wide-ranging knowledge of sciences, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges...A solid base in liberal education provides the distinguishing cornerstone for the study and practice of professional nursing” (p. 10-11).
			MidAmerica Nazarene University seeks to transform the individual through intellectual, spiritual, and personal development for a life of service to God, the church, the nation, and the world. offering undergraduate and selected professional and graduate degrees.	<p>To:</p> <ul style="list-style-type: none"> • prepare professional nurse generalists who are knowledgeable and skillful in the delivery of safe, competent, and creative nursing care; • integrate personal, empiric, aesthetic, and ethical ways of knowing (Carper, 1978) as a basis for promoting optimal health; • enhance spiritual sensitivity in personal growth and service to others; • develop life-long learners who strive for personal growth as individuals who are responsible and accountable members of their profession and society through the ministry of nursing. 	<p>“Roles for the baccalaureate generalist nurse are derived from the discipline of nursing. The roles of the baccalaureate generalist include:</p> <ul style="list-style-type: none"> • Provider of care, • Designer/manager/coordinator of care, and • Member of a profession” (p. 7). <p>“Baccalaureate-prepared nurses provide patient-centered care that identifies, respects, and addresses patients’ differences, values, preferences, and expressed needs” (p. 8).</p> <p>The baccalaureate generalist graduate is prepared to:</p> <ul style="list-style-type: none"> • Practice from a holistic, caring framework; • Practice from an evidence-base; • Promote safe, quality patient care; • Use clinical/critical reasoning to address simple to complex situations; • Assume accountability for one’s own and delegated nursing care; • Practice in a variety of healthcare settings; • Care for patients across the health-illness continuum; • Care for patients across the lifespan; • Care for diverse populations; • Engage in care of self in order to care for others; and • Engage in continuous professional development (p. 8). <p>“Holistic nursing care is comprehensive and focuses on the mind, body, and spirit, as well as emotions.... the generalist nurse provides care in and across all environments. Nurses focus on individual, family, community, and population health care...” (p. 9)</p> <p>“In the...university setting, every academic discipline is grounded in discrete inquiry-based applications that are distinctive to that discipline. ...The academic setting provides a forum for contemplating physical, psychological, social, cultural, behavioral, ethical, and spiritual problems within and across disciplines. Faculty have a responsibility to facilitate the translation of knowledge</p>

					from a liberal education base into the practice of nursing. Nursing faculty introduce nursing science and theories and guide the student in developing an understanding of the discipline of nursing's distinctive perspective" (p. 7).
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Concept Mapping of Curricular Paradigm

The School of Nursing has designed its curriculum to meet the needs of learners, reflecting the theoretical framework of Carper (1978). This framework states knowledge and beliefs are constructed from different knowledge types: empirical, personal, ethical, and aesthetic. In line with this foundation, the curricular structure of the nursing program seeks to train nurses in these different knowledges. The program curriculum is shaped by ways of knowing and being, ways of thinking and evaluating, ways of learning, and ways of practicing. In designing the program, the SON looked to the AACN standards and key elements as well as the “ways.” Below is a map showing the concepts which influence the curricular design and implementation.

Philosophy of the MNU Nursing Program

The School of Nursing, in congruence with MidAmerica Nazarene University's mission, pursues academic excellence and cultivates a passion to serve. Valuing the infinite worth of all creation serves as the central theme for our mission of preparing students to serve others through the ministry of nursing. As a Christian liberal arts university, an emphasis on personal and spiritual sensitivity and development permeates the nursing education experience.

The art and science of nursing encompasses a unique body of knowledge that nurses use to guide their professional practice. "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, 2018, para.1). In an increasingly complex and changing society, nursing is guided by ethical principles, and is committed to social justice and eliminating health disparities across the human lifespan.

The foundation of baccalaureate and graduate nursing education prepares professional nurse leaders who make a unique contribution to the health and well-being of humanity. Through the practice of the art and science of nursing, nurses strive to be authentically present when serving others. As advocates in their practice, nurses minister to the whole person's body, mind, and spirit. Nurses promote teamwork and collaboration, utilize a body of evidence, bear accountability for their actions, and are responsible for lifelong learning.

The nursing education experience at MNU is based on holistic approaches that foster critical thinking, reflective practice, and awareness of social and cultural diversity. Development of the knowledge, skills, and attitudes for professional nursing practice occurs through opportunities for meaningful student-centered learning, encouraging students to actively pursue answers to relevant questions and problems. As experts in nursing and education, nursing faculty work in professional partnerships with students in development of their practice to become compassionate, competent, and confident nurses advancing in their nursing careers. Nursing faculty design learning interactions, facilitate students' learning, and evaluate learning activities.

Central to the learning environment of nursing students is the embodiment of the principles of nursing through the teacher-student relationship. Recognizing the diversity of learners and educators, faculty strive to create an atmosphere of mutual trust, respect, understanding, and openness in all aspects of the teaching-learning process. Faculty collaborate with students to provide learning experiences that are experiential, relational, and integrative, preparing graduates for the profession of nursing so that they can provide high quality and compassionate nursing services to all persons entrusted to their care.

Program Outcomes

The faculty of the undergraduate nursing programs seek to continue the development of the student on the seven general education outcomes of the University. Nursing graduates demonstrate competency in these outcomes prior to graduation. The outcomes, their definitions, and their defining characteristics relative to a major in nursing are as follows:

General Education Outcomes

The outcomes of the undergraduate nursing programs are extensions of the outcomes of the general education core curriculum at MidAmerica. While the general education outcomes speak to the general, desired goals of the general education courses, the undergraduate nursing program outcomes speak to the specific desired goals of the nursing curriculum. In addition, both the general education and nursing outcomes are congruent with the AACN *Essentials* document.

General Education Outcomes	Undergraduate Nursing Program Outcomes	AACN <i>Essentials of Baccalaureate Education for Professional Nursing Practice</i> (2008)
Faith Integration – Students gain knowledge through Scripture, tradition, reason, and experience, in order to know the triune God—Father, Son, Spirit—and deepen their faith journey.	Faith Integration – Using one’s Christian faith to guide one’s life and professional nursing practice. <ul style="list-style-type: none"> • acknowledge and/or demonstrate an appreciation of the role of the Christian world view in promoting holistic health of self and others; • support patients with differing moral-ethical and/or cultural values through mutual respect and shared decision-making; and, • recognize and provide for the spiritual needs of patients, families, and interdisciplinary team members in a compassionate manner. 	<p>The baccalaureate program prepares the graduate to:</p> <ul style="list-style-type: none"> • synthesize theories and concepts from liberal education to build an understanding of the human experience. • engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen. • demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system (p. 12, ¶ 3).
Formational Thinking – Students exercise intellectual curiosity, creative problem- solving, and precision of thinking by locating, analyzing, organizing, and applying knowledge for meaningful solutions.	Formational Thinking –Exercising intellectual curiosity, creative problem-solving, and precision of thinking by locating, analyzing, organizing, and applying knowledge for meaningful solutions for one’s life and for professional nursing practice. <ul style="list-style-type: none"> • identify credible, authoritative sources and cite relevant, essential information. • integrate evidenced based practice with individual patient preferences, values to deliver safe and effective individualized care; • monitor and evaluate the outcomes of care; • identify necessary changes that will enhance the quality and safety of care; • prioritize nursing care effectively using a flexible and adaptable approach. • demonstrate a commitment to life-long learning and scholarship to heighten the quality of nursing practice; • apply theoretical and scientific concepts to make clinical judgements and decisions. • expand personal nursing knowledge and effectiveness by integrating nursing research and theory into clinical practice; 	<p>The baccalaureate program prepares the graduate to:</p> <ul style="list-style-type: none"> • integrate knowledge, skills, and values from the arts and sciences to provide humanistic, safe quality care; to act as advocates for individuals, families, groups, communities, and/or populations; and to promote social justice (p. 12, ¶ 2). • integrate theories and concepts from liberal education into nursing practice. (p. 12, ¶ 1). • synthesize theories and concepts to build an understanding of human experience. • use skills of inquiry, analysis, and information literacy to address practice issues. • apply knowledge of social and cultural factors to the care of diverse populations. • integrate knowledge and methods of a variety of disciplines to inform decision making. • demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system. • value the ideal of lifelong learning to support excellence in nursing practice (p. 12, ¶ 3). • integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care (p. 16, ¶ 4). • explain the interrelationships among theory, practice, and research.

General Education Outcomes	Undergraduate Nursing Program Outcomes	<i>AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008)</i>
		<ul style="list-style-type: none"> • demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice. • participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes. • collaborate in the collection, documentation, and dissemination of evidence. • acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed (p. 16, ¶ 4).
Discovering Creation – Students learn and interpret information from creation, both as one who is created and one capable of creatively engaging their world.	Discovering Creation – Learning and interpreting information from creation as a person and incorporating this information into one’s personal life while engaging in professional nursing practice. <ul style="list-style-type: none"> • recognize and value personal attitudes regarding others’ ethnic, cultural, spiritual, and social backgrounds. • demonstrate a commitment to life-long learning and continual self-assessment to achieve one’s highest potential; 	The baccalaureate program prepares the graduate to: <ul style="list-style-type: none"> • synthesize theories and concepts from liberal education to build an understanding of the human experience. • engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen. • demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system (p. 12, ¶ 3). • promote achievement of safe and quality outcomes of care for diverse populations (p. 14). • advocate for the protection of human subjects in the conduct of research (p. 16).

General Education Outcomes Undergraduate Nursing Program Outcomes		
Communication & Self-Expression – Students integrate knowledge, creativity, and ethical practice by understanding, producing, and evaluating messages in and for multiple contexts.	Communication & Self-Expression – Communicating effectively and engaging in therapeutic use of self when working with persons with diverse nursing care needs as a professional nurse. <ul style="list-style-type: none"> • Collaborate effectively with members of the health care team to foster open communication, mutual respect, and shared decision-making to achieve quality patient care; • utilize information technology to improve patient care outcomes and create a safe care environment • manage conflict and negotiate equitable solutions with others. • Respect patients’ rights to personal healthcare records while protecting confidentiality. 	<p>The baccalaureate program prepares the graduate to:</p> <ul style="list-style-type: none"> • use written, verbal, non-verbal, and emerging technology methods to communicate effectively. • demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system (p. 12, ¶ 3). • demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team (p. 14, ¶ 1). • use telecommunication technologies to assist in effective communication in a variety of healthcare settings (p. 18, ¶ 7). • recognize the role of information technology in improving patient care outcomes and creating a safe care environment (p. 19). • articulate, through a nursing perspective, issues concerning healthcare delivery to decisions makers within healthcare organizations and other policy arenas (p. 21). • use inter-and intra-professional communication and collaborative skills to deliver evidence-based, patient centered care (p. 22). • incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships (p. 22). • communicate to the healthcare team one’s personal bias on difficult healthcare decisions that impacts one’s ability to provide care (p. 28).
General Education Outcomes Undergraduate Nursing Program Outcomes		
Global Citizenship – Students apply historical and cultural knowledge to the development of self and demonstrate sensitivity across cultures, ethnicities,	Global Citizenship – Promote factors that create a culture of safety and caring for diverse populations. <ul style="list-style-type: none"> • Exhibit personal responsibility for advancement of self as a professional nurse. • Provide safe, effective, and holistic nursing care to developmentally and socio-culturally diverse population. 	<p>The baccalaureate program prepares the graduate to:</p> <ul style="list-style-type: none"> • engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen. • demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system. • value the ideal of lifelong learning to support excellence in nursing practice (p. 12, ¶ 3). • promote factors that create a culture of safety and caring. • promote achievement of safe and quality outcomes of care for diverse populations (p. 14).

beliefs and life experiences.		<ul style="list-style-type: none"> • participate as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy. • advocate for consumers and the nursing profession (p. 21).
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CURRICULUM

Program Curriculum

Traditional BSN Program

The courses taken to complete the requirements for the Traditional BSN degree at MidAmerica Nazarene University are a combination of nursing program prerequisites, Traditional BSN coursework, and general education/graduation requirements. Students must fulfill all requirements before the degree is granted. The nursing curriculum for the Traditional BSN (TBSN) program includes prerequisites and an additional two years of nursing curriculum.

TBSN Program and Prerequisites

Prerequisites to the nursing curriculum encompass courses that lay the foundation for professional nursing education. Before beginning the TBSN program students must have completed:

1. All General Education requirements and courses prerequisite to the nursing major. These must be completed with a grade greater than or equal to a C- (70%)
2. Students with a previous bachelor's degree from an accredited college/university are considered to have met MNU general education requirements.

All nursing courses must be completed with a grade greater than or equal to a "C" (73%). All TBSN courses are composed of a multi-tiered grading system, tests, and assignments. If either the test average OR the final cumulative course grade is <73%, the student will fail the course, and the lower score will become the final grade for the course. Student progression depends upon successful completion of coursework.

The following curriculum is composed of the General Education and Nursing Program requirements, which have been approved by the Kansas State Board of Nursing.

MidAmerica Nazarene University School of Nursing
Traditional BSN Curriculum Worksheet for MNU students starting as Freshman 2019 and Beyond

Name: _____
 Address: _____
 Phone: _____

MNU ID: _____
 E-mail: _____
 Date: _____

ADVISOR: _____ LAST UPDATED: _____

This is an "unofficial" evaluation of graduation requirements the Registrar's Office will do "officially."

Sem/Yr	Course	Req .	Took	Grade	G.P. s	Comments
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DISCOVERING CREATION (26 hrs. required)

	Lifespan Dev or Human Dev (required)	3				
	Gen Psychology (required)	3				
	Fine Arts Elective (required)	3				
	Human Anatomy & Physiology I (required)	4				Anatomy only OK
	Human Anatomy & Physiology II (required)	3				Physiology only OK
	Human Nutrition (required)	3				
	7 Additional Science Credits Required Options include, but are not limited to:					
	Introduction to Chemistry (preferred)	4				pre-req for Nutrition MNU
	Microbiology (preferred)	4				
	Human Genetics (preferred)	3				
	Other					

FORMATIONAL THINKING (3 hrs. required)

	Probability & Statistics	3				

COMMUNICATION & SELF-EXPRESSION (6 hrs. required)

	English Comp II (research writing)	3				
	Strategic Communication (Public Speaking accepted)	3				

Sem/Yr	Course	Hrs .	Grade	G.P. s	Comments
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GLOBAL CITIZENSHIP (3 hrs. required) Listed Options

	General Sociology	3			
	U.S. History to/from 1877	3			
	World Civilization to/from 1500	3			

FAITH INTEGRATION (3-9 hrs. required)

(Must be completed with a passing grade prior to graduation)

	Christian Theo & Worldview	3			
	Old Testament	3			
	New Testament	3			
	OR				
	Biblical Perspectives (ONLY if ≥ 56 hrs. transferred in when starting at MNU)	3			

FOUNDATIONAL COURSES (7 hrs. required)

	English Comp I (exempt if ACT≥26)	3			
	College Algebra (or higher; exempt if ACT ≥28; ACT ≥ 22 required)	3			
	Freshman Seminar (req for MNU fresh)	1			

Electives

Grade \geq C - (70%) required in ALL THE ABOVE courses

GPs

GPA

Prerequisite GPA:

Prerequisites to the Nursing Major - MUST BE completed PRIOR to taking Jr. level clinical courses

UPPER-LEVEL NURSING COURSES: Grade \geq C (\geq 73%) required

FALL JUNIOR YEAR (14 hrs. required)

Fundamentals of Nursing Care	5				
Health Assessment for Nurses	2				
Gerontological Nursing	2				
Pathophysiology	3				
Principles of Professional Nursing	3				
Elective (if needed)	3				

SPRING JUNIOR YEAR (16 hrs. required)

Health Restoration I	8				
Mental Health Nursing	2				
Pharmacotherapy & Nursing Care	3				
Ethics, Quality, & Safety in Nursing	3				
Sum of Gen.Core/Grad.Hours:					
Sum of upper division nursing hours:					

FALL SENIOR YEAR (14 hrs. required)

Health Restoration II	8				
Community Health Nsg.	3				
Maternal & Women's Health Nursing	3				
Elective (if needed)	3				

SPRING SENIOR YEAR (16 hrs. required)

Nursing Research/Evidence Based Prac	3				
Pediatric Nursing	3				
Role Development	3				
Sr. Seminar: Transition to Nsg. Practice	1				
Acute-Complex Nursing Care	2				
Nursing Internship	4				

* Changes to this plan may occur during the student's tenure at MNU.

* Completion of 120 hours is required for graduation

ADMISSION and ACADEMIC POLICIES

Admission Reply Form

Students who are conditionally accepted into the nursing program receive a reply form they must sign and return to the Department of Traditional BSN Program. This reply form details specific requirements that must be completed before the student may begin the BSN program. Students are asked to initial each blank on the form, and, in doing so, indicate that they understand it is their responsibility to meet each of the items on the list prior to their junior year. Students keep a copy of the form and return the signed form as directed. See Appendix A for a copy of the Admission Reply Form –Traditional BSN Program.

Admission to the Nursing Major

The admission application to the TBSN program is different and separate from the admission application to MidAmerica Nazarene University. Admission of students to the nursing major is accomplished through the Traditional Nursing Admissions Committee.

The SON limits the number of students that are accepted in the nursing major based on the number of faculty and the availability of clinical agencies. The SON reserves the right to place students on a waiting list if there are more qualified applicants than the program can accommodate. Conditional acceptance into the nursing major and placement on a waiting list are granted for a particular cohort; and does not carry over to subsequent cohorts.

Due Dates for Nursing Applications

Due dates for application to the traditional BSN Program are:

October 1:

For applicants seeking priority admission to the class with entry point in the fall program of the following calendar year. Students eligible for priority admission will meet the following criteria:

- A GPA of ≥ 3.50
- An Adjusted Individual Total Score $\geq 75\%$ on the ATI-TEAS

Notification is sent to students by November 1.

February 1:

For applicants seeking admission to the class with entry point in the fall program of the current calendar year. Notification is sent to students by March 1.

May 1:

For applicants seeking late admission to the class beginning in the fall of the current calendar year. These applications are considered only on a space-available basis. Notification is sent to students by June 1.

Eligibility/Admission Criteria for the Traditional BSN Program

To be eligible for admission, applicants are responsible for meeting the following admission criteria:

1. Submit formal application to the Department of Traditional BSN Program on an official application form.
2. Submit two professional references to the Department of Traditional BSN Program from qualified persons on official forms. Ideally, these references should be:
 - a. one from a college/university professor in a non-nursing prerequisite course, and
 - b. one from a previous or current employer or supervisorTwo professors or two employers/supervisors are acceptable in some circumstances.
3. Confirm that official transcripts from all institutions previously attended have been received by the MNU Registrar's Office. Transcripts must document satisfactory progression in courses prerequisite to the nursing major: a minimum grade of C- (70%) in general education courses.
4. Attain a minimum grade point average of 2.60 on a 0 – 4.0 scale in the cumulative GPA or a GPA calculated using the courses prerequisite to the nursing major.
 - a. Those eligible for “expedited admission” will have met the following requirements:
 - i. Will be incoming first-time freshmen planning on declaring nursing as their major;
 - ii. Has a high school GPA of 3.5 or greater (transcript must be validated);
 - iii. Has an ACT (or correlated SAT) composite score of 25 or greater;
 - iv. Must attain/maintain a cumulative GPA of 3.0.
5. Complete the current *Test of Essential Academic Skills* (ATI-TEAS) before the application deadline. This 3-hour computerized test is a scholastic aptitude test encompassing four content areas: math, reading, English, and science. Since admission to the nursing program is competitive, preference is given to students with higher percentile rankings and/or percentage scores. Applicants are expected to study/review for this test. ATI-TEAS review materials can be purchased online (www.atitesting.com). Applicants should contact Academic Success Center to reserve a spot for the testing day(s) (phone: (913) 971-3387). A testing fee is required. Applicants who have taken the ATI-TEAS at another institution may contact ATI and request that a copy of their scores be made available to MNU's School of Nursing. Hard copies of students' previous ATI-TEAS results will not be accepted.
6. Transfer students are considered on a space-available basis and must meet the same admission criteria as current MNU students.
7. Candidates may only apply twice to the Traditional BSN Program.
8. Some students will be required to take the TOEFL to demonstrate English Language proficiency. For the full policy, score requirements, and explanation of students required to take the TOEFL, see page 44.

Functional Abilities Necessary for the Pre-Licensure BSN Program

Nursing students at MNU must be able to think critically, interact effectively with others, and perform skills essential to professional nursing practice. Appendix K: Functional Abilities for Professional Nursing Practice Form – Traditional BSN Program, lists characteristics required of all persons admitted and desiring to progress in the nursing program. If students believe they cannot meet one or more requirements, it will be determined whether a reasonable accommodation may be offered. Students need to demonstrate continued competency in these areas and will be re-evaluated if they are unable to meet requirements to determine if a reasonable accommodation may be offered.

Advanced Standing Policies Credit by Examination

CLEP Examinations Some general education courses that will apply to nursing majors may be challenged by CLEP Examinations. Students should make CLEP testing arrangements with MNU's Academic Success Center. In addition to the testing fee, a credit by examination fee is assessed for each CLEP exam before notation of successful test completion is affixed to the official MNU transcript. Consult the MNU *Catalog* concerning which CLEP exams may be used to meet general education requirements at MNU.

Proficiency Examinations: An option for demonstrating proficiency of Intermediate Algebra is successful completion of the COMPASS® Math Placement Test. Students with questions about this test should talk with personnel in the Academic Success Center or the Department of Science and Mathematics. Arrangements for taking this test should be made at the Academic Success Center.

Credit by Transfer

Students desiring to transfer to MidAmerica Nazarene University from other regionally accredited institutions of higher education should follow the MidAmerica Nazarene University admission procedure (see the MNU *Catalog*). Transfer students seeking admission to the nursing major must follow the admission policies listed in this *Handbook*.

1. Generally, nursing courses are not accepted in transfer from other colleges or universities. However, a nursing course taken at another college or university is eligible for evaluation if the student received a minimum 73% test average AND earned a minimum grade of B- in the course (official documentation required).
2. **Procedure:** The student must submit an official transcript, course syllabus, and official documentation of the required test average to the prospective student advisor. The faculty member who teaches the corresponding MNU nursing course will review the syllabus and transcript and utilize the "Request for Transfer Credit" form in an evaluation and documentation process. The final decision on any course in question rests with the faculty of the SON.

Grading Scale, Examination & Testing Policies *Nursing Course Grading Policy and Scale*

The requirements for passing any nursing course include:

1. the test average (as listed in each syllabus) must be $\geq 73\%$, and
2. the final cumulative grade in the course must be $\geq 73\%$.

If either the test average OR the final cumulative course grade is $< 73\%$, the student will fail the course, and the lower score will become the final grade for the course.

In the case of a combined theory and lab/clinical course with a pass/fail grade for lab or clinical, students receiving a "Fail" in lab/clinical will receive a grade of F in the course.

	Range of Scores	Corresponding Letter Grade	Quality Points of Letter Grade
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Passing Grades</div> <div style="text-align: center;">↑</div>	93-100	A	4.0
	90-92	A-	3.7
	87-89	B+	3.3
	83-86	B	3.0
	80-82	B-	2.7
	77-79	C+	2.3
	73-76	C	2.0
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Failing Grades</div> <div style="text-align: center;">↓</div>	70-72	C-	1.7
	67-69	D+	1.3
	63-66	D	1.0
	60-62	D-	0.7
	Below 60	F	0.0

Examination Policies

The exam administration policies and procedures for nursing courses in the Traditional BSN Studies include:

1. Students are expected to take examinations as scheduled in course syllabi.
2. The following statement will be affixed to each test/exam: “This examination is the property of MidAmerica Nazarene University. Any disclosure of the content either verbally, in writing, or by any other means to any person(s) constitutes a violation of standards for academic integrity and will result in disciplinary action.
3. Multiple versions of any exam may be administered.
4. Students may be assigned seats and/or different classrooms for exams.
5. All belongings, including food, drinks, hats, book bags, purses, etc. are to be placed at the front/back of the room or where indicated by the faculty or proctor.
6. All electronic devices (cell phones, PDAs, Smart Watches, iPods, etc.) are to be turned off and placed with personal belongings. Any device observed with the student may be removed by the proctor until completion of the exam.
7. When needed, calculators will be provided by the SON.
8. As a general rule, students must complete a test without leaving the testing room. In an emergency situation, students may seek permission to leave the room. They may be accompanied by a monitor.
9. Proctors will walk throughout the room to closely observe students during the exam. A proctor may ask students to cover the exam or answer sheet.
10. No questions are answered by the instructor during the exam, as this may be disruptive to other students.
11. As a general rule, students are allowed 90 seconds per multiple-choice question, unless otherwise indicated.
12. Exams may be reviewed during arranged exam review times. Students are able to review/challenge questions on the exam using the following procedure.
 - a. Questions may only be reviewed for one week following the exam per faculty availability.
 - b. Students who wish to challenge a question will need to complete the exam review worksheet and submit it to the course faculty within 48 hours of the exam review.
 - c. Consideration of challenge will only apply to the student completing the exam review worksheet.

Academic Adjustments for English Language Learners Policy

Students who are English language learners (ELL) may request academic adjustments, such as:

1. Extended testing time for teacher-made exams; adjustments are designed to decrease over time and cease prior to the spring semester for TBSN seniors and Module 5 for ABSN students.
2. Alternate testing environment.
3. Use of a student-provided, hard copy, word for word bilingual dictionary. Must be approved by the Program Chair and stored by the Pre-Licensure program.

Procedure:

1. Students are required to self-identify as an ELL.
2. Students must contact the Program Chair to request testing adjustments. Students should not make requests directly to faculty members.
3. The School of Nursing encourages the timely request of adjustments prior to the start of a semester; however, requests will be considered at any time. Approved academic adjustments are not retroactive.
4. If a student has been approved for adjustments, the Program Chair will notify the appropriate course faculty.
5. Students may opt out of the academic adjustment at any time.

During testing:

1. The student-provided, hard copy, word for word bilingual dictionary will be provided at the beginning of the exam.
2. All other testing policies apply.
3. Extended testing time will be as follows:
 - a. ABSN modules 1 & 2 and TBSN Junior Fall semester students receive two times the allotted testing time.
 - b. ABSN modules 3 & 4 and TBSN Junior Spring and Senior Fall semester students receive one and a half times the allotted time.
 - c. ABSN module 5 & 6 and TBSN Senior Spring semester will not have extended testing time.

Proctored Online Examinations

1. Students are required to sign an integrity statement.
2. For some testing situations, students may be required to use their own lap top computer.
3. The exams will be open for student access during a period of time specified by the instructor. The instructor will also specify the time limit allotted for the exam.
4. Once students have started the exam, it must be completed. Students are unable to save a portion of the exam to return to it later. There are no exceptions to this policy. Students are responsible for ensuring completion of the entire exam prior to submission.
5. Students are not allowed to repeat an online examination for any reason.
6. Students must arrive on time to all exams. For computerized exams, students will only have access to the exam during the class session when the exam is offered.

The following guidelines should be followed to ensure your best experience with computerized testing. Pop-up blockers need to be removed or turned off, as well as any apps that may interfere with the Moodle software.

1. Internet speed will be a factor in how long it takes a question to load in the exam. Be careful not to hit the “next” button more than once. Doing so will result in skipping over a question.
2. DO NOT attempt to navigate away from the exam (e.g., to look at power points, look up something on Google, etc.) The student will likely be locked out of the exam.
3. If a student experiences any technical issues during an online exam, the student needs to raise their hand to have the issue investigated.
4. Points missed or questions not answered for issues addressed above will not be recovered on any online exam.

Make-up Examination Policy

Any time students have an **unexcused** absence from an exam on the designated date and time, they will automatically receive a 10% reduction on that grade. The three emergency situations and one non-emergency situation described below warrant an exception to this grade reduction, provided written verification (as listed) is submitted:

1. Death in the immediate family (defined as spouse, child, parent, sibling, parent-in-law, grandparent, grandparent-in-law): submit a bereavement excuse (as determined by the course faculty).
2. Vehicular accident: submit a police report.
3. Illness/hospitalization: a written physician’s excuse must be submitted the day of return to class. The exam must be made up on the first day back to class or clinical.
4. Any activities in which a student is representing the University and is required to be absent. These events must be communicated early and approved by both the nursing faculty and the faculty scheduling the event (i.e. coach, public relations, etc.).

The student is required to notify the instructor via voicemail or email *prior* to start of class if unable to be present for the examination as scheduled. The student must state the reason the absence from the scheduled exam. Failure to notify the nursing faculty prior to the exam may result in an unexcused absence, and the exam score will be 0% with no opportunity to take the exam. It is the student's responsibility to ensure appropriate communication with the nursing faculty regarding missed exams and options for taking the exam at another time. The opportunity to take the missed exam at a later time after the scheduled exam will be determined by the course faculty. If the reason for missing the exam does not follow the exceptions listed above, a 10% reduction test grade will be applied (e.g., 89% becomes a 79%).

If students are tardy on an exam day, they must complete the exam in the allotted time (i.e., a time extension will not be given).

Rounding Policy

Grades are not rounded up or down on any course work (exam, assignment, quiz, etc.) during the course. The final course grade will be rounded to the tenth (one decimal point). Example: 81.49 will be 81%; 81.53 will be 82%. Any grades <73% will not be rounded up (i.e. 72.9% is not a passing grade so therefore will not be rounded up).

ATI Program & Student Assessments Across the Curriculum

Purpose: In an ongoing effort to maintain and improve the quality of MNU's nursing program and curriculum and to ensure our graduates' readiness for the NCLEX-RN®, the faculty has adopted a program of standardized assessments across the curriculum. This testing service is provided through *Assessment Technologies Institute (or ATI)*. Standardized and scheduled assessments provide data regarding nursing aptitude, study skills, learning preferences, content mastery, and readiness for the NCLEX-RN®.

What is ATI: ATI is a company that offers an assessment-driven review program designed to increase student success on the nursing licensure exam.

1. Used as a comprehensive program, ATI tools can help students prepare more efficiently, as well as increase confidence and familiarity with NCLEX-RN®-related content.
2. The ATI program provides books, online practice, and proctored testing over the major content areas in nursing. It also provides testing of indicators of academic success in nursing school and critical thinking, as well as comprehensive student assessment on an exam that is similar to the NCLEX-RN®.
3. The SON uses the ATI as a comprehensive testing program. Testing fees are assessed and included in scheduled university fees. These fees may undergo an annual adjustment.
4. Detailed information for the ATI testing program is available at <http://www.atitesting.com>

Pre-Admission Assessment: ATI's Test of Essential Academic Skills, (TEAS) is utilized as a pre-admission assessment for students applying to the traditional nursing program. The ATI-TEAS identifies students' strengths and weaknesses that may impact program performance and success.

ATI Content Mastery Assessments:

Overview: Students in the nursing major are required to take ATI competency tests pertaining to each of the major courses/content areas throughout the curriculum. Grades on ATI test(s) constitute 10% of the overall course grade but are not included in the course test grade average. Tests may be scheduled outside of lecture class time, and the student is required to attend. Testing takes place on campus, is proctored, and the testing schedule is provided early in the course. Practice tests will be made available by the course instructor.

Testing: Students may prepare for the scheduled Content Mastery Assessments through study of the course-related textbook, lecture notes, ATI textbook, and through completion of unsecured, non-proctored practice examinations

online. ATI textbooks and examination access information are distributed to students in course syllabi. Students will take a secured Content Mastery Assessment on scheduled testing dates. Access to unsecured Content Mastery assessments will continue until the student has successfully passed the NCLEX-RN®. All students are required to take each ATI Content Mastery Assessment. Failure to take the ATI as assigned will result in course failure.

1. The test is given during the last week of class or final exam period. Exams may be given outside of regularly scheduled class periods.
2. Score earned is recorded as 100% for a level 3, 90% for a level 2, 70% for a level 1, 60% for below level 1.
3. Students who earn a level 1 or below level 1 will develop a rigorous plan of remediation and complete the formal remediation form.

Remediation: Students who do not earn a level 2 or a level 3 will receive a formal remediation form from course faculty including the following:

1. Student will work independently to develop and complete a focused review.
2. Student will complete the Learning System final through ATI testing for the content mastery area in which the level 2 or 3 was not earned.
3. When student has achieved 90% on the Learning System final, the formal remediation form is submitted to the Cohort Forum on Moodle.
4. During the Senior Seminar: Transition to Nursing Practice course, before being allowed to take the Comprehensive Predictor, students are required to submit formal remediation forms for any course in which they received a level 1 or below a level 1.

Proficiency Levels: Expert ATI professionals have determined proficiency levels for each Content Mastery Assessment. A **Proficiency Level of 2 or 3 on ATI Content Mastery Assessments is the desired achievement**. Listed below are descriptions of what each proficiency level means and how exam grades affect course grades. These proficiency level policies only pertain to Content Mastery Assessment tests included in specific courses.

Proficiency Level 3:

1. Students earn all of the 10% grade allotment (e.g., 10/10 points or 100%) in the course grade.
2. This level of proficiency indicates the student is likely to exceed NCLEX-RN®-related content standards in this area. Students are encouraged to engage in continuous focused review to maintain and improve their knowledge of this content. *No formal remediation plan is required.*

Proficiency Level 2:

3. Students earn 90% of the grade allotment (e.g., 9/10 points or 90%) in the course grade.
4. This level of proficiency indicates the student is fairly certain to meet NCLEX-RN®-related content standards in this area. Students are encouraged to engage in continuous focused review to improve their knowledge of this content. *No formal remediation plan is required.*

Proficiency Level 1:

5. Students earn 70% of the grade allotment (e.g., 7/10 points or 70%) in the course grade.
6. This level indicates that a student is likely to just meet minimum NCLEX-RN®-related content standards in this area. *Students are required to develop and complete a formal remediation plan to achieve content mastery.*

Below Proficiency Level 1:

7. Students earn 60% of the grade allotment (e.g., 6/10 points or 60%) in the course grade.
8. This level indicates a need for thorough review of the content due to a questionable ability to meet NCLEX-RN®-related content standards. *Students are required to develop and complete a formal remediation plan to achieve content mastery.*

ATI Testing Schedule

Junior Level Tests and Corresponding Courses:

Fundamentals of Nursing*

Nursing Fundamentals

Mental Health*
Pharmacology*
Nutrition*

Mental Health Nursing
Pharmacotherapy
Health Restoration I

Senior Level Tests and Corresponding Courses:

Community Health*
Maternal Newborn*
Medical Surgical Nursing*
Nursing Care of Children*
Nursing Leadership*

Community Health Nursing
Maternal & Women's Health Nursing
Health Restoration II
Pediatric Nursing
Role Development

Comprehensive NCLEX-RN® Predictor Senior Seminar ATI Testing Schedule

Senior Comprehensive: (NCLEX-RN® Predictor Assessment)

The ATI Comprehensive NCLEX- RN® Predictor is completed in NURS 4212 Senior Seminar: Transition into Nursing Practice. A passing score, established by the SON faculty, must be achieved on the exam. If a passing score of 80% is not achieved on the ATI Comprehensive NCLEX- RN® Predictor, then a student is required to complete a scheduled 3-day live review offered by the MNU Nursing program and retake the ATI Comprehensive NCLEX- RN® Predictor. Students will not pass NURS 4212 or be eligible for graduation until this requirement is met.

Progression, Retention & Dismissal Policies

Academic Integrity

The operating principle for a student is this: When in doubt, the student should assume that no questionable activity is permitted unless the faculty member explicitly approves it. It is the student's responsibility to ask the faculty member which activities are authorized and permitted in each course.

Cheating:

Definition: To act dishonestly or unfairly in order to gain an advantage. Students who cheat misrepresent their own legitimate effort on an assignment (including but not limited to projects, papers, tests, labs, reading requirements, clinicals, etc.). Cheating is also the representation of someone else's work as one's own.

Specifically, cheating includes the unauthorized:

- a. Entry of a faculty or secretarial office in search of examination-related material;
- b. Use of materials from a faculty or secretarial office to prepare for an examination;
- c. Discussion of any part of an examination by a person who has not completed the exam with any person who is taking or already completed the examination;
- d. Presentation of a fraudulent excuse to seek permission to take an examination at a different time than the scheduled time;
- e. Assistance to or from another student during an examination;
- f. Looking at or attempting to look at another student's work during an examination;
- g. Use of written materials during an examination;
- h. Use of any electronic device, pre-programmed or otherwise, during an exam;
- i. Collaboration with another person to complete a project, an examination or homework assignment;
- j. Possession of examinations, test banks, answer keys, reserve library materials, destruction or hiding of source materials, library materials, or laboratory materials or experiments, or any other similar actions;
- k. Changing of grades or markings on an examination or in an instructor's grade book, or such change.

Plagiarism:

Plagiarism, which includes, but is not limited to, submitting examinations, papers, reports, drawings, laboratory notes, or other material as one's own work when such work has been prepared by another person or copied from another person.

Disciplinary Action for Academic Integrity Violation:

The thrust of academic integrity policy of MidAmerica Nazarene University is twofold. The University endeavors to communicate clearly its positive expectations about the principle of academic integrity and to educate its members accordingly.

- a. The University also endeavors to discipline violations of academic integrity in a fair and consistent manner. The penalty for an academic integrity violation will include any of the following depending on the severity and/or the pattern of violation:
 - i. A zero (0) or "F" on that particular assignment, examination, or project. No makeup work or extra credit project will be permitted. The zero or "F" may not count as the lowest grade to be dropped, if a faculty member uses a lowest-grade-dropped policy. A zero (0) or "F" on that particular assignment, examination, or project may result in course failure.
 - ii. Failure for that course, or
 - iii. Dismissal from the University.
- b. More severe penalties may be levied when the integrity offense is an organized group action or when criminal actions result.
- c. The University reserves the right to prosecute alleged criminal offenses.

Academic Progression Policy

Students are expected to progress through the nursing program as outlined in their specific advising plan and in alignment with their particular admitting class. The following statements identify MNU's academic progression policy:

1. Regarding prerequisite coursework, students will satisfactorily complete all prerequisite courses prior to enrolling in upper-level nursing courses.
 - a. General education and nursing prerequisite nursing courses must be completed with a minimum grade of C- (70%).
2. Regarding all nursing coursework, students must demonstrate academic success. Specifically:
 - a. The School of Nursing- Traditional BSN program requires a minimum overall grade of C (73%) or higher in all nursing courses.
 - b. The Traditional BSN Studies requires the attainment of a minimum grade of C (73%) or higher on the testing portion of the course grade in all nursing courses. The test average is calculated as described in each course syllabus as an overall test average.
 - c. If either the test average OR the final cumulative course grade is below a 73%, the lower of those two scores becomes the final grade for the course, and the student fails the course.
 - d. Clinical/lab components of a course are graded pass/fail. Students who have a passing didactic grade for a course, but fail the clinical/lab component, will receive an overall failing grade (F) for the course.
 - e. If a student withdraws from a nursing course while failing, it counts as a course failure.
3. Students must have a minimum cumulative or prerequisite GPA of 2.60 in all college coursework to enroll in any nursing course.
4. No nursing student is permitted to repeat a nursing course more than once to achieve a minimum grade of C (73%).
 - a. Students who earn two nursing course grades below C (73%), regardless of whether in the same or different courses, will be dismissed from the nursing program if they have been admitted.

- b. Additionally, if after failing a nursing course, the student has been successful in repeating the failed course, the original failure will continue to count toward the two failures that warrant dismissal from the nursing major.
5. Any nursing course failed in the traditional or accelerated BSN program will continue to count as a failure should the student switch between programs.
6. Students are expected to be responsible and aware of the consequences of failure regarding progression in the nursing major. All nursing course failures will result in the student receiving a warning letter from the Department Chair of Pre-Licensure Nursing Education.
7. All failing nursing coursework must be repeated at MNU. However, rare exceptions may be made on an individual basis pending approval from the course faculty, department chair, and SON dean.
8. Students entering their junior year must have completed all prerequisite coursework for the nursing major.
9. Students entering their senior year must have completed all coursework except for those courses noted on their plans of study for their senior fall and spring semesters. Failure to comply with this MNU regulation may delay graduation.
10. Nursing students failing to meet the terms or conditions of the University or the SON's progression policies are subject to dismissal from the nursing major regardless of the student's overall GPA.
11. Students must complete all required assessment tests and graduation requirements prior to graduation, as stated in course syllabi and/or this Handbook.
12. The SON follows the University calendar for drop/add dates and submission of earned course grades.
13. Requirements for the BSN degree must be completed within four years of the date of the first enrollment in any nursing course.
14. The SON does not assume responsibility for a student's program progression when a student admitted to the program does not follow their plan of study, i.e., they take a leave of absence, withdraw from a course, or fail a course. These students are considered for progression, if appropriate, on a space-available basis and based on the following:
 - a. reason for leave of absence
 - b. GPA and overall performance
 - c. length of absence from the nursing curriculum

Any student requesting to be placed on a waiting list should contact the compliance coordinator. A leave of absence does not exempt the student from the four-year limit for completion of the degree requirements.

Students have a right to appeal a decision of academic dismissal. Refer to the Academic Progression Appeal Procedure for steps in this process.

Changes in Functional Ability Status

By applying to the nursing program, students have acknowledged their capacity to meet the standards listed in the "Table of Functional Abilities for Professional Nursing Practice" (Appendix K). If at any time during the program a student's ability to demonstrate compliance with these requirements is in jeopardy, the student must notify nursing faculty. The student may need to withdraw from nursing courses to allow time to receive treatment and improve one's health condition. A student may be required to provide evidence from the healthcare provider that the challenges of the nursing program will not negatively affect the student's health or put patient safety at risk.

Students may be dismissed or temporarily suspended from the nursing program if they do not notify faculty of any personal health problems that may affect patient safety. A student may also be dismissed or temporarily suspended if, in the faculty member's judgment, the student is not able to provide safe patient care.

Students are expected to meet the regular expectations for class and clinical attendance, as well as all requirements of theory and clinical courses. It is recommended that the student inform the faculty of her pregnancy as soon as it is known, as some clinical areas may be unsafe for the developing baby. The student may be required to provide a medical release from her healthcare provider prior to returning to the clinical setting.

If a temporary condition prevents a student from continuing in the normal nursing sequence of coursework and the student wishes to continue in the nursing program at a later date, the student must submit a reapplication form to the Department Chair of Pre-Licensure Nursing Education—who will convene a Pre-Licensure Nursing Faculty meeting. Faculty will consider each request and decide about re-entry based on class size, student qualifications, etc. at the next scheduled admission committee meeting. Faculty may specify stipulations the student must meet prior to or during the re-entry semester. All decisions of the faculty and any stipulations required will be conveyed to the student in writing.

Dismissal from the Nursing Major

Dismissal Policy

Students are responsible for meeting the standards of academic and professional performance established by the School of Nursing. Nursing faculty in the SON bear the responsibility of maintaining the integrity of the nursing profession. Therefore, faculty reserve the right to dismiss any nursing student who demonstrates one or more of the following:

Academic Dismissal or Dismissal for Cause:

1. failure to make necessary academic progress in nursing coursework (e.g., failure of two (2) or more nursing courses at any level). As noted above, if after failing a nursing course, the student has been successful in repeating the failed course, the original failure will continue to count toward the two failures that warrant dismissal from the nursing major;
2. inability to display characteristics identified in the “Table of Functional Abilities for Professional Nursing Practice” as outlined in Appendix K;
3. failure to notify faculty of the student’s personal health problems that may affect patient safety;
4. failure to practice safe patient care within the guidelines of clinical courses, standards of care and evidence-based practice guidelines, the Nurse Practice Act, clinical agency guidelines, and/or this Handbook;
5. behavior or conduct inconsistent with standards of professional nursing practice as outlined in the ANA Code of Ethics for Nurses and the NSNA Code for Nursing Students (see Appendices F & G); or
6. failure to fulfill the requirements of a probationary agreement.

Academic Dismissal Procedure

The Department Chair will present and/or send a letter of dismissal to the student on behalf of the TBSN Committee. The dismissal letter will inform the student of the decision and appeal process, as well as refer the student to the department chair and/or SON dean for further guidance. Information regarding the appeal process is available in this *Handbook* and the University *Catalog*. Once the student has been dismissed, and pending the findings of any appeal process, the student will not be allowed to enroll in any nursing course.

A nursing student who has been dismissed for cause or for academic reasons should not expect to be readmitted to the nursing major. In very rare cases, when in the judgment of the faculty and TBSN Committee, there is clear evidence of probable future academic success, an application for readmission may be considered. In no case, will readmission be considered until one calendar year has elapsed from the date of dismissal.

Academic Progression Appeal Procedure

The academic progression appeal procedure guides student appeals related to SON academic probation or dismissal based upon the Academic Progression Policy. For individual course grade appeals, the student is referred to the Grade Appeal Procedure.

1. The student’s initial step in the probation/dismissal appeal process is to submit an appeal letter to the program’s department chair within ten (10) academic days of receiving notice of the dismissal. The letter must clearly identify why the student believes the dismissal is inappropriate, based on the Academic Progression Policy. If the department chair is the faculty member involved in the dismissal, a department chair from another MNU nursing program will be appointed by the SON dean to serve for this step in the appeal procedure.
2. Within five (5) academic days of receiving the student appeal, the department chair is to provide a written response to the student that must outline why the department chair does/does not support the student’s appeal.
3. The student has five (5) academic days from the receipt of this letter to respond with a written appeal. This written appeal should be provided to the department chair requesting a faculty review of the situation.

4. Within ten (10) academic days of receipt of the student's written appeal, the department chair will convene a faculty review.
 - a. Three faculty members will be included in the faculty review:
 - i. At least one faculty member is to be from the student's program (traditional BSN, ABSN, RN-BSN programs) and, when appropriate, from the student's level in the respective program.
 - ii. No faculty from courses in which the student is currently enrolled will be included in the faculty review.
 - iii. At least one faculty must be from another program within MNU's SON or may be selected from an MNU non-nursing program.
 - b. Faculty conducting the review will meet to evaluate the written materials. As appropriate, faculty may interview course instructors, the student submitting the appeal, other students, clinical faculty, and/or other pertinent individuals.
 - c. Results of the faculty review must be submitted, in writing, to the student and department chair within five (5) academic days after the first meeting of the group conducting the faculty review.
5. If the student is not satisfied with the result of the decision by the faculty review, an appeal may be made to the SON dean. The student has five (5) academic days from the date of receipt of the letter from the faculty review to appeal the decision. This written appeal should be provided to the department chair and SON dean. A meeting with the SON dean and the student will be arranged within five (5) academic days after receipt of the written appeal. A staff person from the SON may facilitate the scheduling of this meeting. At the end of the meeting, the written decision of the SON dean will be mailed by certified mail (addressee signature required) to the student within five (5) academic days. Additional copies will be sent to appropriate nursing faculty and department chair.
6. If the matter is not resolved within the SON, the student may appeal to the Vice President for Academic Affairs (VPAA) of the University, or designated representative. This written appeal must be made within ten (10) academic days after receipt of notification of the decision made by the dean of the SON.
7. The VPAA, or designated representative, shall review the full record of the case and appeal documents. An ad hoc academic appeal committee may be appointed to review the record and provide advice on the matter, as outlined in the undergraduate academic MNU Catalog of the current year.
8. The decision of the VPAA or designated representative will be communicated in writing to the student, as well as to the SON dean, department chair, and involved faculty.

Grade Appeal Procedure

Students are responsible for meeting successful standards of academic performance. Toward this goal, students should maintain ongoing and open communication with course faculty. If a student believes an unfair course grade was given, the student should make every attempt to clarify the grade concerns with the course faculty and/or department chair. However, when this informal consultation does not rectify the matter to the student's approval, a formal grade appeal may be initiated. Students may initiate a formal grade appeal if they believe any of the following occurred:

1. the final course grade received was based on something other than academic performance in the course,
2. the grade assignment was the result of more exacting or demanding standards than were applied to other students in the course, or
3. the assignment of the grade was representative of a substantial departure from the instructor's previously announced standards.

To initiate a formal grade appeal, the student must provide written notification to the department chair (or SON dean if the grade being grieved was assigned by the department chair) no later than 30 calendar days from grade notification. The department chair (or SON dean) shall notify the student in writing of the departmental decision within 30 calendar days of the receipt of the written appeal. If the appeal is not resolved at the departmental level, the student may follow the "grade changes and grievances process" as outlined in the undergraduate academic MNU *Catalog* of the current year.

Progression in the Nursing Major

The curriculum is divided into four semesters. Progression through the semesters is assured by successful completion (a minimum grade of C [73%]) in all nursing courses (refer to nursing course grading policy).

Unsuccessful completion of any nursing course at any semester may prohibit progression to the next semester of the curriculum. The student must retake the failed course as soon as possible.

Any nursing student who is not enrolled in nursing courses for more than two consecutive semesters is considered dismissed from the nursing program, and reapplication is required to be considered for readmission to the program. Evaluation of a student's status and readmission to the nursing program may require testing to assess at what level the student may resume nursing studies and/or what remediation may be required prior to continuation in the program.

Special cases: Exceptions to the following policies require approval of the chair of the Department of Traditional BSN studies:

1. Pathophysiology must be taken prior to, or concurrently with, the corresponding Health Restoration courses.
2. Pharmacology must be taken concurrently with the corresponding Health Restoration courses.
3. Any student who drops a Pathophysiology or Pharmacotherapy course while taking a Health Restoration course must also drop the Health Restoration course.
4. Pharmacotherapy must be taken concurrently with, or after, Pathophysiology.

Readmission Policy and Procedure

MNU Readmission

A former student of MidAmerica Nazarene University who has not been in attendance for one semester or more must contact the university Registrar for readmission to the University.

Readmission to Traditional Nursing Major

Readmission to the nursing major is required for any circumstance that has caused a student to discontinue progression in the major with the designated admission class. Students who are applying for readmission are considered, on a space-available basis, at a TBSN Committee meeting. Students who are applying for readmission must meet all application requirements as listed in the Admission Policies in this *Handbook*.

Clinical, Skills Lab, and Virtual Patient Center Policies

Nursing is a profession dealing with human life. The nursing student, therefore, is held to higher standards than may be found in other areas of the campus community. This is necessary for the protection of the student, patients, clinical agencies, and clinical faculty.

The purpose of the nursing practice lab and Virtual Patient Center, (VPC) is to provide nursing students with resources for effective learning. Experiences are planned to provide for demonstration, practice, and evaluation of skills necessary to function safely in the clinical setting. In order to ensure adequate privileges for all, students will abide by the following guidelines:

1. Students are expected to come prepared to participate in lab/VPC experiences.
2. If prep work is incomplete prior to the student simulation experience, the course faculty will determine if the student will participate in the experience or be asked to leave and make-up the simulation in an alternative manner.

3. Clinical attire is required for nursing lab and VPC experiences. Necessary equipment utilized for clinical should be part of the student's professional dress for this day.
4. Hair must be pulled back or short enough to keep it from touching a mannequin or falling into the student's face when providing care.
5. Students are to maintain an environment appropriate for learning and testing.
6. While faculty is checking-off students or conducting instruction, other students should not interrupt the teaching/learning process.
7. The nursing lab office and phone are for faculty use only.
8. Food and drinks are not permitted in the lab/simulation area.
9. Personal electronic devices are not allowed in the skills lab/VPC including pre-briefing and post-briefing.
10. Faculty and students are responsible for using standard precautions.
11. Students must have faculty supervision when working with the human patient simulators and mannequins.
12. Students participating in the simulation experience are expected to be present throughout the entire lab and debriefing process.
13. Clinical simulations may be recorded but remain confidential and may be used for debriefing and quality improvement.
14. All VPC experiences are to be treated as confidential and must not be discussed with other students after leaving the debriefing session. This is a serious breach of academic integrity and can compromise the educational opportunity for other students. A Simulation Contract and Confidentiality Agreement (Appendix K) will be signed prior to beginning the simulation experiences. The agreement will apply while the student is enrolled at MNU.
15. All students are expected to interact with other students as well as facilitators with mutual respect and esteem. The lab and VPC is meant to be a safe environment where learning takes top priority.
16. All users are expected to leave the lab and VPC in order. Please dispose of trash in containers and leave supplies on the tables.
17. Sharps are not to leave the lab or VPC and are to be disposed of in the provided sharps containers.

School of Nursing Policies

Accountability

The student is personally accountable to the patient, the clinical agency, the SON, the University, and the law in the performance of all actions that in any way reflect the role of the nursing student. In the event that any student action or omission of action violates standards of these institutions, the clinical faculty responsible for the student, in conjunction with the clinical course coordinator, Department Chair of Pre-Licensure Nursing Education, will determine the consequences depending upon the severity of the act committed.

Nursing students are expected to practice according to the standards set by the profession. Students should be aware that behavior deviating from professional standards or actions that are unsafe, illegal, or unprofessional, may result in a recommendation for dismissal from the major. While a single incident may be serious enough to warrant an immediate recommendation for dismissal, a pattern of less serious unprofessional behaviors may also result in a recommendation for dismissal from the nursing major.

If a student's behavior/performance is believed to be an immediate and severe threat to patient or public safety and welfare, the student may be removed from the clinical area, followed by a written recommendation for failure of the clinical course. Dismissal from the nursing major also may be recommended.

Bereavement Leave Policy

Bereavement Leave:

- Bereavement leave of five (5) working days will be granted to a student upon notification to his/her current faculty regarding the death of a loved one.

- The student is responsible for contacting the faculty member to determine what assignments were missed. Missed coursework must be completed within one (1) week from the time you return to your courses.

Clinical/Lab Attendance

Students are expected to be present and prepared for all clinical experiences. Any time a student misses a clinical or lab learning experience, the student will fail that experience unless it is made up. The Pre-Licensure Nursing Department will make arrangements for any clinical or lab make up sessions. The student is expected to make up missed clinical hours on the date and time established by the Pre-Licensure Nursing Department. Inability to make up clinical hours will result in clinical and subsequent course failure. All missed clinical days must be accounted for by the end of the current course. Clinical make-up days will be scheduled based on clinical resource availability (faculty & clinical agency approval). If a student cannot attend a clinical /lab experience on the designated date and time, the student may fail the clinical or lab part of a course which may result in course failure. If more than 10% of the clinical or lab time is missed, the student is at risk for course failure. The Pre-Licensure Nursing Department will make arrangements for clinical and/or lab make up. Any missed clinical or lab hours must be made up according to the plans developed by the nursing department. If a student is unable to make up clinical time within the parameters of scheduled clinical make-up days, then the student will be required to pay the clinical faculty's salary for clinical instruction (a minimum of \$40.00 per clock hour of clinical /lab instruction).

Clinical and lab attendance is critical to the determination of satisfactory performance. Therefore, a student should be punctual and present for every clinical experience. Arrangements must be made with the clinical faculty prior to any missed clinical time. **All missed clinical days must be accounted for by the end of the current course/semester.** Specific assignments for an alternative experience will be at the discretion of the clinical course coordinator. A student who misses a clinical day may automatically forfeit all alternative clinical experiences (i.e., ICU, ED, OR, etc.) unless previous arrangements are made with Pre-Licensure Nursing Department.

If for some reason MidAmerica Nazarene University is closed (e.g., inclement weather, local disaster, etc.), or other circumstances beyond the student's control, make-up days will be at the discretion of the Pre-Licensure Nursing Department.

To meet Kansas State Board of Nursing regulations and clinical agency requirements for nursing student practice, a student may not miss clinical orientation for ANY REASON. A student may not engage in patient/client care at a facility without attending clinical orientation. Failure to engage in clinical orientation activities will result in a course failure and dismissal from the TBSN program.

If the student is ill and will be tardy or miss a clinical experience:

1. The student will call or text the clinical instructor to report the absence or tardiness a minimum of 2 hours prior to the clinical experience. An email will be sent to the clinical coordinator explaining absence/tardiness. The student will meet with the clinical coordinator to complete a progression form. To ensure proper patient care, the clinical unit must know in advance if the student is going to be absent or tardy. Information is given during clinical orientation regarding how to contact the appropriate agency personnel. Failure to appropriately notify the faculty and clinical agency violates professional behavior standards.
2. If a student misses more than 10% of the total number of clinical hours in a course, the student will fail the course unless the student makes up the missed clinical hours.
3. Prompt arrival to your clinical experience is a sign of professionalism. It is expected that you will arrive on time for all clinical experiences. Failure to meet this requirement will result in a mandatory meeting with the clinical course coordinator and a progression form will be completed.
4. Clinical failure will result in a course failure.

5. A “no call/no show” absence is considered an automatic failure for the course. Exceptions will be reviewed by the Pre-Licensure Nursing Faculty Assembly for extenuating circumstances.
6. In case of extended illness/injury, the course coordinator and clinical instructor will be notified by e-mail. A release from the student’s healthcare provider specifying that the student may work in the clinical setting without any restrictions will be required before the student may return to the clinical setting. When absenteeism interferes with the student’s achievement of clinical and/or classroom activities, the student may be required to withdraw from the course. Circumstances will be evaluated on an individual basis.

Addendum to Clinical/Lab Attendance

The importance of clinical is critical to determine satisfactory student performance, it is encouraged students avoid COVID exposure outside of school/clinical.

All students are encouraged to use #CampusClear daily. This will indicate to the student whether he/she is cleared for clinical or if he/she will need to seek follow-up assistance from the COVID Coordinator, Lyndi Fuemmeler. If a student is experiencing potential COVID symptoms or has had a positive COVID exposure he/she is to notify the COVID Coordinator, the clinical instructor, and the clinical course professor before going to clinical. If the student does not have a reply before clinical begins, the student should stay home until instructed on whether clinical should be attended. If the student is to stay home, clinical course professor will assign make-up clinical.

Clinical Evaluation

Students and faculty collaborate in the assessment of student progress in the clinical components of the program. An evaluation form based on departmental outcomes is used as the basis for validating the student’s pass/fail status in clinical components and clinical courses. Clinical faculty are responsible for the final grade in all clinical component of courses. Theory courses with a clinical component require a student to pass both clinical and theory course components.

Clinical Readiness

Each student is responsible for adhering to all policies and guidelines in the Collegiate Nurse Educators of Greater Kansas City (CNEGKC) *Clinical Orientation Manual* that is updated annually. This manual is located on Clinical Student in the shared folder. Each student must pass an exam covering the information outlined in the manual with a minimum score of 90% prior to being allowed to participate in clinical. In addition, each student will sign a *Confidentiality Agreement* from this *Manual* prior to the first observation or clinical experience and annually thereafter. Students are held accountable to the policies established in the current *Manual* throughout their tenure in the nursing program. There may be additional requirements of specific clinical agencies. Failure to abide by these policies or meet these requirements may result in dismissal from the nursing major.

Communicable Disease Policy

Outbreaks of communicable diseases have occurred recently among student populations on university campuses. Health agencies have been alerted that nursing students may be the source of similar outbreaks in hospitals. To protect students as well as patients and agency employees, stringent guidelines are in place that are recommended by Collegiate Nurse Educators of Greater Kansas City, the American College Health Association, and the Kansas Department of Health and Environment. The immunization guidelines found in Appendix J must be met prior to entry into courses with a clinical component.

Students who leave the country may be screened upon return for serious communicable diseases. Individual education partners and hospitals may have policies related to processes and procedures for handling serious

communicable diseases. Please visit the Kansas Department of Health and Environment Website for additional information <http://www.kdheks.gov/>.

Influenza Policy: Efforts to prevent outbreaks of seasonal flu/H1N1 and/or reduce its spread are a primary concern of the SON. The following are recommended:

1. Students are required to receive the seasonal flu immunization.
2. MNU students and faculty must adhere to the policies at their clinical sites.
3. If the student develops influenza-like symptoms, the following guidelines apply:
 - a. A student should not attend class or clinical until the fever has remained < 100° F for 24 hours, without the assistance of medication (e.g., Tylenol®, ibuprofen, cold medicine).
 - b. On-campus students are encouraged to identify an off-campus location for convalescence if they become ill.

Confidentiality and HIPAA Compliance

The *Health Insurance Portability & Accountability Act* of 1996 (HIPAA), Public Law 104-191, provides for the protection of confidentiality and security of personal health information, and all healthcare organizations are mandated to provide such confidentiality and security. Private patient information must be kept confidential and may only be disclosed or used for specific purposes related to an individual's care. To practice in the clinical environment, students are required to sign a confidentiality statement annually. Students and faculty must comply with the same HIPAA standards of confidentiality as clinical agency employees. Such compliance may require attendance at informational meetings, reading printed data, being tested on agency policies, or other means to guarantee that students and faculty comply with this federal law.

Student behavior that is inconsistent with professional standards and laws (e.g., ANA's *Code of Ethics for Nurses*, the *Kansas Nurse Practice Act*, HIPAA, etc.) will be reflected in evaluation/grading and may be grounds for dismissal from the nursing major.

Consent Forms

Due to possible legal ramifications, a nursing student may not co-sign clinical agency consent forms, discharge instruction forms, or sign any such form as a witness to the patient's understanding and/or signature.

CPR Certification

Clinical agencies require that students have CPR completion cards through the **AMERICAN HEART ASSOCIATION** to participate in any patient related nursing activities. No other CPR/BLS courses will meet the clinical requirement.

Options are as follows:

1. In person class
 - a. BLS for HealthCare Professionals <https://cpr.heart.org/en/cpr-courses-and-kits/healthcare-professional/basic-life-support-bls-training>
 - b. Offered at many hospitals, Emergency Medical Services, and local vendors
 - c. Training Centers can be located through the following link
<http://ahainstructornetwork.americanheart.org/AHA/ECC/classConnector.jsp?pid=ahaecc.classconnector.home>
2. On-line option (<https://www.onlineaha.org/courses#3>)
 - a. Before enrolling in the online-option, you **must** identify an instructor who will check you off on the skills portion
 - b. Select Heartcode BLS
 - c. Online portion must be followed by skills check-off to receive a CPR card

- d. Check-offs may be located through the following link
<http://ahainstructornetwork.americanheart.org/AHA/ECC/classConnector.jsp?pid=ahaecc.classconnector.home>

Costs are associated with training and vary between course providers. **Be careful in ensuring you sign up for the right course.**

Students are responsible for providing evidence of current AHA BLS for Healthcare Professionals course completion. This can be done by uploading a scanned copy (front and back) of the AHA course completion card to Castle Branch. **Students will not be allowed to participate in any clinical course or clinical nursing function without this documentation.**

Criminal Background Check

The social responsibility of the nursing profession includes practicing within the ethical and legal boundaries of the profession. Nurses form bonds of trust with their patients and with society as a whole and are, therefore, held to high standards of personal and professional conduct.

Clinical agencies require students to undergo a criminal background check prior to participating in clinical activities in their facilities. The cost for this assessment is paid by the student. The following considerations are offered for students considering application to the nursing program. A substantive criminal background (i.e., a criminal history and/or arrests for which action is pending) could:

- prevent a student from participating in clinical experiences in various healthcare agencies, resulting in failure to meet course requirements, failure of the course, and dismissal from the major.
Recommendation: See the dean of the SON.
- disqualify a person from taking the NCLEX-RN®. Some states may reject a person's application to take the NCLEX-RN®, whether the criminal activity was revealed in this initial background check or in a subsequent check. In addition, some state laws and/or clinical agencies may prohibit a student (or nursing graduate) with a substantive criminal background from having patient contact.
Recommendations: See the Dean of the SON and consult the state board of nursing and/or the *Nurse Practice Act* in the state(s) in which you hope to practice for clarification of their policy.
- place a student in need of legal counsel. **Recommendation:** Consult an attorney.

Students who are conditionally accepted into the nursing program will receive additional information and an application to begin the criminal background check process. If deemed necessary by the dean of the SON, repeat criminal background checks may be required at the expense of the student.

Drug Calculation Competency Exams

Each student must pass a dosage calculation exam during Fundamentals/Concepts of Care 2, Health Restoration 2, and Internship with a minimum score of 90% prior to being allowed to participate in medication administration during clinical. Answers are either right or wrong; no partial credit will be given. If a student is unsuccessful on the first attempt the student must show proof of remediation prior to the second attempt. A student who is unsuccessful on any additional dosage calculation exam attempt must meet with nursing faculty and attend at least one session with a math tutor at the Academic Support Center. Faculty must allow one day between examinations. If a student attends clinical without passing the dosage calculation exam a progression form will be initiated. The dosage calculation exam must be passed with a 90% prior to the second week of clinical. If unable to meet this requirement the student will not be allowed to continue the clinical experience, and subsequently may fail the course. In addition, maintenance of dosage calculation competency is assessed on classroom exams and may also be assessed during the clinical experience.

Health and Hospitalization Insurance

All nursing students are required to provide documentation of current health and hospitalization insurance coverage. Students must validate possession of this coverage prior to any lab practice in the nursing lab, and prior to providing patient care in a clinical setting. Because of clinical agency agreements between MNU and clinical facilities, students are expected to maintain health insurance coverage while enrolled in the nursing program.

Lab/Clinical Partners and Practice

All professional responsibilities related to treating patients with respect, being accountable and competent, and protecting patients' rights/privacy/confidentiality, apply to student relationships with their lab partner.

Medication Administration

1. The policy of each clinical site must be followed at all times when administering any medication.
2. Students are responsible for knowing the classification, mechanism of action, route, dose, side effects, and nursing implications of every medication administered.
3. Students will prepare and administer all medications only with the faculty's direct supervision or with an RN approved by the faculty member. Details concerning medication administration in specific clinical courses, if applicable, will be outlined in the respective course and/or clinical syllabi.
 - a. For students taking Nursing Internship: It is at the discretion of the clinical instructor and the nurse in charge of the patient to determine if the student is competent to prepare and administer medications (except IV push medications).
4. Students may **not** give any medications:
 - a. in an emergency situation,
 - b. that are investigational drugs,
 - c. that are parenteral antineoplastic drugs, or oral antineoplastic agents requiring special handling and disposal,
 - d. that are epidural medications.

Medication Administration Related to the Circulatory System

Students will be allowed to access the circulatory system only under the direct supervision of the clinical faculty member or a clinical registered nurse (RN) specifically designated by the student's clinical faculty member. The clinical faculty member or clinical RN will supervise the preparation and administration of all intravenous/parenteral medications/infusions with students. Students must ensure that an RN remains present with them during all IV access events including starting and discontinuing an IV, hanging all IV solutions and medications, and pushing all IV meds or flushes.

The consequences of any deviation from the above policy will be determined by the clinical faculty member and may result in failure of the course and/or dismissal from the nursing major.

Verbal Orders and Telephone Orders

To reduce the risk of errors and protect the quality of patient care, MNU nursing students may not accept or communicate verbal or telephone orders in any clinical agency. If requested to take a verbal or telephone order, the student should:

1. identify oneself as a nursing student,
2. explain that you cannot accept a verbal or telephone order, and
3. direct the individual to the appropriate licensed person who may accept verbal or telephone orders.

Mission Trip Policy

It is part of the vision of MNU to provide opportunities for students to participate in global mission trips, if they desire. The SON offers healthcare mission trips for students to meet the following goals. We would like for students to:

1. value a global worldview of healthcare,
2. discern our role as Christian nurses in global healthcare, and
3. appreciate the role of healthcare teams in promoting global health.

Each student wanting to participate in a healthcare mission trip must meet the following criteria:

1. Be passing all nursing courses.
2. Submit along with application a reference from the clinical instructor or preceptor.
3. Submit proof of current medical insurance along with a notarized medical release form.
4. Submit a signed travel release form.
5. Pay the required trip expenses before going on the trip.
6. Submit a completed application addressing all the questions completely.
7. Subject to a possible interview about suitability for the mission trip.
8. Read and follow the CDC recommendations for relief workers in the intended country of service.
<https://wwwnc.cdc.gov/travel/destinations/list>
9. Abide by the MNU student lifestyle guidelines outlined in the MidAmerica Student Handbook. Failing to adhere to these policies could result in no academic credit being given and the possibility that the student will be sent home early at the student's expense.
10. Have a valid passport, if going on an international trip.
11. Agree to operate under the scope and standards of practice for the country of destination which will be clarified by supervising faculty for each trip.

Due to the rigors and stresses that may occur in unfamiliar, unknown, and unpredictable situations/settings, faculty reserve the right to evaluate applicants' academic, clinical, and interpersonal competence in accordance with the objectives of a trip. Other applicants will be considered on a case-by-case and space-available basis.

Mission/Vision Statement for Virtual Patient Center

The mission of MidAmerica Nazarene University's School of Nursing Virtual Patient Center is to create a safe, student-centered experiential learning environment that promotes respect, clinical judgement and critical thinking skills that align with best-practice guidelines.

The vision of MidAmerica Nazarene University's Virtual Patient Center is to create a realistic, innovative healthcare environment where students engage in active learning, reflection and personal growth to inspire and prepare professional nurses for optimal patient care.

Nursing Lab & Virtual Patient Center Policy

The purpose of the nursing practice lab and Virtual Patient Center, (VPC) is to provide nursing students with resources for effective learning. Experiences are planned to provide for demonstration, practice, and evaluation of skills necessary to function safely in the clinical setting. In order to ensure adequate privileges for all, students will abide by the following guidelines:

18. Students are expected to come prepared to participate in lab/VPC experiences.
19. If prep work is incomplete prior to the student simulation experience, the course faculty will determine if the student will participate in the experience or be asked to leave and make-up the simulation in an alternative manner.

20. Clinical attire is required for nursing lab and VPC experiences. Necessary equipment utilized for clinical should be part of the student's professional dress for this day.
21. Hair must be pulled back or short enough to keep it from touching a mannequin or falling into the student's face when providing care.
22. Students are to maintain an environment appropriate for learning and testing.
23. While faculty is checking-off students or conducting instruction, other students should not interrupt the teaching/learning process.
24. The nursing lab office and phone are for faculty use only.
25. Food and drinks are not permitted in the lab/simulation area.
26. Personal electronic devices are not allowed in the skills lab/VPC including pre-briefing and post-briefing.
27. Faculty and students are responsible for using standard precautions.
28. Students must have faculty supervision when working with the human patient simulators and mannequins.
29. Students participating in the simulation experience are expected to be present throughout the entire lab and debriefing process.
30. Clinical simulations may be recorded but remain confidential and may be used for debriefing and quality improvement.
31. All VPC experiences are to be treated as confidential and must not be discussed with other students after leaving the debriefing session. This is a serious breach of academic integrity and can compromise the educational opportunity for other students. A Simulation Contract and Confidentiality Agreement (Appendix K) will be signed prior to beginning the simulation experiences. The agreement will apply while the student is enrolled at MNU.
32. All students are expected to interact with other students as well as facilitators with mutual respect and esteem. The lab and VPC is meant to be a safe environment where learning takes top priority.
33. All users are expected to leave the lab and VPC in order. Please dispose of trash in containers and leave supplies on the tables.
34. Sharps are not to leave the lab or VPC and are to be disposed of in the provided sharps containers.

Professional Appearance

Professionalism is vital for nurses and nursing students. Students must realize that they represent not only themselves but the SON and the nursing profession as a whole. Clinical attire and appearance is professionally conservative in order to be acceptable in all settings. Individual requirements may vary slightly at the discretion of the faculty or clinical agency. The general guidelines for student dress presented here may be superseded by guidelines of the clinical agency. If the guidelines of the clinical agency are more stringent than those of the nursing program, the student is expected to adhere to those of the clinical agency. In determining the quantity of clothing to be purchased, keep in mind that there will usually be two clinical experiences each week.

Clinical attire for MNU students consists of:

- Dark gray scrubs (pants or skirts/dresses are both acceptable) if wearing a shirt under a scrub top, it must be plain white, black or the color of the scrubs and have no writing or artwork. The uniform is to be properly fitted, clean, wrinkle-free, free of odor, and in good repair. It's the expectation that while in school uniform, students are functioning in their student nurse role and are subject to all applicable policies and procedures.
- Plain colored socks with pants, white or neutral hose with skirts or dresses.
- Athletic shoes are acceptable and must have closed toes and heels and made of nonpermeable material. Footwear should be neat, clean, and be in good repair. For safety and comfort, students should purchase shoes that offer support and protection from things such as heavy equipment and dropped needles.
- White lab coat/jacket of uniform quality (optional).
- Dark gray scrub jackets are acceptable.
- No hooded sweatshirts or jackets are allowed in the clinical setting.

- Undergarments should not be visible.
- Official MNU nursing student name tag: MNU photo ID in a plastic badge holder and a student ID label – both available from SON during orientation. Exact cash or check accepted.

Inappropriate clinical attire includes, but is not limited to:

- Sleeveless tops, T-shirts, sweatshirts, sweatpants
- Immodest clothing or clothing that exposes a bare back or midriff when bending or moving
- Novelty/patterned socks or hose
- Bare legs
- Name tags from other agencies or the student's work setting, or novelty pins
- No name tag embellishments or any pins with the initials RN

In making decisions about appearance in clinical settings (e.g., hair style, jewelry, fingernails, etc.), the student must present a professional appearance that would project a positive image of MidAmerica and the profession of nursing, as well as provide a safe environment for the patient and the student. With professionalism and safety issues in mind, the following are considered non-negotiable issues in any clinical setting:

- Fingernails should be clean, well-groomed, and no longer than ¼ inch from tip of finger to tip of nail. Artificial nails include bonding tips, wrappings, acrylic, and gel finishes. In other words, any fingernails you were not born with are considered artificial and may not be worn by health care personnel who provide direct patient care. Nail polish may not be worn.
- Make-up should be conservative and in good taste. False eyelashes are not allowed.
- Jewelry acceptable while in uniform in the clinical setting includes watch, plain wedding band (recommended simple with no raised stones*), and one set of simple post earrings. Flesh or clear spacers must be worn in other piercings or gauges. If wearing a post piercing in the ear for alleviating migraines (Daith piercing), the sum total of ear piercings may not exceed three. A doctor's note for wearing a Daith Piercing may be requested.
- The visibility of tattoos is subject to the clinical faculty and the host clinical agency. In some instances, it may be required for the tattoo(s) to be covered.
- Mints, for breath control, are acceptable; chewing gum is not allowed.
- For patient comfort, students should not emanate offensive body odor. Antiperspirants to control body odor are recommended. Further, no perfume, aftershave lotion, tobacco smoke, or other body odors are acceptable in any clinical setting.
- Good hygiene such as bathing, use of deodorant, and brushing teeth is expected.
- Hair should be neat and clean without extreme colors (acceptable colors are only those that naturally exist). Hair should be controlled so that it does not fall over the eyes in the immediate work area or on patients. Hair accessories may be worn but must be a solid, neutral color without embellishments.
- Facial hair should be short, clean, well-groomed and must in no way interfere with the technical and professional requirements of a nursing student's work assignment. Some settings, such as the operating room, may require covering over a beard.

**The rationale for not wearing rings with raised stones relates to the hygiene of wearing jewelry with settings/stones that can trap microorganisms.*

Caveat: Students wearing make-up, hair accessories, or jewelry deemed inappropriate may be asked to remove or alter the items being worn, at faculty or facility discretion.

The clinical faculty has the right and responsibility to require students to comply with these standards, as well as any additional policies of a clinical setting, whether specifically stated in the syllabus or communicated verbally. The faculty also has the right to send the student home to achieve a professional appearance if, in the faculty's opinion, such action is warranted.

When students are in a clinical agency but not involved in patient care, clinical attire and MNU name tag must be worn. Variations of this policy will be at the discretion of the individual clinical faculty and/or the clinical agency, and these variations will be stated in the clinical syllabus or verbally communicated.

Professional Liability Insurance Coverage

MidAmerica Nazarene University provides professional liability insurance coverage for claims arising from a student nurse's performance during assigned clinical courses.

Student/Employee Roles

The role of student-nurse is different from any role a student may have as an employee of a healthcare agency such as that of nurse's aide. Actions of nursing students in clinical may vary significantly from what they may legally do as an employee. Students have the responsibility to clarify what they can do in the role of employee; it should not be assumed that the two roles are interchangeable or that the skills learned in one role may legally be practiced while performing in the other role. During all clinical rotations, students assume a student role and are not considered agency employees.

Student Injury/Illness/Exposure in the Clinical Setting

Health Insurance: Students are required to provide evidence of healthcare insurance before starting nursing courses. Health insurance is available for purchase from MNU. Students should be aware that if they become ill, injured, or exposed to blood/body fluids during a clinical/laboratory experience, they must seek appropriate medical care at a healthcare facility. Proof of insurance must be documented annually. Because of clinical agency requirements, students must be enrolled in a health insurance program throughout the entire TBSN program.

Student Injury during Academic Experiences: If an injury occurs during an academic experience, the clinical faculty and preceptor should be notified immediately. An incident report should be completed per agency policy. Students will be referred to the emergency department if the situation requires immediate attention, or to their personal healthcare provider for treatment as needed. The student is responsible for the cost of all testing, treatment, and follow-up care.

Blood or Body Fluid Exposure during Academic Experiences: To assure adequate follow up, nursing students sustaining a percutaneous puncture wound and/or mucous membrane exposure to blood or body fluids shall:

1. thoroughly clean the wound with soap and water;
2. flush mucous membranes with a large amount of water;
3. report the occurrence immediately to the preceptor and clinical faculty so that evaluation of risk and need for treatment may occur promptly.

Following exposure to blood or body fluids, the agency policy should be followed. An incident report should be completed according to agency policy, and the student should follow the clinical agency policy for students regarding treatment. Students will be referred to the emergency department if the situation requires immediate attention, or to their personal healthcare provider for treatment as needed. The student is responsible for the cost of all testing, treatment, and follow-up care.

If the exposure occurs in a facility with no policy regarding how to manage exposures, the student should follow up with the emergency department or their personal healthcare provider. The SON supports the principles of

confidentiality and individual rights in conjunction with CDC guidelines regarding exposure to body fluid/blood-borne pathogens.

Transportation

Clinical placements for students may occur within a 100-mile radius of the MNU Olathe campus. Students are responsible for providing their own transportation to and from the clinical setting. It is suggested that students carpool as much as possible. Adequate coverage for car insurance should be maintained and is the personal responsibility of the student. Students are not permitted to transport patients in their personal vehicle, just as faculty/staff are not permitted to transport students in their personal vehicle.

Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS)

English Language Requirements: The Pre-Licensure nursing programs require that all applicants, whether domestic or international, who are not native speakers of English, meet the minimum English proficiency requirement to be considered for admission. Therefore, all applicants for study in the pre-licensure nursing programs whose native language is not English must demonstrate an established level of English language proficiency.

Ways to Demonstrate English Language Proficiency

- Official transcript showing the applicant graduated with a baccalaureate degree (or higher) earned in residence from an accredited English-medium U.S. college or university or a college or university in the United Kingdom, Australia, New Zealand, Ireland, English-speaking province of Canada, or an English-speaking Caribbean country, with instruction conducted in English. Degrees earned online may not be used to verify English proficiency.
- Receipt of an official copy (not student's copy) of an applicant's English proficiency standardized test scores (e.g., TOEFL) achieved not more than two years prior to the semester of first enrollment.
- A personal and/or phone interview may be conducted.

TOEFL-iBT and IELTS Requirements:

- a. Below are the minimum scores required on the TOEFL-iBT and IELTS exams to satisfy the minimum English proficiency requirement for admission.

TOEFL-iBT	IELTS
21 minimum on the Reading, Listening, Writing subscores	7 minimum on all subscores, with the exception of Speaking
26 minimum on the Speaking subscore	8 minimum on the Speaking subscore

When submitting test scores to MNU, please submit only original scores sent directly from the testing agency. Photocopies will not be accepted. For testing purposes, MNU's school code number for the TOEFL-iBT is 6437.

STUDENT RIGHTS & RESPONSIBILITIES

TBSN Student Rights and Responsibilities

Advisee-Advisor Responsibilities

Students will be assigned a nursing faculty advisor for the duration of their tenure at the University. Advisors are available for academic advising by appointment, and students needing academic assistance should feel free to contact their advisor for assistance, direction, and resources. In addition, all advisees should plan to meet with their advisor during the preregistration period each semester at which time the advisor will assist the student in selecting coursework necessary for completion of the BSN degree. Any substitution to program requirements must be approved by the Student Progression and Admission Committee.

Application for State Board Licensure

Graduation from MidAmerica's nursing program prepares individuals to take the NCLEX-RN® in any state. Students taking the examination in Kansas will be notified about application procedures. Students taking the NCLEX-RN® in other states must assume individual responsibility for contacting the appropriate state board of nursing for licensure application procedures.

Since individual state boards of nursing have different regulations, it is the student's responsibility to ensure all eligibility requirements are met. Individuals who have been convicted of a felony or certain misdemeanors may or may not be eligible for nursing licensure in a given state. Current Kansas law provides that:

"The board may deny, revoke, limit or suspend any license ... to practice nursing as a registered professional nurse ... if the applicant (or) licensee ... is found after hearing to ... have been guilty of a felony or to have been guilty of a misdemeanor involving an illegal drug offense unless the applicant or licensee establishes sufficient rehabilitation to warrant the public trust (N)o license ... shall be granted to a person with a felony conviction for a crime against persons as specified in article 34 of chapter 21 of the Kansas Statutes Annotated ..." (Kansas Nurse Practice Act, 65-1120).

Other reasons why a license to practice as an RN may be denied, revoked, limited, or suspended in the state of Kansas are also listed in the Kansas Nurse Practice Act. The entire Nurse Practice Act may be accessed at <https://ksbn.kansas.gov/npa/>.

Child Care

There are no childcare facilities on campus. Bringing children, whether ill or well, to class is prohibited. Additionally, students should never, under any circumstances, bring children to the nursing lab, simulation studio, or any clinical agency.

Classroom Attendance

Because of the concentrated curriculum and essential nature of every contact hour, students are expected to, attend all nursing classes, clinical laboratory, simulation lab, and assigned clinical experiences. Students are expected to be prepared, which includes, completing assignments prior to attending class. Excused absences will include, but not limited to school-sponsored events, death of an immediate family member, vehicular accident, and illness/hospitalization. Please contact the course faculty via email concerning all absences prior to the start of class. Students are responsible for obtaining any notes, handouts, or other class items.

Clinical Student

Clinical Student is a secure platform that allows you to order your criminal background check and drug test online, store your immunization records and your CPR certification. You can access your records at any time using your secure login information.

Communication

Faculty Availability: Faculty desire to be available and accessible to students to facilitate learning; however, faculty must have reasonable work hours. Each faculty will notify students of their specific communication policies. Faculty are not required to respond to email or voice mail during the evenings, weekends, or official school breaks. They may choose to do so in some situations.

Office Appointments: Faculty members welcome appointments with students, and appointments may be made with faculty directly via phone or email. When arriving for an appointment with a faculty member, the student is asked to wait in the department's foyer and allow the front desk employee to contact the faculty member. Student presence behind the desk or the department's work/file room is prohibited. If assistance is needed, please notify the office personnel. To treat student matters in a confidential manner, students should refrain from entering faculty offices when faculty are not present.

Communication with Students: Effective communication with University personnel is essential to student success. Timely information related to registration, policies, programs, events, and other matters of importance requires current student contact information. Students must provide updated contact information at the beginning of each semester to the SON and the Registrar's Office.

Electronic Mail: All students are provided an MNU email account for official University communication, and students are expected to maintain the confidentiality of this account. All program related communications should be conducted using the provided MNU email account. Students are accountable to check their University email account regularly (daily is recommended) to stay up-to-date, especially with time-sensitive information. Notices sent to students via this account are considered delivered, and therefore students are held accountable for this information.

Classroom Announcements: Making verbal announcements in class is an effective means of delivering important information to students in a timely manner. Class tardiness and/or absenteeism may prevent student receipt of important information.

Incivility: According to Taylor, Lillis and Lynn (2015), "Disruptive behavior has a negative effect on [learning] outcomes and interpersonal relationships" (p. 471). Incivility among healthcare personnel has significantly impacted patient outcomes, as well as work environments. This phenomenon has garnered the attention of The Joint Commission (TJC) and, as a result, TJC has "issued a leadership standard that requires hospitals to establish a code of conduct defining acceptable and unacceptable behavior" (Taylor et al., 2015, p. 471). This has led most hospitals to adopt a "Zero Tolerance" policy for lateral violence, bullying, and incivility in the workplace. In keeping with those standards, and to ensure the most beneficial academic experience, faculty of this program expect students to remain respectful to peers and faculty in all manner of communication, both inside and outside the classroom, via email, social media and among peers. Our goal is for you and faculty to feel comfortable in the learning environment and to maintain respectful and supportive interpersonal relationships.

Incivility pertains to classroom or clinical behaviors that are disruptive to the professor or other students. This could include disrespect for the professor and other students, rudeness, threatening behavior, harassment, distracting behavior such as emailing one another during class or surfing the internet during class, inappropriate behavior that

does not reflect the professional standards of MNU including foul language. To ensure a positive learning environment, incivility of any nature will fall under the program's disciplinary process.

Computer Literacy and Requirements

Students must have basic computer skills, including, but not limited to, the ability to:

1. type and edit Word® documents
2. attach a document to an email
3. scan and send a document
4. utilize MNU's learning management system
5. access library databases

Faculty use *Microsoft Office* and *Word 2010* in the formulation and presentation of all coursework. It is the student's responsibility to have access to suitable electronics so that course materials may be utilized.

Drug Testing Policy

For certain clinical rotations, drug and alcohol testing may be required of nursing students at MNU. In those instances, each student will be given detailed instructions of how to complete the drug and alcohol testing and will be responsible for any related costs. Additionally, drug and alcohol tests may be required upon a finding of reasonable suspicion that a student has used drugs or alcohol while engaged in clinical or classroom activities, or that the student is abusing chemical substances, even if not visibly impaired. The cost of chemical substance testing, because of reasonable suspicion of substance abuse and/or impairment, will be borne by the School of Nursing. In all cases, students testing positive for drugs or alcohol (or refusing to test for drugs or alcohol) may be subjected to further investigation, which may result in dismissal from the program.

Ethical/Legal Responsibilities

All nursing students are held accountable for the same standards, ethics, and practice as that of a registered professional nurse. Therefore, students who are preparing to enter the profession of nursing are expected to follow professional standards, laws, and codes of ethics and reflect a beginning internalization of professional attributes. Such attributes are demonstrated, in part, by treating all persons with respect, protecting others' privacy and confidentiality, safeguarding others' rights, being accountable for one's personal actions, maintaining competence, implementing evidence-based practice, collaborating with other health professionals, and upholding the integrity of nursing within society.

To achieve the program goals and support the competent, ethical, and legal provision of patient care, the nursing curriculum incorporates guiding principles from a variety of professional documents:

1. The AACN's *Essentials of Baccalaureate Education for Profession Nursing Practice* (2008) states that the baccalaureate nurse generalist is prepared to be a:
 - a. provider of care,
 - b. designer/manager/coordinator of care, and
 - c. member of a profession

The entire *Essentials* document may be found at <http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf>.
2. The ANA's *Code of Ethics for Nurses* provides guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality of nursing care. Nurses and nursing students must hold themselves and each other to high levels of personal integrity in all aspects of patient/client care including, but not limited to:
 - a. complete and accurate charting,
 - b. safe and correct administration of medications,
 - c. ownership of personal errors,

- d. truthfulness in all aspects of patient/client care, and
- e. professional communication and interaction with others.

The *Code* may be found at <http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html>

3. The Kansas Nurse Practice Act defines nursing practice and establishes standards for nurses in the state. It is the most definitive legal statute or legislative act regulating nursing practice and provides a framework for the court on which to base decisions when determining whether a nurse has breached a standard of care. The Kansas Nurse Practice Act may be accessed at <https://ksbn.kansas.gov/wp-content/uploads/NPA/npa.pdf>. If students have questions about legal scope of practice, licensing requirements, or nursing education, they may contact the Kansas State Board of Nursing at <http://www.ksbn.kansas.gov>.
4. The National Student Nurses' Association has also developed a code of conduct for nursing students. The code may be found at <http://www.nsna.org/nsna-code-of-ethics.html>.
5. The Future of Nursing: Leading Change, Advancing Health, published by the Institute of Medicine (IOM), now known as the National Academy of Medicine, presents competencies for professional nursing practice including, but not limited to, leadership, research and evidence-based practice, teamwork and collaboration, and competency in community/public health and geriatrics (IOM, 2010). A summary of the IOM report may be accessed at <http://www.nationalacademies.org/hmd/~media/Files/Report%20Files/2010/The-Future-of-Nursing/Future%20of%20Nursing%202010%20Report%20Brief.pdf>

Family Educational Rights and Privacy Act (FERPA) Policy

The Family Educational Rights and Privacy Act (FERPA) of 1974 (also known as the Buckley Amendment) is a federal privacy law affording students certain rights with respect to their education records. MidAmerica Nazarene University complies fully with this law. The University Registrar serves as the institutional FERPA Compliance Officer. For the full Educational Rights and Privacy policy, please refer to: <http://www.mnu.edu/FERPA>

Guidelines for Class/Laboratory/Clinical Absences for MNU Sponsored Events

1. A list of Student Athletes (SA), and their respective sport, should be sent to the Department Chair of Pre-Licensure Nursing Education the semester before the sport is played. The same goes for those involved in cultural events of the Fine Arts or any other MNU-sponsored co-curricular activity.
2. For each activity in which a nursing student participates, the respective department/personnel will provide a schedule to the Department Chair of Pre-Licensure Nursing Education, as soon as the schedule is available.
3. Students are expected to contact their instructor(s) concerning potential missed coursework (class/laboratory/clinical) at the beginning of the semester and as soon as playoff schedules or other special events are posted. This may require a meeting with the student, coach, music director, instructor, clinical coordinator, etc.
4. Some general guidelines include:
 - a. Students are not allowed to miss clinical orientation.
 - b. All missed laboratory/clinical time must be pre-approved by the instructor and/or clinical coordinator. Generally, students who miss any clinical experiences will forfeit their time in alternative clinical experiences such as the Emergency Department, Intensive Care Unit, Surgical Services, etc.
 - c. Students are eligible to miss up to 10% of the total clinical experience, or a maximum of 16 hours. Alternative learning experiences related to the achievement of successful clinical outcomes will be required. Again, permission for class/laboratory/clinical absences will occur at the discretion of the instructor/clinical coordinator and will require evaluation of student performance.
 - d. Successful achievement of course objectives related to class/laboratory/clinical experiences will be facilitated at the discretion of the Clinical Faculty Coordinator. *Note: there may be a charge to the student to cover costs of additional clinical time.*
 - e. Students who have a <75% average test score or overall course grade will not be granted permission to be absent from class/laboratory/clinical learning experiences.
 - f. Students are required to pre-schedule and complete all exams before the exam is administered to the class.

- g. Missed in-class quizzes or activities as result of absences may be forfeited with no opportunity of completion as outlined in the course syllabus.

Healthcare Information

There are no healthcare facilities available on campus. Residential students should contact their Resident Educator/Assistant in cases of accident or illness or if they become hospitalized. In emergency situations, call 911. Additional healthcare resources available for both on- and off-campus students are:

Olathe Medical Center Emergency Services
20333 W. 151st St.
Olathe, KS 66061
(913) 791-4357

Olathe Health Urgent Care
15435 W. 134th Place
Olathe, KS 66062
(913) 782-7515

Non-Academic Counseling and Guidance Issues

On occasion, a student may benefit from professional counseling and guidance. MidAmerica maintains a free counseling service for students, and information about this service may be accessed at <http://www.mnu.edu/campuscounseling.html>.

Nursing Student Expenses

Listed below are **approximations** of some of the major expenses incurred by nursing students that are over and above University tuition and fees. The health insurance listed below is available through the University and would not need to be purchased by those having outside coverage.

Item	Estimate
Professional equipment (stethoscope, scissors, etc.)	\$125
Health insurance available through MNU:	
On-campus student: Basic Sickness + Major Medical: Fall	\$800
Spring & Summer	\$1100
CPR certification (2-year certification)	\$40
TB skin test	\$30
Hepatitis B vaccine	\$102
Books	\$2,500
Uniforms	\$200
ID Badge - replacement	\$10
Clinical Student	\$210
National Student Nurses Association membership (optional)	\$35
Application for state board licensure (Kansas)	\$75
NCLEX-RN® fee- Pearson VUE (Kansas)	\$200
Fingerprint for NCLEX-RN® and Background check for NCLEX-RN® (Kansas)	\$65
Drug & Alcohol Screening	\$45

Expenses not included in this list include such things as transportation costs (car availability and insurance, gas, etc.), printing of required course materials, and cost of meals during clinical days, etc.

*Please note the above pricing for NCLEX-RN is for Kansas only. If you are writing the NCLEX-RN in another state, fees/charges may be different, and you will be responsible to submit application and pay those fees to that state.

Office Equipment

Office equipment (e.g., computers, printers, copiers, etc.) belonging to the SON are for the use of faculty and staff only. Students should not ask faculty or staff to print or copy personal or school-related work for them. Equipment for student use is in Mabey Library. There is a copier for student use in the Cook Center

Outside Employment

Outside employment in the junior and senior years is difficult with the extensive nursing concentration in class as well as in clinical agencies. It is recommended that no more than 16 hours a week of outside employment be considered during the junior and senior years.

Performance Improvement Plan (PIP)

A PIP may be completed for any student whose behavior falls outside the accepted expectations and policies of the SON. A copy of the PIP is found in Appendix B.

Student Contract

A Student Contract is used when repeated behaviors or concerns arise with a nursing student that if not corrected, could result in issues arising in future professional nursing practice. The purpose of a Student Contract is to clearly communicate in writing specific required actions and consequences for non-compliance to required actions to progress in MNU Pre-Licensure Nursing Programs. The initiation of a student contract is to occur when a student has two (2) PIPs with matching criteria subpoints or three (3) unrelated PIPs. Implementation of a Student Contract involves a binding agreement between the student and the MNU Pre-Licensure Nursing Program. The contract will be developed with the student, faculty, and Pre-Licensure Department Chair. Failure of the student to sign the contract will result in dismissal from the program. Failure of the student to abide by the required contract will result in program dismissal.

Refund Policies

The refund policy of MidAmerica Nazarene University may be found in the current MNU *Catalog* under “Academics.”

Scholarships

From time to time scholarships or other financial opportunities from outside sources become available. When faculty become aware of a financial opportunity, an announcement is posted on the Nursing Forum Moodle site under the Scholarship Opportunities tab, and an email is sent to students regarding the scholarship opportunity.

In addition, the MNU Student Financial Services office and the School of Nursing have scholarships available for distribution. Almost all these scholarships are awarded based on GPA and/or financial need and faculty recommendation. The following scholarships are usually awarded annually to nursing students:

Paul and Connie Cunningham Scholarship

- Dr. Paul was the pastor at College Church of the Nazarene for nearly 30 years before he was elected to the position of General Superintendent in the Church of the Nazarene.

- Dr. Connie is a registered nurse.
- This couple was instrumental in bringing MNU into existence in Olathe, and they have a heart for students.

James and Lesta Foster Nursing Scholarship

- These donors recognized and supported the principles of Christian higher education.
- They wanted their financial resources to support the influence of Christian higher education on students' lives.

Charles & Lucille Hager Memorial Scholarship

- This couple, from Hutchinson, KS, was heavily involved in supporting student scholarships through the Autumn Auction in MNU's early days.
- They felt God's prompting to support a nursing scholarship and were obedient to that prompting.
- Hager Lecture Hall (Cook 115) is named in their honor, and their picture is on the wall at the back of that room.

Marguerite P. Kilet Memorial Scholarship

- Mrs. Kilet named the University in her estate planning as early as 1981.
- She passed away in 1987, leaving a portion of her estate to MNU designated for nursing scholarships.

Division of Nursing Endowment

- This scholarship fund was created by the Division of Nursing to honor students who:
 - show participation and leadership in MNU's student nursing organization,
 - reflect the ideals of Christian nursing education, and
 - demonstrate qualities that would represent MNU well in state/national meetings.

Anthony & Marilyn Oddo Scholarship

- Anthony Oddo is a successful businessperson who has served on the executive board of the MNU Foundation.
- Marilyn Oddo is a retired RN and was involved in the original development of the BSN program at MNU in the late 1970s.
- They have a heart for MNU and its students.

R. R. Osborne Nursing Scholarship

- R. R. Osborne was an Olathe banker and philanthropist who was instrumental in bringing MNU to Olathe and donated the land on which MNU sits.
- He also routinely handed out college scholarships, but he didn't want publicity about it.
- In addition, he provided the nursing office complex in the Cook Center, The Clarice Osborne Nursing Center, named after his wife, in gratitude for the care given to her by nurses.

Bob Campbell, Strong & McCalla Memorial Scholarship

- These donors provide a scholarship given based on GPA.

Jean Theel Memorial Scholarship

- Dr. Otto Theel is a retired medical doctor who has been a long-time supporter of MNU.
- He was instrumental in starting the Honorary Alumni Association in the early years of MNU to build support for the University before it had actual alumni.
- This endowment scholarship was named in memory of his late first wife, Jean.
- The nursing skills lab in the Cook Center is also named in his honor, and there is a picture of Dr. Theel and his second wife, Beulah, in the lab.

Paul Ross Foundation

- These donors have a heart to see nursing students complete their education despite financial difficulty.
- They want to prevent nursing students from having to drop out of nursing school due to financial need.

Olathe Medical Center (OMC) Scholarships

- OMC has supported the nursing program since its inception.
- Many of the in-patient and out-patient services have opened their doors to MNU nursing students.
- OMC also generously provides this scholarship to nursing students.

Social Network Communication

Online social networking includes blogs, journals, Facebook, Twitter, LinkedIn, or other social networking tools or websites. Students may not post anything (comments, pictures, etc.) that would compromise another person's or organization's privacy (HIPAA), or post any information that does not conform to professional nursing standards or laws. Students must also abide by policies per the Clinical Nurse Educator's Manual. Students should be aware that postings or commenting on social networking sites may be viewed by potential employers and reflect negatively on the individual and/or the University.

Student Involvement

Student input into the nursing program is sought and valued. There are many ways in which input may be given, and students are encouraged to take advantage of all communication opportunities.

1. Students have the right and responsibility to contact any faculty member or the department chair, verbally or in writing, with suggestions or concerns. Students' comments will be handled professionally and thoroughly.
2. The Department Chair or SON Dean will facilitate at least one class meeting for the junior class and one for the senior class on a regular basis. Students will be notified in advance of the class meeting through announcements in class and through the learning management system. While attendance is optional, these class meetings are excellent opportunities to provide input, express concerns, and share ideas with faculty and administration of the SON.
3. Elected student representatives will act as liaisons between students and faculty by meeting with the Department Chair and being invited to attend department meetings. Students are encouraged to share comments and suggestions with the student representatives to facilitate communication and program improvements. Student representatives are elected during the junior year. Elections are held in the senior year to replace representatives unable to fulfill responsibilities.
4. At the end of each semester, students provide evaluative input for each course, instructor, and clinical site. The evaluation process continues after graduation with follow-up surveys to graduates and employers.
5. There is a process for any nursing student desiring to express a formal complaint about MNU or the SON. A formal complaint is defined as one that:
 - a. focuses on serious, non-trivial academic or nonacademic matters,
 - b. is outside the scope of other appeals' processes outlined in this Nursing Student Handbook or the MNU Student Handbook,
 - c. is made in writing and signed by the originator, and
 - d. is submitted to the dean of the SON.

All complaints are treated in a confidential and timely manner.

Student Responsibilities

The responsibility for completion of the program and achievement of its outcomes rests with the student. Nursing education is a full-time, challenging commitment; therefore, students should be aware that special arrangements are required for childcare, work commitments, transportation, and extracurricular activities. Students must be self-directed in the identification and fulfillment of their individualized learning needs (theory and clinical). Students are encouraged to find and utilize available resources (i.e., library, the Academic Success Center, clinical agencies, faculty, etc.). Due to the ever-changing nature of the nursing profession, this self-directed approach will be necessary to maintain theoretical and clinical competence throughout one's professional life.

Academic Integrity at MNU: Upholding integrity in a student's educational life is the basis for integrity as a future professional nurse. SON faculty uphold the "Disciplinary Action for Integrity Violation" as found under the Academic Life section of the MNU *Student Handbook*. Making choices always includes accepting the consequences of those choices, and sometimes consequences of right choices (e. g., admitting that plagiarism occurred) may appear to be to a student's disadvantage. However, faculty applaud and support those who make right, ethical choices pertaining to the integrity of their academic work as outlined in the MNU *Student Handbook* as well as course syllabi. In addition, making unethical academic choices also has negative consequences as noted in the dismissal policy.

Students Rights

Along with student responsibilities, students also have rights as expressed in the Student Bill of Rights found in Appendix F.

Taping of Class Content

Students wishing to audio/videotape a specific class should obtain permission from the appropriate faculty member prior to the class. To comply with HIPAA regulations, stories of specific client cases discussed by either faculty or students are not to be recorded. Classroom activities (lectures, discussions, games, etc.) are intellectual property of the faculty and University. The recording is not to be distributed to others by any means (physical or electronic) without explicit written permission of the faculty.

GRADUATION EVENTS & REQUIREMENTS

Pinning Ceremony

At the completion of the nursing program, nursing graduates are honored with a pinning and dedication ceremony sponsored by the SON. It is a formal, professional ceremony that reflects a historical nursing tradition and welcomes the nursing graduates into the profession of nursing.

Candidates for graduation may purchase an MNU nursing pin, and it is at this ceremony that graduates are pinned. This is always a highlight for nursing graduates, and the ceremony is open to all family and friends who wish to attend. In addition, during this ceremony faculty present specific awards as listed below.

Awards

Several awards may be given by the SON at the pinning ceremony each spring:

1. **Nursing Leadership Award:** to honor a graduate who demonstrates exceptional leadership qualities in nursing practice, as well as amongst other nursing students.
2. **Servant Leadership Award:** to honor a graduate who reflects the compassionate, caring, and Christ-like ideals upheld by the nursing program and MidAmerica Nazarene University.
3. **Professional Growth Award:** to recognize a graduate's personal and professional growth during the nursing education program.
4. **Nursing Excellence Award:** to honor a graduate who has demonstrated exceptional performance in multiple areas throughout the nursing program.

Graduation Requirements

In addition to the graduation requirements listed in the MNU *Catalog*, the following criteria must be met to graduate from MidAmerica Nazarene University with a Bachelor of Science in Nursing degree:

1. Completion of required hours:
 - a. A minimum of 120 semester hours including:
 - i. transfer hours, MidAmerica hours, and challenge-by-examination hours
 - ii. prerequisite courses, and other general education requirements
2. 30 semester hours in residence at MidAmerica (excluding challenges by examination);
3. Achievement of a minimum grade of:
 - a. C- (70%) in all general education courses that are prerequisite to the nursing major (and NURS 3803 Biblical Perspectives, if applicable), and
 - b. C (73%) in all nursing courses.
4. Achievement of a cumulative grade point average of at least 2.00; and
5. Successful completion of the following senior comprehensive requirements for nursing.
 - a. **Computerized Testing Competency: The ATI Comprehensive NCLEX- RN® Predictor is completed in NURS 4212 Senior Seminar: Transition into Nursing Practice. A passing score, established by the SON faculty, must be achieved on the exam. If a passing score of 80% is not achieved on the ATI Comprehensive NCLEX- RN® Predictor, then a student is required to complete a scheduled 3-day live review offered by the MNU Nursing program and retake the ATI Comprehensive NCLEX-**

RN® Predictor. Students will not pass NURS 4212 or be eligible for graduation until this requirement is met.

Kansas Licensing Information

Eligibility for a Professional Nursing License in Kansas

The State of Kansas sets the qualifications for persons to become licensed as registered professional nurses. Completion of the MNU BSN program does not guarantee that a graduate will be eligible for RN licensure. The eligibility for professional nursing practice in Kansas can be found in the Kansas Nurse Practice Act, Section 65-115. To read more about requirements for a Kansas registered professional nursing license, please click on the following link: <https://ksbn.kansas.gov/initial-application/>

APPENDICES

APPENDIX A

School of Nursing Faculty & Staff Roster

The nursing faculty maintains the responsibility and accountability for the nursing curriculum at MNU. All full-time faculty in the School of Nursing are registered nurses with a preferred minimum of master's degree preparation and are fully ranked members of the MidAmerica Nazarene University faculty. All faculty are available to students for consultation concerning curriculum and other matters.

FACULTY & STAFF ROSTER		
Name, Title, Position	Phone Number	Email
Sarah Miller, EdD, DNP, APRN, FNP-C Dean, School of Nursing Metz	913-971-3838	smmiller@mnu.edu
PRE-LICENSURE NURSING EDUCATION FACULTY		
Crysti Danahy, DNP, RN Chair of Pre-licensure Nursing Associate Professor of Nursing	913-971-3834	cedanahy@mnu.edu
Amanda Addis, MSN, RN, CNE Assistant Professor of Nursing	913-971-3845	asaddis@mnu.edu
Jennifer Ferguson, DNP, RN Associate Professor of Nursing	913.971.3821	jlferguson@mnu.edu
Ashley Hurt, MSN, RN Assistant Professor of Nursing	913-971-3841	adhurt@mnu.edu
Anne Mercer, MSN, RN Assistant Professor of Nursing Clinical Educator Coordinator Academic Advisor	913-971-3840	amercer@mnu.edu
Vanessa Schott, PhD, RN Director of Virtual Patient Center Assistant Professor of Nursing	913-971-3849	vmschott@mnu.edu

Stacy Smith, MSN, RN Assistant Professor of Nursing	913-971-3858	sdsmith@mnu.edu
Danielle Traudt, MSN, APRN, FNP-C Assistant Professor of Nursing	913-971-3859	dmtraudt@mnu.edu
Karen Wiegman, PhD, RN Professor of Nursing	913-971-3839	kdwiegman@mnu.edu

PRE-LICENSURE SUPPORT STAFF		
Teresa Lamaster SIM Coordinator Cook Center, Skills Lab	913.971.3849	tklamaster@mnu.edu
Tammy Sluyter Compliance Coordinator Accelerated BSN Studies	913.971.3851	tmsluyter@mnu.edu
Nancy Zehr, MSM Compliance Coordinator Traditional BSN Studies	913-971-3850	nezehr@mnu.edu

APPENDIX B
MIDAMERICA NAZARENE UNIVERSITY
SCHOOL OF NURSING
Performance Improvement Plan (PIP)

Student Name: _____ Today's Date: _____
Course: _____ Prev. PIP Date (s): _____
Faculty: _____

Area of concern(s):

_____ Clinical (including clinical, simulation and lab)
_____ Class
_____ Other:

Professional Criteria subpoints:

_____ Communication (verbal, nonverbal, written)
_____ Dress Code
_____ Respect/Conduct/Language
_____ Integrity/Honesty/Plagiarism/Cheating
_____ Responsibility/Accountability
_____ Absences No call/No Show
_____ Late to clinical on 3 occasions
_____ Other:

Safe Practice Criteria subpoints:

_____ Patient Safety
_____ Breach of Confidentiality/HIPAA
_____ Medication Error
_____ Policy/Procedure Error
_____ Documentation/Reporting
_____ Lack of Adequate Preparation
_____ Other:

Program Policy/Outcome Impacted:

Date and Description of Faculty/Staff Concern:

Student Comments/Response:

Recommendation/Plan of Action:

Student Signature: _____ Date: _____
Faculty Signature: _____ Date: _____
Pre-licensure Chair Signature: _____ Date: _____

APPENDIX C

ANA Code of Ethics (2015)

- Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
- Provision 2: The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
- Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
- Provision 4: The nurse has the authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
- Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
- Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
- Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
- Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing.

American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, Silver Spring, MD: American Nurses Publishing, 2015.

Source: <http://www.nursingworld.org/codeofethics>

APPENDIX D

NSNA Code of Academic and Clinical Conduct

Code of Academic and Clinical Conduct
Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities for the nursing student while caring for human beings in a variety of healthcare environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for nursing students in their personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate, and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

© 2009, National Student Nurses' Association, Inc.

Source: <http://www.nsna.org/nsna-code-of-ethics.html>

APPENDIX E:

Learning Commons Information

Mabee Library and Learning Commons: All students have access to a vast array of information resources and services through the Mabee Library, as well as collaborative study spaces and group/individual study rooms, a computer lab, and a coffee shop, “Dewey’s Book & Bean.” Library hours, helpful research guides, the library catalog, and other resources are found on the library website (<http://library.mnu.edu>). The library provides access to a large collection of print books. Additionally, the library provides 24/7 online access to a large collection of e-books and online reference databases. These online resources may be accessed from the campus portal and the library website, using your MNU login. Journal articles and books not found in the Mabee Library collections or online resources may be requested on interlibrary loan. For assistance, contact the library by phone (913-971-3485) or by online chat (on Moodle and the library website). Library faculty and staff provide assistance in the use of the library’s collections and e-resources, as well as APA style formatting, and the development and composition of research papers.

Academic Success Center: All students have access to a variety of academic success services from the Academic Success Center, located in the Mabee Library building. Academic Success Center staff provide help with tutoring in prerequisite and developmental skills, as well as studying, note taking, and test taking. Peer instructors are also available to provide tutoring in many subject areas. Peer tutoring is available. The Academic Success Center is also responsible for Institutional Testing services, and accommodations assistance for students with special needs. You may contact the center by phone (913-971-3387) or by visiting their website (<http://lib.mnu.edu/learning-commons/academic-success-center.html>).

APPENDIX F

Students' Bill of Rights

As a student, you are entitled to...

Be treated with respect and dignity.

Receive candid yet thoughtful answers to your questions.

An orderly learning environment in which disruptions are minimized.

Fair and consistent treatment.

Receive a list of learning objectives at the beginning of each course.

Benefit from organized and effective classroom instruction.

Periodic and timely feedback concerning your performance in each course.

Reasonable accommodations for a documented learning disability.

Privacy, when it comes to matters such as grades and personal information.

In return, you are expected to...

Treat instructors and fellow students with the same respect and dignity to which you are entitled.

Exercise good faith in posing relevant questions.

Avoid disruptive behavior and actively participate in classroom activities.

Avoid asking for special treatment and adhere to course policies set forth in the syllabus.

Seek clarification if the list of learning objectives is unclear or incomplete.

Arrive to each class session on time and be prepared to learn.

Submit all assignments on time and heed feedback regarding your performance.

Provide documentation of a learning disability to the appropriate individual (i.e., the Dean).

Refrain from gossiping about your grades or the grades of other students.

APPENDIX G

MidAmerica Nazarene University 2021-2022 Academic Calendar

Fall Semester 2021	
Registration Day	August 23
Classes Begin	August 24
Enrollment Ends	September 2
Labor Day Break (No Classes)	September 6
Fall Break (No Classes)	October 8
Mid-Semester Grades	October 15
Homecoming	October 22-24
Spring Priority Registration Begins	October 25
Student Institutional Testing (No Classes)	October 27
Class Withdrawal Deadline	November 1
College Withdrawal Deadline	November 22
Thanksgiving Recess (No Classes)	November 24-26
Classes End	December 9
Finals Preparation	December 10
Final Examinations	December 13-15
Grades Due	December 20
Spring Semester 2022	
Registration	January 10
Classes Begin	January 11
Martin Luther King Day (No Classes)	January 17
Enrollment Ends	January 20
Mid-Semester Grades	March 4
Spring Break (No Classes)	March 14-18
Fall/Summer Priority Registration Begins	March 21
Class Withdrawal Deadline	March 28
Student Institutional Testing (No Classes)	April 6
President's Honors	April 8
College Withdrawal Deadline	April 11
Easter Break (No Classes)	April 15-18
Classes End	May 2
Finals Preparation	May 3
Final Examinations	May 4-6
Traditional BSN Pinning Ceremony	
Commencement/ Trad. Undergrad. (10 am)	May 7
Grades Due	May 11
Summer Term 2022	
One-Week Session I	May 9-13
One-Week Session II	May 16-20
Two-Week Session	May 9-20
Four-Week Session	May 23-June 17
Memorial Day (No Classes)	May 30
Grades Due	June 22

Dates are subject to change.

APPENDIX H

Admission Reply Form –Traditional BSN Studies

Complete either SECTION A or SECTION B
Return this form to the School of Nursing by [INSERT DATE].

SECTION A

I plan to accept the School of Nursing's offer of conditional acceptance to the fall xxxx traditional BSN (TBSN) program at MidAmerica Nazarene University. **By initialing** on each of the blanks below, I am indicating that I understand it is my responsibility to meet each of these requirements.

You are required to complete the following courses by August 15, xxxx:

GPA and Prerequisite Courses for the TBSN Program:

Prior to the beginning of the first semester of my junior year:

____ I must have a cumulative and/or prerequisite GPA ≥ 2.60 .

In addition, I must have a grade of C - (70%) or higher in the following General Education courses (*as documented by official college/university transcript):

____ Freshman Seminar (if required)	____ College Algebra or higher math
____ Gen/Abnormal Psychology	____ Probability & Statistics
____ Lifespan Development	____ Composition I
____ Human Anatomy	____ Composition II
____ Human Physiology	____ Public Speaking
____ Human Nutrition	____ Fine Arts (3 hours)
____ 6 hours of Global Citizenship (Intro to Sociology, World Civilization to/from 1500 or US History to/from 1877)	
____ Plus minimum of 6 additional science credit hours	

****The highlighted areas indicate courses for which official transcripts are needed.***

Official transcripts need to be sent to Registrar's Office by August 15th.

My signature below indicates that:

My failure or inability to demonstrate any of the above requirements in the time frame stipulated means that I will be ineligible to participate in the TBSN program. If at any time, I will be unable to fulfill my commitment to start the TBSN program, I will notify the School of Nursing immediately in writing.

I have been given an extra copy of this form to keep; and I may obtain clarification about anything on this form from my advisor or the TBSN Admissions Coordinator.

Signature

Printed Name

Date

SECTION B

I have decided that I will not enter the nursing program at MidAmerica as noted on the front of this form. I understand that even though I am voluntarily giving up my spot in this class, I am not guaranteed a position in any future nursing class. If I wish to be considered for a future class, I understand that I will need to reapply. (The School of Nursing would be interested in knowing about your change of plans if you would be willing to share that information in the space below. Thank you.)

Signature

Printed Name

Date

School use only: Date returned to the School of Nursing: _____

APPENDIX I

References

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APPENDIX J

Clinical Readiness Immunizations and Requirements CNE Amendment A

In the event of a conflict between any of the terms and conditions of this Amendment A and the terms and conditions of the Agreement, the terms and conditions of this Amendment A shall control.

Both parties agree that the Agreement is hereby amended as follows:

Fundamental Responsibilities:

1. In order to continue the effective preparation of nurses to enter the profession, programs of nursing and health care agencies each have responsibilities to the educational process.
2. The primary role of the faculty member while in the clinical educational role is that of teacher to student.
3. The primary responsibility for patient care remains that of the agency's staff nurse assigned to the patient regardless of student assignment to the same patient.
4. Faculty members are health care professionals who use discretion when assigning students to patient care. The selection of teaching opportunities is based on ability, experience, and clinical learning needs of the student(s). In addition, faculty members are responsive to the needs of the unit, e.g., time constraints of staff or crisis that may result in altered patient care and/or student assignments.
5. Faculty members meet the faculty guideline standards of the Boards of Nursing.
6. School clinical coordinators will use the MOKAN scheduling process to communicate with agency education coordinators on an annual basis to confirm scheduling needs (including numbers of students and types of experiences).

CONFIDENTIAL INFORMATION:

1. Academic institutions and clinical facilities must comply with requirements set forth by federal regulations: The Family Educational Rights and Privacy Act of 1974 and Health Insurance and Portability Accountability Act to protect confidential student identification and personal information.
2. Facilities agree to protect confidential faculty and student information including, but not limited to, social security numbers, student ID numbers, and immunization documentation. Upon request, schools will provide documentation that confirms that current students and faculty have met the criteria in Section B. During an accreditation visit or audit, the school may be required to provide more specific documentation to the facility within 48 hours when the school is in session. When school is not in session, an authorized school representative will provide the requested documentation.

Immunizations

Health Record Requirements

Health Record Requirements for ALL Students and Faculty in Live Clinical Settings

Every nursing clinical faculty should maintain a personal record of TB, vaccination, and immunity status.

Documentation of this status will be required for every employer and every position in health care. Good records may prevent unnecessary blood tests and vaccinations.

Tuberculosis (TB Screening)	Tuberculosis (TB) Screening Process	Unique Situations (Exceptions)
At the start of the program or upon hire, individuals must provide proof of the absence of active TB disease.	An initial TB skin test (TST) or IGRA* (Blood test for TB) will be required within 60 days prior to start of clinical education If documented TST in the past 12 months, **see below. If you have never been skin tested for TB, you will need to do a 2-step screening as follows	
TB Screening must be done within 60 days of the start of clinical education and annually thereafter.	<ol style="list-style-type: none"> 1. If first TB skin test (TST) is positive (+), individual is considered infected (see guideline for + TST in next column) 2. If first TST is Negative (-), do the second TST 1-3 weeks later. 3. If the second TST is positive (+), individual is considered infected (see guideline for + TST in next column). 4. If second TST is Negative (-), considered a negative (-) baseline. <p>**If you have documentation of a TST done within the past 12 months, you will need to have one additional TST within 60 days of the start of clinical education.</p> <p>*If contraindication to TB Skin testing (Examples include: History of (+) TST or History of BCG vaccination against TB), or if personal preference dictates, the individual will provide documentation of a negative (-) Interferon-Gamma-release-Assays (IGRA) within 60 days of the start of the clinical education.</p> <p>If IGRA is negative (-), individual will provide documentation annually of a negative (-) IGRA.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Be aware if receiving a live virus immunization (such as varicella, MMR or Flu), you will need to have your TST done either at the same time or wait 4 weeks. 2. TB Screening compliance must remain current throughout the clinical rotation. 	<ol style="list-style-type: none"> 1. Newly discovered positives for latent TB must have a chest X-Ray and signs/symptoms review to rule out active TB. The positive TB test must be reported to the health department in the country where they reside except for Kansas City, (Jackson County) Missouri, which is reported to the KCMO Health Department They would provide documentation of the new positive TB test(s), chest x-ray report and signs/symptoms review. Treatment is determined between the person testing positive, the health department and the person's personal physician. Treatment is not required unless mandated by the health department. 2. Repeated chest X-Rays of persons with latent tuberculosis infection, as evidenced by a positive TST or positive IGRA, are not indicated unless symptoms are present, exposure has occurred, or the signs/symptoms questionnaire is positive. 3. If IGRA or TST is positive (+): <ol style="list-style-type: none"> a. Individual will provide documentation of a negative (-) chest X-Ray (two Views – PA and Lateral) b. Provide a TB sign/symptoms questionnaire c. Provide documentation from their health care provider that they are non-infectious for TB and safe to care for patients. d. Then annually, if IGRA is (+), the individual will do steps b & c, but an annual X-ray is not indicated.

	<p>3. Chest X-ray is not permitted in lieu of TB Screening.</p> <p>4. <i>If traveling outside of the US into an endemic region (defined as any country with 25 cases per 100,000 or >), note the following:</i></p> <p>If traveling endemic region to provide mission work including health care for ANY length of time – recommend TB testing 8-10 weeks after return.</p> <p>5. If traveling to endemic region to visit friends or relatives for 1 MONTH or GREATER – recommend TB testing 8-10 weeks after return.</p>	
Measles/Mumps/Rubella MMR	Provide documentation of 2 (two) MMR vaccinations at least 28 days apart, OR serological proof of immunity (+) positive IgG titers for measles (rubeola), mumps and rubella. A post vaccination titer is not recommended per the CDC.	
Varicella	<p>One of the following is required</p> <ol style="list-style-type: none"> 1. Provide 2 documentations of vaccinations (at least 28 days apart) OR 2. Positive antibody titer (lab report required). <p>Note: Only positive titers are acceptable.</p>	
Hepatitis B	<ol style="list-style-type: none"> 1. Receive a series of three (3) vaccinations (over a 6-month period) Followed by a post series surface positive antibody titer (lab report required). Titer must be given 4-8 weeks after last vaccine is given. If series in process, submit form where you are in the series 2. If titer is negative or equivocal, you must repeat vaccination series and provide a 2nd titer. <p>OR</p> <ol style="list-style-type: none"> 3. Though not recommended, this vaccine can be waived 	
Tetanus, Diphtheria & Acellular Pertussis (Tdap)	Documentation of a one-time dose of Tdap as an adult. A Td (tetanus-diphtheria) booster is required every 10 years thereafter or, if wound injury occurs after 5 years since last dose.	
Influenza	Documentation of an annual flu vaccine according to current CDC guidelines and pending availability as announced by CDC during the flu season (Approximately September)	
Health Insurance	Must provide documentation of personal health insurance coverage. Though not recommended, some schools may allow a waiver to be signed.	
CPR	Basic Life Support (BLS) must be through American Heart Association and be Healthcare Provider course. This must be updated every two (2) years. Individuals must remain in compliance throughout the nursing program.	
Color Blindness	Color Blindness screen must be performed once at the beginning of the program and results documented. Screening must be done using a test which is approved by an ophthalmologist (i.e., Ishihara's Test)	

Criminal Background Check	Students must complete a criminal background check per individual school policy. Schools must provide documentation of a criminal background check.
CNE Confidentiality Statement	Annual signed CNE confidentiality statement
CNE Exam	Annual CNE Clinical Orientation Manual exam pass of 90% or better.
Drug Screen	<p>Students will not use alcohol or drugs in ways that impair their ability to perform the work of the profession or results in compromised patient care. It is the responsibility of every student to strive to protect the public from an impaired colleague whose capability is impaired because of alcohol or drug use. If there is suspicion that a student is impaired, the facility will contact the Clinical Faculty and Program Director, the student will be dismissed from the clinical site and may be required to submit a urine drug screen at the student's expense. A positive drug screen without appropriate documentation could jeopardize the student's ability to complete the clinical rotation. The school will determine the student's ability to progress in the nursing program.</p> <p>A negative drug screen may be required at certain institutions. Refer to individual facilities used for requirements. The following list meets requirements at most facilities in the KC metropolitan area (as of March, 2015). Some labs will refer to this as a 5 panel, a 9 panel or an 11 or 12 panel. Ensure with lab that these drugs are covered:</p> <ul style="list-style-type: none"> • AMPHETAMINES • BARBITURATES • BENZODIAZEPINES • COCAINE METABOLITES • MARIJUANA METABOLITES • METHADONE • MDA (SASS) • MDMA (ECSTASY) • OPIATES • PHENCYCLIDINE • PROPOXYPHENE • METHAQUALONE • OXYCODONE • OXYMORPHONE <p>**NOTE: A dilute test result will require further testing.</p>

Assessment for Color Vision Deficiency



School of Nursing

Assessment for Color Vision Deficiency
Utilizing Ishirara's Test Chart for Color Deficiency/10-Plate Edition

Name _____ Date of Birth: _____

- ☐ Candidate demonstrated difficulty recognizing the shape in plate(s): **3** **4** **5** **6** **7** **8**

A possible color vision abnormality may exist. Further evaluation is necessary to diagnose and classify color blindness.

- ☐ Candidate demonstrated no difficulty recognizing the shape in any plate. No color vision abnormality was detected.

Date of Test: _____ Nurse conducting the screening _____
Printed Name



CNE/KCANE Confidentiality Statement

Annually signed CNE Confidentiality Statement

I understand that during my clinical rotations I may have access to confidential information about clients, patients, their families, and clinical facilities. I understand I must maintain the confidentiality of all verbal, written, or electronic information and in some instances the information may be protected by law, such as state practice acts or other regulatory standards. In addition, the client's right to privacy by judiciously protecting information of a confidential nature is part of the health professional's expected ethical behavior.

Through this understanding and its relationship to professional trust, I agree to discuss confidential information only in the clinical setting as it pertains to patient care and not where it may be overheard by visitors and/or other patients.

During each clinical rotation in the clinical education program, I agree to follow each agency's established procedures on maintaining confidentiality.

Signature

Date

MIDAMERICA NAZARENE UNIVERSITY
School

Education Program



Release of Information Form

I, _____, do here by authorize MidAmerica Nazarene University
(please print name)
School of Nursing permission to release appropriate personal information to organizations associated with the university. In addition, MidAmerica Nazarene University may disclose to the involved agency/organization, information, (including Health and Academic) that directly impacts my ability to practice safely in the clinical setting.

SSN: _____ **DOB:** _____

Signature: _____

Date: _____

APPENDIX K:

Functional Abilities for Professional Nursing Practice Form



School of Nursing

Pre-Licensure Nursing Education TBSN Program Functional Abilities for Professional Nursing Practice (To be completed by the student)

Professional Aptitudes, Abilities, and Skills and Essential Requirements for Nursing

Please review the following Nursing requirements, sign the back page, and submit with your SON application.

School of Nursing admissions are based on academic achievement and additional program specific non-academic criteria that can be reference in the catalog. Essential Requirements have been established identifying the occupational specific technical skills and standards required of students in the program. Meeting these standards is necessary for students to become successful in both their clinical coursework and later in their profession. Decisions to apply for admission to the School of Nursing BSN program should be made after considering the program Essential Requirements.

It is the responsibility of this program to be concerned with the rights of patients and to only place students that are capable of providing safe, high quality health care in clinical sites. The following list represents reasonable expectations for the student enrolled in the BSN nursing program. It is the responsibility of program applicants to **carefully review** the essential requirements and **ask questions**, if not familiar with the standards and skills listed.

Certain chronic or recurrent illnesses and problems that interfere with patient care of safety may be incompatible with nursing skills or clinical practice. Conditions that may lead to a high likelihood of student absenteeism should be carefully considered. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor which may jeopardize patient care may be grounds for dropping course/clinical failure and possible dismissal from the program. All applicants to the program must have the ability to meet the standards and skills listed below, with or without reasonable accommodation, if accepted to the program in order to complete the educational requirements for the applicable degree.

If a student cannot demonstrate the following standards and skills without reasonable accommodation, it is the responsibility of the student to request an appropriate accommodation with Academic Success Center (located in Mabee Library, 913-971-3387) by the application deadline) the School of Nursing is committed to the principle of equal opportunity as defined in the catalog and will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered, does not compromise patient safety or impose an undue hardship.

Essential Requirements

MOBILITY AND MOTOR ABILITY

The use of motor skills to execute gross and fine motor movements required to provide assessment, general care, and emergency treatment of clients. Examples of such skills include but are not limited to the ability to:

- Walk, bend, stand, kneel, sit, stoop or crawl to perform patient care activities and administer patient interventions or assist with equipment or to administer emergency care (CPR).
- Reach above head in standing, to adjust and position equipment.
- Lift, pull, guide; transfer a patient of up to 150 lbs. Lift, pull, guide; transfer a patient of up to 250 lbs. using a two-person technique.
- Guide; resist and assist adult patients (or classmates) during patient transfer, ambulation, interventions, and exercises, using your arms, legs, or trunk to provide the necessary stabilization for a patient when performing patient care.
- Walk for extended periods of time; climb stairs & inclines while safely guarding an unstable patient.

- Assume a wide base of support, balance to guard, maintain and correct balance of an unstable patient on flat surfaces, inclines, and stairs.
- Demonstrate bilateral manual dexterity to perform clinical skills such as administering medications, initiating intravenous therapy, catheter insertion and dressing changes and assist with activities of patient care.
- Physical capacity to perform all essential skills and procedures to complete 12-hour workdays and a 40-hour work week during nursing clinical experiences.

SENSORY ABILITIES AND OBSERVATION

The use of assessment skills such as observing faculty demonstrations, obtaining a health history from the client, and directly observing a client's health condition. Students must be able to perform sensory skills (auditory, visual, and tactile) necessary to assess accurately the health status of clients. Examples of such skills include but are not limited to the ability to:

- See (with or without corrective lenses) patient skin, discriminate color changes, facial expressions and non-verbal communications, normal and abnormal patterns of movements; the environment for up to 20 feet; to read all electronic medical record and set parameters on patient care and monitoring equipment and detect small calibrations on measuring instruments.
- Hear soft voices, masked voices, patient call systems, alarms, timers, hear with a stethoscope to assess blood pressure, heart lung and abdominal sounds.
- Feel to discriminate small and large temperature differences; palpate pulses, discriminate sharp and dull, light touch and deep pressure sensation.
- Smell to detect odors related to patient assessment.

COMMUNICATION

Communication with patients, members of the health care team and families in settings where communication typically is oral or written and in settings when time span for communication is limited.

Examples of such skills include but are not limited to the ability to:

- Speak and express clearly and understandably in the English language, information to peers, faculty, patients, their families, and other health care providers; demonstrate active listening skills.
- Read typed, handwritten, chart data, and computer-generated documents in the English language; at a level of competency that allows safe and timely execution of essential tasks or assignments.
- Understand; interpret medical terminology and information given regarding status, progress, and safety of a patient; to follow simple and complete instructions (oral or written) regarding patient care; and respond to non-verbal communication/behaviors of others.
- Follow directions accurately and efficiently, seeking clarification where necessary.
- Write to produce legible handwritten or computer word processed documents; use correct medical terminology, spelling grammar and punctuation; organize and express thoughts in written form in the English language; to prepare accurate, though, legally defensible patient documentation.
- Interpersonal skills to work collaboratively; interact professionally; to establish rapport with patients, colleagues, and classmates; to resolve conflicts with individuals from a variety of social, emotional, cultural, and intellectual backgrounds; maintain confidentiality in all interactions.

INTELLECTUAL, CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES

Critical thinking, problem solving and teaching skills necessary to provide care for individuals, families, and groups.

Examples of such skills include, but are not limited to the ability to:

- Think critically to identify and solve problems; identify cause/effect relationships; to apply reading, lecture, and contraindications from textbooks, medical records, and professional literature.
- Prioritize events to provide with patient safety; appropriate patient interventions; multiple task; integrate information and make decisions about sequence and progression.
- Calculate to collect and/or interpret accurate patient data.
- Make clinical decisions to respond quickly and appropriately to changes in patient status; to analyze written, observed or verbal data about patients and make decisions to contract health care provider for clarification of orders and modify the nursing care plan; act safely & ethically in the nursing laboratory and clinical settings.
- Demonstrate short-term and long-term memory to accurately and quickly remember data from the chart and information relayed in verbal exchanges with other members of the health care team; to access learned knowledge to include but not limited to diagnoses, indications, contraindications for interventions, safety precautions, subjective reports of patients, emergency procedures; safety procedures; to participate successfully in the learning and evaluation of knowledge within the curriculum.
- Think quickly and clearly to execute all duties unimpaired by any condition or substance that alters mental processing, speed or quality of thought processes or judgment.

BEHAVIORAL AND SOCIAL CHARACTERISTICS

The ability to provide care that is client centered and shown respect for human dignity and the uniqueness of everyone, free from bias and discrimination, and without consideration for personal attributes or the nature of health problems.

Students must be emotionally stable. Examples of such skills include but are not limited to the ability to demonstrate:

- Flexibility to adjust to a constantly changing and very demanding full-time schedule.
- Compassion and respect and ability to show empathy for patients and their families; for people of all personality types, backgrounds, ethnic race or socioeconomic background and medical condition/diagnosis.
- Cooperation to work as a member of a team; develop positive and effective relationships with faculty, clinicians, peers, and patients.
- Recognition of limitation to request assistance when needed; accept correction and constructive suggestions; assume responsibility for personal development; utilize resources effectively.
- Tolerance for close physical contact with patients, peers, and classmates during the provision of interventions and in lab; for close proximity and physical contact with patients that require use of standard precautions during therapy due to open wounds, incontinence, or other potential exposures to bodily fluids or pathogens during treatment.
- Willingness to participate in lab activities that require palpation, measurement, and other forms of therapeutic touching of patients; to serve as both the patient model and clinician during patient simulations that allow classmates to practice and perfect nursing skills.
- Ability to attend class and clinic promptly and regularly; to stay focused and on task in lecture and laboratory instructional time; to submit work products promptly when due; to submit to all classroom and clinical rules/policies; to demonstrate respect for other health care providers and the profession of nursing; to comply with all legal and ethical standards of practice.
- Stress management coping skills for fast-paced clinical situation; to manage multiple academic deadline; deal effectively with psychosocial issues of catastrophic illness, disability, and death, respond appropriately in a stressful environment and during impending deadlines; manage personal matters outside of class/clinical workday.
- The ability to plan ahead to arrange transportation and living accommodation for/during off campus clinical assignments to foster timely reporting to the classroom and clinical centers.
- Self-care to maintain general good health and hygiene in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
- Initiative, enthusiasm, and appropriate peer and patient interactions.

Student's Certification of Functional Abilities

I, _____, believe myself to be healthy and able to carry out the demands of the nursing profession. In consideration of the safety of myself and others, I will communicate any changes in my functional abilities, as indicated on this form, to my instructors prior to or during any nursing course. I realize that I may be required to drop selected components until my functional abilities meet these standards and/or until such time as my attendance can be resumed safely. I understand that I will need a statement of release from a physician before I may return to class and/or clinical areas. Deficiencies in functional abilities or any of the following may be grounds for failure and possible dismissal from the program: knowledge, judgment, integrity, character, or professional attitude or demeanor, which may jeopardize patient care.

Signed _____

Date _____

APPENDIX L

Virtual Patient center Confidentiality & Recording Agreement

MidAmerica Nazarene University Department of Nursing has incorporated simulated experiences throughout my curriculum to best represent actual client situations. During these simulated experiences, the roles of clients, family, and members of the interprofessional team are fulfilled by students, volunteers, faculty, staff, and/or mannequins, and I am expected to engage with these actors and/or simulators in a professional and realistic manner. The simulation mannequins are to be used with respect and be treated as if they were live clients. Situations simulated in the lab are to be used as learning experiences; thus, I will respect the roles of my faculty and peers as well as volunteers.

As a patron of the Virtual Patient Center, I understand the significance of confidentiality with respect to information concerning simulated patients and fellow students. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor.

I agree to adhere to the following guidelines:

- All patient information is confidential, and any inappropriate viewing, discussion, or disclosure of this information is a violation of MNU Department of Nursing Policy.
- This information is privileged and confidential regardless of format: electronic, written, overheard, or observed.
- I may view, use, disclose, or copy information only as it relates to the performance of my educational duties. Any inappropriate viewing, discussion, or disclosure of this information is a violation of MNU's policy and may be a violation of HIPAA and other state and federal laws.
- The simulation lab is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. Situations simulated in the lab are to be used as a learning tool and not to be used for humiliation of fellow students.
- The simulation mannequins are to be used with respect and be treated as if they were live patients.
- During the course of the simulation experience, the sessions may be recorded for education purposes. These recordings may be used for debriefing and may be viewed by instructors/faculty in order to improve the learning environment.
- On occasion, invited guests may be present to observe the simulation experiences. Every effort will be made to inform the students of such observers; however, at times, they may come unannounced. Any observer may be asked to sign a confidentiality statement regarding the performance of participants and the activities of the VPC.
- Students may not record or take photographs during a simulated learning experience.
- No Betadine, no ink pens near the mannequins.

Signature: _____ Date _____

By typing above, the electronic signature confirms you accept the conditions of the agreement.

APPENDIX M
MidAmerica Nazarene University
School of Nursing
Department Pre-Licensure Nursing Education
BSN Program

Student Contract

Student Name _____ Date _____

Classroom/Clinical/Simulation Faculty _____

Identified Problem (Describe)

Describe problem significance to professional nursing career/practice

Required Action for Identified Problem(s)	Consequences for Non-compliance to Required Action

I agree to abide by the identified, required actions listed above. I fully understand that failure to comply with any required action will likely result in dismissal from the BSN Nursing Program at MidAmerica Nazarene University.

Student Signature _____ Date _____

A signature acknowledges receipt of the information not necessarily agreement.

Faculty Signature _____ Date _____

Department Chair Signature _____ Date _____

APPENDIX N

Acknowledgement Form

ACKNOWLEDGEMENT OF RESPONSIBILITY FOR
TRADITIONAL BSN STUDIES
NURSING STUDENT HANDBOOK
2021-2022 Edition

I understand the *Traditional BSN Nursing Student Handbook* is located on the Moodle Nursing Forum site. I understand that it is my responsibility to read, understand, and comply with the policies contained in this handbook and any revisions made to it. I understand this *Handbook* is not a contract between the nursing student and MidAmerica Nazarene University but that it simply sets forth rules, procedures and responsibilities of nursing students regarding their education at MidAmerica Nazarene University in the Department of Traditional BSN studies.

Print Name: _____

Student Signature: _____

Date: _____