



STUDENT HANDBOOK

Calendar Year 2024

Practical Nursing (PN) Certificate Program

Associate of Science in Nursing (ASN) Program

Baccalaureate of Science in Nursing (BSN) Completion Program

The practical nursing certificate program at Hannibal-LaGrange University is approved by the Missouri State Board of Nursing (nursing@pr.mo.gov).

The associate degree program in nursing at Hannibal-LaGrange University is accredited by the Accreditation Commission for Education in Nursing (ACEN) (acen@acenursing.org).

The baccalaureate degree completion program in nursing at Hannibal-LaGrange University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

April 3, 2024

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1.0 Introduction

1.1 Introduction

The *Craigiles School of Nursing Student Handbook 2024* provides information and policies for all nursing students admitted into the Craigiles School of Nursing (CSON) at Hannibal-LaGrange University. The *CSON Student Handbook* applies to all students enrolled in the Practical Nursing (PN) Certificate Program, Associate of Science Degree in Nursing (ASN) Program, and the Bachelor of Science Degree in Nursing (BSN) Completion Program. The material in the handbook is designed to assist nursing students to understand the CSON, its mission, philosophy, curricula, nursing student responsibilities, and CSON policies and procedures.

The policies and procedures in the *CSON Student Handbook* expand on policies appearing in the *Hannibal-LaGrange University 2023-2024 Student Handbook* and the *Hannibal-LaGrange University Academic Catalog 2023-2024*. Any discrepancies related to formatting or content should be verified with the CSON.

The *CSON Student Handbook* provides general information about all nursing program offerings at Hannibal-LaGrange University and will be referred to throughout each program. Each student is responsible for knowing, understanding, and following the information in the handbook.

Nothing contained herein shall be deemed a limitation upon the expressed or implied powers or duties of the Board of Trustees, the administration, or faculty of Hannibal-LaGrange University. Because policies and procedures are continuously subject to change by external and internal sources, it is the intent of the Craigiles School of Nursing to review and modify these policies and practices as necessary.

The right is reserved to change any statement in this publication concerning, but not limited to, rules and regulations, policies, tuition, fees, curricula, and courses without advance notice or obligation. This includes those statements relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students, but also to those already enrolled in the university. Failure to read this handbook does not excuse students from the regulations and requirements described herein.

Information in the *CSON Student Handbook* is as complete and accurate as possible at the time of printing. Any changes in policies and practices and/or updates to the handbook made after the print version publication will be reflected in the electronic version of the *CSON Student Handbook* which supersedes all print versions of publications. The most

recent version of the *CSON Student Handbook*, containing current and up-to-date policy revisions, is available online at: <https://www.hlg.edu/student-life/student-handbooks>.

Any documents referenced in the *CSON Student Handbook* and are not otherwise attached or provided in the Appendix of the handbook, are available upon making an in-person request at the Main Office of the Craigmiles School of Nursing, located on the campus of Hannibal-LaGrange University (2800 Palmyra Road, Hannibal, MO 63401), during regular office hours.

Created March 2024

Approved: March 2024

1.2 Letter from the Director of the Craigiles School of Nursing

Congratulations on becoming a student in the Craigiles School of Nursing at Hannibal-LaGrange University (HLGU)! It is our mission to equip you with relevant education anchored in a Biblical worldview so that you can effectively serve in the nursing profession, transforming lives and communities. This handbook has been created for your benefit. We hope that this handbook will be useful to you during your time here. You will be held accountable for knowing and abiding by the policies and procedures set forth within this handbook and course syllabi.

Hannibal-LaGrange University is rooted in five core values: Biblical Worldview, Educational Relevance, Community Mindset, Transformational Leadership, and Generational Impact. The aim of our CSON is to provide a Christ-centered, biblically based, and service focused nursing education that reflects these five core values. Our faculty and staff are dedicated to assisting you intellectually, physically, socially, and spiritually during your time at HLGU and the CSON.

Romans 12:12 says, “Be joyful in hope, patient in affliction, faithful in prayer.” During your time in CSON, you will experience exciting and joyful times, but there will also be stressful times. It is our hope that you take this verse to heart. Be joyful; be patient; be faithful in prayer.

Best wishes and welcome to Hannibal-LaGrange University and the Craigiles School of Nursing!

Sincerely,

A handwritten signature in blue ink that reads "Dr. Ginger Wolgemuth". The signature is written in a cursive, flowing style.

Dr. Ginger Wolgemuth, PhD
Director of the Craigiles School of Nursing

1.3 Contact Information

SCHOOL OF NURSING:

HLGU Craigiles School of Nursing

Office Location:

Carroll Science Center
5255 Hut Green Drive
Hannibal, MO 63401

Telephone: (573) 629-3140

Email: nursing@hlg.edu

Website: <https://www.hlg.edu/academics/academic-departments/nursing/>

Mailing Address:

Craigiles School of Nursing
2800 Palmyra Road,
Hannibal, MO 63401

REGULATORY AGENCIES:

Higher Learning Commission

230 South LaSalle Street,
Suite 7-500, Chicago, Illinois 60604

Telephone: (800)-621-7440

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

Status: All degree programs at Hannibal-LaGrange University are accredited by the Higher Learning Commission (HLC)

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326

Telephone: (404) 975-5000

Fax: (404) 975-5020

Websites:

acen@acenursing.org
www.acenursing.org

Status: Continuing accreditation of ASN Program

Commission on Collegiate Nursing Education (CCNE)

655 K Street NW, Suite 750
Washington, DC 20001

Telephone: (202)-887-6791

Website: <http://www.ccneaccreditation.org/>

Status: Continuing accreditation of BSN Completion Program

Missouri State Board of Nursing

3605 Missouri Boulevard
Jefferson City, Missouri 65109

Telephone: (573) 751-0681

Fax: (573) 751-0075

Websites:

nursing@pr.mo.gov

<http://pr.mo.gov/nursing.asp>

Status:

Full approval for PN Program

Conditional approval for ASN Program

Illinois Department of Financial and Professional Regulation (IDFPR)

555 West Monroe Street, 5th Floor

Chicago, IL 60601

Telephone: (888) 473-4858

Website: www.idfpr.com

Status: Ongoing approval for CSON students at Blessing Hospital, Quincy, IL

Please refer to the Hannibal-LaGrange University Catalog for the Statements of Compliance.

2.0 History and Overview of Hannibal-LaGrange University

2.1 History and Overview of Hannibal-LaGrange University

Hannibal-LaGrange University continues the work and ideals of LaGrange College, an institution founded in 1858 in LaGrange, Missouri, by the Wyaconda Baptist Association, out of concern for the “advancement of the cause of religion and sound morals” and as a “convenient point at which young men whom God may call to the work of the Gospel ministry, may be educated” (Hannibal-LaGrange University Academic Catalog 2023-2024 p. 9).

The college was overseen by the Wyaconda Baptist Association until 1919, when its charter was amended to enlist additional associations and churches in its support and control. A 1928 revision of the charter required trustees to be approved by the Missouri Baptist General Association.

In 1928, the citizens of Hannibal pledged \$232,000 for the establishment of a Baptist college at Hannibal. The gift made it possible to acquire an adequate campus and to erect new buildings. The old college was merged with the new, and taking the name of Hannibal-LaGrange College, the institution was relocated to Hannibal. Hannibal-LaGrange College thereby had the double advantage of an old college with a rich history and a new location with new buildings, new equipment, and new life.

In 1957, Hannibal-LaGrange College received a new charter which conveyed the ownership and control of the college to the Missouri Baptist Convention. Under the new charter, the college board, consisting of 33 members from Missouri Baptist churches, was nominated and elected by the Missouri Baptist Convention.

In 1975, Hannibal-LaGrange College was accredited as a four-year institution. In 1981, the Missouri Baptist Convention gave its approval for the college to assume full senior college status and to add baccalaureate degrees and majors as the board of trustees deemed appropriate.

In 2007, Hannibal-LaGrange College received approval for offering its first graduate degree in Education. Subsequently, in 2010 the Missouri Baptist Convention voted to change the institution’s name to Hannibal-LaGrange University.

In 2013, tornado-force straight-line winds damaged the T.M. Mathews Science Building. Temporary classrooms and laboratories were constructed on campus for use until the Carroll Science Center was completed in Fall 2015. The School of Nursing currently resides in the Carroll Science Center.

Today, Hannibal-LaGrange University is a Christian liberal arts university which adheres to the historic, Baptist tradition and continues in the heritage of the founders of the university. Located on the northern edge of Hannibal, Missouri, the 110-acre campus is beautifully situated on bluffs rising above the Mississippi River. Hannibal's charming historic district, located along the banks of the Mississippi, features the Mark Twain Boyhood Home and Museum, a river boat, 3-D movie theatre, shops, and restaurants.

Today, traditional and nontraditional students are enrolled in Hannibal-LaGrange University's traditional, online learning, and graduate and continuing education programs. Certification programs, associate degrees, baccalaureate degrees, and graduate degrees are awarded at Hannibal-LaGrange University.

Within the biblically based learning environment, there are many ways for students to grow and mature. The Hannibal-LaGrange community is a place where students are encouraged to thrive intellectually, physically, socially, and spiritually. To promote the life of service, students are challenged to participate in service-learning and mission projects (*Hannibal-LaGrange University Academic Catalog 2023-2024 pp.9-10*).

2.2 Christ's Preeminence, University Core Values, Vision, Mission, and Purposes

CHRIST PREEMINANCE

As a co-educational, Biblically based Christian institution in a covenant relationship with the Missouri Baptist Convention, Hannibal-LaGrange University seeks at every point to give Christ preeminence.

Colossians1:18 "That in all things Christ might have the preeminence."

UNIVERSITY CORE VALUES

The five core values of Hannibal-LaGrange University are as follows:

- 1) Biblical Worldview
- 2) Educational Relevance
- 3) Community Mindset
- 4) Transformational Leadership
- 5) Generational Impact

VISION

The vision of Hannibal-LaGrange University is to impact eternity for Christ through Higher Education.

MISSION STATEMENT

Hannibal-LaGrange University transforms lives and communities through relevant education anchored in a Biblical worldview.

PURPOSES

- To exercise a stewardship of learning that embraces all of its constituents, including students, prospective students and their families, faculty, staff, administrators, trustees, alumni, donors, churches, and the local community.
- To provide a strong educational experience, built upon a core of general education courses, offering associate, baccalaureate and master's degrees in liberal arts and professional areas, for both traditional and non-traditional students.
- To maintain high standards of academic and personal excellence in a Biblically based Christian environment, thus encouraging the highest development of the total person - intellectually, physically, socially, and spiritually.
- To regard all persons as beings created in God's image and therefore equal in value and worthy of respect.
- To promote the life of service in keeping with the example of Jesus Christ and with the University motto *Scientia ad Serviendum* (Knowledge for Service) by challenging students to participate in service-learning and mission projects.
- To serve additional needs of the community through continuing education, community education, cultural enrichment, activities for young learners, and participation in community endeavors.

2.3 Doctrinal Statement

Hannibal-LaGrange University's educational programs and related ministries are firmly founded upon definitively formulated and explicitly stated biblical doctrines as outlined in *The Baptist Faith & Message*. The Statement of Faith and Biblical doctrine include: 1) The Scriptures, 2) God (God the Father, God the Son, and God the Holy Spirit), 3) Man, 4) Salvation, 5) God's Purpose of Grace, 6) The Church, 7) Baptism and the Lord's Supper, 8) The Lord's Day, 9) The Kingdom, 10) Last Things, 11) Evangelism and Missions, 12) Education, 13) Stewardship, 14) Cooperation, 15) The Christian and the Social Order, 16) Peace and War, 17) Religious Freedom, 18) The Family (*The Baptist Faith & Message. A Statement Adopted by the Southern Baptist Convention. June 14, 2000*).

3.0 Nursing at Hannibal-LaGrange University

3.1 Nursing at Hannibal-LaGrange University

The School of Nursing at Hannibal-LaGrange was developed in response to community expression of need and support for a nursing program. In fall 1979, Hannibal-LaGrange College formed a community support committee to offer guidance both in the building of the program and in planning continued operations. The committee was made up of leaders representing healthcare and other local community businesses and organizations. In response, Hannibal-LaGrange College submitted a Letter of Intent to the Missouri State Board of Nursing requesting approval to establish a nursing program that would offer an

Associate in Arts Degree in Nursing. Hannibal-LaGrange College received initial Missouri State Board Approval in October 1981, and full-approval in October 1983. Since then, the Nursing Program has graduated well over 600 nursing students. The Craigiles School of Nursing has demonstrated a rich history of producing well-qualified nurses equipped to minister and serve others in a caring, safe, and competent manner.

Craigiles School of Nursing (CSON) continues to recognize the ongoing call to educate and equip students to address the healthcare needs of others within the home, church, community, and world. The Bureau of Labor Statistics estimates that employment demand for healthcare providers is the greatest it has ever been, with the employment of registered nurses growing substantially.

Craigiles School of Nursing currently offers a Practical Nursing (PN) Certificate Program, an Associate of Science in Nursing (ASN) Degree Program, and an RN-to-BSN Completion Degree Program. All three programs provide a Biblically based, service-focused nursing education, having a strong foundation in biblical studies, liberal arts and the sciences.

The PN and ASN Programs are designed as hybrid programs, with face-to-face, blended, and online courses provided in a traditional pathway. A one-plus-one pathway option allows for students to enter CSON as PN students, complete one year, sit for the PN-Licensure Examination, then as LPNs, they can be admitted directly into the second year of the ASN Program.

The Craigiles School of Nursing has endeavored to alleviate the increased need for PNs and RNs. CSON graduates are already making an impact in area hospitals, clinics, long-term care agencies, and within the community, thus improving the quality of health care within the local surrounding communities and region.

3.2 Purposes of the School of Nursing

1. Implement Biblically based, service-focused nursing programs through in-seat, online, or blended-learning approaches to course design.
2. Prepare graduates for entry-level beginning practical nursing (PN) and/or professional nursing (RN) equipped with the skills and abilities required of nurse generalists.
3. Support graduates as they prepare for future ministry and service opportunities which they desire to pursue.
4. Equip graduates for life-long learning, professional growth, and graduate studies.
5. Partner with Hannibal-LaGrange academic community to contribute to the growth and on-going development of the University.
6. Provide supportive nursing services within the surrounding local communities and around the world through service-learning opportunities.

3.3 Mission and Philosophy of the Craigiles School of Nursing

MISSION

The Craigiles School of Nursing offers programs that are rooted in the University Core Values: Biblical Worldview, Educational Relevance, Community Mindset, Transformational Leadership, and Generational Impact for effectively equipping nursing students and graduates for ministry and service within homes, workplace settings, church settings, within their profession, and within surrounding communities.

The Craigiles School of Nursing offers programs that strive to achieve excellence in nursing education by maintaining high academic standards in a distinctively Christian environment. Such an environment encourages the highest development of the student intellectually, physically, socially, and spiritually.

PHILOSOPHY

The philosophy of the Craigiles School of Nursing has been framed by using the concepts of the nursing paradigm, beliefs about education, ministry and service, and by beliefs about a sovereign God within a Biblically based Christian Worldview. Several statements used in conceptual definitions were taken from *The Baptist Faith & Message*, Southern Baptist Convention, June 14, 2000, as well as Biblical passages. A review of philosophy definitions from other Christian Schools of Nursing were reviewed and adapted, in part for select conceptual definitions. Craigiles School of Nursing Faculty deliberated and came to the final definitions as written below.

God. The Craigiles School of Nursing believes that there is one and only one living God. He is an intelligent, spiritual, and personal Being, the Creator, Redeemer, Preserver, and Ruler of the universe. God is infinite in holiness and all other perfections. God is all-powerful and all knowing. To Him we owe the highest love, reverence, and obedience. (*The Baptist Faith & Message*, Southern Baptist Convention, June 14, 2000).

The eternal triune God reveals Himself to us as Father, Son, and Holy Spirit, with distinct personal attributes, but without division of nature, essence, or being. *God the Father* is: creator of heaven and earth; perfect in holiness; infinite in wisdom; and measureless in love and power. (*The Baptist Faith & Message*, Southern Baptist Convention, June 14, 2000).

God the Son is: Jesus Christ; conceived by the Holy Spirit; born of the Virgin Mary; sinless; Lamb of God, died a substitutionary death on the cross for the sins of man; resurrected and ascended into Heaven; a mediator for His children; personal, visible, imminent, and going to return to earth to judge the world and to consummate His redemptive mission. (*The Baptist Faith & Message*, Southern Baptist Convention, June 14, 2000).

God the Holy Spirit enables men to understand truth through illumination. He calls men to the Savior, and effects regeneration. He was sent to the world to convict the world of guilt regarding sin because men do not believe in Jesus Christ; a counselor who regenerates, sanctifies, and comforts those who believe in Jesus Christ. He enlightens and empowers the believer and the church on worship, evangelism, and service. (*The Baptist Faith & Message*, Southern Baptist Convention, June 14, 2000).

Biblically Based Christian Worldview. The Craigiles School of Nursing believes that our pursuit of truth begins with the assumption that the Bible is the foundation from which all other disciplines emerge. We believe that there is a consistency between biblical truth and truth discovered through reason, and experience, but we hold that when apparent conflicts occur, all truth claims defer to the truth revealed in the Bible. (*University of Northwestern-St. Paul School of Nursing Student Handbook, 2022-2023*)

Man/Person. The Craigiles School of Nursing believes that man is the special creation of God, made in His own image, unique and holistic. He created them male and female as the crowning work of His creation. The gift of gender is thus part of the goodness of God's creation. (*The Baptist Faith & Message*, Southern Baptist Convention, June 14, 2000).

By his free choice, man sinned against God and brought sin into humanity. All men by nature and by choice are sinners having incurred not only physical death but also spiritual death which is separation from God. (*The Baptist Faith & Message*, Southern Baptist Convention, June 14, 2000). We also believe that *God so loved the world, that He gave His only begotten Son, that whosoever believeth in Him should not perish, but have everlasting life* (John 3:16 KJV).

We believe that each person seeks to find significance and meaning in life, which ultimately is found in a personal relationship with Jesus Christ, being accountable to God. The quality of relationships with others is directly influenced by the presence and quality of relationship with God who bestows all human life with worth and dignity. (*The Baptist Faith & Message*, Southern Baptist Convention, June 14, 2000).

The Craigiles School of Nursing believes that man is a spiritual, physical, intellectual, social, and emotional being that is greater than the sum of parts. As a holistic being, the Person has basic needs arising from physiological, developmental, cognitive, psychosocial, cultural, and spiritual dimensions. The Person, throughout the lifespan, has the right to live with dignity, to be accepted for inherent worth as an individual, and to make decisions about life. Person is also defined as individuals, families, and communities (Craigiles School of Nursing Handbooks, 2023-2024).

World/Environment. The Craigiles School of Nursing believes God created all things, and all creation reflects God's glory. Creation was initially perfect and good but

is cursed because of sin (Gen 3: 17-18). Therefore, there are two components coexisting simultaneously: the physical world and a spiritual world. Man has been given dominion over every living creature in the world (Gen 1:28). The environment is influenced by man and man is influenced by the environment, in a reciprocal interaction (Ephesians 6:12).

The Craigiles School of Nursing believes the Environment is a complex, dynamic, and open system encompassing all internal and external factors affecting the person. Within this Environment, the person is constantly exposed to fluctuating internal and external factors and attempts to adapt while maintaining homeostasis. Responses by the person to the Environment result in health changes along the wellness-illness continuum. All interactions among the person, health, and nursing overlap and occur within the infinite boundaries of the environment. (*Craigiles School of Nursing Handbooks, 2023-2024*).

Health. The Craigiles School of Nursing believes that optimal, holistic health requires an interactive relationship with God (University of Northwestern-St. Paul School of Nursing Student Handbook, 2022-2023). Health is a result of fearing the Lord and avoiding evil (Prov. 3:7-8), being humble and trusting the Lord, and through having one's needs met: food, water, shelter, physical, spiritual, emotional, companionship, cultural, intellectual and financial. Through experiencing God's love, mercy, forgiveness, healing, personal communion, and transformational power combined with the orchestrating of meeting the needs of man through His servants, ultimate health can be obtained. However, perfect health, is not possible due to a fallen, sinful world. Illness, pain, disease, life challenges and problems, including relationship challenges came into existence due to the curse of sin (Gen 3). Perfect health will only be present in the new Heaven and Earth where there will no longer be a sinful curse. (Rev. 21:4). As Christians, we believe our bodies are not our own and are the temple of the Holy Spirit (I Cor. 6:19), therefore we should strive to live a lifestyle to promote ultimate wellness.

The Craigiles School of Nursing believes Health to be a holistic and dynamic process in which the person adapts to internal and external environmental changes. Health is an ever-changing state, fluctuating on a wellness-illness continuum, in which continual alterations are made in order to maintain homeostasis. Meeting basic needs is essential to obtain optimal health. Health has objective and subjective components, varies with each person's perception, and may be viewed differently by the health care provider. Health care encompasses health promotion, maintenance, restoration and end of life care designed to support an optimal state of Health throughout the lifespan. (*Craigiles School of Nursing Handbooks, 2023-2024*).

Nursing. The Craigiles School of Nursing believes that nursing is an art and science, an academic discipline, and a practicing profession. Nursing derives knowledge from the humanities, sciences, nursing theory, research, and evidence-based practice,

requiring clinical reasoning and professional judgment. Nursing uses professional standards of practice as a basis for assuming nursing roles and is accountable to Christ, the public, the nursing profession, and healthcare employers. (*Craigiles School of Nursing Handbooks, 2023-2024* and *University of Northwestern-St. Paul School of Nursing Student Handbook, 2022-2023*).

The Craigiles School of Nursing believes that nursing integrates care, compassion, and cultural awareness to promote health, reduce risk, prevent disease, and care for man's unmet needs. Nursing collaborates with the inter-professional healthcare team, uses the nursing process and evidence-based practice, to provide care for individuals, families, groups, communities, populations, the under-served, the poor, the disadvantaged, across the lifespan, and to diverse populations. Nurses provide safe and quality holistic care in multiple settings including the home, church, community, and the world. (*Craigiles School of Nursing Handbooks, 2023-2024* and *University of Northwestern-St. Paul School of Nursing Student Handbook, 2022-2023*)

The Craigiles School of Nursing believes the professional nurse as a provider of care assesses, communicates, educates, acts as an advocate, collaborates, and manages care, utilizing clinical decision making, in an attempt to help the person maximize self-care abilities throughout the lifespan. The nurse uses current technology and delivers safe, competent, and cost-efficient care. The nurse utilizes the nursing process in assisting the person to promote, maintain, and restore health, or provide end of life care. The nurse is legally and ethically accountable to self, individuals and society. Nursing is a commitment and a service to the person in a diverse, multi-cultural society regardless of age, sex, race, color, religious belief, disability, or type of health problem. (*Craigiles School of Nursing Handbooks, 2023-2024*).

The Craigiles School of Nursing believes for Christians, nursing is considered a calling from God. A calling that is purposeful, God-directed, and defined by using our God-given abilities and talents for God-honoring leadership, service, and ministry (Romans 12:6-8).

Ministry and Service. The Craigiles School of Nursing believes that all Christians are called to ministry and service, keeping with the example of Jesus Christ. We are called to use our God-given abilities and talents to serve and minister to others as Christian professional nurses following Christ's example within the home, church, community, and world. (HLGU Vision, Mission, and Purpose Statements.)

Philosophy of Education. The Craigiles School of Nursing believes in providing an education that is grounded first and foremost in the truth of the Bible and in God. In Jesus Christ abide all the treasures of wisdom and knowledge. When the apparent truths of nursing, as an academic discipline conflict with a Biblical worldview, the Craigiles School of Nursing will trust in God's revealed truth in the Bible. Having an educational philosophy with its central core steeped in the revealed Word of God, the Craigiles

School of Nursing will assist in providing a well-rounded education that equips students to have a broad understanding of the world that God has created. The freedom of a nurse educator in a Christian School of Nursing is therefore limited by the pre-eminence of Jesus Christ, by the authoritative nature of the Scriptures, and by the distinct purpose for which the school exists (*The Baptist Faith & Message*, Southern Baptist Convention, June 14, 2000 and *Craigmiles School of Nursing Handbooks*, 2023-2024).

Nursing Education. The Craigmiles School of Nursing believes that Nursing Education is a collaborative endeavor of faculty and students to achieve the knowledge, skills, and attitudes required to practice professional nursing. Nursing Education is accessible to individuals with diverse cultural, experiential, and academic backgrounds. Nursing Education takes place in an institution of higher learning where students have the opportunity to interact with students in other curricula. The student is exposed to a variety of learning opportunities in academic and clinical settings to gain basic knowledge and skills necessary to practice across the lifespan as a nurse generalist in diverse settings. The nursing student acquires knowledge of trends, issues, technology, and forces that shape and influence the practice of nursing, from the simple to complex. Student self-assessment and evaluation is encouraged to prepare for continuing personal and professional development after graduation. Lifelong learning is an integral component of the nursing profession and commitment by the individual. (*Craigmiles School of Nursing Handbooks*, 2023-2024).

The Role of Faculty. The role of faculty is to engage students in various instructional strategies to promote effective learning. Instructional strategies faculty use includes blended-learning, simulation and debriefing, didactic and group learning, clinical and experiential hands-on learning and other engaging, scholarly activities. Faculty integrate Christian faith principles and truths into the classroom and clinical settings. Faculty role model the art and science of nursing within a biblically based Christian worldview. In addition, faculty engage in life-long learning, God honoring leadership, service, and ministry. (*University of Northwestern-St. Paul School of Nursing Student Handbook*, 2022-2023).

The Role of Students. The role of students is to actively and fully participate in all learning opportunities designed to help students meet program outcomes and graduate competencies. Students need to 1) intentionally and continually pursue active learning strategies, 2) seek out help, assistance, and clarification from faculty when struggling academically, 3) identify and use all available resources including library resources, tutors, study partners or groups, and 4) seek creative methods and strategies to learn, keeping in mind their own preferred learning style(s). Students are accountable for their own learning and critical thinking. Students are encouraged to use their God given abilities and talents, develop effective study habits, and demonstrate perseverance. (*University of Northwestern-St. Paul School of Nursing Student Handbook*, 2022-2023).

3.4 Conceptual Framework, Pre-Licensure Student Learning Outcomes and Measures

Conceptual Framework

The concepts and descriptors found in the philosophy of the Hannibal-LaGrange University Associate of Science in Nursing Program form the foundation of the conceptual framework and curriculum. The major concepts building this framework are person, health, nursing, environment, teaching-learning, and nursing education. Concepts from various nursing and non-nursing theorists have been blended to develop our conceptual framework and model (see Appendix A).

The conceptual framework is designed to guide faculty and students in their professional nursing education endeavor. The definition of self-care and basic nursing systems utilized in this framework are derived from the concepts and theory of Dorothea Orem. The eight core components of nursing practice described by the National League for Nursing (NLN) Educational Competencies for Graduates of Associate Degree Nursing Programs were utilized in the development of this program's philosophy, conceptual framework, and for organizing program outcomes of our graduates.

The conceptual framework model depicts the person and nursing on a balanced scale within the environment. Both the *Person* and *Nursing* are functioning within the *Environment*. Understanding how the person interacts with their environment is essential for nursing. The environment is a complex, dynamic, and open system encompassing all internal and external factors affecting the person. The external environment includes all physical surroundings, cultural influences, conditions, and people affecting the life and development of the person. The internal environment includes all physiological, developmental, cognitive, psychosocial, and spiritual components interacting within the person.

Health is an ever-changing state of being, fluctuating on a wellness-illness continuum, in which continual alterations are made in order to maintain homeostasis. Wellness is a highly personalized dynamic state which occurs when basic needs are met through self-care activities. In this state, the person functions at their fullest potential. Self-care is the adaptive process used, whereby the person functions on his own behalf, to establish and maintain an optimal health state, enabling function at the fullest potential. Illness is a highly personalized state of actual or perceived reduction in ability to meet basic needs through self-care activities.

The person's *Health* state is depicted along the wellness-illness continuum by the circles surrounding the person. Placement on the continuum includes both a person's perceived level of wellness and how others see them in terms of health and illness. There are no distinct boundaries, and the person moves back and forth between optimal health and illness. All persons on the continuum need health promotion and health maintenance. Their

present placement on the continuum will dictate the type of health promotion and maintenance and the need for health restoration or end of life care. Wellness interventions can be initiated at any point on the continuum. They can be offered to all clients regardless of their health and illness status or age. The person is an active collaborator in health care and is responsible for individual life choices affecting health and health care issues.

As the person moves away from optimal health it indicates the person's inability to fulfill basic needs through self-care. At this point the person moves away from a balanced state and starts moving toward the illness end of the continuum, away from the center of the concentric circles. When the person begins to exhibit signs and symptoms of illness, disability, and possibly death, they move away from an optimal level of wellness. The farther the person moves away from the center of the circles, the closer he/she approaches death.

Nursing care to the person is organized into three basic nursing systems developed by Orem depicted by the concentric circles surrounding the nurse. The center circle represents the Supportive-Educative system. The middle circle represents the Partly Compensatory system. The outer circle represents the Wholly Compensatory system. As the person's level of health fluctuates on the continuum so does the level of nursing care provided. In providing care to the person, nurses function as a member of an interdisciplinary team.

When the scale is balanced the person is at a high level of wellness. This is achieved through health promotion and health maintenance. Health promotion encourages and educates the person to increase well-being and to move toward an optimal health state. Health maintenance encompasses early detection of disease, decreasing the probability of injury, and limiting disability by delaying the consequences of chronic disease. At this level the person accomplishes self-care, and the focus of nursing is the supportive-educative system.

As the person fluctuates from wellness to illness on the continuum, while still having health promotion and maintenance needs, they also have health restoration needs. Health restoration occurs when a person has a chronic defect or disease and health care activities are focused on minimizing the effects of the disability, preventing complications, and rehabilitation. The nursing system at this level, while continuing to include the supportive-educative system, may also include the partly compensatory or wholly compensatory system depending on the person's needs. End of life care is focused on support and care of the dying person, providing quality of life to the fullest extent possible until death. This point on the continuum may include all levels of the nursing system.

The Hannibal-LaGrange University Associate of Science in Nursing Program teaches the art and science of nursing to prepare the graduate to function as accountable, flexible nurse generalists. *Nursing Education* and the *Teaching-Learning* process are central components of the program to prepare the student to utilize the nursing process in providing safe,

effective, and quality nursing care. *Nursing Education* is the beginning of lifelong learning for the professional nurse.

3.5 Outcomes for Pre-Licensure Programs (effective until August 1, 2024)

Current End-Of-Program Student Learning Outcomes for Pre-Licensure Programs

Graduates will be prepared as professional nurse generalists who will:

1. Practice safe, competent, and cost-efficient nursing care to diverse individuals, families, and communities.
2. Provide caring and holistic nursing interventions in an attempt to help the person maximize self-care abilities throughout the lifespan while promoting, maintaining, and restoring health or providing end-of-life care.
3. Communicate and collaborate effectively with individuals, families, communities, and other members of the health care team.
4. Demonstrate critical thinking in clinical decision making through utilization of the nursing process and research from nursing and related disciplines.
5. Utilize principles of management and leadership in diverse settings.
6. Exhibit competence with current technology.
7. Engage in the practice of professional nursing within the legal, ethical, and regulatory frameworks.
8. Assume responsibility for lifelong learning, personal, and professional growth.

Current Program Outcome Measures for Pre-Licensure Programs

1. Graduates of Hannibal-LaGrange University's Nursing Program licensure examination performance for first-time candidates will be 80% or higher for each calendar year (January 1 through December 31).
2. The admission process is such that students admitted are capable of achieving the program objectives. A 70% retention rate will be maintained.
3. The pattern of employment will be that 90% of graduates will be employed in a registered nursing position within 6 months of graduation.
4. Exit Surveys by graduates and follow-up surveys by both graduates and employers will be evaluated for reflection of program satisfaction. (MSBN).

3.6 Proposed Graduate Competencies of the Craigsmiles School of Nursing (effective August 1, 2024)

The following competencies are threaded throughout the PN, ASN, and RN-to-BSN nursing curricula. Every competency may not be addressed in each course. These competencies are utilized in evaluation mechanisms for each course: Competency-Based Assessments (CBAs) (exams) and Competency Performance Evaluations (CPETs).

All students are expected to provide clear evidence of demonstrating and meeting the competencies, keeping in mind their unique roles within healthcare, while operating within their scope of practice.

For the PN student, the following competencies are threaded – progressing from awareness, recognition, and beginning application (1st year/Term 1), to application and performance (1st year/Term 2). The competencies are guided by the curricular framework, the PN program outcomes, the Missouri Scope of Practice for LPNs, and professional standards.

For the ASN student the following competencies are threaded from awareness, recognition, and beginning application (1st year/Term 1) to application and performance (1st year/Term 2 and 2nd year/Term 3); to proficiency (2nd year/Term 4). The competencies are guided by the curricular framework, the ASN program outcomes, the Missouri Scope of Practice for RNs, and professional standards.

For the RN-to-BSN student the following competencies are threaded throughout each course. The competencies are guided by the curricular framework, the BSN program outcomes, the Missouri Scope of Practice for RNs, and professional standards.

1. Educational Relevance

Provide timely nursing ministry and services for promoting health and preventing disease.

Develop healthcare strategies for addressing unmet healthcare needs, complex problems, obstacles, and new challenges faced when providing nursing ministry and services.

Demonstrate proficiency in skills and abilities characteristic of a practical nurse or a professional nurse generalist.

2. Transformational Leadership

Utilize professional standards of practice as a basis for assuming nursing roles required in providing nursing care and services.

Assume appropriate leadership roles and collaborative practice roles in providing nursing ministry and services.

3. Community Mindset

Collaborate with other communities of interest such as local/extended church organizations, healthcare organizations, and community support agencies, to provide nursing ministry and services as opportunities arise.

4. Generational Impact

Provide patient-centered ministry and services to humankind: individuals, families, groups, communities, and populations; the underserved, poor, and disadvantaged; individuals across the lifespan and diverse populations.

5. Biblical Worldview

Approach nursing from a biblically based, Christian worldview equipped to minister and serve as opportunities arise.

Recognize individual and professional accountability to Christ, the public, the nursing profession, and healthcare employers for providing safe, efficient, effective, equitable, evidence-based, patient-centered, and timely nursing care.

3.7 Student and Alumni Outcomes (effective August 1, 2024)

Measurable student and alumni outcomes have been identified as necessary benchmarks indicating effectiveness within each nursing program. Specifically, 7 of the outcomes are identified for all programs (PN, ASN, and RN-to-BSN Programs), 5 of the outcomes are identified for only the PN and ASN Prelicensure Programs.

Educational Relevance

1. Students will be successful in earning an average of 80% on Competency-Based Assessments (CBAs) within each NUR or PNE course for all programs.
2. Students will be successful in achieving Satisfactory (S) indicating the passing clinical evaluations as reflected on each Competency Performance Evaluation Tool (CPET) within clinical-based courses for all programs.
3. Pre-licensure students will achieve a Level 900 or higher, as identified by HESI, on each Proctored Assessment taken throughout the PN and ASN programs.
4. Pre-Licensure students will be successful in achieving 80% or higher on the Exit Competency-Based Assessment (“Exit CBA”) demonstrating competency on essential nursing knowledge and full understanding of rationale for NCLEX style questions.
5. Graduating pre-licensure students will complete their designated program (PN, or ASN) within the established time periods from initial enrollment to point of certificate or degree conferred.
6. Graduating pre-licensure students will be successful in achieving licensure as a PN or RN as evidenced by successfully completing the NCLEX-PN® or NCLEX-RN® examination following graduation from the designated program.

Transformational Leadership

1. Alumni and employers believe graduates within each designated program were prepared for nursing practice, utilizing professional standards of practice as a basis for assuming nursing and leadership roles.

Community Mindset

1. Pre-licensure students will be successful in achieving a Satisfactory (S) indicating the passing evaluation on all attempted Competency Performance Simulation Assessments (CPSAs) within each PNE or NUR course having CPSAs.
2. Graduating students for all Craigiles School of Nursing programs (PN, ASN, RN-BSN) will show gainful employment within nursing job placement within 6 months of program completion.

Generational Impact

1. Students within all Craigiles School of Nursing programs (PN, ASN, RN-BSN) will participate with Joni & Friends International contributing to ministry and service of families living with disability.

Biblical Worldview

1. Students within all programs will be successful in producing evidence of a scholarly work or capstone project from a Biblically based worldview as evidenced by receiving a grade of 80% or above.

Educational Relevance, Transformational Leadership, Community Mindset, Generational Impact, and Biblical Worldview

Students within all programs will provide evidence of meeting all competencies and program outcomes by the end of program as evidenced by receiving a grade of 80% or above on the Exit Portfolio Self-Assessment required for all programs and through program exit interviews.

3.8 Overview of the Pre-licensure Programs and the RN-to-BSN Program

Craigiles School of Nursing (CSON) currently offers a Practical Nursing (PN) Certificate Program, an Associate of Science in Nursing (ASN) Degree Program, and an RN-to-BSN Completion Degree Program. Students may choose to enter any one of the programs offered within the CSON. All programs provide a Biblically based, service-focused nursing education, having a foundation in biblical studies, liberal arts, and the sciences.

CSON has developed a curriculum design of programs that fosters a seamless articulation for students providing progression from basic practical nursing (PN Program) to nursing

practice as a professional nurse generalist (ASN and RN-to-BSN Programs). CSON received approval from the MO State Board of Nursing (12/6/2022) to launch a new one-plus-one designed curriculum, allowing PN and ASN students to attend in-seat classes together for the first year. After the first year, PN graduates exit and take the NCLEX-PN licensing examination. As former PN students and now LPNs, students qualify to enter the second year of the ASN program. They are now considered ASN students and will qualify to earn an Associate of Science in Nursing Degree and sit for the NCLEX-RN National Licensing Examination, upon graduation. Following the ASN program, students can enroll in the RN-to-BSN program, further equipping them with the foundational skills needed to pursue advanced nursing practice. In addition, a pathway is available for LPNs desiring to complete the 2nd year of the ASN Program in preparation to be a Registered Nurse (RN).

Craig miles School of Nursing Curriculum Plans of Study

- 2023-2024 Practical Nursing (PN) Certificate Program (see Appendix B);
- 2023-2024 Associate of Science (ASN) Degree Program (see Appendix C);
- 2023-2024 RN-to-BSN Degree Program (see Appendix D);
- 2023-2024 PN-to-ASN Pathway (One-plus-One Program Offering) (see Appendix E);
- 2023-2024 PN-to-ASN/RN-to BSN Pathway (see Appendix F); and
- Dual Degree Option (ASN/BSN) Pathway (see Appendix G).

After acceptance to Hannibal-LaGrange University, qualified undergraduate students may apply to the nursing program. Prior to acceptance to the nursing major, students will be required to complete a series of admissions requirements as outlined in the HLGU Academic Catalog.

Craig miles School of Nursing's Pre-licensure Programs are designed as hybrid programs, which include face-to-face, blended, and online courses provided in a traditional pathway. Courses are designed to approach instruction as a synthesis experience, emphasizing, for example, scholarly, and theoretical applications of content assigned and presented in each course, as well as hands-on learning through Nursing Learning Center (Laboratory) learning and clinical experiences.

Pre-licensure courses include instruction in the areas of nursing fundamentals, adult-health, pharmacology, mental health, maternal-newborn, and pediatrics. Content for community, public health, and leadership are integrated within select courses within the curriculum.

Clinical settings are primarily within the local surrounding areas, with traditional to non-traditional, and structured to non-structured settings. Towards the end of the PN and ASN Programs, students will engage in a synthesis course, preparing students for PN or RN licensure. Through these rigorous synthesis courses, students will be prepared to sit for the National Council Licensing Exam for Practical Nurses (NCLEX-PN®) or the Registered Nurses (NCLEX-RN®).

3.8a Summary of Total Credit Hour Allocations

PN Program* Total Credits: 41

<u>HLGU requirements.</u> (HLG 010 Chapel; Terms 1 & 2)	0 credit hours
<u>Total # of support course credits.</u> (BIO 254, BIO 264, PSY 113 or SOC 113)	11 credit hours
<u>Total # of credits in Nursing PN Program.</u> (PN 105, 118, 121, 145, 122, 155, 163, 165, and 182)	30 credit hours
<u>Total # of Nursing Electives</u> (not required for degree).	0 credit hours

ASN Program* Total Credits: 73-76

<u>HLGU requirements.</u> (HLG 010 Chapel; Pre-Nsg. Terms 1&2, Nsg. Terms 1-4)	0 credit hours
<u>Total # of support course credits.</u> (BIO 254, BIO 264, BIO 344, PSY 113, SOC 113, ENG 104, ENG 106, BIB 153, BIB 113 or BIB 123)	27-30 credit hours
<u>Total # of credits in ASN Program.</u> (Year One: NUR 105, 118, 121, 145, 122, 155, 163, and 65 Year Two: NUR 224, 226, 238, 248, and 282)	46 credit hours
<u>Total # of Nursing electives</u> (not required for degree).	0 credit hours

RN-to-BSN Program* Total Credits: 131 credits

<u>General education credits - as needed.</u> [Behavioral Science (9 c.), Bible (6 c.), Humanities & Fine Arts (15 c), Mathematics (3 c)]	33 credit hours
<u>Nursing support course credits – as needed.</u> [Natural Sciences (12 c), BIO/NUR 440 (4 c)]	16 credit hours
<u>Nursing Core Requirements – as needed.</u> [HLGU ASN Program Requirements or RN Licensure]	46 credit hours or RN
<u>Total # of credits in Nursing Major.</u> (NUR 301, 303, 353, 363, 373, 383, 423, 436, 434, 443, 453, 483)	36 credit hours
<u>Total # of Nursing electives</u> (not required for degree).	0 credit hours

**Total Credit Hour allocations are based on current university and Craigsmiles School of Nursing curricular requirements for the PN, ASN, and RN-to-BSN Curriculum Plans of Study, 2023-2024. Allocations are subject to change as curricular requirements change. Previous Curriculum Plans being taught out in Spring 2024 are not included here.*

3.8b Summary of Credit/Clock Allocations within Programs

<u>PN Program</u>	
Total PN Didactic/Theory Credit/Clock Hours	22 credits/330 clock hours
Total PN Laboratory/Simulation Credit/Clock Hours	2 credits/90 clock hours
Total PN Clinical Credit/Clock Hours	6 credits/270 clock hours
Total PN Clinical Observation Clock Hours*	No more than 27 clock hours
*No more than 10% of PN Clinical Clock Hours	
<u>ASN Program</u>	
Total ASN Didactic/Theory Credit Hours	32 credits/480 clock hours
Total ASN Laboratory/Simulation Credit Hours	2 credits/90 clock hours
Total ASN Clinical/Credit Hours	12 credits/540 clock hours
Total ASN Clinical Observation Credit Hours*	No more than 54 clock hours
*No more than 10% of ASN Clinical Clock Hours	
<u>RN-to-BSN Program</u>	
Total RN-to-BSN Didactic/Theory Credit Hours	For RN Candidates with Pre-Requisite Courses Completed:
Total RN-to-BSN Clinical/Direct Care Credit Hours	36 Credits

3.8c Face-To-Face, Blended, and On-Line Allocations for Pre-Licensure and RN-to-BSN Nursing Course

For the Pre-licensure programs, there are several influencing factors that are considered in determining how classes are presented, whether face-to-face, blended, or online-only platforms. Factors include for example: 1) faculty input regarding best teaching practices considering the nature and difficulty of course content; 2) identified strengths and concerns of recent student performance; and 3) the need for flexibility in schedules due to requirements from clinical agencies. Changes in the teaching platform may occur with ongoing factors needing to be considered for determining best teaching practices for each term.

For the RN-to-BSN Program, the format and courses are designed to meet the needs of the adult learner. Therefore, the online-only platform is used.

3.8d Summary of Credit Hour Allocations for Immersion Experiences

Clinical Immersion Experience for ASN Program

During the ASN Program, students will engage in various immersion experiences. Towards the end of the ASN Program within NUR 248 Adult Health IV, students will be involved

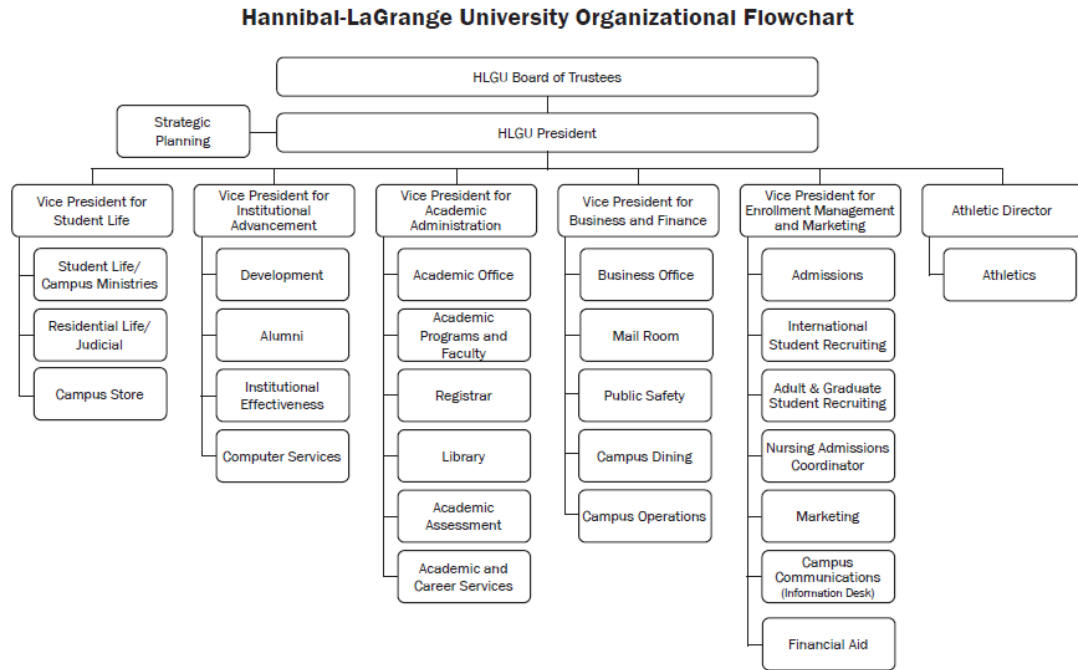
in a clinical immersion preceptorship experience where they will be required to synthesize and demonstrate proficiency in clinical competences as outlined on the Competency Performance Evaluation Tool (CPET) as organized under HLGU's Core Values: Educational Relevance, Transformational Leadership, Community Mindset, Generational Impact, and Biblical Worldview. Four credits of the 7-credit course will be dedicated to the clinical immersion preceptorship experience, for a total of 60 clock hours required for the clinical experience.

Practicum Experience for the RN-to-BSN Program

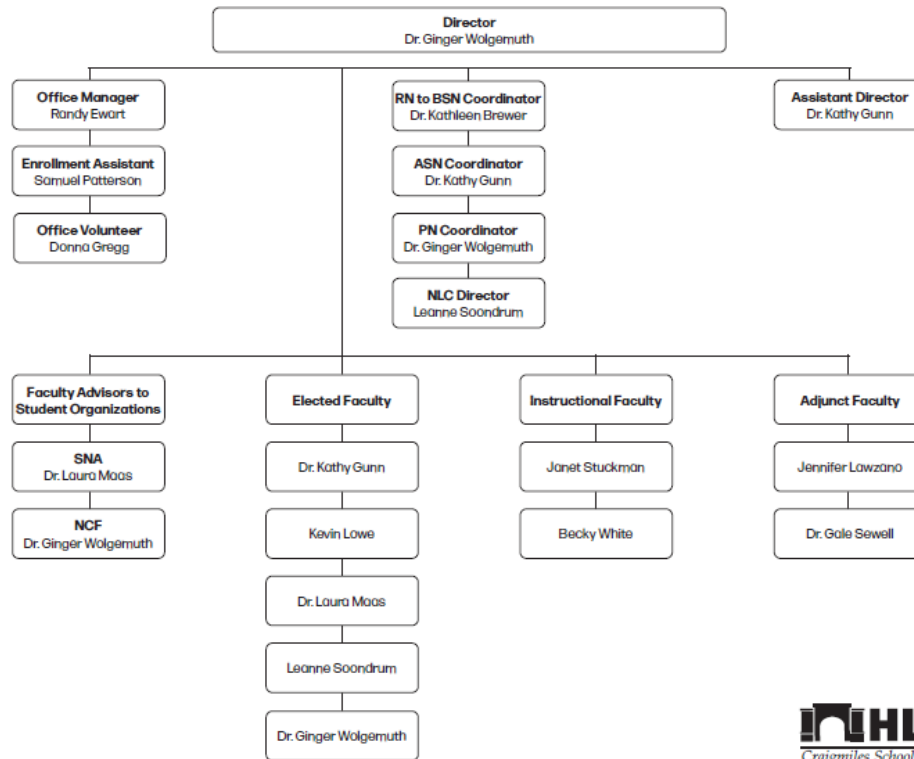
Student learning in the RN-to-BSN Program culminates with a practicum experience, providing the student an opportunity to integrate learned theoretical knowledge into practice by completing a capstone project with a focus on Professional Nursing Practice from a Biblically based worldview. The Competency Performance Evaluation Tool (CPET) as organized under HLGU's Core Values: Educational Relevance, Transformational Leadership, Community Mindset, Generational Impact, and Biblical Worldview will be used to evaluate the Capstone Project.

4.0 Organizational Structure and Governance

4.1 HLGU Organizational Structure and Craigsmiles School of Nursing Organizational Chart



Craig miles School of Nursing (CSON) Organizational Flowchart



4.2 Committees of the Craig miles School of Nursing Requiring Student Representation

Nursing students are encouraged to serve on selected committees of the Craig miles School of Nursing. Student Representation in the pre-licensure programs will be elected by faculty, expected to attend *Faculty Council* in-person, and serve the length of the program in which they are enrolled. There will be one representative for the PN Program, and two student representatives (Level I and Level II representatives) for the ASN program. A student representative from the RN-to-BSN Program will be invited to *Faculty Council*, to attend remotely, or in-person. Student Representation may be invited to attend other CSON Standing Committees as deemed necessary. *Refer to Faculty By-laws for details of functions and duties of the standing faculty committees.*

4.2a The Faculty Council

The Faculty Council shall be responsible for the ongoing provision of all programs offered at Craig miles School of Nursing which demonstrates excellence in education and conforms to standards of the Missouri State Board of Nursing and professional accreditation agencies. *The Faculty Council* shall have the responsibility for action via discussion and

voting on all matters brought before it by students and faculty members. *The Faculty Council* is the venue whereby the nursing faculty participates in decision making by joint action, consultation, or discussion. Student representatives are non-voting members.

4.2b Student Representatives

During the fall term, faculty will be given the opportunity to nominate students for all vacant student positions. Once the nominations are received by the Craigiles School of Nursing Administrative Office, faculty will choose students from the list of nominees to be the Student Representatives.

The qualifications of a Student Representative are:

- To act in a Godly manner, glorifying God through their words, actions, and thoughts.
- To professionally represent their cohort of students bringing forth potential agenda items/issues to be discussed.
- To portray a positive outlook toward the Craigiles School of Nursing.
- To act as a liaison between their cohort and the Craigiles School of Nursing's Director and Nursing Faculty.
- To role-model professional interactions and communication with CSON administration, faculty, staff, and peers through all channels of communication, including social media.

The Student Representatives will serve the length of the program unless they must step out of the program and are no longer with their cohort, are asked to give up their Student Representative role due to disciplinary actions.

The responsibilities of a Student Representative are as follows:

- To represent their peers at the *Faculty Council Committee* meetings. This may involve meeting with the Director of Nursing prior to *Faculty Council Committee* meeting to discuss the best way to communicate issues and establish agenda items.
- To survey their peers on a regular basis to get their feedback on the program and share that information with the Director of the Craigiles School of Nursing and Faculty.
- For the Pre-Licensure Student Representatives, assist with the Pinning Ceremony.
- To represent their cohort and/or the Craigiles School of Nursing at events, fairs, etc., as requested, and able.

4.3a Nurses Christian Fellowship (NCF)

Nurses Christian Fellowship (www.ncf-jcn.org), sponsored by InterVarsity, provides a local, regional, national and international network for Christian nursing. NCF membership

will be open to all nurses and nursing students (including pre-nursing). Officers will be volunteers who affirm NCF's vision and doctrinal basis. All planning and implementation will originate from a committee of officers composed of nursing students. CSON's NCF is officially recognized by HLGU as a student organization and has a faculty advisor.

NCF is a non-denominational organization that: 1) Equips and mobilizes nurses/nursing students to develop special friendships among peers, 2) promotes spiritual wellness when rendering care, and 3) provides professional networking during conventions and professional meetings. NCF has informal activities with fellowship, prayer, Bible study, and other outreach service and ministry activities (see Appendix H – Nurses Christian Fellowship (NCF) Chapter Constitution).

4.3b Student Nurses' Association (SNA)

The CSON's Student Nurses' Association (SNA) (www.nсна.org) is an organization at HLGU. As part of the National Student Nurses' Association (NSNA), CSON's SNA will help encourage the professional development of nursing students, while providing educational resources, leadership opportunities, and career guidance. SNA will be open to all nursing students (including pre-nursing). All planning and implementation will originate from a committee of officers composed of nursing students. Craigsmiles SNA has a faculty advisor (see Appendix I – Membership to HLGU SNA; Guidelines for Conduct for HLGU SNA Meetings; SNA Code of Professional Conduct; Code of Academic and Clinical Conduct).

4.3c Sigma Theta Tau International

Sigma Theta Tau (www.nursingsociety.org/) is an honor society for Nursing, whose membership of baccalaureate nurses and nursing students have met the established criteria for scholastic achievement and professional performance. This is an organization yet to be established at Hannibal-LaGrange University.

5.0 Admission Criteria and Progression Policies of Craigsmiles School of Nursing Programs

5.1 Overview of the Process of Admission to CSON Programs

After acceptance to Hannibal-Lagrange University (HLGU) and completion of all University admission requirements, students may complete an application to the CSON, indicating program of choice. Prior to acceptance to the nursing program of choice, students will be required to complete admission requirements to the Craigsmiles School of Nursing (SON) as outlined in the HLGU Academic Catalog 2023-2024.

The application process to the School of Nursing may be competitive. Applicants for the following year's placements will be received starting immediately in fall. Qualified

applicants will be notified on a first-come-first-served basis until all vacant positions are filled. Qualified students unable to be placed will be put on a waiting list and will be notified when a position becomes available.

Candidates will be screened carefully for acceptance into all programs and for best placement in the pre-licensure programs. The School of Nursing will give consideration into each candidate's preference when determining placement in the pre-licensure programs, as well as seat availability. Because space is limited, not all candidates are guaranteed acceptance into the Craigsmiles School of Nursing, or into their preferred path. Qualified candidates with more credits from HLGU will be given higher consideration than those with fewer credits from this institution.

The expectation is that nursing students will take most or all courses at Hannibal-LaGrange University (HLGU). Students desiring to take courses from other institutions should check with the Registrar in advance to determine if credits can be transferred to meet university requirements. All requests for transfer of credit to HLGU must be directed to the Registrar.

5.2 Admission Requirements for CSON Programs

See **Practical Nursing (PN) Program** in the *Hannibal-LaGrange University Academic Catalog 2023-2024*, pp. 68 – 70.

See **ASN Program Associate of Science in Nursing** in the *Hannibal-LaGrange University Academic Catalog 2023-2024*, pp. 71-74.

See RN to BSN Program, Bachelor of Science in Nursing for Registered Nurses in the *Hannibal-LaGrange University Academic Catalog 2023-2024*, pp. 75-78.

Please note for all CSON programs:

- Student nurse roles often require walking, bending, lifting, and standing for extended periods of time to manage, coordinate, and administer nursing care.
- The student may be required to meet specific requirements as mandated by the clinical agencies.

5.3 Retention in the Craigsmiles School of Nursing Programs

- Completes all specified support courses required in designated CSON program.
- Completes the following pre-requisite courses as required in designated program with a grade of C or above:
 - BIO 254/264 Essentials of Anatomy & Physiology I and II, or BIO 314/324 Human Anatomy & Physiology I and II
 - BIO 223 Microbiology for Health Sciences, or
 - BIO 344 Microbiology

- PSY 113 General Psychology and all other PSY Courses
- SOC 113 Introduction to Sociology and all other SOC Courses
- Earns a grade of B- or above in all NUR/PNE courses.
- Maintains a minimum cumulative grade point average (cum GPA) of 2.0.
- For Pre-licensure programs, demonstrates satisfactory performance of all designated nursing skills.
- For Pre-licensure programs, earns a satisfactory grade in both the theory and clinical components of all pre-licensure nursing courses. If the earned clinical grade is unsatisfactory, the course grade assigned will not be higher than the letter grade of "F".
- For Pre-Licensure Programs, passes the medication calculation Competency Based Assessment (CBA) at 95% accuracy.
- For Pre-Licensure Programs, maintains Health Clearance Requirements, Criminal Background clearance requirements, and current CPR certification.
- Stays within the CSON's Course Repetition Policies.
 - A nursing course (PNE/NUR prefix) may only be repeated one time. This includes whether the student failed or withdrew from the course ("W" notation on the transcript). Upon failing or withdrawing from a nursing course during a second attempt, the student will immediately be dismissed from the Craigsmiles School of Nursing. Dismissed students are required to meet with the Director of Craigsmiles School of Nursing for a scheduled interview. For all programs (PN, ASN, and RN-to-BSN programs) only two (2) nursing courses (PNE/NUR prefix) may be repeated.
- Demonstrates full compliance with all standards of the nursing profession as defined by:
 - *AACN's Essentials of Baccalaureate Education for Professional Nursing Practice (RN-to-BSN Program)*,
 - All standards of the nursing profession as defined by *(ACEN) Accreditation Commission for Education in Nursing (Pre-licensure Programs)*,
 - *ANA Standards of Practice*,
 - *ANA Code for Nurses*,
 - *Missouri State Board of Nursing and Illinois's State Board of Nursing's PN/RN Nurse Practice Acts*.

Program requirements must be completed within the timeframe of each program as outlined in the Plans of Study, starting with first enrollment of NUR courses. Students are considered officially enrolled in NUR courses, after the first two weeks of the semester.

A student not able to progress in the program in a continuous manner due to extenuating circumstances may write a letter to the Craigsmiles Director of Nursing requesting a

Progression Stop (Leave of Absence) in the program with supporting documentation for the request. All requests will be brought to the CSON's *Admission, Progression, and Retention Committee* for review and decision. A student not progressing in the program in a continuous manner may be required to complete additional courses based on curriculum changes.

5.4 Dismissal from Program

Failure to achieve course repetition policies will constitute reason for the student to be dismissed

(withdrawn) from the program. The Director of Nursing and faculty of the Craigsmiles School of Nursing reserve the right to dismiss any student enrolled in the program for unethical, dishonest, unprofessional, or illegal conduct that is inconsistent with the *ANA Code for Nurses*. See *HLGU Academic Catalog* for Administrative Withdrawal Policy, p. 43.

5.5 Readmission and Re-Enrollment Policies

Students (in good academic standing) who choose to step out of a CSON program for *longer than* one year and wish to be re-enrolled in the Craigsmiles School of Nursing's designated program must complete all HLGU and CSON readmission/reenrollment requirements.

The School of Nursing acknowledges the responsibility of re-enrolling only those students who, in the judgment of the Director of Nursing and nursing faculty, satisfy the requirements of scholarship, health, and professional suitability for nursing. If a student fails to meet the sequential progression requirements or withdraws from any nursing course, and desires consideration for re-enrollment, the student must complete the CSON's Application for Reenrollment form that is available upon making an in-person request at the Main Office of the Craigsmiles School of Nursing, located on the campus of Hannibal-LaGrange University (2800 Palmyra Road, Hannibal, MO 63401), during regular office hours.

5.5a Specific Guidelines for Readmission and Re-enrollment into Craigsmiles School of Nursing

A student who wishes to be readmitted to a nursing program after a withdrawal from the program must reapply for admission. Any student readmitted to the program will be required to:

- Meet HLGU and CSON program admission criteria prior to readmission.
- Have a cumulative GPA of at least 2.0 on a 4.00 scale.
- Demonstrate a satisfactory level of knowledge from prerequisite nursing courses.

- For readmission to pre-licensure programs, demonstrate successful competency of safe and accurate medication calculations and administration (if applicable).
- For readmission to pre-licensure programs, demonstrate successful competencies in all clinical skills previously taken (Fee).

A readmitted student will be expected to meet graduation requirements in effect at the time of readmission and to follow the Craigsmiles School of Nursing's program policies in effect for that academic year.

Typically, a request for re-enrollment will need to be submitted prior to the term in which reenrollment would occur and is subject to seat availability. Please contact Craigsmiles School of Nursing for additional information and specific deadlines for requests for re-enrollment.

Students requesting to be re-enrolled, having withdrawn (in poor academic standing) must submit a letter detailing factors contributing to unsuccessful completion of the course/program along with a plan for success. Students are to address the letter to the *Admission, Progression, and Retention Committee*. Student requests for re-enrollment will be considered on an individual basis. Readmission cannot be guaranteed to any student. Students following the curriculum plan without interruption are given priority for course enrollment. If re-enrollment is granted, students are accountable to follow all policies in the current *CSON Student Handbook*.

Students may appeal decisions based on program re-enrollment policies in writing to the Craigsmiles School of Nursing's *Admission, Progression, and Retention Committee*. Decisions on appeal requests may be approved or denied based on individual circumstances and an evaluation of the request.

5.6 Completion Policies for CSON Programs

5.6a Application for Graduation

Students intending to graduate should apply for graduation with the Registrar and review their degree audits with their assigned advisor at least one semester before they expect to graduate. See *HLGU Academic Catalog 2023-2024* regarding Graduation Notes, pp. 36-40, and *HLGU Student Handbook* for Graduation Information, p. 5). The student is responsible for assuring that their academic record is in order.

5.6b Exit Portfolio Self-Assessment for all CSON Programs

An Exit Portfolio Self-Assessment will be required of students as a means of demonstrating, in part, achievement of program outcomes. A satisfactory portfolio is required prior to program exit.

5.6c Exit Interview and Other Policies

Prior to issuing the School of Nursing's approval for the candidate's licensure (NCLEX-PN® and NCLEX-RN®) with the Licensure Application and release of the student's transcript, the following must be completed:

University Requirements to be Completed:

- All HLGU graduation procedures as outlined in the *HLGU Student Handbook*.
- Student accounts must be paid in full before an official transcript will be released.

Craigiles School of Nursing Requirements to be Completed:

All CSON credit and program requirements must be completed.

- Submission of CSON clinical name tag (returned to the CSON office).
- All CSON program, course, and clinical evaluations must be completed.
- Exit interview with the Director of the Craigiles School of Nursing or the Assistant Director of Nursing. During the exit interview, students need to be prepared to share reflections on the following:
 - As you graduate, what are your personal beliefs (worldview) for practical or professional nursing practice? How has this changed/developed during the time in the designated CSON program?
 - How did the faculty and staff in the specified program minister and serve you during your academic preparations?
 - How did the designated program prepare you to go out and minister and serve others? Can you identify personal and professional goals that will help you maintain a commitment to minister and serve others?
 - Please give examples of how you have demonstrated academic and clinical competence as reflected in the Core Values of Educational Relevance, Transformational Leadership, Community Mindset, Generational Impact, and Biblical Worldview.

Failure to complete an exit interview with the CSON Director will result in a "Transcript Hold" until this requirement is fulfilled.

5.7 Graduation

The PN Certificate, the Associate of Science in Nursing (ASN) degree, and Bachelor of Science in Nursing for Registered Nurses Degree will be granted by Hannibal-LaGrange University to those candidates who have completed the credit requirements as described in the nursing curriculum course plans and who have met all program/degree requirements of Hannibal-LaGrange University.

5.8 Application for Licensure by Examination

- Completion of program does not guarantee eligibility to take the NCLEX-PN® or the NCLEX-RN® Examination. Please refer to the appropriate state board of nursing where licensure is desired, for full eligibility requirements.
- Students need to be aware that arrests, charges, or convictions of criminal offenses may limit employment possibilities in specific careers and occupations [such as the nursing profession] and may limit their ability to obtain federal, state, and other financial aid. Persons who have a criminal history may not be eligible to apply for licensure to practice nursing. Consequently, successful completion of a nursing program does not guarantee eligibility to take the licensure examination. Please be aware of this and investigate if this is applicable to you. For more information regarding the nursing profession please contact the Missouri State Board of Nursing.
- Links to all boards of nursing websites and contact information is available through the National Council of State Boards of Nursing's (NCSBN) website: www.ncsbn.org.
- NCSBN also provides general information about the NCLEX-RN examination, including its development and information regarding examination administration.
- Application for licensure by examination will be required from the desired state board of nursing. Fees will vary by state.
- NCLEX-RN® testing is computerized and arranged individually after graduation. Contact Pearson VUE for questions regarding registering to take the NCLEX-RN® examination (<http://www.pearsonvue.com/nclex>).
- In PNE 182 and NUR 282, notification of the filing date and other procedures required to take the NCLEX-PN® and NCLEX-RN® licensing exam will be reviewed with students.

5.9 NCLEX-PN® and NCLEX-RN® Examination Process Overview

1. Complete and apply for licensure (by examination) to the board of nursing where you wish to be licensed. Allow plenty of time for this process!
2. Meet all of the board of nursing's eligibility requirements to take the NCLEX-PN Examination or NCLEX-RN® Examination.
3. Register for the NCLEX-RN Examination with Pearson VUE.
4. Receive acknowledgement of Receipt of Registration from Pearson VUE.
5. The board of nursing determines eligibility to take the NCLEX-RN Examination.
6. Receive Authorization to Test (ATT) notification (email) from Pearson VUE.
7. Schedule your examination with Pearson VUE.
8. Sit for the NCLEX-PN Examination or NCLEX-RN® Examination, as scheduled.
9. Craigsmiles School of Nursing appreciates being notified of your results.

*Please note that current NCLEX-PN® and NCLEX-RN® Examination fees are approximately \$200.

6.0 Financial Aid, Scholarships, Awards, Expenses, and Fees

6.0 Financial Aid, Scholarships, Awards, Expenses, and Fees

Financial Aid and Scholarships

Financial aid is available to all students who qualify. **Potential Assistance:**

	Federal Pell Grant	Missouri State Grant	Institutional Aid	Federal Student Loans	Private Loans	Outside Scholarship
Traditional Undergraduates	X	X	X	X	X	X
Transfer Undergraduates	X	X	X	X	X	X
PN Students				X	X	X

Nursing Education Loan Repayment Programs:

www.benefits.gov/benefits/benefit-details/449

Craigsmiles School of Nursing Scholarships

The following scholarships provide a portion of the institutional award to nursing students:

- **Paul and Louise Foreman Nursing Scholarship**
- **HLGU Endowed Nursing Scholarship**
- **Della Faye Martinson Nursing Scholarship**

All donor scholarships are managed and awarded by the Institutional Advancement Department. You may direct questions regarding scholarships directly to this department.

Craigsmiles School of Nursing Awards:

- **Recognition for Caring and Compassion**

Awarded to the student whose efforts were always in the best interest of the class, and whose specific performance demonstrated accountability, maturity, and peer support.

- **Recognition for Growth and Achievement**

Awarded to the student who demonstrated professional growth, leadership qualities, and innovative approaches to their nursing practice.

- **Excellence in Nursing Professionalism**

Awarded to the student who encompassed the guiding principles of respect, integrity, excellence, professionalism, and caring.

- **Excellence in Clinical Performance**

Awarded to the student who exhibited professional and compassionate care while collaborating with the interprofessional healthcare team.

- **Medical Society Award**

Funded by the Northeast Missouri Medical Society, these awards are given to a graduating ASN student and a graduating BSN student.

- **Donnie Webber Memorial Award**

The criteria for receiving the award is the recipient is a graduating ASN nursing student, has a good work ethic, a good sense of humor, and a CGPA of 3.0 or higher.

Expenses:

Nursing students need to plan and assume responsibility for the following expenses that will be incurred while enrolled in the designated nursing program:

- Travel to and from all clinical experiences, including out-of-town and immersion clinical experiences.
- Lodging expenses for out-of-town clinical experiences.
- Uniform and accessories.
- CPR Certification and Re-Certification.
- Required Immunizations and Health Clearance Updates.
- Textbook purchases.
- Nursing Pin.
- Senior Graduation Expenses.
- State Board fees.
- NCLEX-PN® NCLEX-RN® testing fees.

Fees:

Students are responsible for all costs incurred for meeting Craigsmiles School of Nursing application requirements. Students *accepted* to the Craigsmiles School of Nursing will be assessed a nonrefundable Nursing Deposit Fee (one -time), a Nursing Student Fee (each semester), Malpractice Insurance Fee (annually), Clinical Makeup Fees (as needed), and

Transcription Fees (as needed). For more information on tuition and fees, go to *HLGU's Academic Catalog 2023-2024*, Financial Aid pp. 25-31.

7.0 General Policies

7.1 Faculty and Student Communications

General Communications

All faculty members have campus telephones with voice mail capability. An updated directory of nursing faculty/staff is provided to students each fall term. Every effort should be made to contact faculty/staff during normal working hours (8:00 AM to 5:00 PM). Faculty/staff may choose to give you their home or cell phone number in case of emergencies or for use during reasonable hours of the day or evening. For all urgent, time-sensitive issues, particularly regarding clinical, calling/texting is recommended over email communications. Please respect faculty/staff's family and personal time by not calling or texting outside normal business hours, unless absolutely necessary. Faculty and staff are instructed to do the same.

The primary form of faculty-student communication, outside of class and clinical time, is email. Please check and respond to your HLGU email several times throughout each day, including first thing in the morning and in the evening, prior to retiring. This will safeguard that you are receiving all important and timely messages from the CSON and/or faculty. For team-taught nursing course(s) and clinical courses please copy link (cc) each faculty member, particularly if there are expressed concerns or requests, made.

Netiquette

Appropriate behavior online is known as Netiquette. The key to netiquette is to remember that the people with whom you are communicating cannot see you, read your body language or hear the tone of your voice. No one can tell if you are smiling, scowling or just joking. Therefore, it is important to be professional and courteous when communicating online.

To fully engage in a virtual learning experience and demonstrate respect to all, faculty may require you to have your device cameras on during class, small group meetings, individual meetings with faculty, and at other times when engaging virtually. Students should not expect to be passive spectators of the virtual learning experience. Students should be prepared to actively engage during virtual class times and other meetings through discussion, answering questions, and participating in interactive activities.

7.2 Channels of Communication

All students are expected to follow appropriate channels of communication within the Craigsmiles School of Nursing. When a student has an issue or concern, the student must

first address this with the individual or faculty member involved. If the issue is not resolved, the student may go to the Student Representative, if appropriate. If the issue is still not resolved, the student may go to the Director of Nursing. The student will follow the established channels of communication in its entirety before considering Craigsmiles School of Nursing informal or formal grievance procedures.

For more details see HLGU's Student Complaint Policy found in the *HLGU 2023-2024 Student Handbook*, p. 38.

7.3 PowerPoint Slides, Outlines, and Other Written Materials in the Classroom, Nursing Learning Center (NLC) and Clinical

PowerPoint slides, outlines and other prepared written materials used in the classroom, NLC or clinical setting are the intellectual property of the University, faculty, or clinical agencies. Faculty may choose to distribute faculty-prepared written materials to the students in an electronic or hard-copy format, as appropriate, but are under no obligation to do so. Further, faculty are under no obligation to provide copies of written materials in advance of class sessions.

Students desiring hard copies of written materials released by faculty electronically, are responsible for any costs incurred in printing written materials.

7.4 Audio-Recording in the Classroom and Nursing Learning Center (NLC)

Students wishing to record a specific class must obtain permission from faculty or guest speakers prior to the class. To comply with HIPAA regulations, stories of specific patient cases discussed by either faculty or students are not to be audio-recorded. Learning activities (simulations, lectures, discussions, games, etc.) are intellectual property of the faculty and HLGU. When permission for audio-recording is granted, the resulting recording is to be released only as approved by the faculty. *This means it is not to be distributed by any methods (physical or electronic) to others without explicit permission from faculty.*

Students may be video recorded during simulation activities for the purpose of evaluation, self-assessment, and learning only. This may be viewed by the clinical group and/or the simulation group. Permission for use beyond this purpose must be given by the student(s) and the Nursing Learning Center Technology (NLC) Director, or Director of Nursing.

7.5 Social Media Communications

The following documentation from the National Council of State Boards of Nursing (NCSBN) addresses the concerns of the use of social media in nursing:

“The use of social media and other electronic communication is increasing exponentially with growing numbers of social media outlets, platforms, and applications, including blogs,

social networking sites, video sites, and online chat rooms and forums. Nurses often use electronic media both personally and professionally...To understand the limits of appropriate use of social media, it is important to have a clear understanding of confidentiality and privacy in the health care context...Privacy relates to the expectation and right to be treated with dignity and respect...Breaches of patient confidentiality or privacy can be intentional or inadvertent and can occur in a variety of ways...Instances of inappropriate use of social and electronic media may be reported to the Board of

Nursing...If allegations are found to be true, the nurse may face disciplinary action by the Board of Nursing, including a reprimand or sanction assessment of a monetary fine, or temporary or permanent loss of licensure” (NCSBN, *Social Media White Paper*, 2011).

Student Responsibilities in the Use of Social Media

Students are responsible to be fully aware of inappropriate use (intentional or inadvertent) of social media. Nursing students are expected to maintain professionalism by showing awareness and caution when using social media, at all times, as it relates to the context of healthcare, healthcare organizations, the inter-professional healthcare team, classmates, nursing faculty, the School of Nursing, and Hannibal-LaGrange University (see Appendix J – NCSBN’s *White Paper: A Nurse’s Guide to the Use of Social Media*).

Instances of inappropriate use of social and electronic media will be reported to the Director of Nursing, who will conduct an investigation for substantiating the complaint, including a review of evidence and interviews with witnesses and/or involved parties. The individual(s), subject to the complaint, may or may not be included in this process at the discretion of the Director. All reported instances will be handled on a case-by-case basis, considering the nature of the complaint and potential breach of professionalism, confidentiality, and/or privacy issues.

The Director of Nursing will impose possible actions, including but not limited to, dismissal from the nursing program or nursing course, or other intermediary corrective actions. The Director of Nursing may dismiss the case for lack of substantiation or for other reasons. Please refer to related HLGU policies on student dismissal and probationary policies.

7.6 Records, Rights, and Privacy

The university complies with the Family Educational Rights and Privacy Act of 1974/June 1976, with subsequent amendments. This law protects the rights of students to review their own records and to challenge any of the content of the record. Students may request access to their records. The law also protects students from the unlawful disclosure of information about their academic performance, personal campus discipline, or financial status.

The law allows the disclosure of five classes of "directory information" as follows:

1. Name, address, telephone number, dates of attendance, class, and religious affiliation.
2. Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred, including dates.
3. Past and present participation in officially recognized sports and activities, physical factors (height and weight) of athletes, date and place of birth.
4. Schedule of classes.
5. Photograph.

A student may request in writing that one or all of the five categories of directory information be restricted from publication. In no case will grade, discipline, or financial information be disclosed except in keeping with the law.

Requests are filed with Registrar's Office.

7.7 Accommodations for Students with Disabilities

Hannibal-LaGrange University is committed to providing equal access to students with disabilities. HLGU students requiring accommodations for academic support in association with the Americans with Disabilities Act (ADA) are directed to notify the *Academic and Career Services Office* immediately for approval. Students with documented disabilities desiring accommodations must notify each and every faculty member for each PNE/NUR course, in which they are enrolled, and desire said accommodations. Additional academic support services (such as peer coaching, advocacy, academic skills building and specialized tutoring sessions) are also available through *Academic and Career Services*, located in the *Woodrow W. Burt Administration Building, 2nd Floor, 573-629-4016*.

8.0 Academic Integrity Policies

8.1 University Policy on Academic Integrity

Inherent in the mission of Hannibal-LaGrange University is a strong belief in the principle of academic integrity. One of the attributes that characterizes the Christian community is integrity. Therefore, it is a major responsibility of students and faculty to maintain academic integrity. Students are responsible for upholding the HLGU Honor Code (see HLGU 2023-2024 Student Handbook, pp. 5-7).

Violations include cheating, plagiarism, fabrication, and other academic misconduct and will not be tolerated. Consequences for Honor Code violations are outlined in the *HLGU Student Handbook* at <http://www.hlg.edu/student-life/student-handbooks/>. Students who are placed on probation or suspension or who have been dismissed may appeal by following the procedures as outlined in the HLGU Student Handbook.

8.2 Actions Related to Academic Integrity in the Craigiles School of Nursing

Cheating

Students cheating in coursework or examinations are subject to discipline (see Appendix K – Academic Dishonesty Policy). Cheating includes such acts as copying another’s work and presenting it as one’s own (or allowing someone else to copy one’s work) and using unfair methods to complete a test (or helping someone to cheat). The standard disciplinary response is an immediate F (failing grade) for any assignment and the student placed on disciplinary probation. The disciplinary action may be decreased or increased for reasons as outlined in the *HLGU Student Handbook* <http://www.hlg.edu/student-life/student-handbooks/>.

9.1 Christian Character

The attributes that characterize Christian community, are reflected in the Fruit of the Spirit: Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness, and Self-Control. Students are encouraged to use these as guidelines in their formation of Christian character.

Students enrolled in all programs are required to complete community service hours. Participation is mandatory and documentation will be required with the end-of-program student portfolio documentation. As part of the learning experience in the nursing program at Hannibal-LaGrange University, students are required to complete community service hours. This provides the student with an opportunity to be actively engaged in the community while fulfilling the *Mission* and *Purposes* of the University and Craigiles School of Nursing.

The 16-hour community service requirement is for the PN, ASN and RN-to-BSN students. Community Service Hours mutually benefits the campus and community and is the responsibility of each student to identify and successfully complete the required hours as follows:

Community Service
Total of 16 hours
All service hours must be approved prior to performing and must be validated by the activity coordinator. No paid hours may be counted towards community service hours. As part of the requirement each student will provide a Reflection Journal of the experience. Thoughtfully reflect on each experience, identifying your role and the benefit the service provided to the community. It is the student’s responsibility to keep track of Reflection Journal entries as they occur and submit documentation in the Student Portfolio at the end of the program. All hours must be completed to receive credit. No partial credit will be awarded.

9.2 Professional Ethics

All nursing students are expected to adhere to the principles of the *American Nurses Association Code of Ethics with Interpretive Statements*. The Code communicates a standard of professional behavior expected throughout the total program and in each individual nursing course. Students should familiarize themselves with the *Code* as it represents the commitment of the profession to the service of society. Violation of principles found in the *Code* is grounds for corrective action, including dismissal (www.nursingworld.org).

9.3 Professional Conduct/Upholding Professional Standards

The discipline of nursing has developed guidelines for professional behavior to give the public an indication of the behavior that can be expected from a professional. It is expected that students will adhere to the following codes of conduct:

1. Know the scope of practice for the student nurse (PN or RN student) and function within that scope.
2. Recognize and respect client diversity/cultural backgrounds, providing dignity to all clients.
3. Safeguard all client information as confidential, regardless of where it is acquired.
4. Refuse to endorse the sale and/or promotion of commercial products or services.
5. Uphold the School of Nursing's high standards regarding personal appearance (well-groomed, clean, neat, modest dress, no uniform smelling of smoke);
 - Language (avoids ungodly, inappropriate, provocative, crude, coarse, or vulgar language; and
 - Demeanor (Christ-like character prepared for ministry and service). See Appendix L – Unsafe Student Practice Policy.

9.4 Confidentiality

All the information concerning clients, clinical staff, clinical agencies, students, and other learning experiences (such as testing and simulation) is to be kept in confidence and is only to be discussed during pre- and post-clinical conferences. Discussing client information on social networks is grounds for immediate dismissal (withdrawal). Additionally, cell phones may not be

utilized in sharing client information or used in client rooms/care areas as it may give the appearance of a breach of confidentiality. Any Breach of Confidentiality may be cause for dismissal from the CSON program(s). (See Appendix M – *Confidentiality Statement & Agreement*).

9.5 Tobacco, Alcohol, Illegal Drugs, Firearms Usage

All nursing students are to refrain from the use of tobacco, alcohol, illegal drugs, or firearms at any Hannibal-LaGrange University or Craigsmiles School of Nursing related function and at any setting where students are present, including all clinical sites.

(See *HLGU 2023-2024 Student Handbook*, pp. 28-31).

(See Appendix N – Criminal Background Check, Substance Abuse, and Drug and Alcohol Testing Policy).

9.6 Policy on Student Dismissal

9.6a University Policy

Students who violate HLGU policies subject themselves to the full range of disciplinary sanctions from *Official Reprimand* to including but not limited to *Dismissal*. (See *HLGU 2023-2024 Student Handbook*, pp. 35- 41).

9.6b Craigsmiles School of Nursing Policy

The Craigsmiles School of Nursing reserves the right to dismiss (withdraw) students from the nursing program at HLGU. *Immediate program dismissal is reserved for the most serious acts of professional misconduct and violations of professional ethics (policies, etc.) such as stealing, violating honesty/integrity or confidentiality, or causing intentional harm to another person.*

Procedure:

1. The faculty, student, or other reporting person will file a complaint of the alleged misconduct to the Director of Nursing. The complaint should describe circumstances surrounding the incident and cite witnesses if applicable. The complaint should be submitted in writing and signed by the complainant.
2. Depending on circumstances and the nature of the allegation, the Director of Nursing will exercise reasonable care to protect clients and others from the possibility of harm or threat of harm.
3. The Director of Nursing will conduct an investigation to substantiate the complaint, including a review of evidence and interviews with witnesses. The individual subject of the complaint may or may not be included in this process at the discretion of the Director of Nursing.
4. The Director of Nursing will impose possible actions, including but not limited to:
 - a) dismissal of the student from the nursing program with no possibility for readmission,

- b) dismissal of the student from the nursing program with the possibility for readmission/re-enrollment.
 - c) other intermediary corrective action, or
 - d) dismissal of the case for lack of substantiation or other reasons.
5. Any student dismissed from the nursing program will be notified in writing, with notification to the Registrar's Office.
6. Student appeals on dismissal must be filed in writing by the student to the Academic Administration Committee within one week of the dismissal.

9.6c Program Warning: Non-Clinical Jeopardy

The Director of Nursing and course faculty will meet with and give written notice to the student that an action on their part has placed them at risk for program withdrawal (dismissal). This is reserved for non-clinical performance issues. This process is for those issues that do not warrant immediate dismissal. The program warning remains in effect until program completion. Any subsequent action by the student will result in immediate program dismissal.

10.0 Evaluation, Attendance and Other Academic Policies

10.1 Required Minimum Grade and Cumulative GPA

The grading policy is identical for all nursing programs, and all PN and NUR courses within the CSON. Specifically, a minimum course grade of B- (80%) is required in all nursing courses. Additionally, the student must maintain a cumulative GPA of 2.0 to maintain good standing and ensure progression and graduation from the designated nursing program.

If the appropriate GPAs are not maintained, consideration may be given by the Craigsmiles School of Nursing to place the student on probation, dismiss the student from the nursing program, or to counsel the student into another area.

Letter Grade	Percentage Grade Scale
A+	99-100
A	93-98
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76

C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

10.2 Grading Scale and Rounding Policy for the Craigmiles School of Nursing

Within all NUR courses, Competency-Based Assessments (CBAs) (exams) and other course work percentages are not rounded up to the next whole number. However, final course grade percentages are rounded up (with .5 & higher rounding up from the tenths position only) to the next whole number. For example, 79.5 % or higher will be rounded to 80%. However, 79.49% will not be rounded up to the next whole number. Extra credit is not available.

10.3 Course Grade Policies

Course Grade

For NUR non-clinical courses, the course grade is the theory grade earned. For PNE/NUR clinical courses, the course grade is a compilation of the theory and clinical grades earned. A cumulative theory grade of 80% or higher and a satisfactory grade in clinical (if PNE/NUR clinical course) are required to be considered “*passing the course.*”

10.3a Theory Grade

A cumulative theory grade of 80% is necessary in order to be successful in each nursing course.

In addition, students must earn an *average* of 80% on Competency-Based Assessments (CBAs) (exams) in order to pass the nursing course and to have any other scores calculated into the final grade. CBAs will be identified in each course syllabus (policy in effect starting August 1, 2024).

Students are *not required* to obtain an 80% on *each* CBA*, rather an 80% average on all CBAs. Non-exam CBA grades will be calculated toward the final course grade *only after a passing 80% exam CBA average has been determined*. The course grade will be the letter grade equivalent to the exam CBA average if the exam CBA average is less than 80%%. Any grade below 80% is considered unsatisfactory.

*Exemption to CBA Policy:

- Medication calculation CBAs are to be passed at 95% and do not fall under the 80% benchmark, as discussed above.
- HESI assessments do not apply to the established 80% benchmark, rather a Score of 900.

10.3b Clinical Grade (For all PN/NUR Clinical Courses)

Clinical is graded on a satisfactory/unsatisfactory basis. Student must demonstrate satisfactory clinical performance as described in the Competency Performance Evaluation Tool (CPET) for Clinical, and satisfactorily meet all course requirements to pass the course (see Appendix O – Competency Performance Evaluation Tool). In the event a student fails the clinical component, the highest course grade the student may earn is "F".

In all NUR clinical courses, one grade is reported for this course – the theory grade (if the student earned a satisfactory clinical grade) and a “F” (if the student earned less than a satisfactory clinical grade). The rationale for this decision is that clinical cannot be successfully mastered or demonstrated without the theory-base. It cannot be taught in isolation. Clinical assignments demonstrate understanding and application of theory content/principles.

All evaluation tools, exams, quizzes, and the like are the property of the Craig miles School of Nursing.

10.4 Clinical Evaluation (For all PN/NUR Clinical Courses)

Students will be evaluated continually in the clinical setting. The faculty’s role in the clinical setting is to guide learning and provide feedback on clinical performance.

Faculty assess and evaluate student performance each clinical day and provide feedback to the student on their daily performance in clinical. Faculty will provide a written summary of the student’s overall clinical performance during each course (Usually at mid-term and/or at final days of clinical).

Any student whose performance is considered unsafe in the clinical area will be immediately notified by the clinical faculty. Written or electronic notification of unsatisfactory (“U”) performance will be acknowledged by faculty and student on the Competency Performance Evaluation Tool for Clinical.

10.5 Determination of Student Clinical Performance (For All PNE/NUR Clinical Courses)

“E” “S” “N” “U” or “NA”

“E” Excellent: *Exceeds expected level of requirements related to thoroughness, initiative for learning, and demonstrating depth of accurate insight.*

“S” Satisfactory: *Expected level of safety to meet course outcomes; safe, accurate, effective each time; efficient, generally organized, punctual, and confident; completes tasks in a given time period; written work clear, specific, relevant, and with appropriate breadth and depth; professional in own attitude and in response to others; follows written and verbal guidelines; clear, positive, and effective communication/documentation; well prepared for clinical ; asks relevant, insightful questions; and responds positively to feedback. Meets standard.*

“N” Needs Improvement: *Not completely satisfactory or unsatisfactory; not acceptable for final clinical evaluation.*

“U” Unsatisfactory: *Frequent or constant supervision needed to assure safety; performs at risk, not always accurate, lacks confidence; unskilled, inefficient, unorganized, or ineffective; considerable expenditure of energy; completes tasks within a prolonged period of time; judgmental with clients, staff, and/or faculty; unable/unwilling to demonstrate procedure/behavior; written work late, unclear, incomplete, inappropriate, unacceptable, and/or unsafe; unprofessional attitude and/or response to others; ineffective, negative in communication/documentation; does not follow written and/or verbal guidelines; not prepared or late for clinical; does not ask questions or engage in discussion; does not adhere or follow through with feedback. Not meeting standard.*

“NA” Not Applicable: *Not appropriate for this clinical setting or not an expectation of the student at this time.*

10.6 Competency Performance Evaluation Tool (CPET) for Clinical (For all PNE/NUR Clinical Courses)

“Students will be evaluated each clinical day/week with **“E” “S” “N” or “U”**. To pass the clinical component of the course, no less than **“S”** must be earned in each expectation.”

The Competency Performance Evaluation Tool (CPET) document consists of a CPET Log/Journal, CPET Comments and Alerts from Faculty, and Final Clinical Evaluation.

See section [11.9 Clinical Jeopardy](#) for more information about Clinical Evaluation.

10.7 Late Work

Any required project, paper, exam, or the assigned work required in any PNE/NUR course, which is not submitted/completed by the specified due date and time is considered late and will be subject to a deduction of points, reduction of grade, refusal of acceptance, a grade of "0" by the faculty, or other similar actions of the faculty's choice. Not completing all course requirements by the last day of classes may result in a grade of "F" for the course or a grade of incomplete at the discretion of the faculty and/or the Director of Nursing.

For Pre-licensure programs late assignments papers will be penalized as follows:

- a. Up to 24 hours late – 10% penalty
- b. 24-48 hours late – 25% penalty
- c. 48-72 hours late – 50% penalty
- d. 72-96 hours late – 75% penalty
- e. More than 96 hours late – Grade 0%

The student who is unable to complete course requirements must communicate directly with the responsible faculty in advance of the due date of assignments to discuss reasons for requesting an incomplete. *See individual syllabi for any specific additional information regarding late work.*

10.8 Incomplete Course Work

An "incomplete" will be given in any nursing NUR course only under extenuating circumstances. According to HLGU Academic Catalog 2023-2024, "When, in the instructor's opinion circumstances beyond the student's control prevent the completion of required coursework during an academic term, the instructor may submit a final grade of I with a completion date not to exceed six weeks after the course has ended. The instructor and student should complete a written contract to complete all coursework by the date agreed upon...If a grade change is not submitted by the completion date, the Office of the Registrar will change the grade I to F. Completion dates beyond six weeks after the course ends must be approved by the Office of Academic Administration. (p. 44)"

10.9 University Attendance Policy

Per University policy, class attendance requirements are established by each professor and are included in the syllabus of the course. Excused absences are granted for students participating in official University-sponsored events or for verified medical or other emergencies. Competency Based Assessments or other gradable events occurring during a student's absence will be rescheduled by the professor. Students are responsible for making up work missed during excused absences. (HLGU Academic Catalog 2023-2024; Class Attendance and Participation, p. 40).

10.10 Attendance Policies for the Craigiles School of Nursing

There is a “no cut system” within the School of Nursing, meaning that students are expected to be *present and punctual* for all nursing classes, lab/simulation sessions, clinical training experiences, CSON/clinical orientations, planning/debriefing sessions, other scheduled CSON meetings, and CSON-related events.

Due to the rigorous nature of the program, students are strongly encouraged to avoid or limit outside employment while enrolled within CSON. If a student chooses to work, it is the responsibility of the student to ensure they have a flexible work schedule to accommodate the student’s need to fulfill the attendance policies of the Craigiles School of Nursing.

Students are expected to attend each class (and clinical) for which they are registered. Classroom and clinical absences occurring because of employment-related conflicts, planned or unplanned trips or vacations, non-emergency family activities/events or other absent-related conflicts not covered under HLGU excused absence policies, are considered unexcused absences. Unexcused absences incurred by a student may result in course penalties, as outlined in course syllabi and may also subject the student to course failure, preventing progression in the program.

Students accumulating excessive absences or occurrences of tardiness will be considered individually by the nursing faculty and may be subject to withdrawal from the course. A statement from the student's health care provider may be required for absence due to illness. Additionally, if a student is hospitalized, clearance from the health care provider is required prior to return to clinical.

Students are expected to notify course faculty and/or clinical instructors of both planned and unanticipated absences from classes and clinical experiences. Students are expected to attempt to speak directly with course faculty concerning all absences. Planned absences for personal, university, or Craigiles School of Nursing functions should be discussed with nursing faculty well in advance of the absence. Due to the complexity of orientation to the course the first couple weeks of each term, late registration after two weeks a nursing course has begun is not permitted.

10.10a Classroom Absences

Classroom activities that are missed due to absence, whether excused or unexcused, may or may not be able to be made up, depending on the nature of the work missed. In all cases, students are expected to take the initiative to contact faculty to determine make-up classroom experiences if applicable.

10.10b Clinical Absences (For all PNE/NUR Clinical Courses)

All scheduled clinical hours are mandatory. An excused absence will be granted in the following situations:

- Vomiting within 24 hours
- Fever over 101 degrees
- Death in the immediate family
- Hospitalization or emergent care (with documentation)
- Other emergency situations (as determined by the Craigsmiles School of Nursing)

Should the student require an excused absence, they must immediately contact BOTH the clinical faculty and the program coordinator prior to the start of clinical. All missed clinical or simulation hours must be made up. It is expected that the student will take the initiative to make arrangements with the course faculty member to make up all missed clinical experiences. Missing more than two (2) days of clinical in a course may be grounds for course failure. Unexcused absences will result in a “U” for the day and may be grounds for course failure.

An incomplete status (course grade of “I”) may be chosen by the course faculty member or the Director of CSON as an appropriate option for missed clinical experience(s) and are administered by faculty in accordance with university policy. All clinical make-up work must be completed prior to the next sequenced NUR clinical course. Make-up for absence in the clinical area will be arranged at the discretion of the nursing faculty with additional clinical fees/costs to be incurred by the student.

10.10c Mid-term and End-term Clinical Conference Appointments (for all PNE/NUR Clinical Courses)

Each student is responsible for arranging a conference with the clinical instructor at the end of each clinical rotation. This one-to-one conference provides a time for discussion of the Competency Performance Evaluation Tool (CPET) and the student's overall performance during the rotation in preparation for moving into the next rotation. This requirement must be completed within one week of mid-term, if applicable, and two weeks of the end of the rotation. Failure to meet for the Clinical Conference appointments may result in a grade of "U" in the clinical course.

10.11 Examination Policies

The following standards and procedures will apply for all course Competency-Based Assessments (CBAs) (exams) and HESI proctored assessments. Any violations will be subject to the Academic Integrity Policies in the School of Nursing (Sec. 8.2).

- For quizzes and competency-based assessments deemed closed book testing, students may not use notes, textbooks, videos, other materials, or another person's assistance in completing quizzes or competence-based assessments (CBA's).
- All CBAs and HESI assessments are given online.
- For all pre-licensure programs, NUR CBAs and HESI assessments will be scheduled outside scheduled course times (policy in effect starting August 1, 2024).
- For pre-licensure programs, students are to arrive on time, prepared to take the exam/assessment at the starting time. Bring pencils and calculators (if needed). They will not be provided.
- Only simple calculators may be used during examinations. No other electronic equipment (e.g. cell phones, pagers, digital/smart watches, graphic or scientific calculators) may be used.
- Only scratch paper will be allowed and must be submitted at the end of the CBA/Assessment.
- Personal belongings are to be put away and secured in a place out of sight and inaccessible such as at the back of the classroom.
- Hats, visors and hoods are not allowed to be worn during testing times. Hair must be pulled back to reveal ears.
- No food or drink (including water) is allowed when testing.
- All cell phones, pagers and other alarms are to be turned off.
- Once the exam has started, students are not able to leave the testing site (e.g., going to the bathroom, getting a drink of water, etc.) unless CBA has been electronically submitted. Unless for an emergency, students will not be allowed to return and finish remaining questions.
- No unauthorized use of resources is allowed, including test banks, Quizlet, Etsy, Course Hero, Chegg, Stuvia, ChatGPT, etc.
- For pre-licensure programs, students found to be in possession of unauthorized resources or exhibit exams scores that are inconsistent with past performance may be asked to take a similar exam to ensure validity of exam score.
- For pre-licensure programs, exams missed due to absence must be made up within two school days after returning from the absence. ***It is your responsibility to schedule make-up exams with instructor.*** Failure to take an exam or quiz within the specified time will result in the student receiving a zero for that exam or quiz.
 - Faculty reserve the right to provide an alternate form of the exam or quiz for make-up purposes.
 - Chronic absences (more than 2) will be dealt with on a case-by-case basis and may result in a 5% deduction from exam/quiz.
- For pre-licensure programs, if a paper and pencil quiz or CBA is given, responses recorded in Par-Score (scantron) will be used as the official response (not the exam booklet document).

- Faculty or appointed staff proctoring an exam will remain focused on the students at all times.
- For pre-licensure students, when each student finishes their CBA early, students are expected to leave the classroom quietly and remain away from the classroom until class resumes.
- For pre-licensure students, following the testing period, students should not congregate in any manner discussing questions and answers in any format.
- When faculty member(s) determine through careful exam analysis that an exam item (question) be “nullified”, credit for all answers will be honored for each student.

Faculty approval is required for any expected or unexpected absence during a scheduled CBA. Pending faculty approval, missed CBAs must be taken within 48 hours once a student returns to class/clinical (policy in effect starting August 1, 2024).

- Students requiring accommodations for CBAs/Assessments should immediately provide the necessary documentation to all faculty as the student desires, at the beginning of the semester. Students should immediately contact faculty if scheduling conflicts arise with setting up the CBAs/Assessments.

Respondus® for Quizzes and CBAs

Craigmiles School of Nursing uses Respondus® to provide a safe and secure online testing environment. Respondus® will be used for all CBAs. Respondus® is a remote proctoring service software that works with your web browser to confirm student identity and monitor students taking quizzes/CBAs. In order to use Respondus®, you must have a basic webcam or built-in camera with microphone enabled on your laptop or desktop computer. You must also have the Chrome browser on your computer and install the Respondus® Chrome extension. Once you have enabled the Respondus®, you will need to go into the settings on your pop-up blocker and change it to allow for all sites. You will also need to put your other devices in airplane mode or disable the sync between devices, so you don't have pop-up notifications while you take the test. If you need to use a hot-spot for an internet connection, make sure that it is a secure password-protected connection. Make sure to check the Respondus® Minimum System Requirements to ensure it will work on your computer.

During your CBA, you will access the exam through your course in Canvas. When you start your proctored exam, you will be prompted to perform certain tasks based on the settings your instructor has selected for the CBA. Your CBA attempt will be recorded and reviewed by your instructor for academic integrity. Be sure to follow all exam guidelines provided by your instructor and the Respondus® prompts to ensure your exam attempt is acceptable. Similar to in-class testing, the policies outlined in the Nursing Student Handbook apply to CBAs taken using Respondus®. You may use a sheet of blank scratch paper, but you must show both sides of the paper before and after your CBA so it is

included in the recording. If you are prompted for an access code or password, this means you are not using Chrome and/or your Respondus[®] Chrome extension is not properly enabled. If you encounter any difficulties during the CBA, notify your faculty immediately as instructed.

10.11a Competency-Based Assessments (CBA)

Nursing courses may include unit CBAs (exams) or a midterm CBA and a comprehensive final CBA. CBA formats consist of one or more of the following: multiple choice, short answer, and/or discussion primarily at the application level, evoking critical thinking. Expect the final CBA to be a synthesis of the semester of learning at the application/analysis level. A student cannot be exempted from the final CBA. In select NUR courses, the final CBA may be a professional paper that reflects synthesis of knowledge, or a return demonstration of nursing knowledge. All CBA written examinations and professional papers may only be taken/submitted once. Only return demonstrations may be repeated once, if unsuccessful during first attempt.

10.11b Competency-Based Assessment (CBA) Review Policies

Results of CBAs are distributed no sooner than one week after the exam, or at the discretion of the faculty member. Post-CBA review will be conducted outside of class time in a group setting as a learning opportunity and is optional. Faculty will establish when post-CBA reviews occur.

All CBAs will be available for review with the professor for one week immediately following the CBA review. After that time, students will not have access to the CBAs. Students should arrange to connect with the professor within one week of the review. There will be no adjustments in grades after one week. Final CBAs will not be available for review.

A student wishing to request a review of a CBA item (question) must follow the reconsideration process, putting in writing the CBA item and the rationale for reconsideration. The faculty will review any requests for reconsideration. The student will be notified within one week of the decision regarding the request for the reconsideration. At the time of a change to a question(s), any student that is affected by approved change(s), will have points adjusted for that exam (CBA).

10.11c Pre-licensure Programs: Medication Calculation Competency-Based Assessment (CBA) Policy

The student must demonstrate 95% competency on each medication calculation CBA (exam) within three (3) attempts in specified courses. Until this competency is met, an “unsatisfactory grade” will be earned in clinical related to medication administration; thus, the student may NOT administer medications. If a student is not successful by the 3rd

attempt, the student will be immediately withdrawn from the course (see Appendix O – Clinical Calculations Policy).

10.11d Final Competency-Based Assessment (CBA) Schedule

The Craigsmiles School of Nursing may elect to schedule final CBAs (exams) during the university's designated schedule at either the course or clinical time slots. The Craigsmiles School of Nursing attempts to schedule only one or two NUR CBAs per day with consideration given to computer lab and classroom availability. Refer to each course syllabi for exact final CBA times.

10.12 Pre-Licensure Programs: Standardized Assessments and Simulation Examination for Competency

Within pre-licensure programs, nursing students regularly take NCLEX style assessments to determine 1) their knowledge base in specific areas or topics in the discipline of nursing and 2) ability of meeting program outcomes. Standardized assessments assist in identifying student mastery of course content and/or level outcomes. CSON pre-licensure programs use HESI Assessments throughout the program. Standardized assessments will be used throughout pre-licensure programs as one measure to help determine student ability in the program and ultimately assist in determining readiness for NCLEX-PN® and NCLEX-RN®. Performance on these assessments will be used to determine the academic potential of students requesting re-enrollment. Students have the opportunity to request individual counseling and remediation regarding test results. Refer to individual nursing course syllabi for specific assessments.

10.12a Pre-Licensure Programs: HESI Benchmark Policy

It is expected that each student will achieve a Level 900 Competency for each HESI proctored assessment given in NUR/PNE courses. Failure to meet a 900 Competency may result in course penalties, as outlined in course syllabi. All students are expected to use HESI resources to improve their academic standing as they progress through the program.

10.12b Pre-licensure Programs: Competency Performance Simulation Assessments (CPSAs)

Each pre-licensure student enrolled in CSON will be required to demonstrate proficiency in skills and abilities characteristic of a practical or professional nurse generalist through successful completion of a **Competency Performance Simulation Assessment (CPSA)**. Criteria for successful completion of the simulation are based on the program outcomes and graduate competencies. Students who are not successful on the first attempt will have an additional attempt to meet the established benchmark. Unsuccessful completion of the simulations will result in failure of the course. (Policy in effect starting August 1, 2024)

10.13 Written Work Policies and Professional Writing

Written communication is extremely important in the nursing profession. It is critical that written work be clear, concise, and readable in a format to reflect the professional role. All written assignments or papers of any type must be completed to receive a final course grade and are to be submitted according to the following guidelines:

- All materials are to be submitted as directed by the instructor of the course (see paper/project rubric).
- All papers must be submitted to the Turnitin software site prior to submission to the course instructor. That software site will generate an “Originality Report” which will show if the student has plagiarized or used material that is original to someone else without giving credit. If sections or sentences in a paper have been taken from internet and other origins without appropriate citations, these will be noted in the report that is generated. Instructions for submitting papers to Turnitin are listed in the course syllabus.
- For pre-licensure programs, papers are to be turned in on time. Late papers will be penalized as follows:
 - a. Up to 24 hours late – 10% penalty
 - b. 24-48 hours late – 25% penalty
 - c. 48-72 hours late – 50% penalty
 - d. 72-96 hours late – 75% penalty
 - e. More than 96 hours late – Grade 0%
- Assignments with a Satisfactory – Unsatisfactory rating must be turned in on time according to individual course syllabus. Clinical paperwork should be submitted *within 24 hours* of clinical ending.

The Craigsmiles School of Nursing requires all written work, unless otherwise instructed, to follow the format described in The Publication Manual of the American Psychological Association (APA) (7th edition). Not using APA format may result in deduction of points from the finished work. Please refer to the APA manual for specific information.

See Appendix Q – *Guidelines for Writing a Formal Paper* and Appendix R – *Plagiarism: What It Is and How to Avoid It*.

10.14 Course Syllabi

The School of Nursing requires students to read and be fully aware and responsible for all information given within course syllabi. For example, students are expected to keep track of important CBA deadlines, scheduled activities, course/clinical requirements and grading expectations. Students must immediately consult with the assigned nursing faculty when information is not clearly understood.

10.15 Frontloading of Skills

Each cohort is scheduled during one of the first weeks of fall terms, to participate in *Frontloading Week*. All learning for this designated week is focused on specific skills that students will be responsible for knowing and performing within clinical agencies and settings. *Frontloading Week* ensures that all students have the correct skills necessary for the professional nurse generalist roles. Attendance for all *Frontloading* is mandatory.

11.0 Clinical Policies

11.1 Pre-Licensure Programs: Student Health Clearance Policies

A Health Clearance is necessary for the nursing student participating in clinical experiences. The purpose of the Health Clearance Form is to provide evidence that the student is free from communicable diseases and is physically able to participate in the clinical setting.

Provisions for Health and Wellness of Students

Provisions applicable to all Hannibal-LaGrange University students are found in the official University Catalog and the Hannibal-LaGrange University Student Handbook.

Provisions applying specifically to nursing students are as follows:

1. Health Policy

- a. The nursing student is required to meet the specific health requirements of HLGU, and each assigned clinical agency. Current immunization status and selected diagnostic testing must be on file.
- b. If evidence of a potential or actual physical and/or mental health problem is noted, the nursing faculty may require additional health evaluation. Failure to obtain additional evaluation may result in suspension or dismissal from the program. Evidence of adequate physical and mental health is necessary for continuation in the program; therefore, a written release of information may be required.

The following medical services are available to all students (at their own cost), as well as the Emergency Room physicians at Hannibal Regional Hospital which is covered 24 hours/day:

Hannibal Regional Medical Group
6500 Hospital Drive
Hannibal, MO 63401
573-248-1300

Express Care at Wal-Mart

3650 Stardust Drive
Hannibal, MO 63401
573-231-0660

Hannibal Clinic

100 Medical Drive
Hannibal MO 63401
573-221-5250

Hannibal Walk-In Clinic

100 Medical Drive
Hannibal MO 63401
573-231-3900

Hannibal Regional Hospital

6000 Hospital Drive
Hannibal MO 63401
573-248-1300

- c. Students who are pregnant or who have an altered health status must have written approval from their physicians to continue in the clinical setting and must meet all of the stated clinical outcomes with a satisfactory performance.
- d. HLGU and the clinical agencies are not responsible for any occupational hazards encountered during the course of study (i.e. infections, communicable diseases, or injury). Students are responsible for their own health care and health insurance throughout the nursing program.

11.1a Pre-licensure Programs: Student Health Clearance Requirements

All students are required to meet the following health requirements throughout the entire time they are in the nursing program (i.e., the first day of Term 1 until the last day of Term 4). Students will upload documented proof of each requirement to *CastleBranch* student compliance tracking software. Students are provided the login information and instructions prior to orientation. Each participating student must meet the following health requirements and have documentation:

Health Requirements and Documentation Required	
A Physical Examination is required (within the past year) – 1 time only at admission.	
Measles, Mumps,	One of the following is required: 2 vaccinations

<p>Rubella (MMR)</p>	<p>OR Positive antibody titer (any result documented by a medical professional) OR Signed declination waiver on school form. If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series. If your titer was negative or equivocal, new alerts will be created for you to repeat the series.</p>
<p>Varicella (Chicken Pox)</p>	<p>One of the following is required: 2 vaccinations OR Positive antibody titer (any result documented by a medical professional) OR Medically documented or self-reported history of disease (date of disease required) OR Signed declination waiver on school form. If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series. If your titer was negative or equivocal, new alerts will be created for you to repeat the series.</p>
<p>Hepatitis B</p>	<p>One of the following is required: 3 vaccinations OR Positive antibody titer (any result documented by a medical professional) OR Signed declination waiver on school form. If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series. If your titer was negative or equivocal, new alerts will be created for you to repeat the series.</p>

<p>Tuberculosis (TB)</p>	<p>One of the following completed within the past 12 months is required: 2 step TB skin test (administered 1-3 weeks apart) OR 2 consecutive annual tests (administered 10-12 months apart, with the most recent administered within the past 12 months) OR QuantiFERON Gold blood test (lab report required) OR T-Spot blood test (lab report required) OR IGRA blood test (lab report required) OR If positive results, submit a clear chest x-ray (lab report required) ALONG WITH physician clearance documented on letterhead following positive results. The renewal date will be set for 1 year. Upon renewal, one of the following is required: 1 step TB skin test OR QuantiFERON Gold blood test (lab report required) OR T-Spot blood test (lab report required) OR IGRA blood test (lab report required) OR If previous positive results, physician clearance documented on letterhead following positive results will be required.</p>
<p>Tetanus, Diphtheria, & Pertussis (Tdap)</p>	<p>One of the following is required: Tetanus, Diphtheria, & Pertussis (Tdap) vaccination administered within the past 10 years OR Signed declination waiver on school form. The renewal date will be set for 10 years from the administered date or declination date.</p>
<p>Influenza (Flu)</p>	<p>One of the following is required: Documentation of a flu vaccine administered during the current flu season (September-March) OR Signed declination waiver on school form. The renewal date will be set for 10/31 of the following flu season.</p>
<p>COVID</p>	<p>One of the following is required: COVID Vaccination OR Acceptable waiver from clinical agencies.</p>

Students who are out of compliance with the above health requirements will be removed from attending their clinical(s) until they have uploaded current documentation to CastleBranch.

11.1b Pre-Licensure Programs: Immuno-Suppression and Nursing Students

Immuno-suppressed students must have clearance from their physician before admission to clinical will be granted. Efforts will be made to accommodate these students. However, if the Craigiles School of Nursing is unable to find a suitable assignment, the student will be unable to complete clinical requirements. Should this occur, the student may be asked to withdraw.

11.1c Pre-Licensure Programs: Infectious Disease and Nursing Students

If a student has any potentially infectious or contagious disorder (including dermatological problems), he/she is required to see a health care provider prior to participating in clinical experiences. Students may not attend clinical if they have a temperature greater than 101° degrees or persistent vomiting and/or diarrhea. The student must bring a statement from the health care provider to the clinical instructor to verify the condition is not infectious or contagious and that the student may care for clients.

11.1d Prelicensure Programs: Health Related Notices

1. New onset of health care issues may require release from their health care provider before the student is allowed to attend clinical experiences.
2. The student is responsible for notifying faculty and clinical staff of any **latex** allergy. As many health care products are latex-based, the student should be aware of agency policy and procedures.
3. It is highly recommended that students receive the following:
4. Annual physical examination
5. Hepatitis A Series.
6. Meningococcal immunization

11.2 Pre-Licensure Programs: CPR Requirements

Students admitted to the pre-licensure programs must comply with CPR certification requirements before acceptance into the program and CPR certification must be maintained throughout the program course of study. Specifically, students are required to provide documentation of valid current CPR certification from The American Heart

Association's CPR (Health Care Provider). Failure to meet this requirement may result in the student being dropped from the nursing course(s). If a student misses clinical due to lack of this documentation, a clinical absence must be made up with the student accountable for costs.

11.3 Pre-Licensure Programs: Liability Insurance and Criminal Background Screening

11.3a Pre-Licensure Programs: Liability Insurance and Release Agreement

The University agrees to maintain professional liability insurance and comprehensive general liability insurance per occurrence and annual aggregate for coverage of students participating in the nursing program for a fee. The University, upon request, shall provide certificates evidencing such coverage to participating facilities.

11.3b Pre-Licensure Programs: Criminal Background Screening

Prior to clinical experiences, all nursing students are required to submit completed consent forms and documents required for criminal background checks. See Appendix K for *Criminal Background Check, Substance Abuse, and Drug and Alcohol Testing Policy*.

11.3c Pre-Licensure Programs: Purpose of Requiring Background Screenings

The purpose of requiring criminal background checks is to ensure patient safety and protection and support the standards of the Nurse Practice Act by requiring that students meet the same standards as health care facility employees. Individuals to whom care is given are often vulnerable both physically and emotionally. Students have access to personal information, access to the patient's property, and provide intimate care to the patient. Accrediting bodies are now requiring that health care facilities have confidence that any individual authorized to provide care does not have a criminal history of mistreatment, neglect, violence, defrauding the public or otherwise taking advantage of another person.

11.3d Pre-Licensure Programs: Related Policies for Background Screening

1. This screen helps determine whether a student may be placed in clinical settings. Failure to undergo the background check will result in denial into the program. If the background check indicates criminal behavior, the student may be dismissed from the program.
2. Felonies and misdemeanors constitute criminal offenses and include but are not limited to homicide, abuse of at-risk populations, possession of child pornography, possession of illegal substances with intent to sell, voluntary manslaughter, felonious assault, kidnapping, rape, sexual battery and assault, arson, robbery, and burglary. Clinical sites may decline to accept students with positive criminal background checks, which will negatively impact the student's ability to successfully complete the academic program. Should a clinical agency refuse to place a student based upon the outcome of the background screening, the program has no responsibility for arranging alternate clinical placements.
3. Students need to be aware that arrests, charges, or convictions of criminal offenses may limit employment possibilities in specific careers and occupations [such as the nursing profession] and may limit their ability to obtain federal, state, and other financial aid. Please be aware of this and investigate if this is applicable to you. For

more information regarding the nursing profession please contact the Missouri Board of Nursing.

4. Background checks will have no time limit and may include, but not be limited to, criminal history.
5. Medical disabilities including psychiatric disorders or treatment shall not be the subject of a criminal background check.
6. During the program, students are accountable to report any changes in their background record to the Director of CSON. Failure to do so can result in withdrawal from the program. The Director of CSON, the Sr Vice President of Academic Administration (SVPAA), or the Clinical Agency can request additional background screening for any student at any time.

11.4 Pre-Licensure Programs: Uniform Policy and Dress Code

The uniform identifies one as a HLGU Nursing Student. In the event that a student is withdrawn or leaves the program, the uniform, and identification badge must be returned to the Craigsmiles School of Nursing. The uniform is an important part of the student's professional appearance and is expected to be neat, clean, and wrinkle-free. In the event a student should gain/lose weight and his/her uniform becomes ill fitting, the student must procure appropriate sized uniforms. Any uniform violation will result in removal from the clinical site. This is counted as an absence and must be made up. The student is responsible to reschedule and pay for makeup clinical time.

11.4a Pre-Licensure Programs: General Dress and Uniform Policies

- The uniform is intended to be worn in the clinical/lab setting only.
- Chewing gum is not allowed.
- No smoking is allowed when in uniform, at the clinical setting, or on campus grounds.
- Uniforms should be clean and wrinkle-free.
- Cleanliness and proper hygiene are expected
- Undergarments should not be visible under the uniform
- Uniforms will be required during scheduled lab times. Faculty will inform students if specific requirements are altered.
- During select CSON events, presentations, or clinicals, business casual dress may be required. Students are to wear dress pants, and a buttoned/collared/polo shirt. A modest skirt or dress is acceptable for females. No jeans, low cut tops, tank tops, stretch pants or leggings of any kind or midriff exposure will be permitted. A violation of the above will result in removal from clinical.
- For maternity and surgical rotations, students may be required to wear business casual dress or uniforms to the clinical setting and change into provided scrubs on site.

11.4b Pre-Licensure Programs: Specific Dress Code Requirements

Nursing Student Dress Code –

1. Complete HLGU Nursing uniform packages (ordered through HLGU) include:
 - a. Two red scrub tops
 - b. Two pair red scrub pants
 - c. One red polo shirt with HLGU logo (worn during orientations/observations, pre-clinical activities, and nursing service activities, etc.)
 - d. One red scrub jacket

Scrubs must be clean and without wrinkles. Pants are not to touch the floor. Students may wear a *plain gray, black or navy* T-shirt, tank top, or cami under scrub tops, tucked into the pants.

1. White or black, non-permeable (leather or synthetic) shoes are required. Canvas shoes or sandals are *not* acceptable. Closed-toe, backless shoes or clogs may be worn. Clinical shoes are to be used for *clinical only* (including lab/simulation and observation/orientation) and must be clean and in good repair.
2. HLGU picture ID and “student nurse” nametag, and identifier/badge reel. *The student uniform is not complete without the HLGU ID badge!*
3. Watch with sweep second hand, bandage scissors, pen light, and stethoscope.
4. Jewelry – No large or gaudy jewelry: One wedding band/engagement ring may be worn. One pair of small post-type earrings (one in each ear) may be worn by students. No bracelets or necklaces may be worn.
5. Students may not have exposed tattoos that are *offensive*, nose rings, tongue rings, ear gauges/bars, or any other form of visible flesh piercing or body "art."
6. Hair should be clean, neat, a natural color, and away from the face. Shoulder-length or longer hair (i.e. if hair of any length falls in front of chin or face with head bent forward) must be securely up and off the collar. All facial hair including sideburns, mustaches, and beards must be kept neatly trimmed and clean.
7. Nails should be kept short, clean, and neatly manicured. **No nail polish may be worn.** No artificial nails or artificial tips are permitted.
8. No strong perfume, cologne, after-shave, perfumed lotions or body sprays may be worn on clinical days. Personal hygiene must be maintained. No offensive body odor or unpleasant odors, such as smoke, will be permitted.

Students are prohibited from smoking while in the HLGU student nursing uniform or on student assignment. No smoking is permitted on the HLGU or clinical Agency and Community uniforms, a white lab jacket, and stethoscope will be purchased and ordered through the School of Nursing. Other uniform equipment, accessories, shoes and clothing items are the responsibility of each student.

11.5 Pre-Licensure Programs: Safety

Nurses have the duty to provide care that is safe and to reduce risk and otherwise protect patients and others from potential injury and harm. The clinical instructor has the right and the obligation to remove from clinical settings a student whose behavior is unsafe or presents a hazard to themselves or others. Examples include illness, uncontrolled emotionalism, intoxication, impaired judgment, and/or unpreparedness in the care of a patient. A student may not attend clinical under the influence of a controlled substance. Any action on the part of a student that puts a patient's safety at risk either physically or emotionally in a clinical experience will be reviewed by the faculty with a possible corrective action that may include a recommendation of failure in the clinical course or removal from the program. (See Section 11.9 Removal of Student from Clinical).

11.6 Pre-Licensure Programs: Student Illness

If a student should become ill during clinical hours, it is the student's responsibility to inform the clinical instructor and plan for transportation from the clinical site. If transportation is not available, it is at the instructor's discretion to release all or part of the students in the clinical group to allow for transporting the ill student from the clinical site.

11.7 Pre-Licensure Programs: Clinical Incidents

Policy: Unusual incidents which occur in a lab or clinical experience that involve students or faculty will be appropriately reported. Examples of such incidents include injury to faculty, students, clients, or staff; errors in administration or omission of a medication; or incidents such as automobile accidents while driving to or from clinical.

Procedure:

1. Students will immediately report unusual incidents to the clinical instructor, or staff if the incident involves the clinical instructor.
2. The clinical instructor (or agency) will immediately notify appropriate agency personnel. Agency incident report guidelines will be followed including submission of written and verbal reports. Students involved in an incident will complete the proper reports under direct supervision.
3. The clinical instructor will notify Craigsmiles School of Nursing's Director of the incident and documentation will be included in the student's file.
4. The student is financially responsible for any cost of their health care related to an incident. Each student must have automotive insurance for the duration of each clinical course per the Craigsmiles School of Nursing's policy.

11.8 Pre-Licensure Programs: Removal of Student from Clinical

1. A student may be identified as unfit for participation in clinical by the clinical instructor. At the time the student is identified, he/she will be immediately removed from the clinical area. Classroom attendance may not be affected.
2. Documentation of behavior and subsequent action shall be filed with the Craig miles School of Nursing's Director.
3. A referral may be made for assistance for the student. The student shall remain out of the clinical setting until fitness for duty clearance has been obtained.
4. If the student refuses assessment by a counselor or treatment after assessment, the student may be subject to dismissal from the program.
5. Follow up may include, but is not limited to:
 - a. Assessment by a certified counselor or health care provider
 - b. Attendance in a program of treatment
 - c. Documentation/recommendation from the counselor/provider regarding the student's fitness for participation in clinical
 - d. Non-compliance with recommendations will result in dismissal from the program

11.9 Pre-Licensure Programs: Clinical Jeopardy

If a student earns any "U's" (i.e., Unsatisfactory) in the Clinical Evaluation Performance Tool, it is considered a "Clinical Jeopardy" for that day. On the third Clinical Jeopardy, the student is immediately withdrawn from the course with a grade of "D". A Clinical Jeopardy will not carry over to the next semester or to another nursing course. However, documentation will remain in the student's file.

11.10 Pre-Licensure Programs: Selection of Clinical Placements

Students are welcome to recommend to the CSON potential clinical sites that may provide wonderful learning opportunities and clinical experiences. However, it remains the responsibility of the CSON to investigate all potential clinical opportunities to establish whether such placements are a good fit/match for programs, providing the necessary components necessary for program outcomes to be met. An analysis of feasibility will need to be conducted given the Craig miles School of Nursing's resources and time frame required for establishing an affiliation agreement. Students are not permitted to pursue clinical agreements for clinical experiences under any circumstances.

11.11 Pre-Licensure Programs: Clinical Agencies

CSON endeavors to provide students with broad opportunities for clinical experiences in different agencies and/or simulations reflecting the diversity in the contemporary health care setting. Clinical sites (cooperating agencies) have been secured to provide a variety of experiential learning opportunities for students at all levels of the program. Faculty

members select and guide all learning experiences. Health care agencies cooperate with the Craigsmiles School of Nursing in providing facilities for education of students.

Clinical facilities will determine in conjunction with CSON clinical site locations, specific days and assigned times of student placements for clinical assignments. Last minute changes in clinical placements and/or schedules may occur. Students will need to remain flexible and accommodating to all said changes that may arise while enrolled in the pre-licensure programs.

Clinical hours may be scheduled during morning, afternoon, evening, overnight or weekend hours according to student learning needs, faculty schedule, and clinical agency requirements, as well as the availability of meaningful learning experiences.

11.12 Pre-Licensure Programs: Transportation to Clinical Agencies

Students assigned to clinical experiences are responsible for providing their own transportation to and from the site. To provide a varied and worthwhile clinical experience, the student may be required to travel to sites 30 miles or more from HLGU. Students are responsible for transportation and parking costs. Often students will carpool and share the cost of transportation. In some courses, students need individual transportation. Students may be required to pay for parking fees as required by clinical agencies.

12.0 Nursing Learning Center (NLC) Lab Policies

12.1 Pre-Licensure Programs: Nursing Learning Center (NLC) Labs

The state-of-the-art NLC labs (Skills Labs and Simulation Labs) have been designed to create a safe, interactive learning environment that fosters critical thinking and confident preparation of nursing skills. Hours are variable each semester/term and schedules for open lab hours will be communicated to students. The NLC labs will be locked when nursing faculty or staff is not present. Student workers may be available in labs to assist in utilizing lab resources.

Uniform or professional dress is expected when in the NLC labs, as directed by faculty and further defined under the uniform policy section, during NLC lab sessions and skill checkoffs. Students may dress more casual during practice time or open lab times.

12.2 Pre-Licensure Programs: General Guidelines for Skills Lab and Simulation Labs

The following guidelines maintain safety while using the Nursing Learning Center. It is expected that all involved in classroom, clinical, laboratory, and simulation activities will adhere to these guidelines.

General Guidelines:

1. All students must know and practice within the safety guidelines at all times while using the labs. Unsafe behavior will not be tolerated and should be reported immediately to faculty. Failure to adhere to general guidelines may result in disciplinary action.
2. All labs are locked unless occupied by faculty, staff, and/or student lab assistants. Any breach of security must be reported immediately to the NLC Director, CSON Director and Campus Security. No unsupervised students or other persons are allowed in any of the labs.
3. Students are expected to come to labs prepared by having completed any scheduled objectives and/or assignments prior to the start of the lab/simulation periods. Students are to have their assigned equipment and supplies necessary for the lab/simulation in their possession.
4. Students must wear student uniforms, name badges, and stethoscopes when participating in lab/simulation activities.
5. No open-toed shoes are allowed. Failure to abide by this policy may require dismissal from the lab for any activities; this is an OSHA policy.
6. Students 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 items to the NLC Technology Director or faculty.
7. Access to the doorways in the labs will be free from obstruction at all times.
8. Learning activities in the lab should be treated in the same professional manner as expected in the actual clinical setting. This expectation includes respectful handling of manikins, equipment, resources and behavior with one another. Manikins are to be treated with the same respect as live persons.
9. NO EATING OR DRINKING is allowed in the labs.
10. Absolutely no ink pens, felt-tipped markers, iodine, betadine, or KY jelly near the manikins. These items permanently stain task trainers and manikin skins.
11. All electronics including cell phones, PDA's, cameras, camera phones, and video recorders are to be turned off during labs unless approved by faculty.
12. All students will practice proper hand washing techniques while using the lab equipment.
13. Gloves will be worn by students during any contact with simulated body fluids.
14. All sharps used in the labs should be disposed of in the approved receptacle (sharps containers), which are located throughout the Nursing Learning Center. If a sharps container is full, please inform the faculty member. No trash is to be disposed of in the sharps container.
15. Before leaving the lab, all students must return the environment to its original state. All students must:
 - a. Return chairs under tables.

- b. Pick up the area and discard all waste material in trash containers. If trash is full or there is no waste container available, notify faculty.
- c. Return all lab supplies into correct containers.
- d. Place all needles and sharps in red sharps container boxes.
- e. Wipe up all spills on the floor and counter tops.
- f. Return all manikins in the manner in which they were originally set up.
- g. Straighten all bed linens and return them to their original state. If linens are soiled, please change them.

12.3 Pre-Licensure Programs: Use of Simulation within the Curriculum

The Nursing Learning Center will incorporate simulated-based learning experiences into the course curriculum per instructor request. During a simulated-based learning experience, the students will be presented with a clinical scenario, which provides the context for the simulation and can vary in length and complexity, depending on the objectives. Simulated-based learning experiences allow students to participate in a variety of scenarios and practice in a lifelike, hands-on situation. The students' progress through the clinical scenario from pre-briefing (review of objectives and preparation), experiential learning through the scenario, debriefing (reflective thinking and feedback regarding the participant's performance), and evaluation. High stakes simulations (test-out scenarios) will be used throughout the program according to individual course syllabi. These simulations will test the student's proficiency in skills and abilities which are characteristic of a nurse generalist.

Students' Roles in Simulation:

1. Recognize that as an individual of growth and dignity, each student is accountable for individual actions.
2. Accept ultimate responsibility for individual learning.
3. Become familiar with the substance and intent of the objectives of each simulation.
4. Regularly and consistently prepare for, attend, and participate in all scheduled learning experiences.
5. Monitor personal academic progress with the nursing courses and related simulations.
6. Be guided by honesty, integrity, and God-honoring principles to oneself, classmates, and teachers.
7. Periodically perform self-evaluation to determine movement toward educational and life goals.
8. Be receptive to the evaluation from faculty and peers.
9. Be proactive in furthering growth as an individual and as a helping person.
10. Be prepared to remediate and re-test any simulation where a student receives less than 80% or less than a passing evaluation.

12.4 Pre-Licensure Programs: Skill Check-Offs

Students may be required to demonstrate competency with designated psychomotor skills in the NLC prior to performing the same skill(s) with clients. An exception may occur when a psychomotor skill is reviewed with students by the clinical instructor on the clinical unit and the students are supervised by the clinical instructor during performance of the procedure. Skill check-off requirements will be noted in the course material and may be tested during or outside of class/clinical time.

Appointments for skills check-offs are to be scheduled outside of class, clinical or chapel service times. Time slots are limited. Therefore, it is to the student's advantage to sign up as early as possible in order to choose a time that is most convenient. Should a student not be able to keep the appointment, it is their responsibility to trade their time slot with another student. Any trades that are made need to be communicated as early as possible to the NLC staff. Courtesy and cooperation in these scheduling guidelines will help to ensure that everyone's time is utilized effectively.

Sections of NLC will be closed when used for specific class periods. Hours for the closures will be posted, and students are **REQUIRED** to respect the classes in session – **NO ENTERING** areas where the NLC has posted **CLOSED** times.

Students are responsible for completing the following before checking off (testing out) on a particular skill:

1. Review required readings and media.
2. Attend planned discussions/demonstrations when required.
3. Clarify questions with the course/NLC faculty before testing.
4. Follow established procedural protocol.
5. Practice on your own.
6. Practice with a nursing student partner; have them provide feedback.
7. Sign up for check-off/testing times as directed.
8. Perform demonstration of required skill(s) with course/NLC faculty.

Students are required to demonstrate skills at a "satisfactory" level. An "unsatisfactory" performance will be based on, but not necessarily limited to, the following:

1. Inadequate demonstration.
2. Arriving late for demonstration.
3. Use of cell phones or other electronic devices.
4. Absence.
5. Failure to sign up for the demonstration before deadline.
6. Failure to contact the NLC Technology Director or NLC faculty within one class day of returning to school following an absence.

A student receiving an "unsatisfactory" will NOT be allowed to perform that skill in clinical until he/she has provided a satisfactory skill demonstration to faculty or staff. The faculty reserves the right to prohibit students who have not satisfactorily demonstrated nursing skills from attending clinical experiences until the deficiency has been resolved; this may denote an "unsatisfactory" clinical day.

12.5 Pre-Licensure Programs: Lab Prescriptions

A Lab Prescription will be given by the clinical instructor/NLC faculty to any student who needs additional practice in a nursing skill. The Lab Prescription is to be given to the NLC Director immediately, and arrangements made by the student for return demonstration. Once the skill has been completed at a "satisfactory" level, the student must return the signed Lab Prescription to the clinical instructor. A student may be prohibited from attending further clinical experiences until the Lab Prescription has been satisfied. Under most circumstances, the Lab Prescription must be completed prior to the next clinical week.

12.6 Pre-Licensure Programs: NLC Supplies

Students may check out certain supplies through the NLC Director. All supplies must be returned in working condition. Grades may be held until all supplies are returned. Students may incur costs for any damage or loss of supplies checked out in their name.

12.7 Pre-Licensure Programs: Confidentiality

All simulated-based learning activities involving students and/or recordings are considered confidential. Students will be required to sign the *Confidentiality, Safety Agreement, and*

Consent to Film form prior to participating in simulations. Discussion of scenarios or information is considered a violation of the CSON Clinical Policy. Students are expected to uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws requiring confidentiality. Students should report any violations to the NLC Director or faculty/instructors. The simulation laboratory should be treated as a clinical site. Learners are expected to show professionalism and treat the manikin and situation as if in a real clinical setting.

13.0 Advising

13.1 Student Advising

The advising process involves purposeful interaction and shared responsibilities between students and advisors, while utilizing appropriate tools and resources.

Student responsibilities include:

1. Be knowledgeable about CSON program requirements.

2. Know and follow CSON academic policies, regulations and procedures; seek clarification when needed.
3. Seek advising assistance and communicate with advisor in a timely manner; come to advising appointments on time and prepared.
4. In consultation with the advisor make academic decisions, develop and implement an academic plan to meet all university and SON degree requirements.
5. Explore career, scholarship or post-graduate opportunities, with the assistance of the advisor.
6. Seek help and support from the advisor to address challenges or solve problems.
7. Track progress toward degree completion; seek assistance from the advisor and academic support services as needed; inform the advisor of changes that might impact or interfere with satisfactory academic progress; follow through on agreed upon actions identified during advising sessions.
8. Use the university's online degree audit system and registration tools relevant to the advising process.
9. Evaluate and provide feedback to the CSON on academic advising received.

Each student is assigned one or more academic advisors from the School of Nursing faculty. The roles of the advisor include:

1. Exploring of student goals.
2. Assisting students in planning courses for an academic year.
3. Assisting students progressing through the nursing program.
4. Monitoring student academic performance.
5. Guiding students to appropriate resources for assistance with course work, study skills, and personal concerns.

Students are encouraged to meet regularly with their advisor. Please contact your advisor during scheduled advising times or set up an appointment if more than a brief discussion is needed.

Students are encouraged to see the assigned academic advisor at the following times during the school year:

1. Prior to registration for each semester/term. Students are expected to meet with the academic advisor on the scheduled Advising Day. If it is not possible to meet on this day, students are expected to meet with the academic advisor within that week.
2. At least once during each semester.
3. Upon receiving a 80% or less at midterm in a nursing course.
4. Any time when experiencing difficulty in coursework.

Students are encouraged to participate in the evaluation of the Craig miles School of Nursing through sharing positive feedback, ideas, concerns, or problems, with their student representatives.

13.2 Tutoring

Nursing faculty and assigned faculty and/or student tutors provide many means to help students succeed in nursing classes. Faculty and/or tutors may offer review sessions, critical thinking workshops, and/or study sessions. Additionally, the NLC Director and student lab workers (when available) can assist you in some clinical tutoring; please feel free to ask their assistance.

If the student desires more assistance, he/she is encouraged to seek out assistance through Student Life Services which offers a variety of individualized resources and training for academic success.

14.0 School of Nursing Complaints Policy

HLGU and the Craig miles School of Nursing are committed to providing a place of learning and working in which complaints are addressed fairly and resolved promptly. All complaints are taken seriously. The procedure for handling complaints encourages informal conciliation and resolution, while maintaining a confidential and respectful approach.

This policy covers student complaints and individual or agency complaints outside the University. It does not cover complaints related to discrimination, harassment, or sexual misconduct. It does not cover formal complaints of academic or non-academic appeals. For these complaints, please refer to the *HLGU Student Handbook*.

Complaints about the CSON, its students, its faculty, and/or its staff are considered a priority and are taken very seriously. All complaint procedures are handled using the following provisions:

Confidentiality

All information regarding complaints will be treated in a confidential manner and will only be available to the appropriate/involved individuals. Complete confidentiality cannot be guaranteed if effective measures are to be enacted. For example, if a complaint involves students, faculty, or staff, the complaint cannot be investigated if the reporting individual/agency does not wish the allegation be made known to the individual(s). Anonymous complaints will not be considered.

Confidentiality of Student Information & the Family Education Rights and Privacy Act (FERPA)

FERPA is a Federal law that protects the privacy of student education records. The Craig miles School of Nursing under Hannibal-LaGrange University complies with the provisions of the Family Educational Rights and Privacy Act.

The Health Insurance Portability and Accountability Act (HIPAA)

HIPAA protects from unauthorized disclosure of any protected health information (PHI) that pertains to clients (consumers of healthcare services). The Craigiles School of Nursing under the Hannibal-LaGrange University complies with the provisions of the Health Insurance Portal and Accountability Act.

14.1 Student Complaints

Academic Student Complaints

Student complaints may be of an academic nature including instructional methodology, grading, testing, assignments, or the like.

The following procedure is not for formal student complaints seeking resolution through academic appeals. Please refer to the *HLGU Student Handbook* for appeal processes.

Non-Academic Student Complaints

Student complaints may be of a non-academic nature including for example, complaints regarding CSON services, IT support, facilities, policies, financial matters, or the like.

The following procedure is not for formal student complaints seeking resolution through nonacademic appeals, or for discrimination, harassment, or sexual misconduct issues. Please refer to the *HLGU Student Handbook* for these complaints.

Informal Student Complaint and Resolution Procedures

1. The student should contact and discuss his/her concerns with the person(s) who is/are directly responsible, in order to resolve the issue. For academic issues, for example, contacting the faculty member for a full explanation of the grade given and the basis for making the grade, would be the first step in resolution.
2. If the complaint cannot be resolved to the satisfaction of the student, the student should contact the CSON Director (or the Senior VP of Academic Administration (SVPAA) if the complaint involves the CSON Director), providing in writing the chief complaint, identifying the unresolved issue.
3. The CSON (or SVPAA) will consider the complaint and attempt to bring the issue to satisfactory resolution within 15 working days. For example, in an academic complaint, the CSON Director will notify the faculty member of the student complaint and its nature, and seek to mediate the dispute through the following steps:
 - a. Informal discussion of the facts of the case seeking resolution.

- b. If the faculty member's stated policy for calculating the grade, as documented in the course syllabus, has not been followed, the CSON Director or SVPAA will insist that it be followed.
 - c. If the dispute is about a grade on a specific assignment or Competency-Based Assessment (CBA) (exam), the CSON Director or SVPAA will request that the faculty member re-evaluate the assignment or CBA to investigate the grade given.
4. In certain situations, the CSON Director may refer the complaint to the SVPAA or to other University Administrators for the purposes of 1) consideration of the complaint, and 2) providing recommendations for resolution to the CSON Director.
 5. The CSON Director will consider the recommendations by University Administration, make a decision, and notify the student in writing of the decision.
 6. Written documentation regarding the resolution will be placed in the student's file and maintained for five (5) years past the student's last date of attendance.

Formal Student Complaint and Resolution Procedures: Institution of Appeals Processes

1. After following the steps as outlined above, if the student is not satisfied with the process, a formal appeals procedure may be initiated through the University's appeals procedures.
2. Written documentation regarding the resolution will be placed in the student's file and maintained for five (5) years past the student's last date of attendance.

14.2 Complaints from Individuals or Agencies Outside the University

Complaints about the CSON, its students, its faculty, and/or its staff are always taken seriously. In efforts to resolve complaints, the CSON handles all complaint procedures under the provisions of maintaining a confidential approach, while maintaining compliance with FERPA and HIPAA regulations.

Complaint Procedures

1. The complainant should contact and discuss his/her concerns with the person(s) who are directly responsible, in order to resolve the issue.
2. If the complaint cannot be resolved in a satisfactory manner, the complainant is invited to contact the CSON Director, or the Sr. V.P of Academic Administration, if the complaint involves the CSON Director.
3. The CSON Director or SVPAA will request a written grievance to be submitted in order to consider the complaint as a formal complaint, and to attempt to bring the issue to satisfactory resolution.
4. All complaints will be fully investigated by the CSON Director and/or the SVPAA.
5. Information regarding outcomes following the investigation will be shared with all persons/agencies who, under the provisions of FERPA and HIPAA regulations,

have the need to be informed. Information may or may not be allowed under FERPA and HIPAA regulations, to be shared with the complainant.

6. The original written complaint, a copy of the response, and a description of any actions taken as a result of the complaint will be maintained on file for five (5) years following the date of the resolution.
7. If, after filing a complaint through the University process, the complainant feels there is still a concern or complaint, the following agencies can be contacted directly:

- Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
- State Board of Nursing
Written complaints may be directed to the “Director of Education” and sent to:
Missouri State Board of Nursing
3605 Missouri Boulevard
Jefferson City, MO 65109.
- Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, suite 1400
Atlanta, Georgia 30326
- Commission on Collegiate Nursing Education (CCNE)
Written complaints may be directed to the “CCNE Complaints Administrator” and sent to the CCNE office at:
655 K Street NW, Suite 750
Washington, DC 20001,
- Family Education Rights and Privacy Act (FERPA)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
- *Written complaints for HIPAA violations may be directed to:*
Office of Civil Rights
U.S. Department of Health and Human Services
Midwest Region
233 N. Michigan Ave.,
Suite 240 Chicago, IL
60601

15.0 General Information

15.1 General Information

Students are responsible for managing their own learning. The information provided within this handbook is intended to make student experiences at HLGU Craigsmiles School of Nursing enjoyable as well as successful.

Students are encouraged to take their studies seriously and manage their time carefully. Students should limit or delete off-campus working/employment time. It can seriously affect your study time. Study time/preparation should average 3-4 hours per week per one hour of nursing class/week.

15.1a General Information for RN – BSN Program

- See Appendix S for Online Student Orientation Information.
- See Appendix T for HLGU Student Promissory Note Document.
- See Appendix U for HLGU Student Information Release FERPA Form.

15.2 Severe Weather Alerts

HLGU has a Weather Alert System to determine when we are to take precautionary action due to severe weather. If you hear the weather siren outside the building, it is signaling severe weather and you should stay in the building. Severe weather alerts include severe thunderstorm warning, tornado watch, tornado warning or winter storm warning. Students will be notified in the event of a weather alert so proper life safety precautions can be taken.

During clinical days, if the student is concerned about the weather for traveling to the clinical site, an immediate phone call should be placed to the clinical instructor for further instructions.

15.5 Carroll Science Center Etiquette

“Leave things better than you found them” is the motto that students need to adopt while in Craigsmiles School of Nursing. It is the expectation of all students that they clean up after themselves in whatever room is used. The following tasks should be completed before students leave for the day:

Classrooms:

- Tables and chairs cleaned (if needed) and put back in their original room/spot.
- Chairs pushed up to the tables.
- All white boards wiped down (unless faculty have requested differently).
- Floors and countertops are picked up and cleared of clutter.

- Clear away any extra paper lying on or around the copier.
- Lights are turned off.

Lounges/Kitchen:

- Tables and chairs cleaned (if needed) and put back in their original room/spot.
- Chairs pushed up to the tables.
- Floors and countertops are picked up and clear of clutter and cleaned.
- All dishes cleaned and put away.
- Lights are turned off.

Nursing Learning Center:

- Tables and chairs cleaned (if needed) and put back in their original room/spot.
- Chairs pushed up to the tables.
- Floors and countertops are picked up and clear of clutter and cleaned.
- All supplies and equipment cleaned and put away, per direction of the NLC Technology Coordinator and/or faculty. Lights are turned off.

While Craigsmiles School of Nursing wants students to feel “at home” in the Carroll Science Center, as you use the rooms for classes and studying, please be respectful of the furniture, i.e. not putting feet up on the tables. Keep in mind the cost of the lab equipment and treat it with respect and care.

These guidelines should also be followed when at clinical sites.

15.6 Food, Drink, and Phones

Food and drink are NOT allowed in the Nursing Learning Center (NLC) laboratories, the Computer Lab or when using audio visual or computer equipment. Cell phones must be turned OFF and stored during class, lab, and clinical (including post-conferences).

15.7 Secretarial

Students do not have access to office manager/secretarial services through the Craigsmiles School of Nursing. This includes routine photocopying, typing, mailing, collating, and taking or giving telephone messages from students, family members, friends, etc. Emergency messages will be delivered to the best of our ability. Students and faculty should not be interrupted during classes, clinical, or meetings except for bona fide emergencies.

15.8 Photocopying

Photocopying may be done in the CSON student library. Computers (word processing and Internet) are available to students in the library, and in the Nursing Computer Lab Classroom.

15.9 Computer Labs

Nursing students have access to the computers in the CSON when not being used by scheduled classes or examinations. Computer labs are also available at a variety of other locations on campus.

15.10 Electronics and Usage During Class Sessions

Students are permitted to use computers, laptop computers, tablets, and other electronic devices only for the specific learning purposes, as addressed during the class session(s) and as permitted by nursing faculty. Students may be asked to turn off any and all electronic devices if used for non-nursing related activities during class sessions, including but not limited to, social media, non-nursing internet usage, and texting.

It is the student's responsibility to ensure their personal computer is compatible with Canvas and Respondus® requirements for testing.

15.11 Nursing Ceremonies

The Craigsmiles School of Nursing has carefully and strategically placed professional events and ceremonies throughout the nursing program. Professional events serve as opportunities to foster professional growth and development of the nursing students. While the Pinning Ceremonies showcase the School of Nursing with its faculty, staff, and students, the ceremonies are considered very sacred events, where students are dedicated and committed to the Lord, as they further prepare for ministry and service.

Events

* Each cohort of students will encounter CSON events as outlined on the CSON calendar. All pre-licensure students are required to help with preparations, attend and fully participate in CSON events as academic calendars permit. The student is responsible for documenting participation at these events:

- CSON State of the Organization
- Pinning Ceremony
- Graduation Luncheon
- Nursing Competition
- CSON Blood Drives
- CSON Orientation Sessions

Faculty may deem other events appropriate for attendance, and will communicate that information to students prior to the event.

The CSON State of the Organization is mandatory for all students.

Ceremonies

Students involved in the Pinning Ceremonies are required to attend and fully participate. Students in other cohorts may be asked to help in preparations and are welcome to attend, but are not required.

15.12 Alumni

Once you complete graduation, you become an alumnus of Hannibal-LaGrange University as well as the Craigmiles School of Nursing. Graduates are urged to keep in contact and visit the campus and CSON whenever possible. [Alumni have several opportunities to serve on CSON committees and partake in other events upon graduation.](#) Please notify us of changes in your address and contact information. Also, we will be mailing you alumni surveys which we need completed for accreditation processes. Please complete program assessment surveys in a timely manner to provide feedback for program improvement. We would really appreciate that!

15.13 Library Services

Many library services are available at HLGU. Ongoing augmentation of library holdings contribute to strong program resources. Consult the Library website to access a wealth of nursing databases and search resources. If there are materials you need that the library does not own, consult a librarian for options. **PLAN AHEAD** to ensure your success!

15.14 University Student Services

Review the current *HLGU Academic Catalog* and *HLGU Student Handbook* to learn more about the many services provided for you on campus. Do not hesitate to take advantage of these services. They exist in order to assist you during your time at the university.

Refer to the online *HLGU Academic Catalog*, *Calendar*, and *HLGU Student Handbook* for general information on services such as academic advisement, career services counseling, financial assistance, student housing, and food services. Social, athletic, cultural, professional, and religious activities are planned by the University staff, and by members of student organizations. These activities are designed to appeal to a broad scope of interests and to encourage participation by all students. The Director of Financial Aid is responsible for counseling students who need financial assistance and such students are encouraged to seek help from that office.

15.15 Courses at Other Universities

The expectation is that nursing students will take most or all courses at HLGU. Students desiring to take courses from other institutions should check with the Registrar in advance to determine if credits can be transferred to meet university requirements. All requests for transfer of credit to HLGU must be directed to the Registrar.

15.16 Student Participation in Social Activities

Students can feel a part of the university and nursing program by joining campus organizations, including the nursing student organizations. Social activities are important to a healthy living style. They can also help reduce stress. Participate in activities you like and enjoy.

15.17 Student Notification of Changes

Students are notified of any changes in documents and publications (i.e., changes to the CSON Student Handbook, CSON Calendar, and Cohort Schedules) through email notification, in-class, or Learning Management Systems (LMS), or through cohort representatives. The Craigsmiles School of Nursing's electronic version of the Student Handbook supersedes all print versions of publications.

15.18 Other Information and Documents for Students

- HLGU Student Promissory Note (see Appendix S)
- Student Information Release Form FERPA Waiver (see Appendix T)

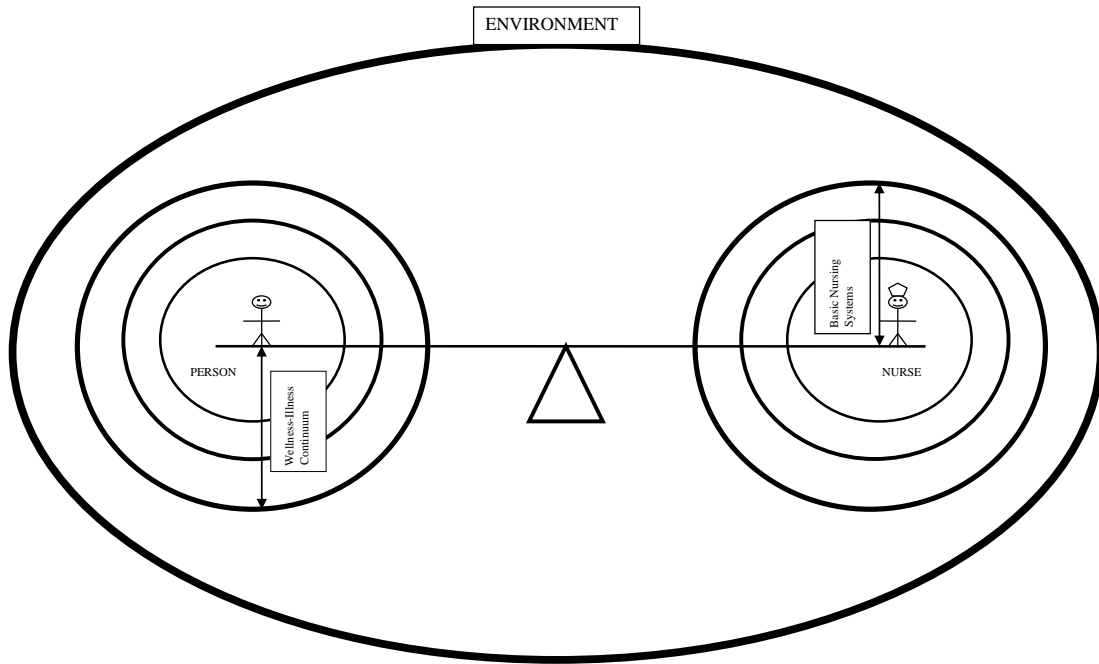
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Appendix A

Conceptual Framework and Model Diagram



Appendix B

2023-2024 Practical Nursing (PN) Certificate



Catalog Year: 2023-2024 (revised Apr 2023)

Practical Nursing Certificate					
Test Scores	English:	Math:	Reading:	Science:	Composite:

Pre-Nursing – Summer (11 hrs.)		Cr.	Semester	Grade	Course ID
BIO 254	Human Anatomy and Physiology I ¹	4			
BIO 264	Human Anatomy and Physiology II ¹	4			
PSY 113/SOC 113	General Psychology or Introduction to Sociology	3			

Year One - Fall (13 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
PNE 105	PivC*	2			
PNE 118	Nursing Fundamentals & IV Therapy*	4			
PNE 121	Adult Health I*	4			
PNE 145	Pharmacology*	3			

Year One - Spring (14 hrs.)		Cr.	Semester	Grade	Course ID
HLG 010	Chapel	0			
PNE 122	Adult Health II**	5			
PNE 155	Mental Health**	3			
PNE 163	Maternal Newborn**	3			
PNE 165	Pediatrics**	3			

Summer (3 hrs.)		Cr.	Semester	Grade	Course ID
PNE 182	Nursing Seminar	3			

NOTES:

¹ Course may be required to be retaken if not completed within the past five years.

^{*} Offered fall semester only, ^{**} Offered spring semester only, ^{***} Must be taken concurrently
 This is a proposed guideline. Hamibal-LaGrange University reserves the right to make changes to degree plans without advanced notice or obligation. Students should review the HLGU Academic Catalog for policies which govern specific general education, program, and graduation requirements.

Appendix C

2023-2024 Associate of Science (ASN) Degree



Catalog Year: 2023-2024 (revised Apr 2023)

Associate of Science in Nursing Degree					
Test Scores	English:	Math:	Reading:	Science:	Composite:

Pre-Nursing - Fall (Sample) [16 hrs.]				
HLG 010	Cr.	Semester	Grade	Course ID
HLG 010	0			Chapel
BIO 254	4			Human Anatomy and Physiology I ¹
ENG 104	3			English Composition I
BIB 151	3			Biblical Worldview
PSY 111	3			General Psychology
SOC 113	3			Introduction to Sociology

Pre-Nursing - Spring (Sample) [14 hrs.]				
HLG 010	Cr.	Semester	Grade	Course ID
HLG 010	0			Chapel
BIO 254	4			Human Anatomy and Physiology II ¹
BIO 344	4			Microbiology ^{2,3}
ENG 105	3			English Composition II
BIB 111	3			Old Testament or
BIB 121				New Testament

Year One - Fall [13 hrs.]				
HLG 010	Cr.	Semester	Grade	Course ID
HLG 010	0			Chapel
NUR 105	2			PN ⁴
NUR 118	4			Nursing Fundamentals & IV Therapy ⁴
NUR 121	4			Adult Health I ⁴
NUR 145	3			Pharmacology ⁴

Year One - Spring [14 hrs.]				
HLG 010	Cr.	Semester	Grade	Course ID
HLG 010	0			Chapel
NUR 122	5			Adult Health II ^{4,5}
NUR 155	3			Mental Health ^{4,5}
NUR 163	3			Maternal Newborn ^{4,5}
NUR 165	3			Pediatrics ^{4,5}

Year Two - Fall [9 hrs.]				
HLG 010	Cr.	Semester	Grade	Course ID
HLG 010	0			Chapel
NUR 214	1			High-Risk Maternal Newborn ⁴
NUR 216	1			High-Risk Pediatrics ⁴
NUR 218	7			Adult Health III ⁴
NUR ____	3			BSN Course

Year Two - Spring [10 hrs.]				
HLG 010	Cr.	Semester	Grade	Course ID
HLG 010	0			Chapel
NUR 248	7			Adult Health IV ^{4,5}
NUR 282	3			Nursing Seminar ^{4,5}
NUR ____	3			BSN Course

NOTES:

- Course may be required to be retaken if not completed within the past five years.
- May be taken during the summer term between first and second years of the ASN program.
- See Mathematic Placement Policy.
- NUR 180 is a prerequisite for all Advanced Standing students. This course is offered in the Summer Term prior to entry into the nursing program.

^{*} Offered fall semester only, ^{**} Offered spring semester only, [†] Must be taken concurrently
 This is a proposed guideline. Hannibal-LaGrange University reserves the right to make changes to degree plans without advanced notice or obligation. Students should review the HLGU Academic Catalog for policies which govern specific general education, program, and graduation requirements.

Appendix D

2023-2024 Nursing Online RN-to-BSN Completion



Catalog Year: 2023-2024 (revised Apr 2023)

Nursing Online RN-to-BSN Completion					
Test Scores	English:	Math:	Reading:	Science:	Composite:

Students are eligible for the online BSN completion program after passing state boards and providing evidence of an active, unencumbered license to practice as an RN. RN license counts as 40 credit hours.

Support Course Requirements

Behavioral Science (9 hours) Courses must come from two different academic areas.				
SOC 113	Intro to Sociology	3		
PSY 113	General Psychology	3		
		3		
Humanities and Fine Art				
CAS 101	Intro to Public Speaking	3		
ENG 104	English Composition I	3		
ENG 106	English Composition II	3		
HST ____	History Course (select from HST options)	3		
Fine Art	Fine Art Course-Art, Music, or Theater	3		
Mathematics				
MTH ____	Appropriate Math Course ¹	3		
Natural Sciences (4 hours of BIO 440 and 12 additional hours, recommendations below)				
BIO 254/314	Human Anatomy and Physiology I *	4		
BIO 264/324	Human Anatomy and Physiology II **	4		
BIO 364	Microbiology **	4		
BIO/PAT 440	Pathophysiology	4		
Bible				
BIB ____	Old or New Testament Survey	3		
BIB 153	Biblical Worldview	3		

Nursing Core Requirements

Summer (6 hrs.)				
	Cr.	Semester	Grade	Course ID
NUR 303	Health Assessment***	3		
NUR 443	Community Health Nursing***	3		
Fall (15 hrs.)				
	Cr.	Semester	Grade	Course ID
NUR 301	Healthcare Today*	3		
NUR 383	Nursing Informatics*	3		
NUR 423	Clinic Education*	3		
NUR 430	Intro to Research & Analytical Methods*	3		
NUR 453	Evidence-Based Practice*	3		
Spring (15 hrs.)				
	Cr.	Semester	Grade	Course ID
NUR 353	Nursing Theory**	3		
NUR 363	Geriatric Nursing**	3		
NUR 373	Bioethics**	3		
NUR 434	Leadership & Management**	3		
NUR 483	Senior Nursing Capstone ²	3		

NOTES:

¹ See Mathematic Placement Policy.

² Senior Nursing Capstone should be taken during the last semester of the program and is offered any term.

* Offered fall semester only; ** Offered spring semester only; *** Offered summer semester only. **Must be taken concurrently
 This is a proposed guideline. Hannibal-LaGrange University reserves the right to make changes to degree plans without advanced notice or obligation. Students should review the HLGU Academic Catalog for policies which govern specific general education, program, and graduation requirements.

Appendix E

2023-2024 PN-to-ASN Pathway (1+1 Program Offering)



Catalog Year: 2023-2024 (revised Mar 2024)

PN to ASN Pathway (1+1 Program Offering)					
Test Scores	English:	Math:	Reading:	Science:	Composite:

Pre-Nursing - Fall (Sample) (16 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
BIO 254	Human Anatomy and Physiology I ¹	4			
ENG 104	English Composition I	3			
BIB 151	Biblical Worldview	3			
PSY 111	General Psychology	3			
SOC 111	Introduction to Sociology	3			

Pre-Nursing - Spring (Sample) (14 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
BIO 264	Human Anatomy and Physiology II ¹	4			
BIO 344	Microbiology ^{1,2}	4			
ENG 106	English Composition II	3			
BIB 111	Old Testament or	3			
BIB 121	New Testament				

A degree audit will be performed on all transfer students to determine credit eligibility.

Year One - Fall (11 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
NUR 105	PwC*	2			
NUR 118	Nursing Fundamentals & IV Therapy*	4			
NUR 121	Adult Health I*	4			
NUR 145	Pharmacology*	3			

Year One - Spring (14 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
NUR 122	Adult Health II**	5			
NUR 155	Mental Health**	3			
NUR 163	Maternal Newborn**	3			
NUR 165	Pediatrics**	3			

Summer (3 hrs.)					
PNE 182	Nursing Seminar	Cr.	Semester	Grade	Course ID
		3			

LPNs transferring from other institutions must take NUR 180, offered each summer, prior to entering Year Two. LPNs may test out of Year One Nursing Courses.

PN students from HLGU are required to pass the NCLEX-PN to be eligible to progress to Year Two.

Year Two - Fall (9 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
NUR 224	High-Risk Maternal Newborn*	3			
NUR 226	High-Risk Pediatrics*	3			
NUR 238	Adult Health III*	7			
	ASN Support Course	3			

Year Two - Spring (10 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
NUR 248	Adult Health IV**	7			
NUR 282	Nursing Seminar**	3			
	ASN Support Course	3			

NOTES:

- Course may be required to be retaken if not completed within the past five years.
- May be taken during the summer term between first and second years of the ASN program.
- See Mathematic Placement Policy.
- NUR 180 is a prerequisite for all Advanced Standing students. This course is offered in the Summer Term prior to entry into the nursing program.

* Offered fall semester only, ** Offered spring semester only, **Not to be taken concurrently

This is a proposed guideline. Hannibal-LaGrange University reserves the right to make changes to degree plans without advanced notice or obligation. Students should review the HLGU Academic Catalog for policies which govern specific general education, program, and graduation requirements.

Appendix F

2023-2024 PN-to-RN-to-BSN Pathway



Catalog Year: 2023-2024 (revised Mar 2024)

PN to RN to BSN Pathway					
Test Scores	English:	Math:	Reading:	Science:	Composite:

Pre-Nursing - Fall (Sample) (16 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
BIO 254	Human Anatomy and Physiology I ¹	4			
ENG 104	English Composition I	3			
BIB 153	Biblical Worldview	3			
PSY 113	General Psychology	3			
SOC 113	Introduction to Sociology	3			

Pre-Nursing - Spring (Sample) (14 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
BIO 264	Human Anatomy and Physiology II ¹	4			
BIO 344	Microbiology ^{1*}	4			
ENG 105	English Composition II	3			
BIB 113	Old Testament or	3			
BIB 123	New Testament				

A degree audit will be performed on all transfer students to determine credit eligibility.

Year One - Fall (13 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
NUR 105	PN-C*	2			
NUR 118	Nursing Fundamentals & IV Therapy*	4			
NUR 121	Adult Health I*	4			
NUR 145	Pharmacology*	3			

Year One - Spring (16 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
NUR 122	Adult Health II**	5			
NUR 125	Mental Health**	3			
NUR 163	Maternal Newborn**	3			
NUR 165	Pediatrics**	3			

Summer (3 hrs.)					
PN1 182	Nursing Seminar	Cr.	Semester	Grade	Course ID
		3			

LPNs transferring from other institutions must take NUR 180, offered each summer, prior to entering Year Two. LPNs may test out of Year One Nursing Courses.

PN students from HLGU are required to pass the NCLEX-PN to be eligible to progress to Year Two.

Year Two - Fall (9 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
NUR 224	High-Risk Maternal Newborn*	1			
NUR 226	High-Risk Pediatrics*	1			
NUR 238	Adult Health III*	7			
NUR_____	BSN Course	3			

Year Two - Spring (10 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
NUR 248	Adult Health IV**	7			
NUR 282	Nursing Seminar**	3			
NUR_____	BSN Course	3			

* Offered fall semester only, ** Offered spring semester only, **Must be taken concurrently
 This is a proposed guideline. Hannibal-LaGrange University reserves the right to make changes to degree plans without advanced notice or obligation. Students should review the HLGU Academic Catalog for policies which govern specific general education, program, and graduation requirements.

2023-2024 PN-to-RN-to-BSN Pathway
(Continued)

RN-BSN Completion Program

Additional Support Course Requirements

Behavioral Science (3 hours)				
		3		
Humanities and Fine Art				
CAS 101	Intro to Public Speaking	3		
HST ____	History Course (select from HST options)	3		
Fine Art	Fine Art Course-Art, Music, or Theater	3		

Mathematics				
MTH ____	Appropriate Math Course ¹	3		
Natural Sciences				
BIO/NUR 440	Pathophysiology	4		

Nursing Core Requirements

Summer (6 hrs.)				
NUR 300	Health Assessment***	3		
NUR 443	Community Health Nursing***	3		

Fall (15 hrs.)				
NUR 301	Healthcare Today*	3		
NUR 383	Nursing Informatics*	3		
NUR 423	Client Education*	3		
NUR 436	Intro to Research & Analytical Methods*	3		
NUR 453	Evidence-Based Practice*	3		

Spring (15 hrs.)				
NUR 353	Nursing Theory**	3		
NUR 363	Geriatric Nursing**	3		
NUR 373	Bioethics**	3		
NUR 434	Leadership & Management**	3		
NUR 483	Senior Nursing Capstone ²	3		

NOTES:

- ¹ Course may be required to be retaken if not completed within the past five years.
- ² May be taken during the summer term between first and second years of the ASN program.
- ³ See Mathematic Placement Policy.
- ⁴ NUR 180 is a prerequisite for all Advanced Standing students. This course is offered in the Summer Term prior to entry into the nursing program.

* Offered fall semester only; ** Offered spring semester only; ***Must be taken concurrently
This is a proposed guideline. Morehead State University reserves the right to make changes to degree plans without advanced notice or obligation. Students should review the MSU Academic Catalog for policies which govern specific general education, program, and graduation requirements.

Appendix G

2023-2024 Dual Degree Option (ASN/BSN)



Catalog Year: 2023-2024 (revised Mar 2024)

Dual Degree Option (ASN/BSN)					
Test Scores	English:	Math:	Reading:	Science:	Composite:

Pre-Nursing - Fall (Sample) (16 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
BIO 254	Human Anatomy and Physiology I*	4			
ENG 104	English Composition I	3			
BIB 153	Biblical Worldview	3			
PSY 133	General Psychology	3			
SOC 133	Introduction to Sociology	3			

Pre-Nursing - Spring (Sample) (17 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
BIO 264	Human Anatomy and Physiology II*	4			
BIO 344	Microbiology**	4			
ENG 106	English Composition II	3			
BIB 133	Old Testament Survey or	3			
BIB 123	New Testament Survey	3			
COM 101	Intro to Public Speaking	3			

Year One - Fall (16 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
FIN 241	Fine Art Course	3			
NUR 105	PhyC*	2			
NUR 118	Nursing Fundamentals & IV Therapy*	4			
NUR 121	Adult Health I*	4			
NUR 145	Pharmacology*	3			

Year One - Spring (17 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
HIS 101	History Course	3			
NUR 122	Adult Health II**	5			
NUR 155	Mental Health**	3			
NUR 163	Maternal Newborn**	3			
NUR 165	Pediatrics**	3			

Year Two - Fall (16 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
BEHS 51	Behavioral Science Course	3			
BIO 446	Pathophysiology	4			
NUR 224	High-Risk Maternal Newborn*	1			
NUR 226	High-Risk Pediatrics*	1			
NUR 238	Adult Health III*	7			

Year Two - Spring (13 hrs.)					
HLG 010	Chapel	Cr.	Semester	Grade	Course ID
MTH 101	Appropriate Math Course*	3			
NUR 248	Adult Health IV**	7			
NUR 282	Nursing Seminar**	3			

BSN Completion - Summer (6 hrs.)					
NUR 303	Health Assessment***	3			
NUR 443	Community Health Nursing***	3			

BSN Completion - Fall (15 hrs.)					
NUR 301	Healthcare Today*	Cr.	Semester	Grade	Course ID
NUR 383	Nursing Informatics*	3			
NUR 423	Client Education*	3			
NUR 436	Intro to Research & Analytical Methods*	3			
NUR 453	Evidence-Based Practice*	3			

BSN Completion - Spring (15 hrs.)					
NUR 353	Nursing Theory**	Cr.	Semester	Grade	Course ID
NUR 363	Geriatric Nursing**	3			
NUR 373	Bioethics**	3			
NUR 434	Leadership & Management**	3			
NUR 483	Senior Nursing Capstone*	3			

*Blue highlighted courses are ASN Support Courses

*Green highlighted courses are BSN Support Courses

*See Notes on back page

* Offered fall semester only, ** Offered spring semester only, *** Offered summer semester only. **Must be taken concurrently
 This is a proposed guideline. Hannibal-LaGrange University reserves the right to make changes to degree plans without advanced notice or obligation. Students should review the HLGU Academic Catalog for policies which govern specific general education, program, and graduation requirements.

**2023-2024 Dual Degree Option (ASN/BSN)
(Continued)**

NOTES:

- ¹ Course may be required to be retaken if not completed within the past five years.
- ² May be taken during the summer term between first and second years of the ASN program.
- ³ See Mathematic Placement Policy.
- ⁴ NUR 180 is a prerequisite for all Advanced Standing students. This course is offered in the Summer Term prior to entry into the nursing program.
- ⁵ Senior Nursing Capstone should be taken during the last semester of the program and is offered any term.

* Offered fall semester only, ** Offered spring semester only, *** Offered summer semester only. #/Not to be taken concurrently
This is a proposed guideline. Hannibal-LaGrange University reserves the right to make changes to degree plans without advanced notice or obligation. Students should review the HLGU
Academic Catalog for policies which govern specific general education, program, and graduation requirements.

Appendix H

Nurses Christian Fellowship (NCF) Chapter Constitution

Article I	NAME
Section 1.	The name of this organization is Hannibal-LaGrange University Chapter of Nurses Christian Fellowship of InterVarsity Christian Fellowship/USA ^R .
Article II	PURPOSE
Section 1.	<i>In response to God’s love, grace, and truth:</i> The Purpose of Hannibal-LaGrange University Nurses Christian Fellowship is to be an organization of nurses who follow Jesus as Savior and Lord: growing in love-for God, God’s Word, God’s people of every ethnicity and culture and God’s purposes in the world.
Article III	DOCTRINAL BASIS
Section 1.	<p>The Doctrinal Basis of this organization includes the basic biblical truths of Christianity. We believe in:</p> <p>The only true God, the almighty Creator of all things, existing eternally in three persons Father, Son, and Holy Spirit full of love and glory.</p> <p>The unique divine inspiration, entire trustworthiness and authority of the Bible.</p> <p>The value and dignity of all people: created in God’s image to live in love and holiness, but alienated from God and each other because of our sin and guilt, and justly subject to God’s wrath.</p> <p>Jesus Christ, fully human and fully divine, who lived as a perfect example, who assumed the judgment due sinners by dying in our place, and who was bodily raised from the dead and ascended as Savior and Lord.</p> <p>Justification by God’s grace to all who repent and put their faith in Jesus Christ alone for salvation.</p> <p>The indwelling presence and transforming power of the Holy Spirit, who gives to all believers a new life and a new calling to obedient service.</p> <p>The unity of all believers in Jesus Christ, manifest in worshiping and witnessing churches making disciples throughout the world. The victorious reign and future personal return of Jesus Christ, who will judge all people</p>

with justice and mercy, giving over the unrepentant to eternal condemnation but receiving the redeemed into eternal life.

To God be glory forever.

Section 2. All leaders/officers of this organization, leaders of Bible study groups and speakers must agree to the NCF Purpose and Doctrinal Basis in Articles II and III.

Article IV MEMBERSHIP and PARTICIPATION

Section 1. Membership and participation in this organization is open to all nurses and nursing students.

Article V LEADERSHIP

Section 1. The leadership of this organization will consist of an Executive Committee which includes elected leaders and the nursing faculty advisor.

Section 2. The responsibilities of the leadership of this chapter are:

- a. To carry out the purpose, general policies, and program of this organization.
- b. To call an annual meeting for selection of new leadership and to evaluate the various activities of the year.
- c. Be responsible for the continuance of this chapter from year to year.

Article VI MEETINGS

Section 1. Meeting will be held monthly on the third Monday of the following Months: October, November, January, February, March, April. Meetings for bible study and prayer may be held at different times than chapter meetings.

Section 2. Other meetings for the discussion and presentation of matters pertaining to the life and purposes of the organization will be held as occasion warrants.

Article VII SELECTION OF LEADERSHIP

Section 1. The Selection Committee will consist of the Executive Committee and other leaders whom the Executive Committee feels would be helpful for the process.

Section 2. The Selection Committee will receive recommendations and application for new leaders from the members of the chapter.

Section 3. The Selection Committee will be responsible to see that all prospective leaders subscribe to the NCF Purpose and Doctrinal Basis as stated in Articles II and III.

Section 4. New leaders will be selected on an annual basis by the selection committee for a term of one year.

Article VIII CONSTITUTION and AMENDMENTS

Section 1. This constitution will be adopted with a general consensus of the leadership of the organization or a two-thirds vote of the committed membership.

Section 2. This constitution may be amended by a general consensus of the leadership of the organization or a two-thirds vote of the committed membership, providing that no change is made in Article II, Article III, Section 2.

Section 3. Amendment to this constitution will not become valid until a copy of said amendment has been placed in the office of Nurses Christian Fellowship, Professional Chapter Liaison, PO Box 7895, Madison, WI 53707-7895

Appendix I

Membership to HLGU's Student Nurses' Association (SNA); Guidelines for Conduct for HLGU; SNA Meetings; SNA's Code of Professional Conduct; Code of Academic and Clinical Conduct

POLICY:

All students in the ASN Nursing Program at Hannibal-LaGrange University will belong to the HLGU Student Nurses' Association (SNA) Chapter.

PURPOSE:

In order to encourage professional behavior in nursing students during school and in the future, membership and participation in a national organization is a good beginning. Additional benefits come from participation in the local organization.

PROCEDURE:

1. All students will pay National Student Nurses' Association (NSNA) dues through fees collected by the University upon registration.
2. All students are expected to participate in the school chapter both in attendance at scheduled monthly meetings, as well as fundraising activities.

Appendix J

NC SBN's White Paper: "Nurse's Guide to the Use of Social Media"



August 2011

Introduction

The use of social media and other electronic communication is increasing exponentially with growing numbers of social media outlets, platforms and applications, including blogs, social networking sites, video sites, and online chat rooms and forums. Nurses often use electronic media both personally and professionally. Instances of inappropriate use of electronic media by nurses have been reported to boards of nursing (BONs) and, in some cases, reported in nursing literature and the media. This document is intended to provide guidance to nurses using electronic media in a manner that maintains patient privacy and confidentiality.

Social media can benefit health care in a variety of ways, including fostering professional connections, promoting timely communication with patients and family members, and educating and informing consumers and health care professionals.

Nurses are increasingly using blogs, forums and social networking sites to share workplace experiences particularly events that have been challenging or emotionally charged. These outlets provide a venue for the nurse to express his or her feelings, and reflect or seek support from friends, colleagues, peers or virtually anyone on the Internet. Journaling and reflective practice have been identified as effective tools in nursing practice. The Internet provides an alternative media for nurses to engage in these helpful activities. Without a sense of caution, however, these understandable needs and potential benefits may result in the nurse disclosing too much information and violating patient privacy and confidentiality.

Health care organizations that utilize electronic and social media typically have policies governing employee use of such media in the workplace. Components of such policies often address personal use of employer computers and equipment, and personal computing during work hours. The policies may address types of websites that may or may not be accessed from employer computers. Health care organizations also maintain careful control of websites maintained by or associated with the organization, limiting what may be posted to the site and by whom.

The employer's policies, however, typically do not address the nurse's use of social media outside of the workplace. It is in this context that the nurse may face potentially serious consequences for inappropriate use of social media.

Confidentiality and Privacy

To understand the limits of appropriate use of social media, it is important to have an understanding of confidentiality and privacy in the health care context. Confidentiality and privacy are related, but distinct concepts. Any patient information learned by the nurse during the course of treatment must be safeguarded by that nurse. Such information may only be disclosed to other members of the health care team for health care purposes. Confidential information should be shared only with the patient's informed consent, when legally required or where failure to disclose the information could result in significant harm. Beyond these very limited exceptions the nurse's obligation to safeguard such confidential information is universal.

Privacy relates to the patient's expectation and right to be treated with dignity and respect. Effective nurse-patient relationships are built on trust. The patient needs to be confident that their most personal information and their basic dignity will be protected by the nurse. Patients will be hesitant to disclose personal information if they fear it will be disseminated beyond those who have a legitimate "need to know." Any breach of this trust, even inadvertent, damages the particular nurse-patient relationship and the general trustworthiness of the profession of nursing.

Federal law reinforces and further defines privacy through the Health Insurance Portability and Accountability Act (HIPAA). HIPAA regulations are intended to protect patient privacy by defining individually identifiable information and establishing how this information may be used, by whom and under what circumstances. The definition of individually identifiable information includes any information that relates to the past, present or future physical or mental health of an individual, or provides enough information that leads someone to believe the information could be used to identify an individual.

Breaches of patient confidentiality or privacy can be intentional or inadvertent and can occur in a variety of ways. Nurses may breach confidentiality or privacy with information he or she posts via social media. Examples may include comments on social

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networking sites in which a patient is described with sufficient detail to be identified, referring to patients in a degrading or demeaning manner, or posting video or photos of patients. Additional examples are included at the end of this document.

Possible Consequences

Potential consequences for inappropriate use of social and electronic media by a nurse are varied. The potential consequences will depend, in part, on the particular nature of the nurse's conduct.

BON Implications

Instances of inappropriate use of social and electronic media may be reported to the BON. The laws outlining the basis for disciplinary action by a BON vary between jurisdictions. Depending on the laws of a jurisdiction, a BON may investigate reports of inappropriate disclosures on social media by a nurse on the grounds of:

- = Unprofessional conduct;
- = Unethical conduct;
- = Moral turpitude;
- = Mismanagement of patient records;
- = Revealing a privileged communication; and
- = Breach of confidentiality.

If the allegations are found to be true, the nurse may face disciplinary action by the BON, including a reprimand or sanction, assessment of a monetary fine, or temporary or permanent loss of licensure.

A 2010 survey of BONs conducted by NCSBN indicated an overwhelming majority of responding BONs (33 of the 46 respondents) reported receiving complaints of nurses who have violated patient privacy by posting photos or information about patients on social networking sites. The majority (26 of the 33) of BONs reported taking disciplinary actions based on these complaints. Actions taken by the BONs included censure of the nurse, issuing a letter of concern, placing conditions on the nurse's license or suspension of the nurse's license.

Other Consequences

Improper use of social media by nurses may violate state and federal laws established to protect patient privacy and confidentiality. Such violations may result in both civil and criminal penalties, including fines and possible jail time. A nurse may face personal liability. The nurse may be individually sued for defamation, invasion of privacy or harassment. Particularly flagrant misconduct on social media websites may also raise liability under state or federal regulations focused on preventing patient abuse or exploitation.

If the nurse's conduct violates the policies of the employer, the nurse may face employment consequences, including termination. Additionally, the actions of the nurse may damage the reputation of the health care organization, or subject the organization to a law suit or regulatory consequences.

Another concern with the misuse of social media is its effect on team-based patient care. Online comments by a nurse regarding co-workers, even if posted from home during nonwork hours, may constitute as lateral violence. Lateral violence is receiving greater attention as more is learned about its impact on patient safety and quality clinical outcomes. Lateral violence includes disruptive behaviors of intimidation and bullying, which may be perpetuated in person or via the Internet, sometimes referred to as "cyber bullying." Such activity is cause for concern for current and future employers and regulators because of the patient-safety ramifications. The line between speech protected by labor laws, the First Amendment and the ability of an employer to impose expectations on employees outside of work is still being determined. Nonetheless, such comments can be detrimental to a cohesive health care delivery team and may result in sanctions against the nurse.

Common Myths and Misunderstandings of Social Media

While instances of intentional or malicious misuse of social media have occurred, in most cases, the inappropriate disclosure or posting is unintentional. A number of factors may contribute to a nurse inadvertently violating patient privacy and confidentiality while using social media. These may include:

- = A mistaken belief that the communication or post is private and accessible only to the intended recipient. The nurse may fail to recognize that content once posted or sent can be disseminated to others. In fact, the terms of using a social media site may include an extremely broad waiver of rights to limit use of content.¹ The solitary use of the Internet, even while posting to a social media site, can create an illusion of privacy.

¹ One such waiver states, "By posting user content to any part of the site, you automatically grant the company an irrevocable, perpetual, nonexclusive transferable, fully paid, worldwide license to use, copy, publicly perform, publicly display, reformat, translate, excerpt in whole or in part, distribute such user content for any purpose." Privacy Commission of Canada. (2007, November 7). Privacy and social networks. Video file. Retrieved from <http://www.privacy.com/watch?v=XJ98EgJh0kA>

- A mistaken belief that content that has been deleted from a site is no longer accessible.
- A mistaken belief that it is harmless if private information about patients is disclosed if the communication is accessed only by the intended recipient. This is still a breach of confidentiality.
- A mistaken belief that it is acceptable to discuss or refer to patients if they are not identified by name, but referred to by a nickname, room number, diagnosis or condition. This too is a breach of confidentiality and demonstrates disrespect for patient privacy.
- Confusion between a patient's right to disclose personal information about himself/herself (or a health care organization's right to disclose otherwise protected information with a patient's consent) and the need for health care providers to refrain from disclosing patient information without a care-related need for the disclosure.
- The ease of posting and commonplace nature of sharing information via social media may appear to blur the line between one's personal and professional lives. The quick, easy and efficient technology enabling use of social media reduces the amount of time it takes to post content and simultaneously, the time to consider whether the post is appropriate and the ramifications of inappropriate content.

How to Avoid Problems

It is important to recognize that instances of inappropriate use of social media can and do occur, but with awareness and caution, nurses can avoid inadvertently disclosing confidential or private information about patients.

The following guidelines are intended to minimize the risks of using social media:

- First and foremost, nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Do not refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients on personal devices, including cell phones. Follow employer policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices.
- Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Consult employer policies or an appropriate leader within the organization for guidance regarding work related postings.
- Promptly report any identified breach of confidentiality or privacy.
- Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the work place.
- Do not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- Do not post content or otherwise speak on behalf of the employer unless authorized to do so and follow all applicable policies of the employer.

Conclusion

Social and electronic media possess tremendous potential for strengthening personal relationships and providing valuable information to health care consumers. Nurses need to be aware of the potential ramifications of disclosing patient-related information via social media. Nurses should be mindful of employer policies, relevant state and federal laws, and professional standards regarding patient privacy and confidentiality and its application to social and electronic media. By being careful and conscientious, nurses may enjoy the personal and professional benefits of social and electronic media without violating patient privacy and confidentiality.

Illustrative Cases

The following cases, based on events reported to BONs, depict inappropriate uses of social and electronic media. The outcomes will vary from jurisdiction to jurisdiction.

SCENARIO 1

Bob, a licensed practical/vocational (LPN/VN) nurse with 20 years of experience used his personal cell phone to take photos of a resident in the group home where he worked. Prior to taking the photo, Bob asked the resident's brother if it was okay for him to take the photo. The brother agreed. The resident was unable to give consent due to her mental and physical condition. That evening, Bob saw a former employee of the group home at a local bar and showed him the photo. Bob also discussed the resident's condition with the former coworker. The administrator of the group home learned of Bob's actions and terminated his employment. The matter was also reported to the BON. Bob told the BON he thought it was acceptable for him to take the resident's photo because he had the consent of a family member. He also thought it was acceptable for him to discuss the resident's condition because the former employee was now employed at another facility within the company and had worked with the resident. The nurse acknowledged he had no legitimate purpose for taking or showing the photo or discussing the resident's condition. The BON imposed disciplinary action on Bob's license requiring him to complete continuing education on patient privacy and confidentiality, ethics and professional boundaries.

This case demonstrates the need to obtain valid consent before taking photographs of patients; the impropriety of using a personal device to take a patient's photo; and that confidential information should not be disclosed to persons no longer involved in the care of a patient.

SCENARIO 2

Sally, a nurse employed at a large long-term care facility arrived at work one morning and found a strange email on her laptop. She could not tell the source of the email, only that it was sent during the previous nightshift. Attached to the email was a photo of what appeared to be an elderly female wearing a gown with an exposed backside bending over near her bed. Sally asked the other dayshift staff about the email/photo and some confirmed they had received the same photo on their office computers. Nobody knew anything about the source of the email or the identity of the woman, although the background appeared to be a resident's room at the facility. In an effort to find out whether any of the staff knew anything about the email, Sally forwarded it to the computers and cell phones of several staff members who said they had not received it. Some staff discussed the photo with an air of concern, but others were laughing about it as they found it amusing. Somebody on staff started an office betting pool to guess the identity of the resident. At least one staff member posted the photo on her blog.

Although no staff member had bothered to bring it to the attention of a supervisor, by midday, the director of nursing and facility management had become aware of the photo and began an investigation as they were very concerned about the patient's rights. The local media also became aware of the matter and law enforcement was called to investigate whether any crimes involving sexual exploitation had been committed.

While the county prosecutor, after reviewing the police report, declined to prosecute, the story was heavily covered by local media and even made the national news. The facility's management placed several staff members on administrative leave while they looked into violations of facility rules that emphasize patient rights, dignity and protection. Management reported the matter to the BON, which opened investigations to determine whether state or federal regulations against "exploitation of vulnerable adults" were violated. Although the originator of the photo was never discovered, nursing staff also faced potential liability for their willingness to electronically share the photo within and outside the facility, thus exacerbating the patient privacy violations, while at the same time, failing to bring it to management's attention in accordance with facility policies and procedures. The patient in the photo was ultimately identified and her family threatened to sue the facility and all the staff involved. The BON's complaint is pending and this matter was referred to the agency that oversees long term care agencies.

This scenario shows how important it is for nurses to carefully consider their actions. The nurses had a duty to immediately report the incident to their supervisor to protect patient privacy and maintain professionalism. Instead, the situation escalated to involving the BON, the county prosecutor and even the national media. Since the patient was ultimately identified, the family was embarrassed and the organization faced possible legal consequences. The organization was also embarrassed because of the national media focus.

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SCENARIO 3

A 20-year-old junior nursing student, Emily, was excited to be in her pediatrics rotation. She had always wanted to be a pediatric nurse. Emily was caring for Tommy, a three-year-old patient in a major academic medical center's pediatric unit. Tommy was receiving chemotherapy for leukemia. He was a happy little guy who was doing quite well and Emily enjoyed caring for him. Emily knew he would likely be going home soon, so when his mom went to the cafeteria for a cup of coffee, Emily asked him if he minded if she took his picture. Tommy, a little "ham," consented immediately. Emily took his picture with her cell phone as she wheeled him into his room because she wanted to remember his room number.

When Emily got home that day she excitedly posted Tommy's photo on her Facebook page so her fellow nursing students could see how lucky she was to be caring for such a cute little patient. Along with the photo, she commented, "This is my 3-year-old leukemia patient who is bravely receiving chemotherapy. I watched the nurse administer his chemotherapy today and it made me so proud to be a nurse." In the photo, Room 324 of the pediatric unit was easily visible.

Three days later, the dean of the nursing program called Emily into her office. A nurse from the hospital was browsing Facebook and found the photo Emily posted of Tommy. She reported it to hospital officials who promptly called the nursing program. While Emily never intended to breach the patient's confidentiality, it didn't matter. Not only was the patient's privacy compromised, but the hospital faced a HIPAA violation. People were able to identify Tommy as a "cancer patient," and the hospital was identified as well. The nursing program had a policy about breaching patient confidentiality and HIPAA violations. Following a hearing with the student, school officials and the student's professor, Emily was expelled from the program. The nursing program was barred from using the pediatric unit for their students, which was very problematic because clinical sites for acute pediatrics are difficult to find. The hospital contacted federal officials about the HIPAA violation and began to institute more strict policies about use of cell phones at the hospital.

This scenario highlights several points. First of all, even if the student had deleted the photo, it is still available. Therefore, it would still be discoverable in a court of law. Anything that exists on a server is there forever and could be resurrected later, even after deletion. Further, someone can access Facebook, take a screen shot and post it on a public website.

Secondly, this scenario elucidates confidentiality and privacy breaches, which not only violate HIPAA and the nurse practice act in that state, but also could put the student, hospital and nursing program at risk for a lawsuit. It is clear in this situation that the student was well-intended, and yet the post was still inappropriate. While the patient was not identified by name, he and the hospital were still readily identifiable.

SCENARIO 4

A BON received a complaint that a nurse had blogged on a local newspaper's online chat room. The complaint noted that the nurse bragged about taking care of her "little handicapper." Because they lived in a small town, the complainant could identify the nurse and the patient. The complainant stated that the nurse was violating "privacy laws" of the child and his family. It was also discovered that there appeared to be debate between the complainant and the nurse on the blog over local issues. These debates and disagreements resulted in the other blogger filing a complaint about the nurse.

A check of the newspaper website confirmed that the nurse appeared to write affectionately about the handicapped child for whom she provided care. In addition to making notes about her "little handicapper," there were comments about a wheelchair and the child's age. The comments were not meant to be offensive, but did provide personal information about the patient. There was no specific identifying information found on the blog about the patient, but if you knew the nurse, the patient or the patient's family, it would be possible to identify who was being discussed.

The board investigator contacted the nurse about the issue. The nurse admitted she is a frequent blogger on the local newspaper site; she explained that she does not have a television and blogging is what she does for entertainment. The investigator discussed that as a nurse, she must be careful not to provide any information about her home care patients in a public forum.

The BON could have taken disciplinary action for the nurse failing to maintain the confidentiality of patient information. The BON decided a warning was sufficient and sent the nurse a letter advising her that further evidence of the release of personal information about patients will result in disciplinary action.

This scenario illustrates that nurses need to be careful not to mention work issues in their private use of websites, including posting on blogs, discussion boards, etc. The site used by the nurse was not specifically associated with her like a personal blog is; nonetheless the nurse posted sufficient information to identify herself and the patient.

SCENARIO 5

Nursing students at a local college had organized a group on Facebook that allowed the student nurses' association to post announcements and where students could frequently blog, sharing day-to-day study tips and arranging study groups. A student-related clinical error occurred in a local facility and the student was dismissed from clinical for the day pending an evaluation of the error. That evening, the students blogged about the error, perceived fairness and unfairness of the discipline, and projected the student's future. The clinical error was described, and since the college only utilized two facilities for clinical experiences, it was easy to discern where the error took place. The page and blog could be accessed by friends of the students, as well as the general public.

The students in this scenario could face possible expulsion and discipline. These blogs can be accessed by the public and the patient could be identified because this is a small community. It is a myth that it can only be accessed by that small group, and as in Scenario 3, once posted, the information is available forever. Additionally, information can be quickly spread to a wide audience, so someone could have taken a screen shot of the situation and posted it on a public site. This is a violation of employee/university policies.

SCENARIO 6

Chris Smith, the brother of nursing home resident Edward Smith, submitted a complaint to the BON. Chris was at a party when his friend, John, picked up his wife's phone to read her a text message. The message noted that she was to "get a drug screen for resident Edward Smith." The people at the party who heard the orders were immediately aware that Edward Smith was the quadriplegic brother of Chris. Chris did not want to get the nurse in trouble, but was angered that personal information about his brother's medical information was released in front of others.

The BON opened an investigation and learned that the physician had been texting orders to the personal phone number of nurses at the nursing home. This saved time because the nurses would get the orders directly and the physician would not have to dictate orders by phone. The use of cell phones also provided the ability for nurses to get orders while they worked with other residents. The practice was widely known within the facility, but was not the approved method of communicating orders.

The BON learned that on the night of the party, the nurse had left the facility early. A couple hours prior to leaving her shift she had called the physician for new orders for Edward Smith. She passed this information onto the nurse who relieved her. She explained that the physician must not have gotten a text from her co-worker before he texted her the orders.

The BON contacted the nursing home and spoke to the director of nursing. The BON indicated that if the physician wanted to use cell phones to text orders, he or the facility would need to provide a dedicated cell phone to staff. The cell phone could remain in a secured, private area at the nursing home or with the nurse during her shift.

The BON issued a warning to the nurse. In addition, the case information was passed along to the health board and medical board to follow up with the facility and physician.

This scenario illustrates the need for nurses to question practices that may result in violations of confidentiality and privacy. Nurse managers should be aware of these situations and take steps to minimize such risks.

SCENARIO 7

Jamie has been a nurse for 12 years, working in hospice for the last six years. One of Jamie's current patients, Maria, maintained a hospital-sponsored communication page to keep friends and family updated on her battle with cancer. Jamie periodically read Maria's postings, but had never left any online comments. One day, Maria posted about her depression and difficulty finding an effective combination of medications to relieve her pain without unbearable side effects. Jamie knew Maria had been struggling and wanted to provide support, so she wrote a comment in response to the post, stating, "I know the last week has been difficult. Hopefully the new happy pill will help, along with the increased dose of morphine. I will see you on Wednesday." The site automatically listed the user's name with each comment. The next day, Jamie was shopping at the local grocery store when a friend stopped her and said, "I didn't know you were taking care of Maria. I saw your message to her on the communication page. I can tell you really care about her and I am glad she has you. She's an old family friend, you know. We've been praying for her but it doesn't look like a miracle is going to happen. How long do you think she has left?" Jamie was instantly horrified to realize her expression of concern on the webpage had been an inappropriate disclosure. She thanked her friend for being concerned, but said she couldn't discuss Maria's condition. She immediately went home and attempted to remove her comments, but that wasn't possible. Further, others could have copied and pasted the comments elsewhere.

At her next visit with Maria, Jamie explained what had happened and apologized for her actions. Maria accepted the apology, but asked Jamie not to post any further comments. Jamie self-reported to the BON and is awaiting the BON's decision.

This scenario emphasizes the importance for nurses to carefully consider the implications of posting any information about patients on any type of website. While this website was hospital sponsored, it was available to friends and family. In some contexts it is appropriate for a nurse to communicate empathy and support for patients, but they should be cautious not to disclose private information, such as types of medications the patient is taking.

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Mission: NCSBN provides education, service and research through collaborative leadership to promote evidence-based regulatory excellence for patient safety and public protection.



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Appendix K

Academic Dishonesty Policy

POLICY:

Academic dishonesty is subject to disciplinary action. Offenses of academic dishonesty shall be cumulative for the entire program.

PURPOSE:

The purpose of this policy is to define academic dishonesty and the procedure for the consequences of the behavior.

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty.
2. Unauthorized possession of examinations or resources.
3. Unauthorized changing of grades or markings on quizzes and/or examinations.
4. Plagiarism, which may include, but is not necessarily limited to, submitting test papers, research reports and writing, illustration, laboratory results, or any other assigned responsibilities as one's own work, when in reality it has been done by artificial intelligence, another person, or copied from another author or from written, published, or unpublished material including internet sources.

PROCEDURE:

1. Each incident of unsafe student practice shall be reported by the instructor to the Nursing Admissions, Promotion and Retention Committee and to the Vice President for Academic Administration for action. Decisions could range from written warning to course failure and/or dismissal from the nursing program. All records will be contained in the student's file.
2. The student may use the Grievance Procedure if dissatisfied with the penalty for dishonesty.

Appendix L

Unsafe Student Practice Policy

POLICY:

The student will:

1. Demonstrate patterns of professional behaviors which follow the legal and ethical codes of nursing.
2. Promote the actual or potential well-being of clients, health care workers, and self in the biological, psychological, sociological, and cultural realms.
3. Demonstrate accountability in preparation, documentation, and continuity of care.
4. Show respect for the human rights of the individuals.

PURPOSE:

The purpose of this policy is to:

1. Protect the safety of the clients, peers, staff members, and clinical instructors.
2. Ensure compliance with the Missouri Nurse Practice Act.
3. Maintain nursing practice within the Standards of Nursing Care.
4. Promote an awareness of the responsibility and accountability for student's clinical performance.

Indicators to be used as guidelines for evaluating safe practice are:

- **Regulatory:** The student practices within the boundaries of the Missouri Nurse Practice Act, and the guidelines and objectives of the Associate of Science in Nursing Program. The student follows the rules and regulations of the cooperating health care agencies. Guidelines and objectives are found in the Student Handbook.
 - **Examples** of unsafe practice include but are not limited to the following:
 - Failure to notify the agency and/or instructor of clinical absence
 - Presenting for clinical practice under the influence of alcohol and/or other drugs
 - Repeated tardiness to clinical
- **Ethical:** The student practices according to the American Nurses Association Code of Ethics, Standards of Practice, and the Missouri State Nurse Practice Act.
 - **Examples** of unsafe practice include but are not limited to the following:
 - Refusing assignments based on client's race, culture, or religious preference
 - Placing personal values and standards above institutional values and standards
 - Failing to report unethical behavior(s) of other health care persons in the clinical setting(s) which affects client welfare

- Biological, psychological, social, and cultural realms: The students practice meets the holistic needs of the client, utilizing basic knowledge acquired from the biological, psychological, sociological and cultural sciences.
 - Examples of unsafe practice include but are not limited to the following:
 - Failure to display stable mental, physical, or emotional behavior(s) which may affect others' well-being
 - Failure to follow through on suggested referrals or interventions to correct deficient areas which may result in harm to others
 - Acts of omission or commission in the care of clients, such as but not limited to: Physical abuse, placing clients in hazardous positions, conditions, or circumstances, mental or emotional abuse, and repeated medication errors
 - Miscommunications, disruption of client care and/or unit functioning
 - Lack of physical coordination necessary for carrying out nursing procedures
- Accountability: The student's practice demonstrates consistency in the responsible preparation, documentation, and promotion of the continuity of the care of clients.
 - Examples of unsafe practice include but are not limited to the following:
 - Failure to provide concise, inclusive, written and verbal communication
 - Failure to accurately record comprehensive client behaviors
 - Failure to report questionable nursing practice (Refer to standards of nursing care of the respective agency)
 - Attempting activities without adequate orientation or theoretical preparation or appropriate assistance
 - Dishonesty
- Human rights: The student's conduct shows respect for the individual, client, health team member, faculty, and self (including, but not limited to, the innate, legal, ethical, and cultural realms)
 - Examples of unsafe practice include but are not limited to the following:
 - Failure to maintain confidentiality of communications
 - Failure to maintain confidentiality of records
 - Utilization of stereotypical assessments which are detrimental to patient care
 - Failure to recognize and promote every patient's rights
 - Preceptor or clinical agency refusal to continue working with the student due to clinical safety issues
 - Defamation of character
 - Assault or battery

PROCEDURE:

1. Each incident of unsafe student practice shall be reported by the instructor to the Nursing Admissions, Promotion and Retention Committee and to the Vice President for Academic Administration for action. Decisions could range from written warnings to course failure and/or dismissal from the nursing program. All records will be contained in the student's file.
2. A student who is observed by a faculty member to have put a patient in danger will be dismissed from the clinical setting immediately.
3. *Immediate termination* will result from the following:
 - a. Knowingly causing harm to a client
 - b. Appearance in class or clinical under the influence of drugs or alcohol
4. The student may appeal the decision by following the grievance procedure.

Appendix M

Confidentiality Statement and Agreement

Craigiles School of Nursing (CSON) has distinct expectations of its students regarding the confidentiality of patient and student related information, including classroom content, clinical content, and student's individual acquisition of information. The *CSON Student Handbook* outlines policies that apply to students enrolled in CSON programs.

Student Agreement

As an enrolled student of HLGU's Craigiles School of Nursing, I hereby agree and consent to the following, and further indicate my understanding of the same:

That I am aware that as a CSON student I will receive information about patients in written form and in verbal discussions with faculty and agency staff. I agree to abide by CSON policies, Federal Health Insurance Portability and Accountability Acts (HIPAA) guidelines, and individual agency policies related to sharing of patient information;

That I understand that I am to hold all information in strict confidence and will consult a CSON faculty member prior to sharing any part of clinical or classroom content related to patients;

That I agree that I will not send or receive patient information via electronic means unless instructed to do so by a CSON faculty member;

That I understand that I am not to share or disclose patient related information from class or clinical(s) with individuals who are not part of that class or clinical experience, including family and friends;

That I understand that violation of confidentiality laws and/or policies may result in disciplinary action; and further

That my failure to sign this Confidentiality Statement & Agreement, indicating my agreement, will result in disciplinary action.

Appendix N

Criminal Background Check; Substance Abuse; and Drug & Alcohol Testing Policy

POLICY:

Students in the Nursing major who have contact with patients or residents must provide disclosure regarding his/her criminal background and evidence of negative substance abuse and drug and alcohol screens. In addition, the Craigsmiles School of Nursing adheres to the Hannibal-LaGrange University student policies and regulations, which include disciplinary action for criminal behavior, use and/or possession of drugs and alcoholic beverages, and use of tobacco, on campus and while representing the University off campus, as stated in the University's yearly Handbook.

PURPOSE:

In order to comply with terms of affiliation agreements between Hannibal-LaGrange University Craigsmiles School of Nursing programs and clinical agencies, any student who is to have contact with patients or residents must provide disclosure regarding his or her criminal background and have a criminal background check conducted by CastleBranch. State law prohibits a hospital or other medical provider from knowingly allowing anyone to give care to clients in their agency who has been convicted of, or pled guilty or nolo contendere to certain criminal offenses in Section 192.2495, RSMo. list of these criminal offenses may be requested from nursing@hlg.edu.

In addition, clinical agency sites with which the University has affiliation agreements require evidence of negative substance abuse and drugs and alcohol screens. The Hannibal-LaGrange Craigsmiles School of Nursing requires all students to report for their clinical experience free from the effects of illegal drugs, alcohol, or any other drugs that may impair their performance and jeopardize patient safety.

The information received by Hannibal-LaGrange University's Craigsmiles School of Nursing will remain confidential and will be used for the sole purpose of determining an applicant's ability to enter patient or resident care areas in order to complete requirements of the nursing program.

PROCEDURE:

1. Prior to clinical experiences, all students are required to submit completed consent forms and documents required for criminal background checks. Consent forms for specific clinical agency sites that require substance abuse and drug screens will be completed as needed. Costs incurred for the background checks and clinical substance abuse and drug screens are the sole responsibility of the student.
2. Each student must provide evidence of a negative criminal history search through CastleBranch©. Any student convicted of a felony or misdemeanor while in the

nursing program must report the conviction immediately to the Director, Craigsmiles School of Nursing.

3. Students who do not complete a criminal background disclosure or who do not request criminal background history check will be unable to complete clinical rotations in affiliating clinical agencies.
4. Any student who refuses to submit to initial or subsequent substance abuse and drug testing will be dismissed from the Nursing Program immediately for any such refusal.
5. Any student who tests positive for a drug or controlled substance must be able to verify that it was obtained legally and legitimately. If an initial drug or controlled substance test is positive, a second test will be performed on the initial sample to confirm the initial result. A positive test result on the confirming test will result in immediate dismissal from the nursing program.
6. If an alcohol test is positive, a second test will be performed *immediately* to confirm the initial result. Any confirmed alcohol result above 0% will be considered positive. A positive test result on the confirming test will immediately result in dismissal from the nursing program.
7. Any student dismissed following a positive drug, controlled substance, or alcohol test will be removed from all nursing courses and will also be referred for disciplinary action from the University. A grade of “W” (withdrawal) will be noted on the transcript if prior to the University withdrawal date. If the student is removed from courses following the University withdrawal date, the final earned course grade will be noted on the transcript.
8. Clinical agencies and Hannibal-LaGrange University reserve the right to conduct random drug and alcohol screens on all students.
9. Students must abide by the terms of the above policy and must report any conviction under a criminal drug statute for violations occurring on or off University premises. A conviction must be reported within 72 hours after the conviction. Convictions include pleas of guilty and nolo contendere. Students convicted of involvement in a criminal drug offense will be dismissed from the nursing program.

Appendix O

Competency Performance Evaluation Tool (CPET) for Clinical

Term _____ **Course:** _____ **Clinical Dates** _____ **Student:** _____ **PN or ASN**

For the PN student, the following competencies are threaded – progressing from awareness, recognition, and beginning application (1st year/Term 1); to application and performance (1st year/Term 2). The competencies are guided by the curricular framework, the PN program outcomes, the Missouri Scope of Practice for LPNs, and professional standards.

For the ASN student, the following competencies are threaded – progressing from awareness, recognition, and beginning application (1st year/Term 1); to application and performance (1st year/Term 2 and 2nd year/Term 3); to proficiency (2nd year/Term 4). The competencies are guided by the curricular framework, ASN program outcomes, Missouri Scope of Practice for RNs, and professional standards.

The ASN or PN student will provide clear evidence of demonstrating and meeting the following competencies, keeping in mind their unique roles within healthcare, while operating within their expected scope of practice.

CLINICAL COMPETENCIES PERFORMANCE EVALUATION CRITERIA	Date	Provide evidence-based example(s) of how you have met each competency	Date	Faculty Comments	Faculty Evaluation
EDUCATIONAL RELEVANCE					
1. Clinical Reasoning and Professional Judgement					
2. Critical Thinking and Problem-Solving Skills					
3. Evidence-Based Practice, Research, and Use of Relevant Resources.					
4. Technology-Based Skills					
5. Performance, Hands-on, Psychomotor Skills					
6. Time Awareness; Time Management Skills					
TRANSFORMATIONAL LEADERSHIP					

7. Prioritization and Delegation Skills					
8. Professional Communication Skills (Written, oral, non-oral, and team communication skills)					
9. Interprofessional Collaborative Practice					
10. Information and Systems Management Skills					
11. Budgetary and Finance Skills					
12. Professional Enrichment and Development					
COMMUNITY MINDSET					
13. Safe Patient, Family, and Community-Centered Care					
14. Promote Health/Prevent Disease/Address Healthcare Needs					
15. Global Perspective; Cultural / Demographic Considerations					
16. Ethical, Legal, and Political Awareness Skills					

17. Engagement Skills					
18. Personal Appearance, Presentation, Demonstration & Public Speaking Skills					
GENERATIONAL IMPACT					
19. Establish Trust of the Public across Generations					
20. Effective Teaching/Instruction Considering Generational Differences, Strengths, and Weaknesses.					
21. Consider Physical Growth and Developmental Stages					
22. Provide Quality, Age-Appropriate Care					
23. Address Nutritional and Physical Needs of individuals within each generation					
24. Address Environmental & Cultural Influences/Risk Factors for Generational Trauma.					
BIBLICAL WORLDVIEW					
25. Displays Christian Character: HUMILITY (Mindset)					
26. Displays Christian character: COMPASSIONATE CARE (Actions)					

27. Displays Christian Character: EMPATHY (Feelings)					
28. Ministry Skills: Conduct Spiritual Assessments					
29. Ministry Skills: Prays with and for patients					
30. Ministry Skills: Addresses Spiritual Needs of Patients					

Midterm Faculty Comments:	
Midterm Student Comments:	
Midterm Faculty Signature/Date:	Midterm Student Signature/Date:
End of Term Faculty Comments:	
End of Term Student Comments:	
End of Term Faculty Signature/Date:	End of Term Student Signature/Date:
Determination of Student Clinical Performance: “E” “S” “N” “U” or “NA” “E” — Excellent “S” — Satisfactory “N” — Needs Improvement “U” — Unsatisfactory “NA” — Not Applicable	
Determination of Student Clinical Performance: “E” “S” “N” “U” or “NA” “E” Excellent - Exceeds expected level of requirements related to thoroughness, initiative for learning, and demonstrating depth of accurate insight. “S” Satisfactory - Expected level of safety to meet course/clinical outcomes; safe, accurate, effective each time; efficient, generally organized, punctual, and confident; completes tasks in a given time period; written work clear, specific, relevant, and with appropriate breadth and depth; professional in attitude and in response to others, follows written and verbal guidelines; clear, positive, and effective communication/documentation; well-prepared for clinical; asks relevant, insightful questions and responds positively to instructor feedback. Meets standards.	

“N” Needs Improvement - Not completely satisfactory or unsatisfactory; not acceptable for final clinical evaluation.

“U” Unsatisfactory - Frequent or constant supervision needed to assure safety; performs at risk, not always accurate, lacks confidence; unskilled, inefficient, unorganized, or ineffective; considerable expenditure of energy; completes tasks within a prolonged period of time; judgmental with patients, staff, and/or faculty; unable/unwilling to demonstrate procedure/behavior; written work late, unclear, incomplete, inappropriate, unacceptable, and/or untrue/unsafe; unprofessional attitude and/or response to others; ineffective, negative communication/documentation; does not follow written and/or verbal guidelines; not prepared or late for clinical session(s); does not ask questions or engage in discussions; does not adhere or follow through with feedback. Not meeting standards.

“NA” Not Applicable - Not appropriate for this clinical setting or not an expectation of the student at this time.

FINAL CLINICAL EVALUATION: ___S, or ___U

Appendix P

Clinical Calculations Policy

POLICY:

Nursing students must demonstrate expertise in medication calculations. A clinical calculations exam will be administered during NUR 280 to assess the student's proficiency in accurately performing calculations utilizing a 6-function (basic) calculator.

PURPOSE:

It is a vital responsibility of nurses to accurately calculate medication dosages. If mathematical errors occur, a patient can be seriously or fatally injured.

PROCEDURE:

1. To meet the requirements of the HLGU nursing program, the student must successfully pass the Clinical Calculations exam during NUR 280 and score a 95% or higher.
2. The student will have *unlimited attempts* to pass the exam with a 95% or higher throughout the semester, however there must be at least one week between each attempt to allow for remediation.
3. The first exam will be scheduled and administered within the first month of class. If subsequent exams are needed, they will be administered during class (refer to Road Map for dates).
4. If the student has not passed the exam by the end of the semester with a score of 95% or higher, s/he will receive an "Incomplete" but may participate in pinning and graduation ceremonies given all other HLGU graduation requirements are met. The student will be required to return after graduation ceremonies and continue taking exams until a score of 95% or higher is achieved. At that time, all course requirements will have been considered to be met.

Grading rules will include the following:

- No partial credit will be given on any problem on a test (ex. If the problem has four steps or parts and you miss one, the entire problem will be wrong)
- Follow all directions on the test
- For **parenteral drugs**, if the amount to be given is less than 1 ml round to the nearest one hundredth, (2 decimal places). For example, 0.239 is rounded to 0.24. In addition, if the amount to be given is more than 1 ml round to the nearest tenth, (1 decimal place). For example, 1.28 is rounded to 1.3.
- For manually regulated IV calculations you can only visually count whole drops. It is impossible to calculate 14.7 drops per minute. Round to the nearest whole

number. For example, 14.7 is rounded to 15 drops per minute. Carry calculations to one decimal place, then round drops per minute (gtt/min) to the nearest whole number.

- When writing decimals, eliminate unnecessary zeros to avoid confusion. Never use a trailing 0. For example, write 0.2, **do not write** 0.20. Although the last zero does not change the value of the decimal, it is not necessary and may lead to confusion.
- To avoid missing a decimal point and interpreting the numeric value as a whole number **always** place a zero to the left of the decimal point to emphasize that the number has a value less than one. For example, write **0.35, 0.15, 0.003**.

Appendix Q

Guidelines for Writing a Formal Paper

When writing, it is important that the paper be concise, clear, and readable. All papers for the Craigsmiles School of Nursing are to be typewritten and follow the American Psychological Association (APA) format, 7th edition.

1. Before beginning the paper, review the **grading rubric. Remember to make sure all areas from the rubric are covered. Areas not included in the paper will receive zero points.**
2. A review of literature is done by reviewing nursing and medical journals (within the last 5 years) for current information on the chosen topic. More journal articles should be used rather than textbooks, so that the paper includes the most current information. A computer search for articles can be done in the library. We suggest using CINAHL. Many journal articles are available in html or PDF format and can be printed free of charge in the Roland Library. The articles can be obtained through interlibrary loan if the library does not carry the journal in which the article is written. It is important to begin the research for your topic early.
3. When reviewing articles or textbooks for information, notes can be made on index cards. *Credit needs to be given to the author, unless the information is your own original ideas or it is common knowledge.* Failure to do so is plagiarism. If exact words are used from articles or textbooks then quotation marks need to be used and also page number needs to be indicated as well as author and year (see APA Guide). A limited number of quotations should be used. Quotations should be used for special emphasis or if translation would detract from its original meaning.
4. Writing an outline of what you intend to write can help to identify areas that you have covered as well as areas you need to expand on.
5. The introduction usually tells what the subject of the paper is, why the subject was chosen, or the relevance to the class or to nursing. (Why is it an important topic?). Do not use "I chose this topic because". Avoid the use of "I" in a formal paper. More appropriate would be "This topic was chosen because ...," or "The author chose this topic because", or "This paper will discuss"
6. Conclusion – Summarize your findings.
7. Finalize the draft. Using headings to subdivide the paper will make it easier to read, and will help identify that all areas are included.

8. **Refer to Writing a Paper in APA Style for further instructions.**
9. Proofread your final paper for spelling, correct grammar, correct punctuation, and for content. Are all topics addressed?
10. A “References” page must be included. Make sure that all references included on this page are included in the paper. Make sure that all references used in the paper are included on the reference page.
11. Refer to the current edition of the American Psychological Association (APA) textbook for additional information.

Appendix R

Plagiarism: What It Is and How to Avoid It

Plagiarism can be defined as "...taking and using as one's own the ideas or written work of someone else" (Kreis, 1994, p. 66).

A writer who fails to give appropriate acknowledgment when repeating another's wording or particularly apt term, paraphrasing another's argument, or presenting another's line of thinking is guilty of plagiarism" (Gibaldi, 1995, p. 26).

Acts included under the general heading of plagiarism:

1. Buying a paper from a research service or term paper mill;
2. Turning in another student's work without that student's knowledge;
3. Turning in a paper a peer has written for the student;
4. Copying a paper from a source text without proper acknowledgment; and
5. Copying material from a source text, supplying proper documentation, but leaving out quotation marks...Paraphrasing material from a source text without appropriate documentation..." (Wilhoit, 1994, p. 161-162)

PLAGIARISM = STEALING

Avoid plagiarism by:

- doing your own work!
- begin researching early
- make an outline of the main points that will be supported by your research material
- make note cards of facts and ideas that support your research thesis (the main idea) **and** include on the note cards quotes and all reference info (journal, article title, publication date, author, page numbers)
- use quotes and the ideas of others to SUPPORT your thesis and credit ALL ideas and quotes. "In writing your research paper, then, you must document everything that you borrow-not only direct quotations and paraphrases but also information and ideas" (Gibaldi, 1995, p. 29)
- expect to write several drafts, checking all drafts for quotation errors, and proof read!

Appendix S

HLGU Student Promissory Note



Hannibal-LaGrange University Student Promissory Note

This agreement, when signed, becomes a binding agreement between Hannibal-LaGrange University (HLGU) and the student (borrower). The Borrower agrees that by enrolling, he or she is subject to applicable charges that become a legal debt until paid or otherwise settled. This agreement will apply to all semesters in which the Borrower is enrolled at HLGU.

_____ 1. **Use of Account** – I authorize HLGU to add to my student account all tuition and all other applicable fees and charges incurred by me as a result of registering to attend HLGU and receiving services from HLGU. I understand that once I have registered, if I do not officially drop by the 100% refund deadline, I am responsible for tuition and other charges incurred that are charged to my student account. I am aware that the drop/refund and withdrawal deadlines are published on the HLGU website and understand that I am bound by the drop/refund and withdraw deadlines.

_____ 2. **Promise to Pay** – Registration to attend classes at HLGU constitutes a financial obligation between HLGU and me. In accordance with HLGU policy, listed on the HLGU website, I acknowledge that any tuition, fees (including housing and meal plan fees) and other charges that are not paid in full by the payment due date, the amount of funds erroneously disbursed to me, and any other financial obligations to HLGU, will automatically be considered past due and/or owing and incur applicable finance charges as listed on the HLGU website. I acknowledge that I have read and understood the payment due dates and that the applicable payment due dates are expressly incorporated in the Agreement by reference. I understand that if any of my financial obligations to HLGU are not paid in full by the payment due dates or any funds erroneously disbursed to me are not returned to HLGU, HLGU will, to the extent permitted by law, refuse to allow me to register for additional classes, withhold release of my transcripts and diploma and take action against me to collect any unpaid or unreturned amounts owing under my student account, including assignment of the student account for collections, in which case I am responsible for paying any additional fees and costs incurred to collect the student account. Pursuant to 11 U.S.C. § 523(a)(8), any balance due is hereby acknowledged as a student loan and will be considered non-dischargeable under the federal and state law governing bankruptcy. I further understand that my failure to attend class does not absolve me of my financial obligations as described above.

_____ 3. **Student Account, Billing Statement** – HLGU communicates all student account information via electronic services using an online secured portal, Self-Service (SS). HLGU may send me important notices via my HLGU-issued email account. I agree to review my student account history available on SS prior to and after registering for classes and before the payment due date each term. I agree that it is my responsibility to review my student account status and my HLGU issued email account regularly. Failure by me to view my student account or HLGU issued email account is not valid grounds for absolving me of my financial obligations or waiving the late payment fees or registration, diploma or transcript holds.

_____ 4. **Returned Payment Fee** – A returned payment fee in the amount of \$25.00 will be added to my student account for any payment returned by a financial institution. HLGU reserves the right to pursue all legal remedies available to collect on any returned payment.

_____ 5. **Collection Agency** – If HLGU retains a collection agency, then, to the extent permitted by applicable law, I agree to pay all reasonable collection costs including, but not limited to, collection fees of any collection agency, and including all reasonable attorney fees, costs, and expenses necessary for the collection of any amount not paid when due.

_____ 6. **Notices** – All notices required to be given by HLGU in connection with my student account shall be sent to my HLGU issued email account and deemed received when the email enters the HLGU information processing system for my HLGU issued email account. Student account information is considered received when the information is posted on SS. Any notices sent to my mailing address are deemed to have been delivered on the day they are deposited in the US mail, properly addressed, and with postage prepaid. It is my responsibility to keep all of my contact information up to date.

_____ 7. **Telephone Consumer Protection Act (TCPA) and Missouri Fair Debt Collection Act** – I authorize HLGU and its respective agent(s) and contractors, including collection agencies, to contact me regarding my student account at

the current or any future telephone number provided by me for my landline, cellular phone or other wireless device for the purpose of receiving notifications pursuant to this Agreement using automated telephone dialing equipment or artificial or pre-recorded voice or text message and in compliance with the requirements of the MO Fair Debt Collections Practices Act. Furthermore, I understand that I may withdraw my consent by submitting my request in writing to the Office of Student Accounts or in writing to the applicable contractor or agent contacting me on behalf of HLGU.

____ 8. **Entire Agreement, Change of Terms** – This Agreement supersedes all prior understandings, representations, negotiations, and correspondence between me and HLGU, constitutes the entire agreement between me and HLGU with respect to the matters described, and shall not be modified or affected by any course of dealing or course of performance. HLGU reserves the right to change the terms of this Agreement at any time. Notice of such a change will be provided on SS and will allow me the opportunity to pay my student account in full if I dispute the change. It is my responsibility to ensure that I am aware of any changes, including changes to any and all tuition and fees. Changes may apply to all outstanding balances and to any future transactions on my student account.

____ 10. **Billing Rights Summary** – In case of errors, inaccuracies, or questions about my student account, or if I need more information about a transaction on my student account, I will call the Office of Student Accounts at 573-629-3055.

____ 11. **Governing Laws**- This Agreement is governed by the laws of the State of Missouri and all applicable United States federal laws.

____ 12. **Venue** – The parties agree that the 10th Judicial Circuit sitting in and for Marion County, State of Missouri shall be the venue in which any legal actions are prosecuted that concern state law. The parties further agree that the US District Court of the Eastern District, Northern Division in the State of Missouri shall be the venue in which any legal actions are prosecuted that concern solely federal laws.

____ 13. **Severability** – This Promissory Note shall be treated as severable, to the end that if any one or more such sections shall be adjudged or declared illegal, invalid or unenforceable, this Promissory Note shall be interpreted, and shall remain in full force and effect, as though said section or sections had never been contained in the Promissory Note.

I agree that I am 18 years of age and have carefully read this statement, fully understand it, and agree to be legally bound by it.

Student Name: _____ Student HLGU ID _____
Student Signature: _____ Date: _____

If Student is under age 18, a parent or legal guardian must sign below.

I agree that I have carefully read this statement, fully understand it, and agree to be legally bound by it. Furthermore, I agree that I am fully responsible for paying any charges incurred by my child as a result of registration to attend classes at HLGU or receipt of any service from HLGU in connection therewith and fines, charges and collections costs incurred as a result of missing deadlines or late payments.

Student Name: _____ Student HLGU ID#: _____
Parent or Legal Guardian Name: _____
Parent of Legal Guardian Signature: _____
Phone: _____ Date: _____
Address: _____

Appendix T

Student Information Release Form FERPA Waiver

Student Information Release Form
FERPA Waiver

(Family Education Rights and Privacy Act)



Hannibal-LaGrange University
Office of the Registrar
2800 Palmyra Road | Hannibal, MO 63401
Phone: 572-629-3066 Fax: 572-321-4292
Email: registrar@hlg.edu
Web: www.hlg.edu/academics/registrar

FERPA pertains to the release of records only. It does not give others the right to change your records or act on your behalf.

TO BE FILLED OUT BY THE STUDENT ONLY:

Name: _____ ID Number: _____

Initial beside each item you want to be released.

_____ Academic/Educational Records (examples include: admission and registration information, schedule information, assessment test scores, Satisfactory Academic Progress status, residency information, and any other document contained in the academic records.)

_____ Financial Records (examples include: amounts due for tuition and fees, sources of payment for tuition and fees, refund information, records hold information as it relates to parking tickets, library fines, financial aid awards, financial aid repayments, and any other account receivable information contained in student records.)

_____ Instructor/Classroom Records (examples include: attendance, progress reports, and test and homework scores if available. Please note: instructors are not required to take attendance or provide progress reports, and retain only those records which make up the final grade. FERPA pertains to the release of records. Instructors are not required to have conversations about academic progress with anyone other than the student.)

_____ Other (Please Specify) _____

The following individual(s) are authorized to access the information indicated above: PLEASE PRINT FULL NAME(S)

Name: _____ Relationship: _____

Name: _____ Relationship: _____

Name: _____ Relationship: _____

Name: _____ Relationship: _____

Name: _____ Relationship: _____

Security Code (must be at least 4 digits): _____

Any person requesting information must be listed above and answer the security code above. Students requesting information over the phone will also be required to provide the security code above.

I hereby authorize Hannibal-LaGrange University to release my educational records as listed above. Although I understand I am not required to release this information, I am giving my consent to Hannibal-LaGrange University to disclose these records. I also understand that this release remains in effect unless I revoke my consent in writing and deliver it to the Office of Registrar.

Student Signature: _____ Date: _____

The form will be kept electronically in the Office of the Registrar. Upon a request, a copy will be sent to the appropriate campus officer for their files.

Revised 7/9/2019