

JOHN CARROLL UNIVERSITY NURSING STUDENT HANDBOOK



First Nursing Cohort 2023 August 2023 - July 2026

The JCU Nursing Program reserves the right to modify, revoke or revise this handbook at any time, with any required or appropriate notice.

2023-2024 Nursing Program

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WELCOME LETTER

Dear Esteemed Nursing Students,

Welcome to John Carroll University's Nursing Program! We are excited to have you join our community of aspiring nurses dedicated to making a difference in healthcare.

At John Carroll, we prioritize compassion, excellence, and innovation. Our mission is to inspire and empower the next generation of nursing leaders who will transform healthcare through patient-centered care, visionary leadership, and continuous learning.

Expect a transformative educational experience that prepares you for the rapidly evolving healthcare landscape. Our forward-thinking curriculum, innovative teaching methods, and cutting-edge simulations will equip you with the skills and knowledge needed to excel in diverse healthcare settings.

We value your personal growth and well-being. Our program emphasizes resiliency and self-care practices, ensuring you can thrive both personally and professionally. By taking care of yourselves, you will provide compassionate and holistic care to your patients.

We believe in the power of nurses to drive positive change. Our program fosters critical thinking, professional development, and innovation. We aim to empower you to address healthcare disparities and make a lasting impact in your communities.

Know that our dedicated faculty and staff are here to support you throughout your journey. We are committed to providing a nurturing and inclusive learning environment where you can flourish.

Welcome to the John Carroll University Nursing Program. We are thrilled to have you join our community of aspiring nurses shaping the future of healthcare.

Best wishes for an inspiring and fulfilling educational journey!

Sincerely,

A handwritten signature in black ink that reads "Melissa D. Cole". The signature is written in a cursive, flowing style.

Melissa D. Cole, DNP, APRN, ANP-BC, CENP
Interim Dean, College of Health
Associate Professor of Nursing
John Carroll University

FACULTY AND STAFF



Melissa D. Cole, DNP, APRN, ANP-BC, CENP

Interim Dean, College of Health

Associate Professor of Nursing

Education:

- Doctorate of Nursing Practice in Executive Leadership - Case Western Reserve University
- Masters of Science in Nursing - University of Tampa
- Bachelor of Science in Nursing - Ursuline College

Clinical Practice Setting:

- Emergency Department - Certified Nurse Practitioner - University Hospitals



Jaime Sinutko, PhD, MSN, RHIA, RN

Program Administrator

Education:

- PhD in Education Leadership - Oakland University
- Master of Science in Nursing - Oakland University
- Bachelor of Science in Nursing - Oakland University

Clinical Practice Setting:

- Emergency Department - Troy Beaumont Hospital & Mt. Clemens General Hospital



Shanna Botos, DNP, APRN, CPNP-AC/PC

Chair, Department of Nursing

Medical Mutual of Ohio Assistant Professor of Nursing

Education:

- Doctorate of Nursing Practice - Post Master's Nurse Executive Track - The Ohio State University
- Masters of Science in Nursing - Case Western Reserve University
- Professional degree in Nursing (RN) - Case Western Reserve University
- Bachelor of Science - Biology - John Carroll University

Clinical Practice Setting:

- Pediatric Hospital Medicine - Certified Nurse Practitioner - Cleveland Clinic



Lisa Sugar, M.Ed.

Nursing Coordinator

Education:

- Master of Education, Reading Specialty-Kent State University
- Bachelor of Science, Elementary Education-Kent State University



DeVonya Adamu, MSN, RN, NAHQ

Clinical Faculty

University Hospitals Home Care Post Acute Care Ambassador

Education:

- Masters of Science in Nursing-Western Governors University
- Bachelor of Science in Nursing-University of Akron

Clinical Practice Setting:

- Home Care - Registered Nurse, Post Acute Care Ambassador - University Hospitals of Cleveland



Rochelle Paschal, BSN, RN

Clinical Faculty

Education:

- Bachelor of Science in Nursing - Indiana Wesleyan College
- Associate of Science in Nursing - ATS Institute of Technology

Clinical Practice Setting:

- Rehabilitation Center - Registered Nurse - MetroHealth

JOHN CARROLL UNIVERSITY BSN PROGRAM

The faculty and staff of the John Carroll University (JCU) Nursing Department welcome you and wish you success in the educational endeavor of nursing. The information contained in this handbook identifies the policies, practices, and procedures of JCU Nursing. Faculty, staff, and academic advisors are resources for any questions and concerns regarding the program.

Upon confirmation of your seat in the BSN program, you are required to sign and acknowledge a form which indicates you have access to the nursing student handbook, and you are held responsible for the content and any revisions during your nursing education journey. This handbook is designed for use in conjunction with the current [John Carroll University Undergraduate Academic Catalog](#) and [John Carroll University Student Handbook](#).

CONTACT INFORMATION

John Carroll University
Department of Nursing
1 John Carroll Blvd
University Heights, OH 44118
216-397-4388

JCU NURSING PHILOSOPHY AND UNIVERSITY MISSION STATEMENT

The educational philosophy of the Nursing Department in the College of Arts & Science at John Carroll University is congruent with the fundamental doctrine of the University's Jesuit mission. The mission statement for the University is as follows: As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

The nursing program is intended to serve undergraduates who seek to develop their interests and skills in direct-care of patients and deliver compassionate healthcare founded in the Jesuit principle of *cura personalis*: Jesuit education stresses that each individual is important and must be given focused attention. This level of guidance suggests distinct respect for the unique circumstances and concerns of each of our students and an appropriate appreciation for the gifts and insights of each member of our community. In AACN BSN Essentials 2022, "person-centered care is the core purpose of nursing as a discipline. This purpose intertwines with any functional area of nursing practice, from the point of care where the hands of those that give and receive care meet, to the point of systems-level nursing leadership. Foundational to person-centered care is respect for diversity, differences, preferences, values, needs, resources, and the determinants of health unique to the individual" ([The Essentials: Core Competencies for Professional Nursing](#) p. 35). The aim of Jesuit education is total growth leading to action (Jesuit Institute, 2014a). Jesuit higher education also seeks to transform students through examining the world around them. The promotion of experiential learning is noted in Ignatian Pedagogy (2014a) by urging the whole person to enter the learning experience. Nursing education aligns well by educating the whole person within the service-oriented profession. Thus,

experiential learning in a nursing program, at a Jesuit University, is an active application of Ignatian pedagogy, promoting Jesuit values and spiritual identity to inspire students to grow into future leaders to transform into men and women for others.

JCU NURSING MISSION STATEMENT

Innovate. Inspire. Transform. Our Patient-centered education prepares compassionate nurses who drive positive change. Guided by Jesuit values of excellence, professionalism and service, we advance the field and improve healthcare systems and communities.

JCU NURSING VISION STATEMENT

Our vision is to inspire and empower the next generation of nursing leaders who will transform healthcare through innovation, compassion, service, and excellence. We strive to produce highly skilled and resilient nursing leaders who improve patient outcomes and advance the field through visionary leadership and patient-centered care.

JCU VALUES

The following core values are embedded throughout our policies, programs and student body and align with our Jesuit traditions:

- An environment of inquiry that embraces Jesuit Catholic education as a search for truth where faith and reason complement each other in learning. In pursuit of our educational mission, the University welcomes perspectives and participation in our mission from faculty, staff, students, and alumni of all faiths and of no faith.
- A rigorous approach to scholarship that instills in our graduates the knowledge, eloquence, sensitivity, and commitment to embrace and to live humane values.
- A campus committed to the intellectual, spiritual, emotional, and physical development of each student.
- An inclusive community where differing points of view and experiences are valued as opportunities for mutual learning.
- A culture of service and excellence that permeates every program and office.
- A commitment to sharing our gifts in service to each other and the community.
- A campus that responds to demographic, economic, and social challenges.
- An appreciation that our personal and collective choices can build a more just world.

JCU NURSING PROGRAM LEARNING GOALS

John Carroll BSN graduates will receive a liberal arts education rooted in Jesuit values: theology, philosophy, humanities, sciences - and embrace the complexity of clinical decision-making in an age of evidence-based and data-driven care.

Upon successful completion of the Nursing program, students will be able to:

1. Integrate nursing knowledge with a liberal arts educational foundation to care for clients across the human lifespan, including ethical issues that affect the health and health care of all people, with special attention to those challenges that disproportionately affect vulnerable populations.

2. Apply scientific knowledge to reduce risk and limit disease in individuals and communities.
3. Understand patient care technologies in the healthcare environment.
4. Communicate effectively and work collaboratively with patients, families, and other healthcare providers in the professional healthcare environment.
5. Demonstrate nursing leadership skills that exemplify Ignatian spirituality principles.

JCU NURSING CONCEPTUAL FRAMEWORK: Person Centered Care BSN Model

The JCU Nursing Conceptual framework provides a framework for reflection and guidance for aspects of undergraduate education and clinical nursing practice. In our conceptual framework, the core of the nursing curriculum is rooted in the Jesuit tradition of cura personalis, magis, and men and women for and with others. We believe that emphasizing the holistic care of individuals, considering their physical, emotional, and spiritual well-being is core to nursing and our Jesuit values. We encourage our students to pursue excellence and cultivate a sense of social responsibility and commitment to serving others, especially vulnerable populations. These Jesuit values are core to our profession as nurses and our curriculum.

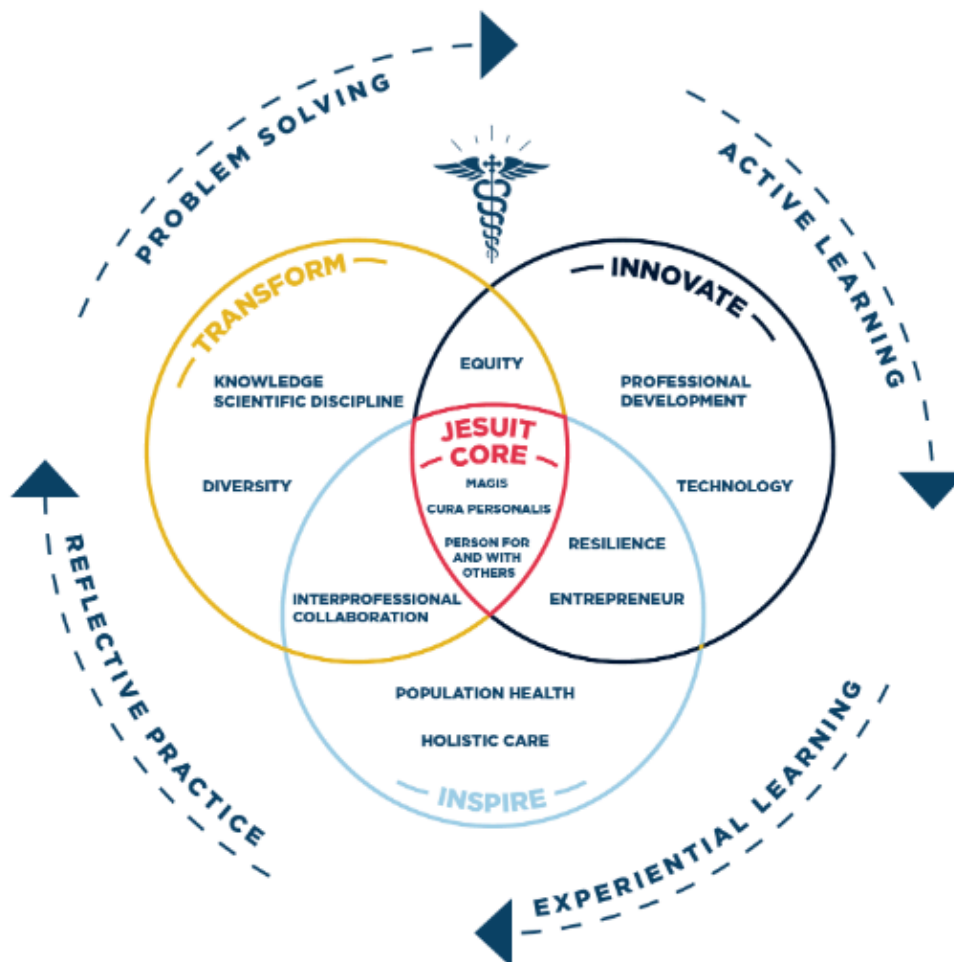
This level of guidance suggests distinct respect for the unique circumstances and concerns of each of our students and an appropriate appreciation for the gifts and insights of each member of our community. In AACN BSN Essentials 2022, “person-centered care is the core purpose of nursing as a discipline. This purpose intertwines with any functional area of nursing practice, from the point of care where the hands of those that give and receive care meet, to the point of systems-level nursing leadership. Foundational to person-centered care is respect for diversity, differences, preferences, values, needs, resources, and the determinants of health unique to the individual” ([The Essentials: Core Competencies for Professional Nursing](#) p. 35). The aim of Jesuit education is total growth leading to action (Jesuit Institute, [2014a](#)). Jesuit higher education also seeks to transform students through examining the world around them. The promotion of experiential learning is noted in Ignatian Pedagogy ([2014a](#)) by urging the whole person to enter the learning experience. Nursing education aligns well by educating the whole person within the service-oriented profession.

Centered around the Jesuit values in the framework are three additional concepts that are integrated into the nursing curriculum that include innovation, transformation and inspiration. These concepts we believe are essential to the art and science of nursing to guide practice through the perspectives of the Jesuit tradition and in creating the nurse of the future that is adept at practicing in a variety of settings and improving patient outcomes.

The arrows that encompass the circular design represent the learning principles that are core tenets to nursing program and facilitate the nursing process. These learning principles include: active learning, experiential learning, reflective practice and problem solving. There are a variety of learning methods that the faculty utilize to engage students in hands-on

activities, provide real-world experiences to bridge theory and practice, promote critical thinking and clinical reasoning while insisting the students reflect on their experiences and assess their own growth and apply their knowledge to improve and develop their nursing practice.

In summary, the conceptual framework guides the development of the BSN curriculum, incorporating Jesuit values and learning principles into various courses, clinical experiences, and assessments. Faculty members serve as facilitators, role models, and mentors, fostering the integration of values and principles in teaching and supporting students' personal and professional development. The framework promotes the application of knowledge, skills, and values in delivering patient-centered care, promoting health equity, and advocating for social justice.



JCU Person-Centered Care BSN Model Details:

- Flexible make-up policy for students who participate in JCU extracurricular activities, such as athletes.
- Transfer friendly BSN design where previous college credits are thoughtfully considered.

- Individualized accommodation planning to meet students where they are regarding technical standards for practice.
- Nursing staff walk alongside students and role-model service-orientation.
- Inclusive environment where diversity and uniqueness is celebrated and actively recruited.

STUDENT LEARNING OUTCOMES

Student learning outcomes are driven by guidelines presented in “The Essentials: Core Competencies for Professional Nursing Education” (2021). This document outlines ten domains of student learning outcomes. <https://www.aacnnursing.org/essentials>

ACCREDITATION

John Carroll University is fully accredited by the North Central Association of Colleges and Secondary Schools. The pre-licensure nursing program is approved by the State of Ohio Board of Nursing and seeking accreditation by the Commission on Collegiate Nursing Education (CCNE). The CCNE gauges student success with three main indicators; the NCLEX (nursing licensure exam) pass rate is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years, the employment rate is 70% or higher, and the completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.

COMMUNITY ADVISORY BOARD

The program is advised by a Nursing Community Advisory Board. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest. The Board includes Chief Nurse Officers, nursing alumni, and clinical partners. This board meets bi-annually to discuss program requirements and improvements.

COMMUNITY OF INTEREST

The John Carroll Nursing Division defines the communities of interest (COI) as internal and external groups that share a common passion or concern for JCU nursing. Internal COI include (a) current students, (b) faculty, (c) staff, (d) JCU administrators and committees. External COI include (a) local healthcare agencies’ nursing administrators, recruiters, and consumers of healthcare (b) accreditation, legislative, and regulatory agencies, (c) external fiscal supporters (d) nursing alumni, (e) other universities, colleges, and schools of higher education, and (g) prospective students.

PRE-LICENSURE BSN

Graduates from John Carroll University Undergraduate Nursing Program receive a Bachelor of Science in Nursing degree and may sit for the [NCLEX – RN \(National Council Licensure Examination-RN\)](#) to become a Registered Nurse. The pre-licensure Bachelor of Science in Nursing degree program is comprised of the following requirements:

BSN FOUR YEAR PLAN



1st year Fall	Name	Credits	Spring	Name	Credits
Clinical Microbiology	BL 1200	3	*Human Nutrition	ESC 2229	3
Human Anatomy and lab (SCI)	ESC 2050/2051	4	Human Physiology and lab	ESC 2060/2061	4
Introduction to Psychology: Perspectives of Social Justice (ISJ)	PS 1000	3	Lifespan Development	PS 2680	3
Foundations in Sociology (SOC)	SC 1010	3	Intro to General, Organic, & Biochemistry	CH 1200/1210	4
Seminar on Academic Writing	EN 1250	3	Elementary Statistics (QA)	DATA 1220	3
TOTAL CREDITS		16	TOTAL CREDITS		17

2nd year Fall			Spring		
Health Assessment for Reduction of Risk Potential	NURS 2120 (Lab)	3	Skills for Quality, Safety, and Infection Control	NURS 2320 (Lab)	2
Knowledge and Scholarship for the Nursing Discipline	NURS 2200	2	Health Promotion and Maintenance	NURS 2400	2
Basic Care and Comfort	NURS 2250 (Lecture + Clinical)	6	Psychosocial Integrity (LINK)	NURS 2450 (Lecture + Clinical)	6
Speech Communication	COM 1251	3	Link with Nursing course (LINK) - Counseling Techniques		3
Bioethics (PLVS)	PL 2088	3	PLKR	PLxxxx	3
TOTAL CREDITS		17	TOTAL CREDITS		16

3rd year Fall			Spring		
Pharmacological and Parenteral Therapies	NURS 3100	3	Acute and Chronic Care Management	NURS 3350 (Lecture + Clinical)	6
Pathophysiology for Physiological Adaptation	NURS 3200	3	Engaging the Global Community Through Interprofessional Health Care Partnerships ** (EGC)	NURS 3300	3
Obstetrics, Immediate Newborn Care, and Pediatrics	NURS 3250 (Lecture + Clinical)	6	Humanities (HUM)		3
Foreign Language 1		3	Foreign Language 2		3
TOTAL CREDITS		15	TOTAL CREDITS		15

4th year Fall			Spring		
Population Health through a Systems-Based Practice	NURS 4050 (Lecture + Clinical)	6	Nursing Capstone	NURS 4400	2
Healthcare Technologies and Nursing Informatics	NURS 4100	2	Professionalism, Management of Care, and Leadership Development	NURS 4350 (Lecture + Clinical)	6
Death and Dying	NURS 4200	2	TRS upper	TRSxxxx	3
TRS lower	TRSxxxx	3	CAPA		1-3
TOTAL CREDITS		13	TOTAL CREDITS		12-14
**Engaging the Global Community					

TOTAL CREDITS		121-123
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AUTHORIZATION TO TEST (ATT)

A student is considered a program completer when (a) all institutional academic and clinical requirements are met, and (b) NCLEX prep course and practice test are completed and proof of this is submitted to the Nursing Department. Students who meet all the standards and requirements of the Bachelor of Science in Nursing program and the State of Ohio are eligible to apply for the NCLEX program code from the Nursing Department in order to apply to the Ohio Board.

The candidate will then apply to the Ohio Board for permission. The candidate will also register with Pearson VUE (<http://www.vue.com/nclex>). Only after both these steps are

completed will the candidate be granted authorization to test. A U.S. candidate is expected to make the first attempt within two years after graduation and to pass the exam within one year of the first attempt. After 3 attempts, a NCLEX review course is required. After 6 attempts, a candidate is no longer eligible for licensure in Ohio (unless the candidate redoes the whole RN program). Unsuccessful candidates will receive a score breakdown which may help them prepare.

Fingerprints are required to take the NCLEX. The Ohio Board recommends that applicants contact one of the board approved agencies no later than 7 – 10 days after applying. Examination candidates who did their education out of state should have official transcripts sent. In-state students will have a certification of education.

Reference

<https://nursing.ohio.gov/licensing-and-certification/types-of-applications/licensure-by-examination-nclex> for more information regarding application and scheduling of the NCLEX.

MILITARY & ADVANCED STANDING

Credit is not awarded for military service, education, LPN status, nor other skills training experiences. Students are not admitted to nursing advanced standing, cannot transfer in nursing courses taken at a different institution.

APPLICATION/ADMISSION POLICY

ADMISSION PROCESS

- New nursing cohorts begin each Fall and Spring semester or twice per year. A percentage of each new nursing cohort will be admitted directly from high school and the rest of the cohort will be admitted through a competitive holistic admission process. Competitive candidates will have preferential admission if all previous college credits were completed at John Carroll University.
- The following are required for admission consideration: 1. high school transcripts with a 3.0 out of 4.0 cumulative GPA or higher, 2. college transcripts (when applicable) with a 3.0 out of 4.0 cumulative GPA or higher, and 3. a completed online JCU admission application.
- All new applicants must have a negative drug screen and background check.

READMISSION PROCESS

- Once a nursing student begins the nursing courses, the expectation is continuation of the program in the sequence until graduation. If a student in good standing experiences an extraordinary circumstance, a written leave of absence must be requested to the Nursing Director. The leave of absence shall not be granted for a period more than one year, upon return, the student must schedule a meeting with the Nursing Director to gain a new program plan for completion. Students who have been absent from the University for over one year must formally apply for readmission to John Carroll University by submitting the [Application for](#)

[Readmission](#). All new and readmitted applicants must have a negative drug screen and background check prior to starting clinical.

COURSE DESCRIPTIONS

The table that follows identifies the course descriptions:

Course Number	Course Name	Course Description
NURS 2120	Health Assessment for Reduction of Risk Potential	Formal acceptance into the Nursing Program is required. This laboratory course focuses on health assessment skills that include obtaining a client history, vital signs, documentation, and a head-to-toe assessment for the purpose of reducing the likelihood that clients will develop or exacerbate health problems.
NURS 2200	Knowledge and Scholarship for the Nursing Discipline	Formal acceptance into the Nursing Program is required. This research class introduces synthesis, translation, application, and value of dissemination of nursing knowledge to improve health and transform health care.
NURS 2250	Basic Care and Comfort	Formal acceptance into the Nursing Program is required. Didactic instruction about the importance of comfort and the performance of activities of daily living is linked with direct nursing care and simulation experiences.
NURS 2320	Skills for Quality, Safety, and Infection Control	This laboratory course focuses on essential nursing skills with an emphasis on protecting clients and health care personnel from health and environmental hazards by employing established and emerging principles of safety, enhanced quality care, and minimized risk of infection.
NURS 2400	Health Promotion and Maintenance	This didactic course explores the importance of prevention and early detection of health problems and strategies to achieve optimal health.
NURS 2450	Psychosocial Integrity (LINK)	Didactic instruction about acute or chronic mental illness is linked with direct nursing care that promotes and supports the emotional, spiritual, mental, and social well-being of the client experiencing mental illness. LINKED with PSYCHOLOGY Course
NURS 3100	Pharmacological and Parenteral Therapies	Lifespan focuses on the safe administration of medications and parenteral therapies.
NURS 3200	Pathophysiology for Physiological Adaptation	This course explores the pathophysiology behind unexpected responses, emergencies, and imbalances to manage and provide care for clients with acute and chronic physical health conditions.

NURS 3250	Obstetrics, Immediate Newborn Care, and Pediatrics	Didactic instruction about reproduction across the lifespan and pediatric health is linked with direct nursing care and/or simulated experiences focusing on childbearing and pediatric development and nursing care.
NURS 3300	Engaging the Global Community Through Interprofessional Health Care Partnerships ** (EGC)	This didactic course examines the importance of intentional collaboration across professions and with care team members, clients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes by applying a diverse cultural lens to value global healthcare responsibilities.
NURS 3350	Acute and Chronic Care Management	Didactic instruction about disease prevention and management is linked with direct nursing care and simulated experiences of adult clients with chronic diseases for the prevention of negative sequelae; regenerative or restorative care, which includes complex acute care, exacerbations of chronic conditions, and treatment of physiologically unstable patients.
NURS 4050	Population Health through a Systems-Based Practice	Didactic instruction about population health is linked with direct nursing care of both traditional and non-traditional experiences within communities, public health, or local government entities for the improvement of equitable population health outcomes by responding to a complex system of health care
NURS 4100	Healthcare Technologies and Nursing Informatics	Information and communication technologies are the focus of this didactic course as they are utilized to provide care, gather data, drive decision making, and support health professionals as they expand knowledge for practice with a focus on the delivery of safe, high-quality, and efficient health care services in accordance with best practice, professional, and regulatory standards.
NURS 4200	Death and Dying	Health inequities are reflected in differences in length of life, quality of life, rates of disease, disability, and death. This didactic course explores hospice and palliative care options which includes end-of-life nursing care implications through the principles of Ignatian spirituality.
NURS 4350	Professionalism, Management of Care, and Leadership Development	Didactic instruction about cultivation of a sustainable professional nursing identity, accountability, leadership, collaborative disposition, and comportment that reflects nursing values is linked with direct nursing care experiences in a variety of health care settings.
NURS 4400	Nursing Capstone	This didactic course prioritizes nursing student self-reflection to foster personal health, resilience, and well-being, lifelong learning, and supports the acquisition of nursing expertise.

NURSING STUDENT AMBASSADORS

Requirements for consideration

- Nursing Ambassador candidates must be a full-time undergraduate nursing student who has completed two semesters of NURS courses. Junior Ambassador candidates may apply when enrolled in an NURS course.
- Candidates must have attained a minimum John Carroll cumulative GPA of 3.0.
- Candidates should demonstrate excellent interpersonal communication skills, enthusiasm for John Carroll University Nursing, proven leadership ability, a positive attitude, sound judgment, reliability and maturity, and professional demeanor.

Purpose

- Serve as representatives for John Carroll University Nursing events, on and off campus, including but not limited to: recruitment activities, orientation, pinning, summer nursing camp, etc.
- Assist John Carroll Nursing administration/faculty/staff with community relations.
- Be positive representatives of John Carroll Nursing and its student body at all times.
- Receive recognition for service.

Duties

- Attend department meetings on a rotating basis through the Fall and Spring semesters. (Junior Ambassadors will report to upper class Ambassadors and will not be required to attend meetings.)
- Host John Carroll University functions/events as needed. (Each Ambassador will be expected to serve at least twice each semester.)
- Assist the John Carroll Nursing department as needed.

Membership and Length of Term

- For our inaugural year (2023-2024) there will be 2 Junior Ambassadors. Fall 2024 on, there will be 2 Ambassadors and 3 Junior Ambassadors.
- Applications will be submitted to the John Carroll Nursing Department. Applications will be reviewed and approved by the Department and the Director of Nursing (See Appendix E for application). Applications will be accepted each Fall semester for the following academic semesters. New Ambassadors will be notified prior to the end of the semester the application is received.
- Ambassadors commit to serving at least one academic year, but are encouraged to return each year pending continued qualification.
- Ambassadors who are unable to meet their two events per semester obligation may be asked to resign their position.
- Ambassadors do not convene during summer, although they may be called upon for special events pending availability (specifically Summer Health/Nursing Camps)

- Ambassadors must maintain a minimum John Carroll cumulative GPA of 3.0 throughout their service.

PRE-NURSING CLUB

The purpose of Pre-Nursing Club shall be to represent the nursing community at John Carroll University through the values and development of the upcoming program. While encouraging nursing students as they manage the nursing major, it will allow the opportunity for growth as well as to strengthen their abilities in the field of nursing. Additionally, activities may include informational meetings concerning different types of nursing fields, occasional speakers, and case studies to practice nursing scenarios.

Membership:

- Regular Membership. The membership of this organization shall consist of regularly enrolled undergraduate students of John Carroll University. Qualifications must include a grade point average of 2.8 in order to participate as a member.
- Non-discrimination clause. Consistent with all applicable federal, state and local laws and University policies, participation in a student organization or activity may not be refused to any individual based on color, race, age, religion, sex, national origin, marital status, disability, sexual orientation, or any other protected category.
- No dues are required for membership.

NURSING STUDENT ATHLETES

It is possible for students to participate in athletics as a nursing major throughout all four years. However, students should be aware that the degree of difficulty in managing both the sport and the major becomes greater as students progress through the nursing program and begin their clinical rotations.

Nursing student athletes are required to review the course schedule for each course and their athletic schedule at the start of each semester. **The student is responsible to identify any potential conflicts and provide documentation of these conflicts to the nursing faculty within the first week of class**, who will collaborate with the director, as needed, to evaluate for potential accommodations. Accommodations are not guaranteed.

The nursing department will support students in their extracurricular activities and work with athletes for reasonable requests to be absent from planned learning experiences. However, given the faculty's responsibility for preparing competent and safe clinicians, attendance during lecture, lab, and clinical experiences is mandatory. Missing classes and laboratory time, if persistent and frequent, is not acceptable behavior and would jeopardize

a student's ability to be successful in the program. In addition, clinical hours are required per State of Ohio requirements. Therefore, **missing lab, clinical or simulation time is prohibited without prior approval from nursing faculty, and could result in dismissal from the program.** Please review the Dismissal From Nursing Program for further information on academic expectations.

It is up to the individual student to be able to determine if they can handle both the nursing major requirements and athletics. Each student's case is evaluated on an individual basis and will depend on how well the student can organize and manage their time, and ensure they are meeting the attendance requirements for class, lab, and clinical.

It is important that students keep in frequent communication with their nursing faculty, academic advisors, and coaches while engaged in their sport to ensure they are meeting requirements for the major and the sport.

KAPLAN/NCLEX PREPARATION POLICY

As part of the Nursing program course fee, students will be registered to participate in a 3 day Comprehensive NCLEX review course. This is mandatory for all students. If a student does not participate in this course and submit their certificate of completion, they will be required to meet with the nursing director to determine a plan for NCLEX preparation, or submit proof of obtaining a NCLEX preparation course certificate obtained through another source.

The request for students to be given the Approval to Test through the Board of Nursing will not be submitted for the student until the certificate of completion of the Kaplan or other NCLEX review course be submitted to the nursing department.

The nursing department reserves the right to withhold submission for Approval to Test if the student does not demonstrate an appropriate level of preparation based on their comprehensive NCLEX preparation test. The nursing department academic advisor will contact any student who does not demonstrate an appropriate level of preparation and develop a plan for remediation to ensure NCLEX preparedness prior to releasing the request for Approval to Test.

INITIAL NURSING STUDENT REQUIREMENTS

ADDITIONAL COSTS FOR NURSING STUDENT

Nursing Program Fee	\$250.00/per semester
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- Includes but not limited to, lab kit, test prep, ACEMAPP, Drug Screen & Background check at JCU, 1 JCU Nursing uniform (shirt, pants & warm up jacket), liability insurance, etc at the start of the program

Immunizations/titers (1 st year if not up-to-date)	Varies (Check with PCP)
Tb Test (within 6mo of starting clinical then annual)	Varies
Flu Vaccination (annual)	Varies
BLS/HCP Certification	Varies
Must be Basic Life Support (BLS) Health Care Provider (HCP) American Heart Association (AHA)	
Additional uniforms with JCU logo	\$60-100 per set

DOCUMENTATION REQUIREMENTS FOR ADMISSION TO JCU NURSING PROGRAM

All official documents are required to be submitted to JCU before any student is allowed to attend lab/lecture/clinical. All students will receive information on setting up an ACEMAPP account, which will be used to upload any documentation required for the program.

- 1. Background Check** – Admission to the JCU BSN program is conditional upon review of prospective student’s criminal background check. Students are assigned to clinical education facilities that require pre-placement criminal background checks. The inability to participate in clinical education prohibits the student’s ability to successfully complete the requirements of the program.
 - a. Students are to submit an initial criminal background check prior to the start of the first semester of the nursing program.
 - b. Any applicants with a misdemeanor on their record must meet with the Director of the Nursing program prior to the beginning of the academic year. This meeting will be to discuss the details of the misdemeanor and make a determination if this would impact the student’s clinical placements and licensure issues.
 - c. Any active JCU nursing student who commits a misdemeanor must immediately report this to the Nursing Department and will be subject to the [State of Ohio Board of Nursing Rules](#)
 - d. If a student has been convicted of a felony, the student is not eligible for admission to the nursing program because of the clinical site requirement where the students will be placed. If a student commits a felony while enrolled at JCU, the student will be removed from the nursing program.
 - e. JCU Police Department will provide this criminal background check service, and the cost of the service will be covered in the Nursing program fee.

A misdemeanor or felony conviction could prevent the student from obtaining certification, licensure, or employment upon graduation from the program. Students may contact the professional licensing or certification agency for more information.

2. **Drug Screen** – Clinical sites require a pre-placement drug screen. Students will be required to complete a 10-panel drug screen according to the most comprehensive standards the clinical site has defined. A urine drug screen needs to be obtained within 30 days of the start of clinical rotation and can be obtained through JCU Student Health Center. The cost of the drug screen is covered in the nursing program fees.

3. **Current CPR/BLS Certification** - Students must have a valid **American Heart Association (AHA) Basic Life Support (BLS) Healthcare Provider** card prior to starting class. The BLS care will be valid for 2 years. Re-certification must be completed and uploaded into ACEMAPP prior to expiration. The BLS card must be kept current throughout nursing school.

4. **Immunization Records** – Students must provide documentation of all vaccines received Without proof of vaccine; titers will need to be obtained to show immunity. Students will need to submit a lab report of their titers or proof of immunization if titer negative. Proof of immunization will be needed for:
 - a. **Hepatitis B**
 - b. **MMR (Mumps, Rubella and Rubeola)**
 - c. **Tdap (pertussis must be a part of this)**
 - d. **Varicella (disease history of chicken pox is not proof)**
 - e. **Flu (immunizations offered every fall)**
 - f. **TB screen must be within 6 months of starting clinicals and done annually**
 - g. **COVID vaccine**

5. **Proof of Health Insurance Coverage** - Each student must upload proof of health insurance coverage at the beginning of each academic year.

6. **Site Specific Requirements** - Each clinical site may have specific requirements that are unique to their institution. Some examples include training modules, a physical exam, etc. The students will be made aware of these requirements in a timely fashion to be compliant during the onboarding process at that clinical site.

CLINICAL REQUIREMENTS STUDENT CHECKLIST

Requirement	Frequency	Proof of Requirement
Background Check	Twice	Copy of Criminal record response

	(prior to first clinical rotation and prior to licensure)	
MMR (Mumps, Rubella, Rubeola)	One Time	Documented dates of 2 vaccines OR titers indicating immunization
Varicella	One Time	Documented date of 2 vaccine OR titer indicating immunization
Hepatitis B	One Time	Documented dates of 3 vaccinations OR titers indicating immunization
Tdap	Every 10 years	Documentation of injection (Pertussis must be included)
COVID Vaccine	Fully vaccinated or Documented Exemption	Documentation of injection, as recommended by the CDC and based on the most rigorous clinical partner requirement. If clinical partner requirements change during the academic year, students in that clinical site may be required to comply with these expectations.
TB Test	Within six (6) months of starting clinical followed by an annual testing.	Date and result of skin test (2 step TB-Mantoux) or QuantiFERON or T-Spot within 6 months of starting clinical followed by an annual 1-step TB (Mantoux) or QuantiFERON or T-Spot. Chest x-ray with negative result in the last 4 years will be accepted if student has a history of positive skin test
Drug Screen	Each Semester (see Addendum A)	Copy of drug screen result
BLS/HCP	Every 2 years	Copy of BLS/HCP card
Flu Vaccine	Annually	Documentation of injection
Health Insurance	Annually	Documentation of coverage
Site Specific Requirements	TBA	TBA

COMPLIANCE POLICY

Before beginning any NURS course, including all didactic, clinical, and lab components, all students in all programs are required to satisfy all health and safety requirements. If you need assistance with meeting these requirements, health care services are available for students at the JCU Student Health Center.

For a student to be considered in full compliance, all of the Nursing compliance requirements (except for the flu shot) must be valid for the entire academic year. This includes fall and winter terms and may include the spring term, summer term, and/or spring/summer term if students are enrolled in the NURS courses. None of the compliance requirements may expire at any time during the academic year.

All compliance requirements, except for the flu shot, must be uploaded to and be in an approved or completed status by ACEMAPP, our compliance certification vendor, by the dates determined for the academic year. Flu shots for the academic year must be uploaded to and in an approved or completed status by ACEMAPP by the end of the day on November 1st for all undergraduate students. **Students are advised to upload their compliance materials by the deadlines below.** Any student who does not have all requirements needed for the academic year in an approved/completed status by the required deadlines listed below may be subject to the following conditions: Will not be able to attend scheduled clinical and/or subject to dismissal from the program, unless there is a documented exception with the nursing department.

Fall Start	Deadline for Compliance Requirements <i>Approved/completed status by ACEMAPP</i>
Sophomores/Juniors/Seniors	*August 15th
Flu Vaccine	November 1st

*BCLS and drug screening will be offered on JCU’s campus during orientation day at the start of fall semester and students completing these on campus must have all other materials uploaded by the deadline date. Those students not performing BCLS at JCU will need to have the compliance requirements uploaded by the deadline above.

Students must notify the Nursing Department of any changes to their criminal record after submitting the criminal background check*, including arrests. This notification should be made within three business days of any arrests, plea bargains, sentencing, convictions, or other criminal activity. In addition, issues with a student’s criminal background check may also prevent that student from being able to sit for state licensure. The Nursing Department is not able to guarantee that any student who graduates will qualify for licensure.

**Please note that some activity reported in a student’s criminal background check may prevent that student from being placed in the appropriate clinical settings required to complete the program and, therefore, may result in the student being withdrawn from that course. In these cases, the student should promptly consult with the Nursing Coordinator and advisors to explore alternative placements or degree programs. Under certain circumstances, students may not be eligible to graduate from the John Carroll Nursing Program.*

To promote patient safety and to facilitate early identification and intervention for students with substance use and related disorders, as well as compliance with mandates of affiliated clinical agencies, it is the policy of the John Carroll University Nursing to reserve the right for a random drug test for substance use among all of its students. The John Carroll Nursing Department is committed to the safety of patients, students, faculty, and staff. The Nursing Department is also dedicated to the promotion of health of its community members, including those with physical, psychiatric, and substance use concerns, and establishes consistent policies and procedures that foster safety and health. The Nursing Department supports wellness, restoration, and rehabilitation of students to promote optimal personal

and professional functioning. The Nursing Department supports students in caring for themselves in order to safely care for others.

JCU NURSING COVID-19 VACCINE EXEMPTION DUE TO RELIGIOUS BELIEF POLICY

If a student requests an exemption to a vaccine requirement due to a **sincerely held** religious belief, John Carroll University will engage in an interactive process with the student to determine the (1) basis for the belief and whether it is sincerely held, (2) whether the stated belief supports a vaccine requirement exemption; (3) whether the exemption would pose an undue hardship upon the nursing program or the clinical site, and (3) alternative accommodations and mitigating measures. It is important to understand that a sincerely held religious belief is a belief that can be either theistic or a moral and/or ethical belief as to what is right and wrong, which are sincerely held with the strength of traditional religious views. However, social, political, or economic philosophies and personal preferences are not religious beliefs.

Therefore, if a student would like to pursue a religious exemption for the COVID-19 vaccine, the student should complete the Non-Medical Exemption for Religious Beliefs form (APPENDIX A), in his/her own words, to explain the basis for their request. **THIS FORM MUST BE SUBMITTED AT LEAST 30 DAYS PRIOR TO THE DEADLINE FOR COMPLIANCE REQUIREMENTS FOR THE FALL COHORT START AND AT LEAST 21 DAYS PRIOR TO THE DEADLINE FOR COMPLIANCE REQUIREMENTS FOR THE SPRING COHORT START.** If submitted after this deadline, the exemption request will not be considered for the upcoming cohort start, and the student will need to either comply with all JCU Nursing requirements or withdraw from the program. Students will submit the form and any needed supporting documentation addressed to the student health center via this email address: studenthealthcenter@jcu.edu. Modifications to this requirement must be approved by the Director of Nursing.

ADDITIONAL CONSIDERATIONS:

- **The University is not financially responsible for mid-semester withdrawal that results from a vaccine requirement and will not reimburse the student for tuition if it is past the drop/add date.**
- **There is no guarantee that exemption will be granted or that an accommodation can be made to allow the student to continue with the program.**

JOHN CARROLL UNIVERSITY MEDICAL EXEMPTION FOR VACCINE POLICY

If a student requests an exemption to a vaccine requirement due to a medical condition, John Carroll University will engage in an interactive process with the student to determine what accommodations they are requesting and if the university can provide the accommodation. If there are questions or a determination cannot be made, please reach

out to the Health Services for further assistance. See Appendix B for the Medical Exemption Form.

Please note that exemptions are not guaranteed, and the health center reserves the right to approve or deny any exemption.

ACADEMIC RULES, POLICIES, AND PROCEDURES

All of John Carroll Universities Academic Policy and Procedures can be found at <https://jcubulletin.coursedog.com/> and then click on the “Academic Policies and Procedures” at the top of the page. Then click on “Undergraduate Academic Policies and Procedures” to find the links for the specific section you are looking for.

What follows are some of the major policies and procedures specific to the Nursing Program. When students enter the nursing program, nursing students are assigned to the Nursing Department/Program Canvas site where the student handbook that contains all policies and procedures for the program are maintained. If any revisions are ever necessary, the students will be notified through a Canvas Announcement and an addendum will be added to the handbook.

INSTITUTIONAL STATEMENT

All policies documented in the John Carroll University Academic Policy Handbook are adhered to by the nursing department, nursing faculty, and nursing students. Any policy enacted by John Carroll University will automatically be enacted by the Nursing Department, and nursing students are expected to abide by all John Carroll University Policies as outlined in the Academic Policy Handbook and the John Carroll University Student Handbook

PROGRESSION

For nursing classes only (not general education courses):

These scores are in the passing range:
A = 95% - 100%
A- = 90% - 94%
B+ = 87% - 89%
B = 83% - 86%
B- = 80% - 82%
C+ = 77% - 79%
These scores prohibit the student from progressing:
C = 73% - 76%
C- = 70% - 72%
D+ = 67% - 69%
D- = 60% - 66%
F = 0% - 59%

The nursing student must repeat, at the next available opportunity, any nursing courses with a final failing grade of 76% or less. There will be no more than 2 attempts at any nursing course (including clinical or lab) and a maximum of 2 failing grades in nurses courses allowed. Clinical is pass or fail and the final grade awarded comes from the lecture component upon passing the clinical.

COMPLETION

- Clinical, lab, and theory hours are reported to our accrediting body and are required of all students. Each nursing clinical, lab, and theory course has a prescribed number of contact hours. It is expected that students will complete all nursing course hours or its equivalent in make-up hours. Certification to the Ohio Board of Nursing (OBN) for taking the NCLEX requires the verification that students have met the prescribed hours.
- Each senior nursing student will meet with the Nursing Director to assure the applicant is qualified for licensure in Ohio that each applicant successfully completed the requirements of a program and the date the applicant completed the program requirements is on all required Ohio Board of Nursing paperwork.
- Completion of the BSN program requires that students meet all John Carroll University requirements for graduation which include payment of fees.

APA WRITING STYLE

All formal papers must be completed using the *Publication Manual of the American Psychological Association (APA), 7th Ed.*

ASSIGNMENT AND EXAM PROCEDURES

Course Assignment Policy

All assignments are expected on the designated due dates. Extensions must be negotiated with the faculty before the scheduled date of submission, but are not guaranteed. Late submission policies are outlined in the course syllabi for each course.

Clinical Course Grading Policy

All clinical courses require an application of didactic to the clinical setting. Thus, all clinical courses will have two performance standards determined by faculty and associated accreditation bodies. These include:

1. Achievement of clinical performance standards using the Clinical Evaluation Tool (APPENDIX D)
2. Collectively earning a passing grade on required clinical assignments

Exam Policy

The following guidelines will be adhered to in all testing sessions:

1. No food will be allowed during the administration of an exam.
2. Students may take a pen or pencil to their seat, and, when needed, their personal computer. All other electronic devices will be left in a designated area in the room where students do not have access to them during the exam.
3. Book bags, backpacks and other personal items will be placed in a designated area in the room.
4. Students may be subject to assigned seating.
5. Students may leave the testing room **ONLY** when the exam is complete.
6. No talking is allowed during an exam.
7. Faculty reserve the right to investigate any suspicious activity.
8. Students arriving late for an exam will be given the amount of time remaining in the regularly scheduled timeframe to complete the exam. If any student has completed the test and left the room prior to the arrival of the late student, the late student will not be allowed to take the exam.
9. Students are responsible for protecting the integrity of their own exam.
10. Review of exams shall not occur during class time.
11. It is expected that students will take exams on the scheduled date and time.

Attendance Policy – Didactic Courses

Attendance policy for JCU nursing will be consistent with policy in the JCU Student Handbook. Missing classes and laboratory time, if persistent and frequent, is not acceptable behavior and would jeopardize a student's ability to be successful in the program.

Clinical and Class Cancellation

1. Refer to School Cancellation/Inclement Weather policy ([JCU weather link](#))

2. In the event that class on JCU Campus is canceled, all clinical site classes will still be required unless instructed otherwise. This will be determined on a case by case basis. Clinicals will still be in session anytime that JCU campus is open for class.

LEARNING CONTRACT POLICY

Learning contracts are utilized for both clinical and didactic courses. A learning contract may be given at any time during the course as determined by the course faculty.

Academic & Clinical Learning Contract (Appendix C)

If a student has less than a C+ in a nursing didactic course at midterm, the administrative assistant will complete an Academic Risk Learning Contract and send it to the student, the student's academic advisor, and the nursing director. The student will be responsible for scheduling a meeting with the academic advisor to create a written academic improvement plan. A faculty member can also choose to create a learning contract for a student at any time in a didactic course for other academic concerns.

Learning Contracts may be utilized for several reasons in the Clinical setting: excused or unexcused clinical absence, unprofessionalism during clinical, lack of preparedness for clinical, lack of skills proficiency, medication errors, or other concerning clinical behaviors. The learning contract will be completed by the clinical faculty member, and emailed to the student, the nursing director, and the nursing coordinator. The student will be required to complete any requirements identified on the learning contract by the deadline and submit the learning contract to the clinical faculty member. The clinical faculty member will then sign that the learning contract requirements have been fulfilled, and email the learning contract to the nursing director and the clinical coordinator. If the stipulation(s) of a learning contract are not completed by the documented due date, this will count as an unexcused absence. In addition, the faculty may expand the learning contract to include additional requirements for completion. If the learning contract is not completed by the end of the clinical course, it will result in course failure.

DISMISSAL FROM NURSING PROGRAM

Students may be dismissed from the JCU Nursing Program when any of the following occur:

1. A student earns less than a C+ in two nursing courses. As outlined above, that a clinical/lecture class the student must pass both components to pass the class (clinical is a pass/fail) .
2. A student engages in any act that is a felony or that is otherwise in violation of the State of Ohio or local criminal laws that the JCU Nursing Program has determined would compromise the welfare of another person or the program, or would affect the student's clinical placement.
3. A student has behaved unprofessionally as outlined in our professional behavior standards.

4. A student produces a drug screen that reflects illicit drug use or a background check that reveals a felony conviction or other violation of State of Ohio or local criminal laws that the JCU Nursing Program has determined would compromise the welfare of another person or the program, or would affect the student's clinical placement.
5. A student performs a procedure or task that is unauthorized for them to complete or outside of their scope of practice without appropriate supervision as a nursing student at the time of the task being performed.
6. Breach of the Health Insurance Portability and Accountability Act (HIPAA) as a student in the program.

Nursing Students are subject to all policies included in the JCU Nursing Handbook, the [JCU Undergraduate Bulletin](#), the [Community Standards Bulletin](#), and continuation for academic or professional reasons or for conduct violations will be processed under the undergraduate bulletin, the Community Standards Bulletin and/or the Nursing Handbook.

Student Conduct

Academic Honesty: Students are expected to do their own work. Students who are caught committing an act of plagiarism or cheating are subject to penalties ranging from an "F" on an assignment, to failure in the course, to expulsion from the University.

Email Address & Canvas: Students are expected to regularly check their JCU email account and, if required by their professor, know how to access material placed on Canvas. If students need help with any technological issue, they can contact Information Services at <http://sites.jcu.edu/its/> or phone the Help Desk at 216-397-3005.

Punctuality/Attendance/Class Participation: Students are expected to arrive for class on time, attend all classes, complete all assignments and participate in class discussions and activities. Advanced notice should be given to the class instructor of any planned absences. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned in to the instructor on time. Students are responsible for all information if a class is missed. Students may want to check their schedule for any employment or personal conflicts that would prohibit them from participating fully in the course. Students should not enroll in a class knowing in advance they will miss class sessions. If punctuality, attendance or class participation becomes problematic, advising will be scheduled.

Use of Technological Devices: It is not appropriate to be texting, talking on the phone, using the internet or social media during class time. Students who engage in this behavior are not exhibiting appropriate professional behavior. If the behavior persists past an initial warning, advising will be scheduled.

GRIEVANCE & APPEALS PROCESS

A student may appeal a dismissal decision. Students who wish to make a formal appeal will review all policies as outlined in the JCU Nursing Handbook, the [JCU Undergraduate Bulletin](#) and the [Community Standards Bulletin](#). Depending on the grievance being appeal (ie. grades, honesty, behavior, etc), the applicable policy will determine the appeal process details. It is the student's responsibility to review these policies and follow the appropriate process for the appeal.

Policy and Procedure for Appeal of a Charge of Academic Dishonesty Policy

The instructor has both the professional competence and the jurisdiction to determine instances of academic dishonesty; the student has the right to appeal the charge when the student believes it to be in error. The only basis for an appeal is whether the charge has been determined fairly within the system described in the syllabus by the faculty member. Every student has the right to know at the beginning of any semester how academic dishonesty will be handled. For this reason the instructor has the obligation to present this information to the student at the beginning of the semester as part of the syllabus. Once the semester begins, an instructor should not make substantial changes to the system and should inform the students of even minor changes. If an instructor does not provide such information, the student has the right to seek redress. Procedure:

Step 1. The student who wishes to contest a charge of academic dishonesty should first make an effort to discuss the matter with the instructor and attempt to resolve the problem concerning the disputed charge. (If the instructor is away from the University during the period of the appeal, the student may proceed directly to the department chair.)

Step 2. If there is no satisfactory resolution at this level and the student wishes to pursue the matter further, the student must initiate a formal appeal by the end of the sixth week after the student is notified of the charge. The appeal must be made in writing to the instructor and a copy sent to the department chair, who will then schedule a meeting with the student and the instructor. For appeals unresolved at the end of the semester, the student will select between receiving the course grade calculated with the penalty or an incomplete (I) for the course.

Step 3. If the department chair cannot resolve the dispute in a manner satisfactory to the parties concerned, the chair will notify the associate dean of the school in which the course is taught. The associate dean will then attempt to resolve the problem.

Step 4.

1. If the associate dean judges that the appeal is without sufficient basis, the associate dean can so rule, and the case is closed.
2. If the associate dean is in doubt or thinks it possible that the grade should be changed contrary to the wishes of the instructor, the appeal moves to a committee comprised of three faculty members from the University. To form the appeals committee, the associate dean will request the Faculty Council to provide a list of the names of nine, randomly selected, faculty members.

From this list, the associate dean, the instructor, and the student each will choose three to consider the matter. Faculty unanimously selected will sit on the appeals committee; if agreement on the three cannot be reached, the associate dean will fill any remaining spots on the committee from the names on the list.

3. Both the instructor and the student will present their cases to the committee. (The appeals committee will make no effort to establish whether an instructor's academic honesty policy is academically sound; rather it will attempt to establish whether an instructor's practices and procedures were followed consistently, fairly, and accurately according to the standards set forth in the syllabus and other course directives.)

4. The committee will decide by majority vote whether to recommend that the grade be changed and will provide the associate dean with a written explanation of its recommendation. The associate dean will make the final decision after carefully considering the recommendation of the committee. If the final decision is contrary to the recommendation of the committee, the associate dean should explain the reasons for the decision in writing to the committee.

Step 5. The associate dean will then notify the instructor, department chair, and student of the decision, ordinarily by the end of the semester during which the appeal arose.

Policy and Procedure for Appeal of a Course Grade

The instructor has both the professional competence and the jurisdiction to determine grades; the student has the right to appeal a course grade that the student believes to be in error. The only basis for an appeal is whether the grade has been determined fairly within the grading system adopted by the faculty member. Thus every student has the right to know at the beginning of any semester how the final grade for any particular course will be determined. This means knowing what percentage of the final grade the assignments (tests, quizzes, papers, class participation, etc.) will comprise. For this reason the instructor has the obligation to present this information to the student at the beginning of the semester as part of the syllabus. Once the semester begins, an instructor should not make substantial changes in the grading system and should inform the students of even minor changes. If an instructor does not provide such information, the student has the right to seek redress.

Procedure:

Step 1. The student who wishes to contest a course grade should first make an effort to discuss the matter with the instructor and attempt to resolve the problem concerning the disputed grade. (If the instructor is away from the University during the period of the grade appeal, the student may proceed directly to the department chair.)

Step 2. If there is no satisfactory resolution at this level and the student wishes to pursue the matter further, the student must initiate a formal grade appeal within a specific time period. (A disputed course grade from the fall semester must be

appealed by the end of the sixth week of the spring semester. A disputed course grade from the spring semester or one of the summer sessions must be appealed by the end of the sixth week of the fall semester.) The appeal must be made in writing to the instructor and a copy sent to the department chair, who will then schedule a meeting with the student and the instructor.

Step 3. If the department chair cannot resolve the dispute in a manner satisfactory to the parties concerned, the chair will notify the associate dean of the school in which the course is taught. The associate dean will then attempt to resolve the problem.

Step 4.

1. If the associate dean judges that the appeal is without sufficient basis, the associate dean can so rule, and the case is closed.
2. If the associate dean is in doubt or thinks it possible that the grade should be changed contrary to the wishes of the instructor, the appeal moves to a committee comprised of three faculty members from the University. To form the appeals committee, the associate dean will request the Faculty Council to provide a list of the names of nine, randomly selected, faculty members. From this list, the associate dean, the instructor, and the student each will choose three to consider the matter. Faculty unanimously selected will sit on the appeals committee; if agreement on the three cannot be reached, the associate dean will fill any remaining spots on the committee from the names on the list.

EXTENUATING CIRCUMSTANCES

Extenuating circumstances are unforeseen events that have

a) prevented a student from attending a substantial number of classes, b) affected his or her ability to study or attend clinical, c) resulted in assessment deadlines being missed, or d) adversely affected performance.

Extenuating Circumstances are those that are:

- severe and exceptional;
- unforeseen or unavoidable;
- close to the time when the exception is requested, or where the student can demonstrate that the circumstances continued to have an impact on their academic performance.

Exceptional circumstances may include serious illness, hospitalization, accidents, injuries, serious personal problems, or emotional difficulties beyond the student's control. Requests for exceptions must be verified by documents that may include, but are not limited to, letter(s) from health care provider(s), accident reports, and/or hospital records.

An exceptional circumstances exception does not guarantee that the student will be able to progress as planned. An exception may prevent the student from fulfilling the required

course and progression requirements to the extent that they are unable to achieve the required learning objectives. This type of situation will be evaluated by faculty, the director of the nursing department, and the vice president of traditional undergraduate studies.

PLAGIARISM REPORTING PROCESS

Any instances of plagiarism will be reported to the Director of Nursing who will follow the guidelines detailed in the John Carroll University Code of [Academic Honesty](#) Policy.

TECHNICAL STANDARDS FOR NURSING

John Carroll University Nursing is committed to providing equal access to all students.

Academic accommodations are granted on the basis of determined need and documentation of disabilities. The purpose of accommodations is to provide equal access to educational opportunities for students with disabilities and does not intend that academic standards be lowered or essential or fundamental elements of programs or courses be changed. Students who are seeking accommodations for a documented disability or who have questions about their eligibility for accommodation, required documentation for disabilities, or grievance procedures for this policy should contact the JCU Office of Student Accessibility Services (SAS).

The following are technical standards that must be met by nursing students, with or without reasonable accommodation:

1. Observation

Students must be able to acquire information from demonstrations and participate in learning activities. Students must be able to accurately acquire information from patients and assess findings. They must be able to perform a complete physical exam in order to integrate findings based on this information and to develop an appropriate diagnostic and treatment plan. Observation involves visual, auditory, and tactile abilities **or** the functional equivalent.

- Visual
 - Observe a patient accurately, at a distance and close at hand, within a variety of clinical settings.
 - Acquire information from oral presentations, demonstrations, observations.
 - Observe written documents and visualize information as presented in images from paper, films, slides, video, or other media.
 - Interpret visual and graphic images and digital and analog representations of physiologic phenomena with or without the use of assistive devices.
- Auditory
 - Communicate with patients to elicit information, detect changes in mood, activity, and to establish a therapeutic relationship.
 - Communicate effectively and sensitively with patients and all members of the health care team both in person and in writing.

- o Identify and differentiate sounds such as those related to heart, lung, or other bodily functions with or without the use of assistive devices.
- Tactile
 - o Assess patients, collect data, and provide patient care through touch, such as with palpation.
 - o Identify changes in body texture and temperature.

2. Communication

Students must be able to communicate effectively and efficiently with patients, their families, health care personnel, colleagues, faculty and staff and all other individuals with whom they come in contact. Students need to have the ability to perceive and interpret nonverbal communication. Students must be able to obtain a medical history in a timely fashion, interpret nonverbal aspects of communication and establish therapeutic relationships with patients. Students must be able to record information accurately and clearly and communicate effectively and efficiently in English with other health care professionals in a variety of patient settings. This includes proficient use of a keyboard for documentation.

3. Motor Function, Gross and Fine Motor Coordination

Students must, after a reasonable period of training, possess the capacity to perform physical examinations and diagnostic maneuvers. They must be able to respond to clinical situations in a timely manner and provide general and emergency care. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function and balance and equilibrium.

4. Intellectual – Conceptual, Integrative, and Quantitative Abilities

Students must be able to assimilate the details and complex information presented in the nursing student curriculum. They must be able to learn through a variety of modalities, including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; simulation and use of computer technology.

Students must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information. They must recognize and draw conclusions about three-dimensional spatial relationships and logical, sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem-solving and treatment of patients in a variety of clinical settings and health care systems.

5. Behavioral and Social Attributes

Nursing students must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of patients and the development of mature, sensitive, and effective relationships with patients.

- Function effectively and with good judgment under stressful and demanding clinical situations.
- Adapt to changing environments.
- Display flexibility and function in environments inherent with uncertainties in the clinical problems and situations of patients and others.
- Care for individuals in a respectful, sensitive, and effective manner regardless of gender, age, race, sexual orientation, religion, disability, or any other status identified in the University's Non-Discrimination Policy.
- Engage consistently in providing care to patients in rapidly changing, stressful, and demanding environments without current evidence of behaviors of addiction or abuse of, or dependence on alcohol or other drugs that can impair behavior or judgment.
- Exhibit emotional stability that enables full utilization of abilities to engage in safe care to patients and participate effectively with peers, faculty, and other healthcare professionals.
- Demonstrate compassion, integrity, concern for others, and effective interpersonal skills.
- Demonstrate interest and motivation in providing healthcare and interacting with the healthcare team and faculty.

Personal qualities reflected in behaviors that affect the care of patients and the ability to function as part of a team, thus jeopardizing safety, will be assessed during the educational process and considered as required components for progression in the program.

PROFESSIONALISM AND SAFETY

Professionalism

Nursing professionalism consists of behaviors, practices, and communication styles that demonstrate the core values of nurses working to achieve optimal health outcomes in patients, families, and communities. This includes conduct that applies the principles of altruism, excellence, caring, ethics, respect, communication, and accountability. Students learn these principles through self-assessment, self-reflection, responsible learning, accountability, effective communication, and continuous professional engagement. Unprofessional behavior may be addressed through the Nursing Student Code of Academic and Professional Conduct (Appendix F).

Safety

Safety is inherent in professionalism. The term patient safety means “the prevention of harm to patients.” It includes human factors, teamwork, communication, patient management, and clinical performance.

COMMUNICATION

Communication is the exchange of ideas, thoughts, or feelings through verbal and non-verbal actions. Verbal and written communication includes clear, coherent, timely,

honest, concise, and patient-centered communication. Students are encouraged to develop pronunciation, pitch, and intonation appropriate for the environment. Non-verbal skills include gestures that are appropriate and employ the skill of listening to assimilate information. Cultural awareness builds upon identifying issues to alleviate communication obstacles resulting from health literacy, disparities, authority gradients, cultural differences, and language barriers.

Chain of Communication

When a situation involving conflict arises, whether in the classroom or clinical setting, the student is expected to discuss the issue with the peer, clinical instructor or course faculty with whom they are having conflict. This meeting should be face-to-face at a mutually agreed upon time. If resolution cannot be achieved an appointment should be made with the Nursing Director. For clinical or skills related concerns, it may be appropriate to include the Nursing Coordinator as well. This will be done at the discretion of the clinical or course faculty.

Communication Devices

Cell phones and other communication devices should be in the silent mode during classes and kept away during lecture only to be taken out during breaks. While in the skills lab and clinical, cell phones and other electronic devices are not allowed on your person. Computers will be utilized for learning purposes only. Taping of lectures and presentations require prior consent of the instructor, and completion of Recording Class Lectures Form (Appendix G).

E-Mail

All students will automatically be given a campus email and will be added to the nursing department student lists. Students' campus email address (username@jcu.edu) is the only address to be used for nursing school related communication. Forwarding your @jcu.edu email to a personal email account introduces unwelcome challenges and is not recommended. The John Carroll Nursing Department is not responsible for any information not received from e-mails sent to the John Carroll specific email address that may be of importance to students, including scholarship, employment, and event and class information. Students should not share the Nursing Department student email distribution lists with external parties who wish to contact students. Instead, students should refer to all external parties to nursing@jcu.edu so that information can be distributed, if appropriate. Students need to check for e-mail messages frequently. Students are responsible for the Nursing course and University information communicated via email, texts, or Canvas sites. Students should use their @jcu.edu account to communicate on email for any Nursing and University business.

EXPECTED STUDENT BEHAVIORS

Students in the JCU BSN are expected to hold themselves to the highest standard of integrity in all learning environments in which they participate. They should be respectful of peers, instructors, and patients with whom they come in contact. Students should be accountable

for all supplies and equipment that are issued to them. Posted guidelines in the skills lab must be followed. Students found in violation will be reviewed under the John Carroll University [Student Conduct & Community Standards](#).

Self-Awareness

Self-awareness is the ability to recognize and look at inner thoughts, feelings, and beliefs. Emotional intelligence is the ability to recognize one's own and other people's emotions, to discriminate between different feelings, label them appropriately, and then use emotional information to guide behavior. Through self-evaluation and validation of feedback, students will reflect upon experiences, summarizing strengths and learning needs to build confidence with realistic perspectives about capabilities. Students are held accountable to defend their perspectives, including unpopular or unsafe practices.

Self-Care

Self-Care is promoting and maintaining personal well-being. Students enter the nursing program knowing they must take responsibility for their own physical and emotional health. This includes demonstrating sensory capabilities or appropriate accommodation and the ability to perform the physical requirements of clinical practice. It is the students' responsibility to acquire adequate rest, nutrition and hydration, and manage personal stress.

Responsible Learning

Responsible Learning is demonstrated by taking control and ownership of learning. This is displayed by being engaged in academic tasks, persistent in self-learning, seeking feedback, and notifying faculty if not achieving course or program objectives. Efforts are made to follow the agency's clinical policies, procedures, and principles by adhering to the submission of clinical requirements. Students must practice within their scope of knowledge and skills and recognize personal limitations while working under appropriate supervision.

Professional Image

Professional Image is the appearance of an individual or professional outside the discipline. Students are guided to uphold a positive professional image by portraying a compassionate demeanor and demonstrating respect for others with behaviors that are focused on patient care and learning. Students entering the program will be cordial to peers and demonstrate flexibility, professional etiquette, and civility. They will adhere to the Clinical Uniforms and Dress Code policy or clinical agency's policies along with the Student Code of Academic and Professional Conduct (Appendix F).

Students are accountable to explain and justify their intentions, actions, and omissions. Students are guided in their development of professional behaviors, yet are responsible to demonstrate the competencies listed above. Demonstrating professional behavior is required for passing in all course/clinical practice regardless of performance in other areas or grades in the course

BEHAVIOR IN THE CLASSROOM

- Students are expected to be on time for all classes and to be prepared for class so that meaningful participation may occur among faculty and students.
- Talking in class when faculty are teaching or when students are presenting is rude and unacceptable. Faculty have the right to ask that this behavior stop. If this behavior continues, the student(s) will be asked to leave the classroom.
- No one is allowed to attend a class unless enrolled in the course. The exception is the prospective student who has cleared attendance to a class through the Admissions Office and the MSSON.
- No children are allowed in classes, the computer labs, or the clinical simulation center.
- Texting or use of computers for any purposes other than educational is not allowed. See Technology Use Policy.
- Cell phones may not be turned on or visible in the classroom. All cell phones must be turned off during class and test taking. Any student whose cell phone is not turned off during a test will receive a zero on that test.

OHIO BOARD OF NURSING RULES

Nursing Students are also required to meet the Ohio Board of Nursing Administrative Code rule [4723-5-12 Section C](#):

- (1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
- (2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
- (3) A student shall not falsify any patient record, or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
- (4) A student shall implement measures to promote a safe environment for each patient.
- (5) A student shall delineate, establish, and maintain professional boundaries with each patient.
- (6) At all times when a student is providing direct nursing care to a patient the student shall:
 - (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - (b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
- (7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;
- (8) A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code;
- (9) A student shall not:

(a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;

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

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

(a) Engage in behavior to seek or obtain personal gain at the patient's expense;

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

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

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

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

(11) A student shall not:

(a) Engage in sexual conduct with a patient;

(b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;

(c) Engage in any verbal behavior that is seductive or sexually demeaning to a patient;

(d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

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

(12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:

(a) Sexual contact, as defined in section 2907.01 of the Revised Code;

(b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

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

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

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

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

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

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

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

(20) A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.

(22) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

(23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.

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

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

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

ATTENDANCE

Students are expected to attend every scheduled meeting of all courses in which they are enrolled and to be present for the full class period. Students are responsible for checking their registration at the beginning of the semester to ensure that their registration information is accurate. Absenteeism and tardiness, regardless of cause, are a threat to academic achievement. Recognizing that perfect attendance is not always possible, the University addresses the issue of absences as follows: During the first week of a semester the instructor will provide, as part of the class syllabus, a written statement of the attendance policy for that class. The statement will explain the consequences for absences as well as a policy on excused absences and will be made available to each student properly enrolled in the class. A student who is absent from a class is responsible, nevertheless, for all material covered during the class period. The student is also subject to appropriate

consequences, as described by the instructor in the syllabus, if a test, quiz, recitation, homework assignment, or any other activity falls on the day of absence unless the student is granted an excused absence.

Illness Policy

Students who become ill while in class, lab, or clinical are to be immediately dismissed. Faculty and teaching assistants should contact the JCU Wellness Center 216-397-1973 or Police Department 216-397-1234 if the student needs immediate assistance.

Excused Absences

A student who must miss a scheduled class, lab, or clinical meeting, including an exam or in-class graded assignment, may be granted an excused absence at the discretion of the instructor. An excused absence entitles the student to make up any required activity that took place on the day of the absence. The student is still responsible, however, for any material covered during the class period that was missed. Whenever possible, requests for excused absences should be made by the student in advance; moreover, they should be infrequent as well as reasonable in terms of the grounds, necessity, and duration. Grounds could include illness, accident, serious emergency, or the observance of a religious holiday that prevents the student from attending class. Documentation supporting a student request for an excused absence should be submitted directly to the Academic Success Center for all students. After verifying the student's documentation, the Academic Success Center will communicate the request to the faculty member(s) who retains the discretion to grant the excused absence. Documentation to request official notification and accommodation on the basis of a disability should be directed to Student Accessibility Services.

If an excused absence is not granted, an appeal is first made to the course instructor. If the matter remains unsettled, the faculty member and the chair will then attempt to resolve the difficulty with the student. If this does not lead to resolution, the associate dean of the College of Arts and Sciences or the Boler College of Business normally will rule in the matter.

CLINICAL SIMULATION & SKILLS LAB POLICY

The Nursing Skills & Simulation Laboratory at John Carroll University, provides an environment for all nursing department program students to practice and demonstrate nursing skills. Mannequins, models and other equipment provide a non-threatening, hands-on learning environment for skill acquisition. The following guidelines maintain safety while using the clinical simulation and skills labs. It is expected that all involved in the classroom, clinical skills and simulation activities will adhere to these guidelines. The Skills & Simulation Lab is where you will be introduced to new skills, be expected to practice, and be evaluated on your skills. Simulation activities will be integrated throughout your curriculum. Critical thinking is encouraged by incorporating the rationale for what you are learning as

well as understanding the nursing assessments and responsibilities that accompany these skills. Evaluation of progress is continuous, utilizing peer evaluations, course skills testing and clinical experiences.

- Professionalism must be displayed by all users, staff, and faculty at all times. All users must act in a manner that does not disturb the academic classrooms in the Dolan Science Center.
- All learners must know and practice within the safety guidelines at all times while using the lab. Failure to adhere to general guidelines may result in disciplinary action. This Policy/Procedure will be available in the labs and learners will have access to a copy on CANVAS.
- No unsupervised learners are allowed in any of the labs unless prior approval is given by the faculty or nursing coordinator.
- Learners are EXPECTED to come to the lab prepared by having read any scheduled lab objectives and assignments complete prior to the start of the lab period. Failure to complete expected lab assignments may result in disciplinary action.
- Learners should be knowledgeable in the care, handling and proper use of equipment prior to using it in the laboratory. Equipment and supplies are to be used safely and for their designed purpose.
- Please report any malfunctioning or broken equipment to the Nursing Coordinator either by emailing nursing@jcu.edu or by phone.
- Please do not remove supplies from wire skill carts. These carts are pre-stocked for specific classes. If you need additional supplies please ask the nursing coordinator.
- Moving furniture, including tables, chairs, desks, and stools between rooms without permission from faculty or simulation staff is strictly prohibited.
- Do not touch or attempt to operate ANY of the audio/visual equipment in any of the rooms unless instructed to do so by faculty or simulation staff.
- All manikins are to be treated with the same respect as human patients. Recordings and photo images may only be taken when used for educational purposes by faculty and staff.
- All learners are expected to be prepared for all simulation activities. Be sure to complete any pre-activity work that is assigned to you. Learners without pre-activity assignments completed may be asked to leave the simulation. Faculty may choose to have the learner return with completed assignment at a different time, if schedule permits.
- The Simulation and Skills Laboratories are a shared space. Users are expected to clean up after themselves.
- While practicing with the manikin, 4-6 students per bed are acceptable. Working in groups is also beneficial for learning.
- Learners serving as patients are to remove their shoes while lying on the beds.
- Simulation and Skills laboratories should be cleared of all papers, supplies, and equipment that are not part of the standard room set up by the end of each day.
- All garbage should be thrown away.

- All consumable supplies that can be reused should be left in the appropriate lab to go cart or the basket in the back skills lab labeled “items to be put away”.
- Any Damage to equipment or operating problems should be reported to the Nursing Coordinator as soon as possible.
- DO NOT move high fidelity simulation manikins without contacting the Nursing Coordinator.
- Low fidelity manikins may be moved from bed to wheelchair or vice versa with assistance. DO NOT stack manikins on top of each other. Transfer with care.
- ABSOLUTELY NO ink pens, felt tipped markers, iodine, betadine or KY Jelly near the manikins or task trainers. These items will PERMANENTLY stain task trainers and manikin skins. Use only authorized lubricant for insertion of tubes in manikin. The correct lubricant will be provided in the appropriate skills cart where lubricant is needed.
- All learners will practice universal precautions while using the manikins in the simulation and skills laboratories. This helps keep the manikins clean, reinforces the habit of handwashing/sanitizer, and decreases the chance of cross contamination of germs.
- Gloves should be worn by learners during any contact with simulated body fluids or manikins.
- All soiled linens should be placed in hampers for laundry.
- Learners will not sit on the beds, stretchers or wheelchairs unless practicing a particular skill under supervision of the Faculty.
- Please DO NOT treat wheelchairs as chairs.
- The Simulation and Skill Labs are NOT a health center for ill learners, staff, or faculty and may not be used for clinical diagnosis or treatment.
- A first aid kit is available in the Skills Laboratory. If you use anything from this kit, please notify faculty or simulation staff so the kit may be restocked as needed.
- Accidents and injuries should be reported immediately to faculty or simulation staff. An incident report form must be completed by faculty or staff when an injury/accident is reported.
- There is absolutely NO FOOD OR DRINK permitted on or near any of the manikins. Food and drinks with LIDS are allowed on the classroom tables. All food and drinks should be thrown away and the tables left clean.

CLINICAL DRESS CODE POLICY

Basic Clinical Uniform

A uniform consisting of a navy scrub top and navy scrub pants is required for clinical/lab/simulation class assignments. The uniform brand must be purchased through the bookstore. Scrub tops must have the JCU logo, which will be embroidered by the identified uniform shop. A white warm up jacket with the JCU logo embroidered may be worn over the navy uniform. A solid, bright white, short sleeve or fitted long sleeve, shirt with no logo or prints may be worn under the navy uniform top. Closed toed, such as athletic shoes are required. Student uniforms are to be worn only for JCU BSN scheduled or

arranged clinical/lab/specified class times. Nursing Program uniforms and name badges may not be worn outside of the JCU BSN program.

Clinical Agencies' Dress Code

Nursing students must stay in JCU nursing program dress code at all times with attention to additional dress code requirements per clinical facility. Students will be informed of these additional requirements prior to their clinical experience. Lack of adherence to the clinical dress code may result in being sent home from the clinical.

Clinical Dress Code

Students must follow the below guidelines for all clinical experiences including lab and simulation:

- John Carroll University Nursing student ID attached on a JCU provided badge clip
- Perfumes/Cologne and/or excessive amounts of body spray must not be used for the safety of our patients.
- Students are to be clean, well-groomed and free of offensive body odors. Cigarette smoke odor is not acceptable on a students' person or uniform, while in clinical/lab settings.
- Mustaches and beards must be clean and neatly trimmed, or in compliance with infection control standards/current clinical setting.
- Hair longer than shoulder length must be secured back, off the collar, and away from the face.
- Fingernails must not extend past the fingertip, must be neatly trimmed and cleaned. Artificial nails of any kind are not permitted for infection control reasons.
- A plain ring (no stones) is the only type of ring that may be worn.
- For body piercings and tattoos, follow the clinical location policy.

Out of Uniform Clinical Dress (Conservative-Business Casual)

In the event that you are required to attend an event as a JCU nursing student, but not in your clinical uniform, the following guidelines are to be followed:

- Appropriate fitting, dress trousers or slacks/khakis
- No leggings with short tops/short dresses
- Knee length or longer skirts
- Clean, low-heeled, closed toe/heel shoes
- White lab coat may be required

Required Clinical Supplies

- Bandage scissors, stethoscope, penlight, plain watch with a second hand or digital second display, adult blood pressure cuff.
- JCU Nursing magnetic name badge that displays their full name.

PATIENT CONFIDENTIALITY

Protected Health Information Policy (PHI):

1. All JCU BSN students will agree to maintain patient confidentiality through the **NURSING STUDENT CLINICAL CONFIDENTIALITY AGREEMENT (APPENDIX J) and HIPAA CONFIDENTIALITY AGREEMENT FOR FACULTY/STAFF/STUDENTS (APPENDIX M)**.
2. **Confidentiality and Use of Medical Records:**
 - a. Students and faculty with any access to a clinical setting must comply with HIPAA rules and regulations, and cooperating clinical agency guidelines for training.
 - b. Students and faculty are required to follow agency policies regarding use of and access to electronic medical records.
 - c. Cooperating agency compliance modules must be completed as per cooperating clinical agency protocols.
 - d. Patients' PHI must be de-identified. PHI includes sufficient information about a patient such that the patient could be identified.
3. **Use of Technology and Social Media**
 - a. Any technology, tool or online space in clinical agencies cannot be used for personal business. This applies to social media platforms. Students must follow clinical agency policies regarding use of technology or social media. At times, a clinical setting may allow use of technology or online space or use of social media for work purposes. They are only to be used as they relate directly to patient care or specified agency activities.
 - b. Agency computers cannot be used for personal business such as checking e-mail or social media sites.
 - c. Any personal communication such as cell phone use or texting must be done outside of agency clinical areas on the student's personal time.
 - d. Posting or discussing any information about faculty, staff, other students or external clients (i.e. patients and families) on social media or online space is not permitted.
4. **HIPAA Guidelines for Travelers and Alternative Clinical Experiences**
 - a. Regardless of laws and practices at foreign sites, students who violate HIPAA while abroad will face the same consequences they would for a violation committed here at home. Students should be especially mindful of those consequences when writing about and posting images of their experiences on social media.
 - b. In the event of alternative clinical experiences in which facilities do not accept insurance, or for other reasons are not subject to HIPAA compliance, patient confidentiality is expected to be maintained and treated in accordance with HIPAA guidelines.
5. **Violation of HIPAA and Patient Confidentiality**
 - a. Non-compliance with policies regarding HIPAA, the use of technology and social media, patient confidentiality or respecting patient privacy will result in a course failure and may be subject to dismissal from the JCU Department Of Nursing.

SOCIAL MEDIA POLICY

Social media is any website or forum that allows for open communication on the Internet including but not limited to social networking sites, blog sites, online encyclopedias, and video/photo sharing websites to include but not limited to LinkedIn, Facebook, Instagram, YouTube, Wikipedia, Twitter, etc.

In general, students should think carefully about the content BEFORE posting online. Despite privacy policies, students should assume anyone is able to view, share and archive the information that is posted. Before posting ANYTHING, students should make sure that content is consistent with professional standards and code of conduct outlined in the student handbook and the image of the student. Any posts should NEVER breach HIPAA or confidentiality as outlined in the handbook.

If students do post online, they must speak/write as individuals and should not refer to the university. Any online activity relating to or impacting the university should be accompanied by a disclaimer such as, "The views expressed on this site are my own and not those of John Carroll University."

Students should know they can be held legally liable (at clinical and educational institutions and public levels) for what is written and posted online. John Carroll University reserves the right to discipline students, up to dismissal for content or images that violates an individual's privacy, is harassing, is inappropriate, or creates a hostile learning environment. Professional standards and code of conduct are to be upheld at all times.

USE OF TECHNOLOGY

Any technology, tool, or online space in clinical agencies cannot be used for personal business. This applies to social media platforms. Students must follow clinical agency policies regarding the use of technology. At times, a clinical setting may allow the use of technology or online space or the use of social media for work purposes. They are only to be used as they relate directly to patient care or specified agency activities.

- Agency computers cannot be used for personal use such as checking email or social applications.
- Any personal communication such as cell phone use or texting must be done outside of agency clinical areas on the student's personal time.
- Posting or discussing any information about patients or families on social media or online space is not permitted and is a violation of the Student Code of Academic and Professional Conduct (see APPENDIX F).
- Non-compliance with policies regarding the use of technology and social media may affect course grades and result in the violation of the Student Code of Academic and Professional Conduct, up to and including disenrollment from the Nursing program.

INJURY/EXPOSURE/INCIDENT REPORTING

Any injury, exposure or incident (involving student, faculty or patient) occurring on the John Carroll University campus will be documented on the **JCU Nursing Occurrence Report Form (Appendix H)** and reported to the Nursing Director. The Director will then report the incident to the Human Resources Office and/or Risk Management & Regulatory Affairs. Attending faculty or clinical instructors will assist the student with medical needs prior to initiating the reporting process. If the occurrence is offsite during clinical rotation, the student will fill out the agency's incident report forms and bring a copy to the JCU Nursing office. If the student is unable to acquire a copy, he/she must fill out the JCU Nursing Occurrence Report Form. For theft and other similar types of incidents the student should use the **JCU Incident Report Form (Appendix I)**.

STUDENT PARKING

Faculty at the clinical site will provide information regarding parking for students at the site. Students are expected to adhere to the clinical site policy and will be responsible for any fees associated with parking.

PERSONAL BELONGINGS

Students should leave books, purses and other personal items locked in their car or at home. Small items that are needed, such as identification and money, should be carried in uniform pockets.

INSURANCE

All JCU Nursing students will be required to maintain health insurance coverage throughout the program and provide proof of current health insurance coverage at the beginning of each academic year.

Nursing students and faculty assigned for clinical educational experiences are covered by JCU's blanket malpractice insurance policy for a \$1,000,000 occurrence/\$3,000,000 aggregate coverage.

ACADEMIC ADVISING

Each student is assigned a faculty advisor upon admission to the Nursing Program. The role and function of the faculty advisor is to sustain a working relationship with a student (advisee) through the duration of the student's plan of study. The goal of the relationship is the successful completion of the program by the advisee. The advisee is responsible for scheduling a meeting with his/her advisor early in the first semester of enrollment to plan the student's course of study. Concerns related to academic and personal adjustment may be discussed at this time. In subsequent semesters, regular meetings with one's faculty advisor are recommended to determine needs, suggest improvements, and develop

internship possibilities. It is the responsibility of the advisee to maintain regular contact with his/her faculty advisor. The faculty meet during the fall term to review the progress of students in the program. Following the meeting, students who in the view of the faculty are having difficulty are sent a letter informing them of the concern.

Prior to the first semester of courses, students will meet with a faculty member to discuss academics and choose an appropriate schedule for the first semester. Subsequently, first year students will be advised by a professional STEM advisor prior to entering the Nursing program in year two. All nursing students will be advised in years 2-4 by the Nursing faculty. Students must meet with an advisor prior to registering for courses each semester.

Academic Guidance at the Success Center at JCU:

<https://jcu.edu/academics/resources-advising/advising-academics>

Mental health counseling is available at JCU:

<https://jcu.edu/student-life/health-wellness-and-safety/ucc-university-counseling-center>

NATIONAL COUNCIL LICENSURE EXAMINATION/STATE LICENSURE

NCLEX LICENSING REQUIREMENTS

Following successful completion of the program of study, the Nursing graduate may apply to take the National Council Licensure Examination (NCLEX) for licensure as a registered nurse (RN).

NCLEX APPLICATION

The NCLEX Candidate Bulletin and Information can be downloaded online from Pearson Vue's [The NCLEX Examination page](#).

Prior to beginning the application process, it is strongly recommended that students visit the [Department of Licensing and Certification](#).

STATE LICENSURE

To Apply for Ohio Licensure:

1. Apply online to the Ohio Board of Nursing
<https://nursing.ohio.gov/licensing-and-certification>.
2. Register with Pearson Professional Testing NCLEX and pay the examination fee. See the following website for more information: <http://www.vue.com/nclex/>. John Carroll University Nursing school code is: US20511000
3. Once Pearson Professional Testing receives your eligibility to test from the Board of Nursing, you will receive an Authorization to Test (ATT) from Pearson Professional Testing. DO NOT LOSE THIS FORM.
4. Schedule your exam. You must sit for the NCLEX within 90 days of receiving ATT.

To Apply for RN licensure in a State Other than Ohio:

1. A student may apply for RN licensure in the state in which he/she wishes to practice. Contact the State Board of Nursing in the state you wish to sit for licensure. Specific information regarding examination requirements in states other than Ohio may be procured from the appropriate State Board of Nursing. For more information, visit the [National Council of State Boards of Nursing](#).
2. Read all the instructions carefully.
3. Complete a **Certificate of Completion/Certification of Education** from the application packet and bring it with the instructions to the School of Nursing Undergraduate Studies Program Office. It is important to give specific instructions with the certificate, as various State Boards of nursing have different procedures.
4. Once the student completes all BSN program requirements, the School of Nursing form will be sent to the appropriate State Board of Nursing by the school or by the student per instructions.

If an official copy of the student transcript **with the BSN degree posted** is required for state licensure, a student is able to order an official copy of his/her transcript from John Carroll University's Office of the Registrar. **NOTE:** The BSN degree is usually posted to the academic transcript about one month after graduation. When ordering your transcript, please be sure that you select the 'hold for degree conferral' box so that your transcript will include your degree completion.

APPENDIX A: NON-MEDICAL EXEMPTION FOR RELIGIOUS BELIEFS

JCU NURSING DEPARTMENT

Students may request a non-medical exemption based on a sincerely held religious belief.

Instructions: To request a non-medical exemption, please fill out and sign the form. You may submit additional supporting documentation, as listed below. Once completed, please do one to the following:

- **Upload** the completed form to your [electronic medical record](#) and email the Health Center to indicate this has been completed, OR
- **Drop Off** the completed form at the JCU Student Health and Wellness Center, OR
- **Email** the completed form to studenthealthcenter@jcu.edu, OR
- **Mail** the completed form to JCU Student Health Center, 1 John Carroll Blvd, University Heights, OH 44118.

The request will be reviewed on a case-by-case basis by the Student Health Center in conjunction with the Nursing Program.

The University reserves the right to request additional supporting documentation regarding the request, or to not review request forms that are incomplete.

Last Name _____	First Name _____
Birth Date _____	Banner ID _____ Semester Start _____ 20 _____

The above-named student requests an exemption for the following vaccine(s) (check all that apply)

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Hepatitis B | <input type="checkbox"/> Meningococcal conjugate |
| <input type="checkbox"/> Measles | <input type="checkbox"/> Tetanus/Diphtheria/Pertussis (Tdap) |
| <input type="checkbox"/> Mumps | <input type="checkbox"/> Varicella |
| <input type="checkbox"/> Rubella | <input type="checkbox"/> COVID |

1. If JCU provides you with a non-medical exemption from a vaccination requirement, JCU or a clinical site may require additional health and safety precautions or infection prevention measures, including but not limited to masking, testing, physical distancing, health checks, restrictions on travel or activities, or changes in duties or work assignment at a clinical site. I acknowledge and agree that, if my request for an exemption is granted, I must comply with such additional safety procedures as instructed by JCU and/or the clinical site.

2. I verify that the information I am submitting to substantiate my request for a non-medical exemption is true and accurate to the best of my knowledge.

3. I authorize information related to my non-medical exemption request to be shared with clinical sites for the JCU Nursing Program.

The above-named student understands that if a vaccination exemption is granted, the student assumes the risk of not receiving one or more vaccinations, including but not limited to illness, health effects, or other consequences related to the imposition of health and safety protocols.

Signature: _____ Date: _____

Parent (for student under 18 years of age)

Signature _____ Date: _____

Questions For Non-Medical Requests for Exemption from Vaccination Requirement for Religious Beliefs

1. Please describe your sincerely held religious belief that prevents you from complying with the vaccination requirement.

2. Is your belief you describe a specific tenet of your religion? Yes No

If you checked Yes, please describe:

If you checked No, please describe how your religious belief relates to your request for a non-medical exemption from the vaccination requirement.

3. Does your religious belief prevent you from receiving all vaccinations, or prevent you from receiving a particular vaccination?

All vaccinations Just the ones I have checked on the form above

Please describe:

4. Has your religious belief prevented you from receiving other vaccinations in the past?

Yes No

If you checked No, please explain why the vaccine for which you are seeking an exemption differs from the other vaccinations you have received, and why those vaccinations did not conflict with the religious belief you described.

5. Please provide any additional information you believe would be helpful in evaluating the request for a non-medical exemption from the vaccination requirement.

While not required, you may choose to provide any supporting documentation of your sincerely held religious belief that prevents you from complying with the vaccination requirement and/or any additional information you believe may be of assistance as we review your request for non-medical exemption.

After your request has been reviewed and processed, you will be notified in writing as to the decision. If an individual's request is not granted, individuals may reapply if new documentation and information should become available to support a non-medical exemption.

APPENDIX B: MEDICAL EXEMPTION VACCINATION REQUIREMENT
JCU NURSING DEPARTMENT

STUDENT VACCINATION MEDICAL EXEMPTION FORM

Students may request to be exempt from one (1) or more of the University vaccination requirements(s) for medical reasons.

Instructions: To request a medical exemption, please fill out and sign the form. Your licensed medical provider is to complete the Medical Exemption Request section. Once completed, please do one to the following:

- **Upload** the completed form to your [electronic medical record](#) and email the Health Center to indicate this has been completed, OR
- **Drop Off** the completed form at the JCU Student Health and Wellness Center, OR
- **Email** the completed form to studenthealthcenter@jcu.edu, OR
- **Mail** the completed form to JCU Student Health Center, 1 John Carroll Blvd, University Heights, OH 44118.

The request will be reviewed on a case-by-case basis by the Student Health and Wellness Center.

The University reserves the right to request additional supporting documentation regarding the request, or to not review request forms that are incomplete.

Last Name _____	First Name _____
Birth Date _____	Banner ID _____ Semester Start 20 _____
	(mark one) Fall Spring Summer

The above-named student requests an exemption for the following vaccine(s) (check all that apply)

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Hepatitis B | <input type="checkbox"/> Meningococcal conjugate |
| <input type="checkbox"/> Measles | <input type="checkbox"/> Tetanus/Diphtheria/Pertussis (Tdap) |
| <input type="checkbox"/> Mumps | <input type="checkbox"/> Varicella |
| <input type="checkbox"/> Rubella | <input type="checkbox"/> COVID |

A medical exemption is allowed for certain medical conditions and contraindications to receiving the COVID vaccine or another required vaccine, as identified by the student and as **documented by a licensed medical provider.**

1. Identify the mental or physical impairment or other medical condition that interferes with or may interfere with your ability to receive a COVID-19 vaccination or other vaccine.

2. If JCU provides you with an exemption from a vaccination requirement, JCU or a clinical site may require additional health and safety precautions or infection prevention measures, including but not limited to masking, testing, physical distancing, health checks, restrictions on travel or activities, or changes in duties or work assignment at a clinical site. I acknowledge and agree that, if my request for an exemption is granted, I must comply with such additional safety procedures as instructed by JCU and/or the clinical site.

3. I verify that the information that I am submitting to substantiate my request for a medical exemption is true and accurate to the best of my knowledge.

4. I authorize information related to my non-medical exemption request to be shared with clinical sites for the JCU Nursing Program.

The above-named student understands that if a vaccination exemption is granted, the student assumes the risk of not receiving one or more vaccinations, including but not limited to illness, health effects, or other consequences related to the imposition of health and safety protocols.

Signature: _____ Date: _____

Parent Signature (if student under 18 years of age)

_____ Date _____

After your request has been reviewed and processed, you will be notified in writing as to the decision. If an individual's request is not granted, individuals may reapply if new documentation and information should become available to support a medical exemption.

Medical Documentation of Licensed Medical Provider:

TO BE COMPLETED BY MEDICAL PROVIDER:

Provider Name: _____

Provider Address: _____

Provider Phone & Email Address: _____

Patient Name: _____

I am a licensed medical provider who is familiar with the medical status of the above-named individual. In my medical opinion, the above-named individual should not be immunized with the _____ vaccination(s) for the following reasons that are consistent with contradictions and precautions for vaccination as identified by the Centers for Disease Control and Prevention (CDC): _____

Specific Issues Related to COVID-19 Vaccination:

For a medical exemption related to the COVID vaccination, please check any reasons the above-named individual should not be immunized:

- History of previous allergic reaction or hypersensitivity reaction to the COVID vaccine or a component of the vaccine.
- Prior diagnosis of and/or positive test for COVID within the last 90 days. Please provide documentation of diagnosis and/or positive test, including date of test and/or diagnosis.
- Other – Please provide documentation/information that describes the medical condition or medical reasons that prevent the above-named individual from receiving vaccination for COVID.

Period For Which Vaccination Medical Exemption Is Required

The request for a medical exemption from the above-listed vaccination requirement is:

- Temporary, expiring on: ___/___/_____, or when _____.
- Permanent.

I certify that the above-named individual has the listed medical conditions and/or contraindications related to receipt of a vaccination and confirm the accuracy of the information submitted.

Licensed Medical Provider Signature: _____

Date: _____ Licensed Medical Provider Medical License No.: _____

APPENDIX C: ACADEMIC & CLINICAL LEARNING CONTRACT

Student: _____ **NURS:** _____

Date of Occurrence: _____ **Date of Contract:** _____

Course Outcome(s) Not Met _____

Academic Concern:

CLINICAL CONCERN (only to be completed for clinical concern):

Assessment of learning needs / Student Learning Outcome (check all that apply)

- Attendance Occurrence # _____ Absent _____ Tardy (time) _____ Left Early _____
- Unprofessionalism
- Unprepared for Clinical
- Lack of Skills Proficiency (requires more than one redirection to safely perform skill)
- Medication Error
- Other _____

Description of Situation:

Goals / Conditions of Satisfactory Performance (with Completion Deadline):

Student will:

Learning Plan / Resources (Attendance or Other):

Attendance Learning Plan for all NURS Courses:

Late 1 minute to 60 minutes - complete assignment by: _____

- 60 Minutes of skills practice in the open lab.
- 60 NCLEX / Kaplan questions, with at least 78% accuracy.
- Virtual experience assigned by course instructor.

Late/absent beyond 60 minutes - complete assignment by: _____

- ____ NCLEX / Kaplan questions, with at least 78% accuracy.
- Virtual Clinical Experience Assignment: _____
- Case Study Assignment: _____
- ____ hours ____ minutes of skills practice in the open lab.
- Other: _____

Nursing scrubs and supply kits are required for all assigned open lab times.

All Other Learning Plans / Resources with Completion Deadline (not attendance related):

Student will:

Outcome / Consequences:

- Failure to comply with this learning contract **may** result in clinical failure.
- Failure to comply with this learning contract **will** result in clinical failure.
- 1st Attendance Occurrence - A second attendance occurrence will result in a clinical failure.
- 2nd Attendance Occurrence - A clinical failure will be issued for the course.
- Other: _____

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

APPENDIX D: STUDENT & FACULTY EVALUATIONS OF CLINICAL

Student Name: _____

Faculty: _____

Fall: _____ Spring: _____ 20 _____

CLINICAL EVALUATION:

At the mid-point, throughout the completion of clinical, students are expected to “Self-Evaluate” prior to meeting with their faculty. At mid-point of the clinical and at completion of clinical rotation, the clinical evaluation tool will be jointly completed by the faculty, clinical faculty and student indicating level of competence.

Students are to manage the care of patient groups under the direct supervision of their faculty. It is assumed that students will gradually increase the number and acuity / complexity of patients cared for during this clinical rotation. Time management, prioritization, and critical thinking should be every student's primary goal. Delivering care in a safe, sensitive and culturally competent manner is expected.

The following key indicators serve as a basis for determining the clinical score for this course. The feedback from the evaluation of student performance and additional assignments will determine the clinical course evaluation grade. The determination of the final course grade, assigned by course faculty, is described in the syllabus.

GRADE	KEY INDICATORS
<p>Met (M)</p> <p><i>“With expected level of support from clinical instructor, student consistently meets competencies expected at current level to meet objectives of this course”</i></p>	<p><u>Student:</u></p> <ul style="list-style-type: none"> • Functions satisfactorily with minimum guidance in the clinical situation. • Demonstrates accurate and appropriate knowledge and integrates knowledge with skills and attitudes. • Engages consistently in self-direction in approach to learning. • Provides evidence of preparation for all clinical learning experiences. • Follows directions and performs safely. • Identifies own learning needs and seeks appropriate assistance. • Demonstrates continued improvement during the semester. • Uses nursing processes and applies scientific rationale. • Incorporates the nursing process in patient care. • Demonstrates clear communication of clinical decision-making. • Demonstrates timely documentation of patient care and medication administration in the HER. • Demonstrates professional behavior in communications, attire, consistent attendance and timeliness. • Demonstrates ability to critically evaluate care, state a personal vision for the future and leadership competency. • Demonstrates reflective practice in the delivery of holistic care.

<p>(AT MID-TERM)</p> <p>Developing (D)</p> <p><i>“Requires coaching beyond what is expected at current level to meet specific competencies; examples of areas of concern documented”</i></p>	<p><u>Student:</u></p> <ul style="list-style-type: none"> • Functions safely with moderate amounts of guidance in the clinical situation. • Demonstrates adequate knowledge and requires moderate assistance in integrating knowledge with skills. • Requires some direction in recognizing and utilizing learning opportunities. • Requires ongoing supervision at the bedside and/or remediation of skills, and/or unprofessional behavior.
<p>Unmet (U)</p> <p><i>“Despite coaching, student does not demonstrate competencies expected at current level to meet objectives of this clinical course. Examples of areas of concern documented. Fails to meet expectations”</i></p>	<p><u>Student:</u></p> <ul style="list-style-type: none"> • Requires intense guidance for the performance of activities at a safe level. • Clinical performance reflects difficulty in the provision of nursing care. • Demonstrates gaps in necessary knowledge and requires frequent or almost constant assistance in integrating knowledge and skills. • Requires frequent and detailed instructions regarding learning opportunities and is often unable to utilize them. • Is often unprepared and has limited insight into own behavior. • Is unable to identify own learning needs and neglects to seek appropriate assistance. • Not dependable. • Breaches in professional or ethical conduct such as falsification of records and failure to maintain confidentiality. • Demonstrates unsafe nursing care (medication errors, lapse in sterile technique, leaves patients in compromising situations, etc.). • Is unable to answer faculty questions related to the nursing process, principles of patient teaching, medications, dosage calculations etc.

INSTRUCTIONS:

Fill in appropriate fields to the right & below: Student must obtain a Met “M” grade in all competencies at the Final Evaluation to pass the course; Based on demonstrated behaviors related to stated expectations, along with course and level objectives as documented by student and instructor:

- **M = MET** - *consistently meets competency with expected level of support from clinical instructor.*
- **D = Developing** – *requires coaching beyond what is expected at current level to meet specific competency, examples of areas of concern documented.*
- **UM = Unmet** - *Student is not meeting standards.*

I. Health of People: Evaluate person centered care practices in health promotion, risk reduction, disease prevention and illness management.						
	MIDTERM				FINAL	
Student will:	M	D	UM		M	UM
1. Coordinates, delegates, prioritizes and evaluates care provided on knowledge of nursing theory, pathophysiology and pharmacology with respect for diverse patient diagnosis and family backgrounds.						
2. Shows respect for diverse patient and family backgrounds. Cultivates intercultural competencies using effective, culturally sensitive therapeutic communication strategies or approaches.						
3. Student has met all required key behaviors for Health of People.						
Key Behavior: 1. Conduct in patient care area is respectful to staff, assigned unit, facility, peers, & program. 2. Is prepared for clinical and able to discuss patient(s) condition in the SBAR manner. 3. Recognizes any legal-ethical issues in the delivery of optimal health care. 4. Utilizes reflective journal assignments to self-critique performance.						
II. Leadership & System Thinking: Manage the delivery of person-centered care through effective delegation, prioritization & leadership practices.						
	MIDTERM				FINAL	
Student will:	M	D	UM		M	UM
1. Functions competently within own scope of practice as a member of the professional team.						
2. Works effectively collaborating and delegating with fellow nursing students and nursing staff in providing patient and family care.						
3. Comparatively analyzes all patient electronic data to provide optimal patient care.						
4. Student has met all required key behaviors for Leadership and System Thinking.						
Key Behaviors: 1. Uses SBAR in reporting off including assessment findings, teaching, medications given. 2. Prioritizes care, organizes tasks, and responds to changes in patient status. 3. Identifies crucial information for documentation. 4. Engages consistently in self-direction in approach to learning. 5. Identifies critical elements of the patient handoff/shift report. 6. Knowledge of the back up procedures in the event of electronic failure (i.e. computer, IV pump, BP machine).						

III. Knowledge Driven Actions: Implement knowledge driven actions derived from multiple theoretical perspectives to provide holistic nursing care to persons.						
	Midterm			Final		
Student will:	M	D	UM		M	UM
1. Evaluates nursing care interventions based on the nursing process and evidence-based practice.						
2. Student has met all required key behaviors for Knowledge Driven Actions.						
Key Behaviors:						
1. At end of clinical day completes relevant assessments, identifies priority nursing diagnosis for patient.						
2. Provides at least 1 evidence-based resources relevant to priority nursing diagnosis and/or care provided.						
3. Demonstrates accurate and appropriate knowledge and integrates knowledge with skills and attitudes.						
4. Demonstrate use of good judgment and prioritization in decision making for person centered care						
5. Demonstrate ability to link nursing theory, evidenced-based nursing, and practice.						

IV. Quality: Use quality improvement models to analyze health care delivery systems and policies that affect the health or people.						
	Midterm			Final		
Student will:	M	D	UM		M	UM
1. Evaluates use of professional nursing standards, teamwork and collaboration, safety, quality improvement, and the art of nursing when providing care to patient and family.						
2. Student has met all required key behaviors for Quality.						
Key Behaviors:						
1. Integrates teamwork and collaboration with providing quality nursing care.						
2. Demonstrate competency in performing comprehensive assessments of the health status of diverse patients and families.						
3. Incorporate scientific principles, theoretical, and developmental knowledge in the performance of safe, effective care and performance of skills.						
4. Value ongoing self-assessment and commitment to excellence in practice.						
5. Demonstrate understanding and use of systems and policies that affect the health of people.						
6. Focus efforts to improve quality of health care.						
V. Safety: Use transparent person-centered nursing interventions in assessing the client's environment, prioritizing care, and following established health care (institution/agency) policies and procedures.						
	Midterm			Final		
Student will:	M	D	UM		M	UM

1. Evaluates use of institutional safety policies when delegating, coordinating, and structuring of patient care.						
2. Student has met all required key behaviors for Safety.						

Key Behaviors:

1. Follows directions and performs safely.
2. Appraise the health care environment to determine patient safety needs.
3. Identifies the elements of a safe patient care environment.
4. Identified exemplary and deficient examples of patient care.
5. Relates clinical practice to National Patient Safety Goals.
6. Demonstrate adherence to the “6 Rights” of medication administration with safe medication administration

VII. Jesuit Value Driven Care: Provide compassionate care with a commitment to social justice.

	Midterm			Final		
Student will:	M	D	UM		M	UM
1. Delegates, coordinates and structures patient care using principles of critical thinking, prioritizing and clinical decision making.						
2. Delegates, coordinates and structures patient care by integrating the Code of Ethics, Standards of Practice, and policies and procedures of JCU and clinical agencies.						
3. Student has met all required key behaviors for Jesuit Value Driven Care.						

Key behaviors:

1. Demonstrate core professional values (caring, altruism, Autonomy, integrity, human dignity, and social justice.
2. Maintain professional behavior and appearance.
3. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner

M = Met D = Developing UN = Unmet

Number & Dates of Clinical Tardiness: _____

Number & Dates of Clinical Absences: _____

Assignments	MET	UNMET
Weekly Report		
Post Conference Attendance		

Learning History		
Discussion Board Posts		
Clinical Log Sheet		

At Midterm Evaluation, if student is not meeting all objectives, a Performance Improvement Plan must be initiated by the Clinical Instructor.	FINAL GRADE (pass/fail*): _____ DATE: _____
	At Final Evaluation, if student did not meet all objectives, the student has failed.*

Strengths & Areas for Growth - Midterm	Strengths & Areas for Growth – Final
FACULTY: STUDENT GOALS (for the rest of the term): 1. 2. 3. Student Signature: _____ Faculty Signature: _____ Date: ____/____/____	FACULTY: STUDENT GOALS (how goals were met): 1. 2. 3. Student Signature: _____ Faculty Signature: _____ Date: ____/____/____

By checking this box electronically, as the clinical instructor, I agree that the student has fulfilled the requirements and completed all assignments to pass this clinical rotation

Clinical Faculty: _____ Date: _____

APPENDIX E: JOHN CARROLL NURSING SCHOOL AMBASSADORS
APPLICATION

I am applying for ____ Nursing Ambassador
____ Junior Ambassador

Name: _____

Graduation Month/Year: _____

Cumulative GPA: _____

Current NURS Courses Enrolled in:

In less than 250 words, please describe why you wish to be an Ambassador and what character traits you possess that make you a qualified applicant for this position. Please submit your essay with your application.

Please read and initial the following statements:

____ I have read and understand the purpose and duties of a John Carroll University Nursing School Ambassador.

____ I am willing to support the John Carroll University Nursing Department as outlined in the Ambassador requirements.

____ I will present myself with professionalism and integrity while representing the John Carroll University Nursing Department.

Signature: _____

Date: _____

Date Received: _____

APPENDIX F: NURSING STUDENT CODE OF ACADEMIC AND PROFESSIONAL CONDUCT

I. Introduction

The education of the students in the John Carroll University Nursing program is based on the concept that integrity, sense of responsibility, and self-discipline are inherent to the profession of nursing. The responsibility of the individual student to sustain high ethical standards is parallel to the concept that the professional nurse must be accountable for professional standards in the practice of nursing (published in the [American Nurses Association Code for Nurses with Interpretive Statements, 2015](#)). The continuation and enhancement of ethical standards within the academic community and nursing profession are the individual responsibility of each student and faculty member. Mutual respect and trustworthiness between the faculty and students promote optimal learning.

The nursing students at John Carroll University are expected to exhibit behavior appropriate to the profession of nursing. They must assume personal responsibility for being in the physical and mental condition to provide safe nursing care and for the knowledge and skills necessary to give this care.

II. Applicability

The Student Code of Academic and Professional Conduct (also referred to as the Conduct Policy) applies to all students enrolled in the Nursing program and includes programs, events, and activities affiliated with, sponsored by or sanctioned by the Nursing Division. In addition, the Conduct Policy covers all student nonacademic and extracurricular activities, regardless of whether the activity takes place on or off-campus, that have an adverse impact on the University, the Nursing Program, faculty, staff, students, patients, clinical staff, or impacts fitness for the profession and eligibility for licensure.

Nursing students are also required to comply with policies as outlined in the John Carroll University Community Standards Manual, academic honesty policies outlined in the JCU Undergraduate Bulletin, and the JCU Sexual Harassment and Interpersonal Violence Policy and Process, which are applicable to all JCU students. Any questions regarding the Conduct Policy should be addressed immediately to the Nursing Coordinator, who will interface with the Nursing Director. Any questions regarding the meaning of any provision of this Conduct Policy will be decided by the Nursing Director. The Director's decision as to any questions of interpretation is final.

A. Definitions of Unacceptable Behavior

The following behaviors are examples of violations of the Conduct Policy. This list is not intended to be all-inclusive of behaviors that violate the basic ethical or professional standards expected of Nursing Students. In addition, attempts at misconduct as well as completed acts are violations of the Conduct Policy.

Plagiarism

Taking credit for someone else's work or ideas regardless of the media; stealing others' results or methods; copying the writing of others without proper citation, quotation marks, or other forms of proper acknowledgment; or otherwise taking credit falsely.

Cheating

Using or attempts to use unauthorized notes, study aids, technology, links/codes, and/or information from another person on an examination, report, paper, or other evaluative document; unauthorized altering of a graded work after it has been returned, then submitting the work for re-grading; and allowing another person to do all or part of one's work and to submit the work under one's own name.

Falsification of Data

Dishonesty in reporting results, ranging from sheer fabrication of data, improper adjustment of results, and gross negligence in collecting and analyzing data to selective reporting or omission of conflicting data for deceptive purposes.

Falsification of Data or Information to University Officials, Faculty Members, Staff, or Clinical Areas

Dishonesty in reporting either verbally or in written material, false data, or information.

Aiding and Abetting Dishonesty

Providing material, information, or assistance to another person with the knowledge or reasonable expectation that the material, information, or assistance will be used to commit an act that would be prohibited by this Code or that is prohibited by law or another applicable code of conduct. Students are responsible for reporting cheating or dishonesty if they observe a breach in the honor code.

Violating Instructions Regarding Completion of Assignments

Although independent study is recognized as a primary method of effective learning, at times students benefit from studying together and discussing home assignments and laboratory experiments. When any material is to be turned in for inspection, grading or evaluation, it is the responsibility of the student to ascertain what cooperation, if any, between them, is permitted by the instructor.

Falsification of Academic Records and Official Documents

Without proper authorization, altering documents affecting academic records, forging signatures of authorization, or falsifying information on an official academic document, election form, grade report, letter of permission, petition, clinical record, or any other official University document.

Misuse of Technology

Misuse of technology including cell phones, iPads, laptops, etc. This may include sharing links/codes unauthorized for distribution.

Providing Nursing Care in an Unsafe or Harmful Manner

This includes carrying out a procedure without competence or without the guidance of a qualified person; willfully or intentionally doing physical and/or mental harm to a client; exhibiting careless or negligent behavior in connection with the care of a client; refusing to assume the assigned and necessary care of a client and failing to inform the instructor and nursing staff with immediacy so that an alternative measure for that care can be found.

Disrespecting the Privacy of a Client

This includes using sufficient information about a patient (e.g. full name, last name, or position) in written assignments and/or patient data of any sort (e.g. computer-generated forms that will be removed from the clinical area) such that the patient could be identified; discussing confidential information in inappropriate areas, such as elevators; discussing confidential information about a patient with third parties who do not have a clear and legitimate need to know; violation of the Health Insurance Portability and Accountability Act of 1996 (HIPAA); and referencing patients on social networking sites and devices.

Falsifying Patient Records or Fabricating Nursing Care or Patient Experiences

This includes the fabrication of written materials and verbal reports for the clinical area as well as written material and verbal reports for the Nursing Division.

Failing to Report Omission of or Error in Treatment or Medications

Failure to report the omission or error to the appropriate people, including clinical staff, clinical administration, and Nursing faculty.

Using Drugs and Alcohol

Using, possessing, selling or distributing illicit drugs (including prescription drugs) or alcohol; illegally using, selling, possessing, or distributing illicit drugs or alcohol; or using prescribed, over the counter, or illicit substances in such a manner as to impair one's judgment or performance as a nursing student, including being in a class or clinical setting under the influence of alcohol, illegal drugs, or prescribed drugs inconsistent with the prescribed use.

Commission of a Crime

Engaging in illegal or criminal activity that would impact the student's ability to participate in a clinical placement or obtain or maintain a professional license or employment in the nursing profession. The results of criminal proceedings will not be determinative of proceedings under this Conduct Policy. Other Professional Misconduct Violation of the American Nurses' Association (ANA) Code of Ethics for Nurses is unacceptable. Nursing students are expected to "maintain compassionate and caring relationships with colleagues and others with a commitment to the fair treatment of individuals, to integrity-preserving compromise, and to resolving a conflict. This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one's actions on others" ([ANA Code of Ethics for Nurses with Interpretive Statements, 2015, pg. 9](#)).

Disrespectful Verbal and Written Communication

Students are expected to be respectful and considerate in verbal and written communication with faculty, staff, clinical staff, patients, and other students.

Disruptive Behavior

Obstructing or disrupting classes, team projects, talks or other presentations, or other activities or programs of the Nursing Division or other parts of the University and obstructing access to School community assets or to similar resources in other parts of the University.

Sexual and Other Unlawful Harassment

This includes not only sexual harassment, but also hazing, stalking, repeatedly sending emails, making phone calls or transmitting documents that are uninvited and unwanted, making threats, and any other wrongful conduct that seriously interferes with the work or study of any member of the school community, guest or any person with whom the offender is interacting in connection with any School program or activity. JCU's Sexual Harassment and Interpersonal Violence Policy is the exclusive policy governing the outcome of sexual harassment and interpersonal violence matters.

Obstructing the Investigation of a Possible Violation of this Code

Including making dishonest or misleading statements, either orally or in written form, including e-mails; other falsification of information; altering, destroying, or deleting relevant documents, files or emails; and any other act that hinders an investigation.

B. Reporting Procedures for an Alleged Infraction

Procedures for reporting an alleged infraction should follow procedures as outlined in the John Carroll University Community Standards Manual

C. Sanctions

Each incident and each individual involved is unique, and all mitigating circumstances will be considered with each violation. As outlined in the John Carroll Community Standards Manual the Dean of Students Office has been delegated responsibility for community standards and conduct. The involved nursing faculty and the Director of Nursing will work closely with these individuals in the event that sanctions are required.

The following list is an example of the type of sanctions that may be imposed and is not intended to be all-inclusive. A combination of sanctions may be imposed. Documentation of violations and sanctions will become a permanent part of the student record.

Possible sanctions include:

Educational Project: Completion of a class, workshop, or project to help the student understand why his or her behavior was inappropriate and/or how to avoid a future violation (e.g., a workshop on ethical behavior).

Service: Performance of one or more tasks designed to benefit the School or the nearby community and to help the student understand why her or his behavior was inappropriate.

Warning: A formal reprimand informing the student in writing that he or she has violated the code and that any future violations will be dealt with more severely.

Grade Change: A lowering of the student's grade, up to and including failure (E, F, No credit, or U).

Additional Coursework: The completion of additional course work or clinical experience.

Disciplinary Probation: Designation of a period of time during which the student will not be in good standing with the School. The terms of the probation may involve restrictions of student privileges and/or may delineate expectations of behavior. Consequences may also be spelled out if the student fails to meet the terms. A record of the probationary period will be included in the student's academic file.

Transcript Notation: A notation on the student's official transcript will indicate that the student is "Not in Good Academic Standing" as a result of an academic honor code violation.

Withholding a Degree: Withholding of the student's degree until stated sanction requirements have been met. There may be a deadline set for meeting the requirements which, if not met, will result in the student's loss of eligibility to receive the degree at any time in the future.

Suspension: Temporary removal of a student from the program for a specified or unspecified period, which will be permanently noted on the transcript. There can be stipulated conditions for readmission to the student's program as well as a time limit for meeting those stipulations to be eligible to receive a degree in the future.

Expulsion: Permanent dismissal from the program, which will be permanently noted on the student's transcript, including the reason for expulsion.

Revocation of a Degree: Revocation of a degree previously awarded by the Nursing Program. In addition, the Nursing Program may withhold a Nursing degree until the hearing process or sanctions are satisfactorily completed.

APPENDIX G: RECORDING LECTURE AGREEMENT FORM

Live lectures are considered to be the property of the instructor or speaker. Students who receive accommodations have the legal right to record faculty lectures; all other students must obtain permission. Recordings must be used for educational purposes only and cannot be reproduced or posted online.

All students who wish to use a device to record lectures for other uses such as publications, transcriptions, duplications, etc. must first obtain written approval from their instructor for that specific purpose. Any use of recordings without the instructor’s approval is considered academic misconduct and may result in suspension or expulsion.

Semester: _____

Student ID Number: _____

I, _____, agree that I will not release the recordings, or
(Student’s Name)
transcription, or otherwise hinder _____’s ability to obtain
(Instructor’s Name)
copyright on lectures that I have recorded in _____.
(Course title and number)

(Student Signature)

(Date)

(Instructor Signature)

(Date)

APPENDIX H: JOHN CARROLL UNIVERSITY NURSING OCCURRENCE REPORT

This form should be completed immediately after the incident and taken to the JCU Nursing Department Office.

Please Print Clearly

Incident/Exposure Date/Time: _____

Person Reporting Incident/Exposure:

Name: _____

Address: _____

City/State/Zip: _____

Cell Phone Number: _____ JCU email: _____

Employee/Student ID Number: _____

Injured Person is: _____ JCU Student _____ JCU Employee _____ Other

Location of incident/exposure (include room # if possible): _____

How did incident/exposure occur? _____

Nature of injury/exposure: _____

Did injured person receive medical attention: _____ If yes, by whom? _____

Person was transported to medical facility by: _____

Medical Attention Refused _____ (Signature) _____ (Date)

Signature of Person Reporting Incident

Signature of Director of Nursing

**APPENDIX J: JOHN CARROLL NURSING CLINICAL CONFIDENTIALITY
AGREEMENT**

I understand that I may have access to confidential patient information and confidential information about the business and financial interests of the clinical facilities and educational simulation and lab experiences where I care for patients, including standard and simulated patients. I understand that Confidential Information is protected in every form, such as written and/or electronic records and correspondence, oral communications, images, and computer programs and applications.

I agree to comply with all existing and future policies and procedures of the John Carroll University Nursing Program and clinical agencies to protect the Confidential Information. I agree not to share Confidential Information through electronic means such as texting, nor any social media platforms. I agree not to use, copy, make notes regarding, remove, release or disclose Confidential information with another individual. I agree not to share or release any authentication code or device, password, key card or identification badge to any other person, and I agree not to use or release anyone else's authentication code or device, password, key card, or identification badge.

I agree not to allow any other person, except those authorized by the clinical agency, to have access to the clinical agency information system under my authentication code or device, password, key card, or identification badge. I agree to notify the appropriate administrator immediately if I become aware that another person has access to my authentication code or device, password, key card, or identification badge, or otherwise has unauthorized access to the clinical agency's information system or records.

I agree that my obligation under this Agreement continues after my role as a student ends.

Print Name: _____

Signature: _____ Date: _____

APPENDIX K: JOHN CARROLL STUDENT SIMULATION CONFIDENTIALITY AGREEMENT

As a participant in a simulated patient care environment, I understand that the objective of this program is to train individuals to better assess and improve their performance in patient care situations. Simulation-based training is designed to challenge participants. It is a safe environment where mistakes are expected, and participants and observers will learn from their own as well as others' mistakes.

Because of this, I will maintain strict confidentiality regarding both my performance as well as the performance of others, whether witnessed in real time or on media. I understand that failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants. This would seriously impair the effectiveness of this simulation-based training program. I understand that repercussions of breaking confidentiality are decided upon by individual faculty members and may result in disciplinary action up to dismissal from the program.

In order for every participant to achieve the best learning environment, I understand and will observe strict simulated patient and peer confidentiality about the details of the scenario, team member actions, and the debriefing discussions, at all times to which I am both directly and indirectly exposed.

Print Name: _____

Signature: _____ Date: _____

APPENDIX M: HIPAA CONFIDENTIALITY FOR STAFF, FACULTY, AND STUDENTS

Confidential information includes protected health information (PHI) as defined by the federal Health Insurance Portability and Accountability Act (HIPAA).

Protected Health Information (“PHI”) under HIPAA is defined as information that is received from, or created or received on behalf of John Carroll University or its affiliated health care organizations and is information about an individual which relates to past, present or future physical or mental health or condition of an individual; the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual.

PHI includes medical records, student records, and financial or billing information relating to a patient’s or student’s past, present or future mental or physical condition; or past, present or future provision of healthcare; or past present or future payment for provision of healthcare and contains any of the following identifiers that may be used to identify the patient or student in relation to PHI.

- Names
- Geographic subdivisions smaller than a state
- Telephone/fax numbers
- E-mail addresses
- Social SecurityNumbers
- Medical Record Numbers
- Health plan beneficiary numbers
- Account numbers
- All elements of dates related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89
- Certificate/license numbers
- Vehicle identifiers and serial numbers including license numbers
- Device identifiers/ serial numbers
- Web Universal Resource Locators (URLs), Internet Protocol (IP address number)
- Biometric identifier (voice, fingerprints)
- Full face photo image
- Any other unique identifying number, characteristic, or code

I understand that John Carroll University and its affiliated health care organizations have a legal and ethical responsibility to maintain and protect the privacy and confidentiality of protected health information (PHI) and to safeguard the privacy of patient and student and John Carroll University and its affiliated health care organizations’ information. In addition, I understand that during the course of my affiliation as a student/faculty/staff at John Carroll University and its affiliated health care organizations, I may see or hear other Confidential Information such as financial data and operational information that John Carroll University and its affiliated health care organizations are obligated to maintain as confidential.

The term of this Confidentiality Agreement is the length of my affiliation with and during clinical rotations at John Carroll University. As a condition of my affiliation as a student, staff, and/or precepting faculty member with John Carroll University and its affiliated healthcare organizations I understand that I must sign and comply with this Agreement.

I agree that my obligation under this Agreement regarding PHI and Confidential Information will continue after the termination of my affiliation with John Carroll University. I understand that violation of this Agreement may result in disciplinary action up to and including termination of my affiliation with John Carroll University and/or suspension, restriction or loss of privileges in accordance with John Carroll University's Policies and Procedures, as well as potential personal civil and criminal legal penalties.

I understand that any PHI or Confidential Information that I access or view at John Carroll University and its affiliated health care organizations does not belong to me.

I understand that any access to PHI for research purposes requires proper documentation and approval according to HIPAA policies. I am aware that John Carroll University and its affiliated health care organizations reserves and intends to exercise the right to review, audit, intercept, access, and act upon inappropriate use of computer systems at any time, with or without user notice, and that such access by John Carroll University and its affiliated health care organizations may occur during or after working hours.

The intent of this Agreement is to ensure that students and their faculty preceptors and staff comply with HIPAA Regulations at John Carroll University and its affiliated health care organizations Privacy Policies and Procedures. I will use and disclose PHI and/or Confidential Information only if such use or disclosure complies with the Policies and Procedures, and is required for the performance of my responsibilities as a student, staff or precepting faculty in the care and treatment of patients or provision of services to students. The use and disclosure of PHI and/or Confidential Information for the purpose of care and treatment of patients does not include the use or disclosure of PHI and/or Confidential information for educational endeavors such as writing educational reports for my course of study, engaging in seminars and presentations in the educational setting.

My personal access code(s), user ID(s), access key(s) and password(s) used to access John Carroll University and its affiliated health care organizations computer systems or other equipment are to be kept confidential at all times. Since the use of PHI and Confidential Information includes access, I will not access or view any PHI or Confidential Information other than what is required to perform my responsibilities as staff, student and/or precepting faculty in the care and treatment of patients or service to students. If I have any questions, I will immediately ask my precepting faculty or John Carroll University and its affiliated organizations for clarification.

I will not discuss any information pertaining to patient PHI or the health care organization in an area where unauthorized individuals may hear such information (for example), in

hallways, on elevators, in the cafeteria, on public transportation, at restaurants, and at social events). I understand that it is not acceptable to discuss any PHI or Confidential Information in public areas even if specifics such as the patient's name are not used.

I will not make any unauthorized transmissions, copies, disclosures, inquiries, or modifications of PHI or Confidential Information. Such unauthorized transmissions include, but are not limited to, removing and/or transferring PHI or Confidential Information from John Carroll University's and its affiliated health care organizations' computer systems to unauthorized locations (for instance, my home or school computer).

Upon termination of my affiliation with John Carroll University and its affiliated health care organizations, I will immediately return all property (e.g. keys, documents, ID badges, etc.) to my precepting faculty. I understand that it is my obligation to return all patient PHI to my precepting faculty and the healthcare organization upon completion of my clinical rotation at the health care organization. Faculty are responsible for the destruction of PHI, whether hard copy or electronic. I have read the above Agreement and agree to comply with all its terms as a condition of my continuing affiliation with John Carroll University.

Student/Staff/Faculty Signature _____ Date _____

Printed Name _____

Students enrolled in each nursing course with a clinical rotation must sign the HIPAA confidentiality form throughout the course of study. **Failure to complete the confidentiality form will prevent the student from attending clinical.**

A breach in HIPAA may result in immediate termination from the nursing program. Any HIPAA offense will be investigated and will result in appropriate disciplinary action.

Student Signature

Date

Printed Name

APPENDIX N: NURSING STUDENT ACKNOWLEDGEMENT FORM

I acknowledge that I have read, understand, and agree to all the policies and procedures outlined in the Nursing Student Handbook.

Student Signature

Date

Printed Name

My initials on each item and my signature on this document signify that I have read each item and that my questions have been answered to my satisfaction regarding the requirements for me to follow the policies and procedures of the JCU Nursing Department as well as the agencies used for clinical practice. All the following policies can be found in their entirety in the Nursing Student Handbook:

Number	Initials	Description
1.		I understand that the Nursing Department institutes background checks and drug screens on all students
2.		I am aware that I may be dismissed from the JCU BSN program due to findings from the background check or drug screen. Students dismissed will be considered for readmission on a case by case basis depending on the particular situation.
3.		I understand that I must comply with legal, moral, and legislative standards that determine acceptable behavior of nurses. Noncompliance may result in suspension/dismissal from the JCU BSN program and denial of permission by the Ohio Board of Nursing to take the licensure examination.
4.		I understand that I must submit current health data and immunization records as required by the documented due date. To attend clinical, the following health data must be on file: personal health insurance, basic life support (BLS) certification, vaccinations or titers if applicable (including Hepatitis B, MMR, Tdap, Varicella (chicken pox), influenza, and COVID-19) 2-step tuberculin skin test, drug testing, and any additional requirements.
5.		I understand that if requirements have not been <u>submitted and approved</u> by the established due date, I will be unable to attend clinical experiences and may be dismissed or prevented from starting the JCU BSN program.

6.		I understand that the JCU Nursing's Undergraduate Program has an examination policy that must be followed in each nursing course.
7.		I understand that no additional points (daily grades, assignments, projects, etc.) will be added unless the test average defined above is met first. Once the identified test average for the course level is met, all other percentages will be averaged into the overall grade.
8.		I have read and understand the progression and dismissal, and readmission policy.
9.		I understand that all NURS course grades are not rounded and will be recorded to the hundredths place. For example, for a course with four exams where the exam grades are 80.10, 70.30, 75.35 and 77.11, the final course grade average would be 75.72% or a 'C-'. The final grade from the course is not rounded up to the next whole number.
10.		I understand that any final nursing course grade <u>less</u> than a 'C+' or 77% is considered a course failure.
11.		I understand that no additional points or extra credit will be added to the end of the semester or the final grade.
12.		I have read and understand the Dismissal from the Nursing Program policy.
13.		I understand that students are expected to punctually attend and be prepared for all classes, laboratory, and clinical experiences and are expected to adhere to the Expected Student Behaviors, or I may be dismissed from the class, laboratory, or clinical experience.
14.		I understand that unless I have documentation in my file from the Student Accessibility Services and provide this documentation to my faculty member, no specific accommodations will be made.
15.		I am aware that I am responsible for studying and class assignments in addition to class, lab, and/or clinical attendance
16.		I understand that I am responsible for having my own transportation to and from clinical settings
17.		I have read and understand the "NURSING STUDENT CODE OF ACADEMIC AND PROFESSIONAL CONDUCT" and what is expected of me at all times.
18.		I acknowledge that I have read, understand, and agree to all the policies and procedures outlined in the document above, titled "CLINICAL SIMULATION & SKILLS LAB POLICY".

In addition to an initial review, it is expected that students will review the handbook on an annual basis.

I understand that a past felony or misdemeanor conviction may disqualify me from taking the National Licensing Examination for Registered Nurses (NCLEX-RN) as outlined in Section 4723.28 of the Ohio Revised Code.

http://nursing.ohio.gov/PDFS/Discipline/CRIMINAL_HISTORY_FACT_SHEET-July_2013.pdf

I agree to permit the Department of Nursing, if necessary, to release my social security number to clinical facilities in order to produce an identification badge to be used during my clinical rotation.

Student's Name _____ Academic Year _____

Student Signature _____ Date _____

I hereby grant to John Carroll University the right and authority to photograph or produce audio/visual digital recordings of any activity within John Carroll University Department of Nursing in which I am a participant.

I understand and consent that these recordings and images may be used for educational purposes. In addition, they may be viewed for educational purposes in the classroom, shown at local and national workshops, or made available for distance learning via the internet. This release is effective until revoked in writing by the undersigned. Such revocation shall only be effective to prevent any expanded future use of the recordings or photographs.

Student's Name _____

Student's Signature _____ Date _____

****THREE SIGNATURES ARE REQUIRED ON THIS FORM: THE HANDBOOK ACKNOWLEDGEMENT, SOCIAL SECURITY RELEASE, AND CONSENT TO PHOTOGRAPH OR DIGITALLY RECORD and EACH ROW IS TO BE INITIALED****

Addendum A: Revised Handbook Statement



This statement acknowledges that there were corrections made to the first JCU student nursing handbook after the OBN visit in October 2023 for the first nursing cohort (2023-2026). The newly revised handbook was reviewed with the cohort in person in December 2023 and posted to our student Canvas page.

This student acknowledges that this updated handbook is the official JCU student nursing handbook for the 2023-2026 nursing cohort.

Student Signature: _____

Date: _____

Addendum B: Drug Screening Policy Change

(effective 4-15-2024)



The policy listed in this handbook states that Clinical sites require a pre-placement drug screen. Students will be required to complete a 10-panel drug screen according to the most comprehensive standards the clinical site has defined. A urine drug screen needs to be obtained within 30 days of the start of clinical rotation and can be obtained through JCU Student Health Center. The cost of the drug screen is covered in the nursing program fees.

Due to changes in requirements by the clinical sites in January 2024, the new drug screening policy is: Clinical sites require a pre-placement drug screen. Students will be required to complete a 10-panel drug screen according to the most comprehensive standards the clinical site has defined. A urine drug screening needs to be obtained prior to the start of the nursing program and as requested by clinical sites. The screening can be obtained through JCU Student Health Center. The cost of the drug screen is covered in the nursing program fees.

Students were notified of this change on April 15, 2024 through an announcement made on the Department of Nursing Canvas site.

Addendum C: Attendance Policy Update

(effective 8-26-2024)

Rationale for updating the attendance policy:

With our first cohort group, the attendance policy was not as clear and did not differentiate clinical and classroom expectations. The proposed revision outlines professional expectations, patient care commitment, accountability and communication, fairness and consistency. The revision will prepare our nurses for real-world expectations and ensure their well-being and safety while also being cognizant of clinical resources.

The attendance policy in this handbook states:

CLASSROOM ATTENDANCE

JCU Department of Nursing expects students will recognize that they have entered a profession in which commitment to full participation in class & practicum experiences is an essential component of their education. Therefore, regular attendance in class and practicum experiences is mandatory.

Classroom or Online Didactic Attendance

1. Expectations, including professional behavior and attendance policies, are stated in the course syllabus and covered by the instructor at the beginning of each course. Many courses require discussions or discussion boards, debates, case studies and group projects. Attendance and participation is essential for these shared learning experiences to be effective.
2. Some web-enhanced courses may not have a face to face meeting each week but interaction and participation occurs via Canvas. Specific expectations and web etiquette will be included with these courses.

CLINICAL ATTENDANCE

All clinicals are mandatory. All missed clinicals, including excused and unexcused absences must be made up.

An unexcused clinical absence is an absence from the scheduled clinical activity without the permission of the instructor. Examples of this include:

- Not calling in advance;
- Not showing up for clinical;
- Taking personal vacations;
- Taking a day off to study;
- Missing clinical because compliance and/or mandatorys are not completed;
- Being asked to leave clinical for reasons such as lack of preparation or unprofessional behavior.

CLINICAL ABSENCE

Students and faculty are expected to complete all orientation requirements for their

respective cooperating clinical agencies. This must be accomplished as established by cooperating clinical agency protocol.

In accordance with the JCU Nursing Program attendance policy, two tardies at clinical will result in a performance improvement plan.

Two unexcused absences in clinical practice will result in a course failure.

All clinical absences will be made up at the discretion of individual course instructors and will be comparable to the missed clinical experience.

Acceptable clinical make-up experiences will be assigned by the course Faculty and approved by the Director of Nursing.

It is the responsibility of a student to promptly inform his/her preceptor in the event of an absence or illness. If students in a clinical course cannot reach their preceptor, the student should call the nurse in charge of the unit to which she/he is assigned at least one hour (or earlier, if possible) before the scheduled assignment. Please refer to specific guidelines in course syllabi regarding the faculty's preference and instructions for reporting absences or late arrivals.

When calling to report an illness or absence, give the nurse in charge of the following information:

Name of student;

Name of preceptor to whom the message should be given;

Nature of your illness;

Anticipated duration of the illness.

After a student misses 3 clinical days or a significant component of their required clinical, lab or didactic experiences for any reason, the Nursing Director needs to be notified by the course faculty. The course faculty will recommend whether the student will be allowed to complete the course or should withdraw from the course. This decision will be made on a case-by-case basis considering factors such as nature and centrality of the missed experiences, opportunity to make up the experience/time, current standing in the course, and projected length of time absent. If there is doubt about the student's ability to meet the course requirements, a failing grade may be assigned at any point in the term.

This is the updated attendance policy as of 8/26/2024:

ATTENDANCE

JCU Department of Nursing expects students will recognize that they have entered a profession in which commitment to full participation in class & practicum experiences is an essential component of their education. Therefore, regular attendance in class and practicum experiences is mandatory.

After a student misses 2 or more clinical or lab days and/or a significant component of their required didactic experiences for any reason, the Nursing Director needs to be notified by the course faculty. The course faculty will recommend whether the student will be allowed

to complete the course or should withdraw from the course. This decision will be made on a case-by-case basis considering factors such as nature and centrality of the missed experiences, opportunity to make up the experience/time, current standing in the course, and projected length of time absent. If there is doubt about the student's ability to meet the course requirements, a failing grade may be assigned at any point in the term.

DIDACTIC ATTENDANCE

Expectations, including professional behavior and attendance policies, are stated in the course syllabus and covered by the instructor at the beginning of each course. Many courses require discussions or discussion boards, debates, case studies and group projects. Attendance and participation is essential for these shared learning experiences to be effective. Specific expectations and web etiquette will be included when web-based activities are required within the course.

CLINICAL/LAB ATTENDANCE

Prior to attending clinical, all students are expected to complete all orientation requirements for their respective cooperating clinical agencies. This must be accomplished as established by cooperating clinical agency protocol.

All clinicals are mandatory. All missed clinicals, including excused and unexcused absences must be made up at the discretion of individual course instructors and will be comparable to the missed clinical experience. Acceptable clinical make-up experiences will be assigned by the course Faculty and approved by the Director of Nursing.

In accordance with the JCU Nursing Program attendance policy,

- Two tardies at clinical will result in a performance improvement plan.
- Two unexcused absences in clinical practice will result in a course failure.
- All clinical absences will be made up

An unexcused clinical absence is an absence from the scheduled clinical activity without the permission of the instructor. Examples of this include:

- Not calling in advance;
- Not showing up for clinical;
- Taking personal vacations;
- Taking a day off to study;
- Missing clinical because compliance and/or mandatories are not completed;
- Being asked to leave clinical for reasons such as lack of preparation or unprofessional behavior.

Please refer to specific guidelines in course syllabi regarding the faculty's preference and instructions for reporting absences or late arrivals.

Precepted Experiences

It is the responsibility of a student to promptly inform his/her preceptor in the event of an absence or illness. If students in a clinical course cannot reach their preceptor, the student

should call the nurse in charge of the unit to which she/he is assigned at least one hour (or earlier, if possible) before the scheduled assignment.

When calling to report an illness or absence, give the nurse in charge of the following information:

- Name of student;
- Name of preceptor to whom the message should be given;
- Nature of your illness;
- Anticipated duration of the illness.

CLINICAL, LAB, & CLASS CANCELLATION

Refer to School Cancellation/Inclement Weather policy ([JCU weather link](#)). In the event that class on JCU Campus is canceled, all clinical site classes will still be required unless instructed otherwise. This will be determined on a case by case basis. Clinicals will still be in session anytime that JCU campus is open for class.

Students were notified of this update on 9/9/24 in a Canvas Announcement.