
School of Nursing

Traditional BSN Student Handbook



The School of Nursing BSN Student Handbook policies supersede all previous policies.

This handbook is effective August 24, 2026 for Level 0 students only.

Education with a Christian Purpose



**COMPASSION
EXCELLENCE
INTEGRITY**

*we believe.
you belong here.*

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SCHOOL OF NURSING PROGRAM FOUNDATION

HISTORY OF THE NURSING PROGRAM

The vision for a baccalaureate nursing program at Olivet Nazarene College began in 1959 but was initially deemed unfeasible. Renewed interest in 1966, following the closure of St. Mary's Hospital diploma program, led the Board of Trustees to approve development of the program. Faye Riley was appointed as the first chair, and the inaugural class enrolled in fall 1967.

Early classes met in various campus buildings until a generous gift from Mr. and Mrs. Gerett Wisner and a federal grant funded construction of Wisner Hall for Nursing Education, which was dedicated in February 1970 and first used for classes in 1971. Wisner Hall provided four classrooms, a student lounge, a resource center, and the Evelyn Witthoff - Geraldine Chappell auditorium. Wisner Hall has received progressive advancements in technology and equipment, including a Virtual Learning Center (VLC), high fidelity simulation manikins, and 50 computer stations for testing and study. In 2020, due to the generosity of Mr. and Mrs. Rick Dykhouse, Wisner underwent major renovations including an entirely updated VLC, student lounge, auditorium, and reconfigured classrooms.

The Department of Nursing became a Division in 1977, earning National League for Nursing approval in 1979 and later CCNE accreditation in 2002. Program growth included the RN-BSN track (1991) and the launch of a Master of Science in Nursing program (2000), which expanded to include tracks in leadership (2007), education (2007), family nurse practitioner (2011), and a post-graduate APRN certificate (2013). Accelerated BSN and combined degree options were introduced between 2012 and 2016, though some were later closed due to enrollment trends.

The Kappa Sigma Chapter of Sigma Theta Tau International, the Nursing Honor Society, was established on May 12, 1984. This was through the hard work and dedication of the first Chapter President, Sue Davison, and the Executive Board Members, VP-Margaret Frogge, Treasurer Marvinna Eckert, Secretary-Brenda Johnson, and Faculty Advisors-Leann Eaton and Amy Golyshko.

Organizational restructuring shifted nursing from a department to a school in 2020 under the College of Professional Studies. Recent developments include new certificate offerings and a pivot in 2025 toward a Master's in Nursing Education and Leadership and post-BSN certificate, reflecting ongoing commitment to innovation and excellence in nursing education.



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

ACCREDITATION HISTORY

The Division of Nursing received full approval from the National League for Nursing in 1979, which remained in effect until June 2002. The program applied to the Commission for Collegiate Nursing Education (CCNE) in 1997, achieving preliminary approval that year and accreditation in 2002. In May 2005, the MSN program's Continuous Improvement Progress Report was approved and in November 2006, the MSN program underwent a CCNE review, resulting in accreditation. In Fall 2016, the Department of Nursing hosted an on-site visit, earning initial accreditation for the Post-Graduate APRN Certificate and reaffirming full accreditation for both the Baccalaureate and Master's programs. The next scheduled site visit is planned for Fall 2026.

SCHOOL OF NURSING MISSION:

The mission of the School of Nursing is to provide nursing education that cultivates Christ-centered nurses. We are committed to equipping our students to be practice-ready, empowering them with the knowledge, skills, values, and attitudes necessary to care for diverse populations across the lifespan and navigate complex healthcare environments with compassion, integrity, and excellence.

SCHOOL OF NURSING VISION:

The vision of the School of Nursing is to prepare practice-ready nurses that exhibit Christ-like characteristics in all interactions and environments. Graduates will be equipped to expand their sphere of service and influence. We seek to develop leaders that will continue personal and professional development, serve their communities, and advance the profession of nursing.

SCHOOL OF NURSING VALUES:

- Compassion - (Compassion for self and others!)
- Excellence - (Engaging in Excellence)
- Integrity - (Consistently honest, ethical and trustworthy)

SCHOOL OF NURSING PHILOSOPHY:

Through our holistic approach to education, the philosophy of the School of Nursing is to collaboratively work with students to attain identified nursing competencies. Our aim is to foster a stimulating learning environment that promotes intellectual curiosity, student engagement, innovative thinking, and a commitment to personal, professional, and spiritual development.

SON GOALS:

1. Design, implement, and continuously evaluate an innovative curriculum that integrates biblical principles, essential nursing competencies, data-driven insights, evidence-based practices, and is structured to meet or exceed current accreditation standards.
2. Prepare students to be practice-ready; equipped with comprehensive knowledge and critical thinking skills to meet professional competencies, while enabling them to excel in diverse settings and engage in lifelong learning.
3. Foster the development of Christ-like attributes, grounded in compassion, humility, integrity, excellence, and servant leadership, modeling these qualities in all professional interactions.
4. Create an engaging, collaborative learning environment that stimulates intellectual curiosity and critical thinking, promotes reflective practice and interprofessional

collaboration, and provides expanded opportunities to serve God and humanity through service learning and community engagement.

5. Structure educational opportunities to strengthen professional and leadership competencies, equipping students to navigate and influence complex and dynamic healthcare environments.

PROGRAM OUTCOMES:

Graduates are prepared to enter the profession of nursing as contributing members of the discipline, to promote, maintain, and restore the health of clients in a variety of settings.

The baccalaureate program prepares graduates to:

- I. Serve God and humanity in various nursing roles and settings with compassion, excellence, and integrity. (AACN Domains: 2, 9, 10)
- II. Integrate ethical principles into nursing practice by advocating for all persons using moral courage, Christ-centered compassion, and respect (AACN Domains: 1, 2, 6, 9, 10)
- III. Engage in personal, professional, and leadership development. (AACN Domains: 1, 4, 6, 7, 9, 10)
- IV. Implement the required knowledge, skills, values, and attitudes from nursing and the liberal arts to competently provide care for diverse individuals and populations across the lifespan. (AACN Domains: 1, 2, 3, 4, 5, 7, 8, 9, 10)
- V. Navigate complex healthcare systems by proactively coordinating resources to provide safe, quality, and equitable care to diverse populations. (AACN Domains: 3, 5, 6, 7, 8, 9)
- VI. Prioritize safe nursing care and quality improvement using clinical judgment and evidence-based principles to promote health, reduce risk potential, and optimize outcomes. (AACN Domains: 1, 2, 3, 4, 5, 6, 8)
- VII. Collaborate through effective communication with individuals and the interprofessional team through verbal and written modalities, using current and innovative technologies. (AACN Domains: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

PROGRAM EVALUATION

Assessment is a vital component of the teaching-learning process and reflects our commitment to excellence, integrity, and continuous improvement. Grounded in our program's mission and values, assessment is used not only to measure student achievement but also to foster personal, professional, and spiritual growth.

The assessment process involves the intentional observation and evaluation of each student's academic performance based on clearly defined criteria outlined in each course syllabi. Faculty feedback plays a critical role in this process, offering students meaningful insights that support reflection, development, and lifelong learning.

Program-level assessment provides evidence of effectiveness to faculty, stakeholders, and the broader community. Achievement of program outcomes is evaluated through multiple measures, including course-based assessments, standardized examinations, and student feedback on learning experiences. These data points are analyzed in aggregate to inform curriculum development, ensure alignment with program outcomes, and uphold the highest standards of academic quality and student success.

BENCHMARK ASSIGNMENTS

Throughout the BSN program, we recommend students maintain a record of their benchmark assignments. These assignments may be beneficial to students when interviewing for jobs. We highly recommend students edit these assignments after instructor feedback prior to adding them to their portfolio. Students must achieve a 100% to meet this benchmark assignment.

BSN Program Outcome Alignment to Benchmark Assignments

Program Outcomes	Related Course	Benchmark Assignment
I, II, III, IV, V, VI, VII	NURS 472	Portfolio

GRADUATION REQUIREMENTS

Baccalaureate degrees offered by the university are awarded upon completion of the appropriate curriculum and upon recommendation of the faculty. The following requirements apply to the BSN degree:

- A minimum grade point average of 2.75.
- A minimum of 40 hours of credit in upper-division courses (courses numbered 300 or above).
- Completion of the General Education studies required by the University.
- Completion of the nursing major's program of study as specified by the School of Nursing.
- Completion of supporting courses as specified by the School of Nursing.
- The student must file an application for the degree with the Registrar six months prior to the expected date of graduation.
- Students may participate in commencement as August graduates only if they are within 12 hours of graduation by the end of the spring semester and have filed a plan of studies with the Registrar by April 1.
- Successful completion of the ATI Predictor Exam.
- Completion of the ATI Live NCLEX Review Course.
- Other University requirements.

Following graduation students are eligible to sit for the NCLEX-RN exam for licensure. Applications for this exam are available online from the Illinois Department of Financial and Professional Regulation website. Senior students will be advised regarding the NCLEX-RN application process.

POST GRADUATION ALUMNI SURVEY

Graduates can expect to receive a nursing alumni survey at six months and one-year post-graduation. Information obtained will be used in program evaluation and to update files. Participation is encouraged.

DEGREE REQUIREMENTS AND PROGRAM PLAN

The nursing curriculum builds on a broad liberal arts foundation and is supported by behavioral and life science courses. Nursing students progress from wellness emphasis to life-threatening situations and address individuals, families, and communities as clients.

NURSING COURSE DESCRIPTIONS

The BSN Course Descriptions are available in the [Catalog](http://catalog.olivet.edu) at catalog.olivet.edu > Course Descriptions

ACADEMIC PLAN OF STUDY (Four-Year Plan)

 School of Nursing Four-Year Plan					
FRESHMAN	Credits	Grade	FRESHMAN	Credits	Grade
CHEM 101/103: Intro to Chemistry	4		BIOL 125: Biology <i>Pre-req for BIOL 356 if taken at ONU</i>	3	
BIOL 246: A & P I*	4		BIOL 247: A & P II*	4	
ENGL 109: College Writing I	3		ENGL 210: College Writing II (APA)	3	
THEO 110: Intro to Christianity	3		PSYC 200: Life Span Development	3	
GNST 115: First-Year Seminar	1		HIST 200: Western Civilization	3	
	15			16	
SOPHOMORE	Credits	Grade	SOPHOMORE	Credits	Grade
SOCY 120: Sociology	3		CMIN 310: Christian Living	3	
BIOL 211: Medical Terminology	2		Math 120: Statistics	3	
BIOL 356: Microbiology* Pre-Req: BIOL 125 & 4 hours of Chemistry (if taken at ONU)	4		LIT 105: Literature Appreciation (OR choose from other Humanities courses on back page)	3	
ART 100: Art Appreciation/ MULT 100: Music Appreciation (OR choose from other Humanities courses on back page)	1.5/1.5		COMM 105: Fundamentals of Communication	3	
BLIT 210: Christian Scriptures	3				
			NURSING LEVEL 0	Credits	Grade
			NURS 201: Principles of Nursing (45 clinical hours) <i>Pre-Req: BIOL 246, BIOL 247, passing score on ATI TEAS exam, and a cumulative GPA of ≥2.75.</i> <i>Pre/Co-Req: BIOL 211, CHEM 101/103, ENGL 210; PSYC 200, SOCY 120, MATH 120, BIOL 356, COMM 105</i>	4 (3/1)	
	18		Total clinical hours = 45 hours 1 credit hour = 45 clinical or lab hours	16	
JUNIOR NURSING LEVEL I	Credits	Grade	JUNIOR NURSING LEVEL II	Credits	Grade
NURS 220: Health & Wellness Across the Lifespan (45 clinical hours) <i>Prereqs: NURS 201, NURS 203 and admission to the Nursing Program.</i> <i>Coreqs: NURS 219, NURS 220, NURS 222, NURS 223, NURS 224</i>	7 (6/1)		NURS 250: Alterations of Health Across the Lifespan (135 clinical hours) <i>Prereqs: NURS 219, NURS 220, NURS 221, NURS 222, NURS 223, NURS 224</i> <i>Coreqs: NURS 249, NURS 251, NURS 252, NURS 253, NURS 254</i>	7 (4/3)	
NURS 219: Introduction to Pharmacology <i>Prereqs: NURS 201, NURS 203 and admission to the Nursing Program.</i> <i>Coreqs: NURS 220, NURS 221, NURS 222, NURS 223, NURS 224</i>	1		NURS 249: Pharmacology II: Chronic Conditions Across the Lifespan <i>Prereqs: NURS 219, NURS 220, NURS 221, NURS 222, NURS 223, NURS 224</i> <i>Coreqs: NURS 250, NURS 251, NURS 252, NURS 253, NURS 254</i>	1	
NURS 224: Introduction to Self-Care <i>Prereqs: NURS 201, NURS 203 and admission to the Nursing Program.</i> <i>Coreqs: NURS 219, NURS 220, NURS 221, NURS 222, NURS 223</i>	1		NURS 254: Self-Care for the Nurse and Diverse Populations (Online course) <i>Prereqs: NURS 219, NURS 220, NURS 221, NURS 222, NURS 223, NURS 224</i> <i>Coreqs: NURS 249, NURS 250, NURS 251, NURS 252, NURS 253</i>	1	
NURS 221: Introduction to Evidence-Based Practice <i>Prereqs: NURS 201, NURS 203 and admission to the Nursing Program.</i>	1		NURS 251: Scholarship in Nursing Practice <i>Prereqs: NURS 219, NURS 220, NURS 221, NURS 222, NURS 223, NURS 224</i> <i>Coreqs: NURS 249, NURS 250, NURS 252, NURS 253, NURS 254</i>	1	

Coreqs: NURS 219, NURS 220, NURS 222, NURS 223, NURS 224					
NURS 222: Immersion I: Bridging Theory and Practice (135 lab hours) Prereqs: NURS 201, NURS 203 and admission to the Nursing Program. Coreqs: NURS 219, NURS 220, NURS 221, NURS 223, NURS 224	5 (2/3)		NURS 252: Immersion II: Bridging Theory and Practice (135 lab hours) Prereqs: NURS 219, NURS 220, NURS 221, NURS 222, NURS 223, NURS 224 Coreqs: NURS 249, NURS 250, NURSS 251, NURS 253, NURS 254	5 (2/3)	
NURS 223: Foundations of Leadership Prereqs: NURS 201, NURS 203 and admission to the Nursing Program. Coreqs: NURS 219, NURS 220, NURS 221, NURS 222, NURS 224	1		NURS 253: Leadership In Healthcare Environments Prereqs: NURS 219, NURS 220, NURS 221, NURS 222, NURS 223, NURS 224 Coreqs: NURS 249, NURS 250, NURSS 251, NURS 252, NURS 254	1	
Total clinical/lab hours = 180 hours 1 credit hour = 45 clinical or lab hours	16		Total clinical/lab hours = 270 hours 1 credit hour = 45 clinical or lab hours	16	
SENIOR NURSING LEVEL III	Credits	Grade	SENIOR NURSING LEVEL IV	Credits	Grade
			BLOCK I	BLOCK II	
NURS 310: Acute & Complex Health Conditions Across the Lifespan (135 clinical hours) Prereqs: NURS 249, NURS 250, NURS 251, NURSS 252, NURS 253, NURS 254 Coreqs: NURS 309, NURS 311, NURS 312, NURSS 252, NURS 313	8 (5/3)		NURS 474: End of life-and Specialty Topics in Nursing (45 clinical hours) Prereqs: NURS 309, NURS 310, NURS 311, NURS 312, NURS 313 Coreqs: NURS 471 NURS 472, NURS 473, NURS 478	4 (3/1)	
NURS 311: Translating Evidence into Practice Prereqs: NURS 249, NURS 250, NURS 251, NURS 252 NURS 253, NURS 254 Coreqs: NURS 309, NURS 310, NURS 312, NURS 313	1		NURS 471: Population Health (45 clinical hours) (Online - 7 weeks) Prereqs: NURS 309, NURS 310, NURS 311, NURS 312, NURS 313 Coreqs: NURS 472, NURS 473, NURS 474, NURS 478	4 (3/1)	
NURS 309: Pharmacology III: Acute and Complex Health Conditions Across the Lifespan Prereqs: NURS 249, NURS 250, NURS 251, NURS 252, NURS 253, NURS 254 Coreqs: NURS 310, NURS 311, NURS 312, NURS 313	1			NURS 478: Nursing Capstone & EBP Project Dissemination (90 clinical hours) Prereqs: NURS 309, NURS 310, NURS 311, NURS 312, NURS 313 Coreqs: NURS 471 NURS 472, NURS 473, NURS 474	0/2
NURS 313: Leading Others Prereqs: NURS 249, NURS 250, NURS 251, NURS 252, NURS 253, NURS 254 Coreqs: NURS 309, NURS 310, NURS 311, NURS 313	1		NURS 473: Practice Ready Leadership Prereqs: NURS 309, NURS 310, NURS 311, NURS 312, NURS 313 Coreqs: NURS 471 NURS 472, NURS 474, NURS 478	1	
NURS 312: Immersion III: Bridging Theory and Practice (90 lab hours) Prereqs: NURS 249, NURS 250, NURS 251, NURS 252, NURS 253, NURS 254 Coreqs: NURS 309, NURS 310, NURS 311, NURS 313	4 (2/2)		NURS 472: Immersion IV: Bridging Theory and Practice (90 lab hours) Prereqs: NURS 309, NURS 310, NURS 311, NURS 312, NURS 313 Coreqs: NURS 471, NURS 473, NURS 474, NURS 478	4 (2/2)	
Total clinical/lab hours = 225 hours 1 credit hour = 45 clinical or lab hours	15		Total clinical/lab hours = 270 hours 1 credit hour = 45 clinical or lab hours	15	
540 hrs total clinical + 495 total lab hours = Total: 1035 hours overall hands-on					

(*) = Only offered once a year

(**) = Courses with a HESI assessment associated with them

BOLD = support courses * Students must maintain a 2.75 GPA and no less than a grade of C in all support courses (bolded on schedule) to remain in good standing in the nursing program.

Approved Humanities Courses (may look different for Transfer Students)

Select ONE 3 credit hour class from TWO different areas (Fine Arts, Literature, Philosophy, and Modern Language) **Fine Arts:**

Art 100/Mult 100; **Literature:** LIT 105: Literature Appreciation, LIT 242: The Short Story, LIT 244: The Novel, LIT 246: Poetry, LIT 248: Drama, LIT 340: Classical Literature; **Philosophy** PHIL 201: Introduction to Philosophy

***This 4-year plan is tentative, and we reserve the right to modify it.

ADMISSION POLICIES

ADMISSION REQUIREMENTS AND POLICIES

Students must be formally admitted by Olivet Nazarene University officials prior to attending classes. Admission to nursing can be accomplished in either the fall or the spring semester.

ADMISSION TO THE NURSING PROGRAM (BSN)

Students may not transfer nursing courses from other schools into their transcript. A prospective student who has been dismissed from another baccalaureate nursing program is not eligible for admission into the baccalaureate program at Olivet. Students will not be admitted into the nursing program if any of the following courses are taken more than twice at any university: Chemistry, Anatomy and Physiology I and II, Microbiology, Pathophysiology, and Medical Terminology. Students may not retake more than two science courses.

All applicants must first apply to the university. As a freshman or sophomore declaring nursing as your major, you will be considered a pre-nursing student. Prior to entering into NURS 201: Principles of Nursing, students must pass the ATI TEAS, obtain a 2.75 GPA, and complete freshman and sophomore general education courses to be accepted into the nursing program and matriculate. Requirements for Admission to the Nursing Major:

- A cumulative 2.75 GPA before admission to NURS 201.
- Successful completion of the ATI TEAS.
- Successful completion with a grade of C or higher in all nursing and required prerequisites.
- All required academic prerequisites have been completed.
- Cleared health compliance.

ATI TEAS ADMISSION EXAM POLICY

Passing the ATI TEAS entrance exam is required prior to enrolling in NURS 201: Principles of Nursing. ONU will offer this exam several times each semester for your convenience. The ATI TEAS can be taken a total of **three times within a six-month period**. Proof of remediation is required after each failed attempt. After the second failed attempt, we strongly recommend the student wait 30 days to take it a third time. Different versions of the test will be used for repeated attempts. *To pass the ATI TEAS exam, you must meet or exceed* a Composite/Total Score of 68%. If you have taken the ATI TEAS at another institution within the last 12 months, please send your results to your transfer advisor. The BSN Nursing team will determine if your results are transferable. Note: Each ATI TEAS exam you take has an expiration date of 12 months. ATI TEAS scores older than 12 months, passing or not passing, must be retaken.

CRITERIA FOR SELECTION OF TRANSFER STUDENTS

General Policy: "Transfer students are accepted after all qualified Olivet students have been placed. Students wishing to transfer must meet the same criteria as students who began their college work at Olivet" (Catalog, Olivet Nazarene University). If these requirements are met, the decision for admission will be made on the basis of:

- ONU student or graduate from the past
- Cumulative GPA
- Standardized exam results

READMISSION FOLLOWING A POSITIVE DRUG SCREEN

Positive drug screen results prohibit students from practicing in the clinical environment for six months from the drug screen date, thus you are hereby dis-enrolled from your nursing courses.

In six months, you may reapply by submitting a letter requesting consideration for readmission into the nursing program to the BSN Program Director, pending approval by the Associate Dean – School of Nursing. Readmission into the program will be effective at the start of the next semester. Your request will be forwarded to the Admission, Progression, and Retention Committee Chair for consideration. Your readmission application will require you to submit:

1. Drug screen results to the School of Nursing.
2. Documentation from a therapist specializing in addiction behaviors indicating a status of recovery and rehabilitation related to the substance used or abused.

If readmitted, the student will be subjected to random drug screening and/or to “for cause” drug screening at the student’s expense for the duration of his or her studies in the nursing program. If the student has positive results on a drug screening after readmission to the nursing program, the student will be dismissed from the nursing program with no option for readmission to the program.

PROGRESSION AND RETENTION POLICIES

The nursing curriculum builds on a broad liberal arts foundation and is supported by behavioral and life science courses. Nursing students progress from a wellness emphasis to acute and complex situations, to end-of-life care across the lifespan, addressing individuals, families, and communities as clients. There is an expectation of normal course progression in the nursing program at Olivet. Normal course progression requires passing *all* nursing courses in each level before progressing to the next level. Prerequisite course requirements are closely adhered to by the nursing program.

NURSING COURSE PROGRESSION POLICY

In order to progress to the next level, all students must receive a grade of C or higher in each nursing course. Students must attain a 77% exam average before all other course assignments are factored into the final course grade.

Two unsatisfactory clinical days in one semester will result in automatic failure of that level and necessitate the repetition of all courses within that level in order to progress in the nursing program.

Level 0: A student may not take NURS 201: Principles of Nursing more than two times whether they have withdrawn (dropped) or failed the course.

Levels 1-4: If a student fails any course within a level, they will be required to repeat the entire level. Students can repeat a level one level, one time. Students are eligible to repeat one future level following an unsuccessful attempt; however, after repeating two levels any future failures will result in dismissal from the program.

All levels: Students who are repeating must complete all course activities for the course(s) they are repeating and submit new work for all assignments unless otherwise documented by the course professor.

RETENTION POLICY

Students who are struggling in their courses should reach out to their didactic professor for help. If a student is having difficulty with one or more of their courses (e.g., attendance, exam scores, behavior, missing assignments), a retention alert may be submitted to the Accessibility and Disability Resources (ADR) for documentation. The student may be contacted by a member of the (ADR) team to discuss the situation.

The nursing faculty strive to reasonably support students who are experiencing learning difficulties. The goal of the School of Nursing is to produce practice-ready graduates with the knowledge to also successfully pass the NCLEX-RN. Students who are deemed at risk by the nursing faculty may be referred for additional support, though the ultimate responsibility for learning resides with the student.

APPEALS/GRIEVANCE PROCEDURE

The university has Grade Appeal, Academic Policy Appeal, and Grievance Policies. Full policies can be found in the University Catalog. The following are definitions of each policy:

Grade Appeals

An appeal of a grade occurs at the conclusion of a course and is based on a student's belief that their final grade is incorrect. Students may not appeal grades for individual assignments while a course is in progress but should contact the instructor if they believe a grade for any assignment is incorrect.

Academic Policy Appeals

Students have the right to petition for exceptions to any academic policy. The Academic Standards Committee is chaired by the University Registrar and includes four faculty appointed by the Steering Committee and two students appointed by the Associated Student Council. Most requests for exception are institutional in nature such as requests to overload, requests for substitutions, and similar items. The committee's responsibility is to balance the academic integrity of the institution with legitimate hardships students face. All requests for exceptions to institutional policy are made in writing at the Office of the Registrar.

In some cases, departments have internal policies unique to their programs. Students may request an exception to those policies through whatever internal process is in place in that department. If those requests are not approved, students may appeal to the Academic Standards Committee. In reviewing such cases it is essential to have faculty from the department involved in making decisions about exceptions; it is also necessary to have faculty from outside the department to ensure consistency across the university and to prevent conflicts of interest.

Grievance Policy

Students may file a grievance when they believe their student rights, as outlined in written university policy, were violated or there was a lack of due process as defined by university policy. Students must file their grievance within 30 calendar days of the alleged incident. If the concern is regarding a final grade, the student should follow the grade appeal process. If the student is requesting an exception, they should follow the process for exceptions to departmental policy. If the student is alleging sexual discrimination or harassment, they should file an incident report with the Title IX coordinator.

School of Nursing Procedure

Grade appeals and Grievances will follow the university policy from the beginning. Academic policy appeals will start with the School of Nursing through our own informal process:

If a student wishes to appeal a nursing policy, the informal process is the first mechanism for resolution. This process involves documented conferences progressing sequentially between:

1. The student(s) and involved instructor.
2. The student and a shared meeting with the BSN Program Director and the Associate Dean of Nursing

The informal process should be initiated by the student no later than 10 school* days after the policy was applied to the student. (See the BSN Program Director for forms). If a satisfactory conclusion is not attained by the completion of step 2 of the informal process, the student may then initiate the formal process by appealing to the Academic Standards Committee as outlined in the Academic Policy Appeals procedure.

*School = days when the university is in session and excludes all holidays, weekends, and designated breaks.

RETURN TO THE NURSING MAJOR

Students in good standing seeking to return to the nursing program after an absence of more than two semesters must submit a letter to the BSN Program Director documenting the reason for desiring a return to the program. The case will be reviewed by the Associate Dean and BSN Program Director. The letter should be received no less than 30 days prior to the start of the targeted semester.

ACADEMIC POLICIES AND INFORMATION

ORIENTATION DAY POLICY

Orientation day for each semester begins prior to the first official day of classes. The actual orientation day will be announced prior to the semester. All day attendance at the orientation day is mandatory.

REQUIRED BOOKS AND RESOURCES

The required textbooks and learning resources for each course will be listed in each course syllabus. The course syllabi will be available prior to the start of the semester.

DIGITAL LITERACY SKILLS REQUIRED

BSN students must demonstrate digital literacy to deliver safe, person-centered, equitable care in a technology-enabled health system. Digital literacy includes the ethical, effective, and secure use of electronic health records (EHRs), information and communication technologies (ICTs), data, and digital platforms to support clinical judgment, teamwork, and patient engagement (AACN, 2021). Some of these systems will include:

- Canvas/Big Blue Button, Electronic Health Records, Simulation Technologies, telehealth platform

- Use of Olivet's email platform for communication (Outlook)
- The ability to create and submit files using Microsoft Word and/or Excel Spreadsheets
- Knowledge to access/navigate online libraries and databases to search and obtain evidence-based, peer-reviewed scholarly sources
- Technology such as: ATI, ProjectConcert, PowerPoint/Prezi presentations, Microsoft Excel, Microsoft Teams, Kaltura

TEACHING/LEARNING PRACTICES

The BSN program fosters a holistic, Christ-centered learning environment, which provides the foundation for learning. Faculty will guide students through engaging and meaningful, competency-based experiences that promote intellectual growth, spiritual development, and readiness for real-world nursing practice. Teaching-learning practices, such as case studies/clinical case scenarios, simulations, collaborative projects, discussions, quizzes, examinations, faculty and peer feedback, and reflective practice are intentionally designed to prepare students to meet the required competencies and successfully graduate. Students are expected to actively participate in their learning through critical thinking, collaboration, and reflection—taking ownership in the development of the competencies and character needed to serve with compassion, excellence, and integrity in diverse and complex healthcare environments.

VOLUNTEER SERVICE

The faculty believes that service is an important part of the overall mission of academic preparation. Therefore, “service to God and humanity” is a component woven into the nursing program. Students will be required to complete 20 hours of approved community service (student's choice) during the semester. A form must be completed by a person and/or agency. All hours will be submitted into NURS 473: Practice-Ready Leadership.

Students are required to complete a minimum of 20 hours of approved community service during their enrollment in the School of Nursing. Community service activities may be selected by the student and must be approved by nursing faculty prior to participation and must be completed during the academic year. Service experiences should support personal, professional, leadership, and spiritual development while addressing the needs of individuals, families, communities, or populations.

Students may accumulate volunteer service hours at any time throughout their progression in the nursing program. Documentation of completed service hours must be maintained by the student and verified by the sponsoring organization, agency, or supervisor using the approved School of Nursing Community Service Log.

Students are encouraged to include verified volunteer service experiences in their professional portfolio as evidence of leadership development, community engagement, servant leadership, and commitment to the nursing profession.

All required community service documentation totaling 20 verified hours must be submitted in NURS 473: Practice-Ready Leadership prior to course completion. Failure to submit the required documentation may result in an incomplete fulfillment of program requirements.

MODIFICATION OF THE SYLLABUS

The course syllabus is tentative. The instructor reserves the right to modify the syllabus based on unforeseen circumstances. If it becomes necessary to modify the syllabus the faculty will provide notification as quickly as possible.

STUDENT FOCUS GROUPS

A student focus group is held twice every semester. Elected student representatives from each level will meet to share ideas for ensuring the quality and integrity of the nursing program. The focus groups' discussions will provide an assessment feedback forum for student input into program improvement. Minutes are taken and action responses are provided when appropriate. The student suggestions may be taken to the faculty for discussion. The forum is for the purpose of improving the learning community.

ACADEMIC PROBLEM-SOLVING CHAIN OF COMMAND

Problems are best resolved at the level at which they occur. If a student is experiencing an issue in a course, they should first contact the course instructor to arrange a meeting. This provides an opportunity for the student to discuss their concerns and perspectives directly with the instructor. Most academic concerns can be resolved through this process. If the concern cannot be resolved with the course instructor, it should be escalated to another faculty member within the same academic level. If the issue remains unresolved after meeting with the alternate faculty member, the student may then contact the Program Director for further review and assistance.

It is important to follow this chain of command procedure in resolving problems. It is important to respect the organizational structure so that problems can be resolved at the level at which they occur.

GRADE SCALE

Grade evaluation criteria differ among programs at Olivet.

<i>Grades are not rounded</i>			
A	=	95-100	Passing Scores / (S) = Satisfactory
A-	=	92-94.9	
B+	=	89-91.9	
B	=	86-88.9	
B-	=	83-85.9	
C+	=	80-82.9	
C	=	77-79.9	Non-passing Scores / (U) = Unsatisfactory
C-	=	74-76.9	
D+	=	71-73.9	
D	=	68-70.9	
D-	=	65-67.9	
F	=	<65	

COURSE ACTIVITIES

All assigned course components must be submitted no later than 11:59 p.m. CST on the last course day to pass the course. Students must receive a satisfactory/complete for all non-graded assignments. Resubmission of assignments are is not permitted.

EXTRA CREDIT

No extra credit will be offered.

ASSIGNMENTS

Points will be awarded for assignments guided by a grading rubric in each course. Students should use the rubric as a method of ensuring the outcomes of the assignment are met. Faculty will include the rubric on graded assignments with comments and rationale for points awarded. **If the student has significant life issues (this does not include vacations/honeymoons/work schedules, etc.) that impede completion of assignments in a timely manner, they must contact the instructor for that course 24 hours prior to the due date to make other arrangements.**

GRADING/FEEDBACK TURNAROUND TIME

- *Didactic courses:* Graded assignments or feedback will be provided within seven (7) days of the due date.
- *Clinical courses:* Graded assignments will be returned prior to the next clinical day. Students are responsible for uploading the graded copy to Canvas. If the graded assignment is not uploaded within 24 hours of return, it will count as a zero for the assignment.

DIDACTIC ATTENDANCE POLICY

It is the student's professional responsibility to attend all classes and scheduled class activities. Students arriving late or leaving early, except in extenuating circumstances, must obtain prior approval from their didactic instructors. - Excused absences may include death of immediate family member, documented illness, or sanctioned university events. In the event of personal and/or immediate family member illness, accident, or serious need, faculty will determine the applicability of this policy. All extended absences must be approved by the instructor. Students are required to attend their assigned immersion day(s) in their entirety. Any student who misses an immersion course will be required to complete alternate assignments. Students who are absent more than two times within the semester will be submitted to the retention alert system. A student who has two unexcused absences will receive incremental lowering (i.e., A to A-, A- to B+, etc.) of their current overall letter grade. Students must notify their instructor via email prior to any absence.

Students may not participate in immersion activities with any restrictions or limitations, except for approved accommodations through Accessibility & Disability Resources (ADR). Any student returning immersion after an illness, injury, surgical procedures, etc. must submit authentic documentation stating they are medically cleared without restrictions to participate in complete patient care, subject to further review based on individual facility disability policies and procedures.

If a student is sent home or sent for a medical evaluation, the student may not return to immersion that day. Any student returning to immersion after an illness, injury, surgical procedure, etc. must be medically cleared, without restrictions, to participate. This is subject to further review based on individual facility policies and procedures.

TARDINESS POLICY

Students are expected to be in class or clinical experiences on time. Tardiness will be recorded for each session. Tardiness is defined as five (5) minutes late. If a tardy occurs the student must meet with the instructor for counseling of professional behaviors; documentation of the tardiness will be placed in the student's permanent file. Three tardy notations of greater than five (5) minutes will count as one unexcused absence.

If tardy in clinical, students will receive an unsatisfactory rating under professional behavior.

LATE WORK POLICY

Late work is highly discouraged. In the event you choose to turn in an assignment past the due date and time, 10% per day will be deducted from your assignment grade. After the third day you will receive a zero for your assignment grade. The late work policy does not apply to: Tickets to class, in-class assignments, and quizzes. All work submitted after the course end date will receive a zero.

TURNITIN (TII) POLICY

The use of Turnitin is required for assignments as instructed.

- Students are required to submit at least one draft of their assignment to TII prior to their final submission. Faculty will monitor for evidence of plagiarism for only the Final submission.
 - If plagiarism is found in the final submission, the student is subject to an academic integrity violation. Any plagiaristic violation requires faculty to follow the Academic Integrity Process. Violations will become a permanent record in the student's file.
 - If a draft is not submitted, the student will receive a grade of zero (0) for the Final assignment until the student submits their draft to TII. To resolve the issue the student must submit to TII, make any necessary revisions, and then submit the Final assignment for grading once the revisions are completed.
 - If the student does not resubmit their revised Final assignment, the grade of zero will remain. Faculty reserves the right to apply the *Late Policy* for draft TII submissions after the Final assignment due date.
- All assignments submitted must have a 25% or less similarity score.
 - A final Turnitin score over 25% is evidence of using too many resources other than your own thoughts and ideas, excluding journal, care plan, or concept map templates, and will result in a (0) zero for the assignment. Students can submit to Turnitin multiple times before the final submission to ensure a score of 25% or less. Note that a score higher than 25% can strongly indicate plagiarism. However, a lower score does not mean the student doesn't have any plagiarism within the assignment.

PROFESSIONALISM

The BSN Program trusts students to demonstrate professionalism in all interactions with others (i.e., administration, faculty, lab coaches, clinical site staff, preceptors, university staff members, and any stakeholders) while enrolled as a student within the program. This will ensure an inviting, positive, and safe learning environment. Violating one or more professional attributes is incompatible with expectations of the BSN Program. Such violations can reflect poorly on the student, the BSN Program, the School of Nursing (SON), and the University. The SON reserves the right to dismiss a student at any time based on actions or behaviors the University may deem inappropriate and/or unprofessional. Each student, by admission to the BSN nursing program, recognizes this right of the University. Circumstances may arise during a student's course of study that call into question the capacity or commitment of the student to maintain this academic standard. The University and the SON have the responsibility and authority to determine a student's fitness to continue in their program of study.

Professional Attributes

Professionalism is demonstrated by these definitions provided below. All indicators are to be carried out in a compassionate, culturally sensitive and competent manner, as defined under Key Terms.

Collaborative: Demonstrates teamwork and respect by working well with others, is coachable, promotes consensus through inclusion, acknowledges and proactively seeks to address conflict, shares information and resources, offers feedback to others, receives feedback, and does not withhold necessary information. Works collaboratively, while employing a participatory approach with individuals in various roles. The student supports, encourages, and empowers others.

Engagement: Commits to excellence, including personal, professional, and spiritual development and lifelong learning. Students are actively engaged in their learning, displays intellectual curiosity, maintains a growth mindset, asks questions, identifies/investigates problems, is solution-oriented, utilizes resources, evaluates potential impact, acts decisively, and demonstrates sound judgment.

Communication: Communicates in a manner that facilitates partnerships, compassion, empathy, and seeks understanding and resolution in all forms of communication (i.e., written, verbal, & nonverbal).

- Verbal Communication: Speaks clearly and effectively.
- Written Communication: Writes in a clear and concise manner; thoughts are well expressed and unambiguous. All students must follow the Email Etiquette Guidelines (included below). Electronic communication is a reflection of the individual and part of student record.
- Nonverbal Communication: Students will be respectful, use open body language and facial expressions, and display active listening.

Please note: Students are responsible for checking and utilizing their Olivet email address when communicating with faculty, administration, or staff.

Conscientiousness: Displays empathy while considering others' thoughts and feelings; shows kindness and patience. Demonstrates intellectual curiosity in all academic endeavors and illustrates conscientiousness by being appropriately prepared and engaged with their education.

Conduct: Complies with professional standards and guidelines (e.g., American Nurses Association's (ANA) Code of Ethics, ANA's Scope and Standards of Nursing Practice, etc.), including relevant laws, policies, and regulations while incorporating an ethical comportment to decision-making. Seeks corrective feedback, asks for help, accepts guidance, and incorporates others' expertise to improve self. Is well-groomed, clean, professionally dressed, and properly identifies status and position appropriately as an Olivet nursing student while in clinical/practicum/VLC/virtual meetings.

Integrity/Honesty/Trustworthiness: Gains the confidence and trust of others, supports the university mission and values, is loyal, dependable, credible, and transparent. Exhibits forthrightness and truthfulness; is trustworthy, follows instructions, is reliable, follows through on promises, and displays honesty at all times. Assumes good intentions, exhibits grace, and prioritizes understanding the viewpoints of others.

Respect: Honors authority, is welcoming, sensitive, and hospitable to all people and seeks to treat diverse individuals as people created in the image of God. Respects the rights, privacy, and personal space of others. Respects others' time, is punctual, meets deadlines, and provides timely response(s) to others. Demonstrates appropriate concern for others.

Responsibility: Demonstrates accountability to the individual, society, and to the profession of nursing. Follows through on commitments, avoids blame, admits and learns from errors/mistakes (if they occur), is accountable for one's own actions, and attempts to correct issues/problems.

Sanctions And Due Process For Violations Of Professionalism

The School of Nursing Faculty and staff are obligated to address any violation of professionalism (Professional Behavioral Performance Indicators, excluding Academic Integrity violations). Consistent with the university's mission, the sanctions are typically progressive in nature.

All violations will be documented and become a permanent part of the student's record. The seriousness of the offense is also taken into consideration when determining an appropriate sanction. This includes minor infractions, excluding graded course components. A minor infraction is defined as an unintentional mistake and is seen as a teachable moment. Students have five business days to respond to SON faculty and/or staff indicating acceptance of the determined sanction. SON faculty and/or staff will review the response and make a final decision in consultation with the respective Program Director/Associate Dean (where applicable) within an additional five business days. The final decision will be communicated in writing to the student.

Any student who violates an attribute of professionalism is subject to the following consequences:

1. For a minor infraction, SON faculty and/or staff will provide the student with a written reprimand in the form of an email and the incident is reported through Project Concert.
2. For a student who receives a minimum of three reported incidents alerts related to Professionalism, the Program Director will investigate and meet with the student. Depending on the situation, sanction(s) may be applied. An email summary of the discussion will be completed by the Program Director and will be included in the student's file as a permanent record.

Upon further infractions of professionalism or if any infraction represents an egregious, flagrant violation of the policy, the BSN Program Director, and Associate Dean – School of Nursing will issue one of the following administrative sanctions at their discretion:

1. An administrative grade of “F” or “U” in the course or courses the student is currently enrolled.
2. Dismissal from the university.
3. Permanent expulsion from the university without the opportunity to reapply.

The Olivet Nazarene School of Nursing reserves the right to dismiss a student at any time based on actions or behaviors the University may deem inappropriate. Each student, by admission to the BSN program track in the School of Nursing, recognizes this right of the University. The continuance of any student on the roster of the School of Nursing, the receipt of academic credit, graduation, and the granting of a degree rests solely within the powers of the University and School of Nursing.

EXAMINATION POLICY

Examinations in all nursing courses must be passed with a cumulative total of 77% to pass the course. If a student does not meet the cumulative 77% exam average, the final grade entered for the course will be the student's exam average grade, not the overall course grade.

Students must notify their didactic instructor prior to any absence. Excused absence may include death of immediate family member, documented illness, sanctioned university events, or extenuating circumstances. Students may be asked to provide proof of the reason for absence. Request for an excused absence MUST occur by voicemail or Olivet email directly to the course instructor before the start of the exam. It is the professor's decision whether to grant an excused absence or not. A student who fails to attend a scheduled examination/quiz without prior notification will receive a grade of zero for the examination/quiz.

Remember that exams are an individual effort. Any computer difficulties while taking an exam should be reported immediately to the person proctoring the exam. Students should not be loitering in front of the computer lab after completing the exam. The students should not discuss the exam with other students waiting to take the exam. Discussion or giving exam questions to other levels is prohibited.. Other students may have an alternate exam time. Discussing exam items can jeopardize exam integrity when discussed with students who have not taken the exam. Sharing information about the exam is considered an infraction of this policy

Students are expected to arrive and be seated prior to the scheduled exam start time, ensuring they are ready to begin promptly when the exam commences. Any student who disrupts the testing environment may be asked to leave immediately.

Late arrivals disrupt the focus and concentration of peers, as well as the integrity of the testing environment. Once the exam has begun, entry will not be permitted. Students who arrive after the start of the exam will need to meet with the instructor to determine if a grade of zero is warranted. Extenuating circumstances may be considered, provided they are communicated to the instructor in advance. Approval of such circumstances is solely at the discretion of the instructor, who will determine if accommodation can be arranged.

During scheduled exam times, computers may only be used for taking the exam (e.g., no emails, accessing Canvas, or working on other course assignments). Use of other programs, sites, or tools while taking exams is prohibited.

Upon entering the exam room, students are required to place all personal belongings (backpacks, book bags, all types of watches, Google glasses, cell phones, etc.) in a designated area, without exception. Students are allowed to bring one physical book (no textbooks of any kind) reading after exam submission. The book must remain on the floor, under the student's chair, until the exam has been submitted. If the room allows, students should sit in every other seat. The proctor may ask students to change seats.

During Exam:

- Students are not allowed to have any food by the computers; but may bring in a drink with a closed lid.
- Students may not wear any head apparel unless culturally appropriate.
- Ear plugs are provided to students during the exam to reduce noise disturbances, if requested in advance of the exam.
- Students are not allowed to leave during an exam for any reason unless you have medical documentation from a healthcare provider, except for the ATI TEAS or NCLEX Predictor (the exam timer will continue running during the restroom break).
- Students must keep their eyes on their own computer. Cheating is subjective. If the proctor suspects a student of cheating, their exam will end, and the student will receive a zero.
- No questions regarding exam question content will be allowed during the exam.

Infractions to the above policy will result in the student having to meet with the BSN program director immediately after the exam and may result in a grade of zero.

NOTIFICATION OF EXAM GRADES

An item analysis of each exam will be completed by the didactic instructor within 48 hours (excluding holidays, weekends, and breaks). Upon completion of an item analysis, Grades will be posted to Canvas in a timely manner. Grades will not be emailed, provided via phone, or posted on any faculty door to ensure confidentiality.

REMEDIATION POLICY

To support student success and ensure competency, all students are required to achieve a minimum 77% weighted exam average. Students who do not meet this benchmark at any point during the course will be required to participate in remediation as instructed.

Remediation is designed to promote academic success but does not replace independent study expectations. Students are responsible for completing all assigned remediation within designated timelines. Completion of remediation is required to remain in good academic standing within the course. Failure to meet remediation expectations may impact progression in the program.

Students who fall below the required exam average will be expected to complete structured remediation, which may include:

- Review of missed concepts from exams.
- Targeted study assignments or ATI modules.
- Faculty-guided content review or skill-building sessions.
- Additional practice questions or case-based learning.

Faculty will provide concept-level guidance on all missed concepts but will not release exam items or answer keys. Exam reviews are provided for learning and remediation purposes; they are not a forum for disputing validated questions.

If a student is referred for remediation, when in the clinical environment, by an instructor, the student must complete the remediation *prior* to attending their next scheduled clinical day. A student who misses required clinical remediation will receive an unsatisfactory clinical day and an incremental lowering of the current course letter grade (e.g., B to B-). Educational leniency does not exclude students from completing required remediation.

EXAM MAKE-UP PROCEDURE

Make up examinations will be given near or during mid-term and final exam week unless exams are missed due to educational leniency. The format for the make-up examination will differ from the original examination (maybe short answer or essay). If the exam is not made up, a score of zero will be recorded. To be allowed to make up a missed exam, proof of the reason for the absence must be submitted to the course instructor upon return to class. In the event of an emergency where the student is unable to attend a scheduled exam:

1. The student notifies the instructor prior to the exam time.
2. If the make-up exam is approved by the instructor, the instructor will notify the student of the makeup date and time. Exams scheduled before mid-term week will generally be rescheduled for mid-term week. Exams scheduled after mid-terms will generally be rescheduled for finals week. Any exam missed during finals week will require acceptable documentation to be submitted to the BSN Program Director. No more than two exams per semester will be allowed unless appropriate documentation is approved by the BSN Program Director.

ONLINE NURSING COURSES

Course Week – Start And End Dates

- The course week consists of seven days: Day 1, Day 2, Day 3, etc.
- Courses start on Day 1 (Monday) of Week 1 at 12:01 a.m. CST and is the first day the course begins.
- Day 7 (Sunday) is considered the last day of the week and ends at 11:59 p.m. CST.

Submission Times

- A day is comprised of the timeframe between 12:01 a.m. and 11:59 p.m.
- Any coursework (assignments, discussion questions, etc.) due on a given day must be submitted within this timeframe to be considered submitted on time.
- No course work will be accepted after Day 7 (Sunday) of the last week of a course.

ONLINE DISCUSSION REQUIREMENTS

You are required to submit discussion posts as instructed per course syllabus. All posts must follow current edition APA format. Weekly discussions begin on Monday, Day 1, 12:00 a.m. and end Sunday, Day 7, 11:59 p.m. Initial postings are due by Day 3, 11:59 p.m. and all peer response(s) are due by Day 7, 11:59 p.m., unless otherwise stated in the course syllabus.

ONLINE DISCUSSION FORUM CODE OF CONDUCT

Discussion forums are vital for effective, online learning. Students are expected to project a scholastic demeanor and to interactively respond to class activities. Students, at all times, are expected to be respectful of their peers, the institution, its facilities, and its personnel. Demeaning comments are not permitted. Inappropriate or derogatory language, ethnic, racial, or gender-based comments, suggestions, or undercurrents are not tolerated. Discussions in the classrooms and online are totally independent of the work environment. Discussion should remain in the correct arena. This is a time of professional, not personal, communication.

- The grading for discussion activities is outlined in the course-grading rubric. Due to limitations with LMS, spacing (single vs. double and hanging indentation for references) will *not* be considered in the grading.
- Students are required to:
 - support their discussions with citations.
 - write following current APA rules, with APA formatted citations and references (following the required APA Checklist).
 - provide a reference list at the bottom of their posting.
- Make sure that you allow enough time for computer problems to ensure that you post on time.
- No edits or additions to original discussion posts will be accepted unless you have faculty approval prior to the due date.

CLINICAL/VIRTUAL LEARNING CENTER (VLC) POLICIES

STUDENT UNIFORM

Students are required to abide by the student uniform policy for all immersion, clinical, pre-clinical, and lab experiences. Uniforms must be of proportionate fit (not too loose or tight), clean and pressed without wrinkles, and without frays, holes, or tears. Pants must not drag on the floor. White socks or hose are required. ONU approved purple top and bottom purchased through School of Nursing approved sites.

- **Lab Coat:** A white lab coat is required and can be purchased through the School of Nursing's designated uniform provider.
- **ONU-Approved Uniform Jacket:** All students are permitted to wear the ONU-approved uniform jacket (purple zip up jacket) in the VLC. **ONLY capstone** students can wear these jackets on the clinical unit for warmth when necessary. The jacket is not a substitute for the lab coat and must not be worn during presentations, community projects, or any other formal activities. No other sweatshirts or outerwear are permitted in the clinical setting. If the Capstone student is found wearing other attire as outwear, this privilege will be revoked immediately, and for the entirety of the remaining Capstone hours.
- **Patches and Name Pins:** The ONU patch will be embroidered on the front right side of the uniform scrub top, and one will be embroidered on the right sleeve of your lab coat. ONU picture ID must be worn and visible at all times.
- **ONU Identification:** *ONU picture ID will be provided to you by the IT department. If it needs to be replaced it will be at your expense.*
- **Footwear:** Clean all-white leather or leather-like shoes with clean white laces are to be worn along with white socks. Shoes must have enclosed heels (no clogs) and toes, heels no higher than 1 ½ inches, and be white.
- **Hair:** Neatly secured, away from face, and off the collar in a professional-looking manner (no messy buns). large, brightly colored hair clips, ribbons, head bands, hair wraps or any other distracting hair ornaments. Hair needs to be clean and of a natural color.
- **Beards/Mustaches:** Clean, short, and neatly trimmed. Males without full beards must be clean-shaven (no "five o'clock shadow") when in the clinical/simulation/lab area. In the event a student has a mustache and/or goatee, the remainder of facial hair should be clean-shaven.
- **Nails:** Nails are to be clipped to fingertip length. The wearing of acrylic/gel overlay, or "false nails" is not permitted during clinical. No nail polish is allowed.
- **False Lashes:** False eyelashes are strictly prohibited in clinical settings.

- **Jewelry:** Acceptable jewelry includes a wedding band and one pair of stud earrings is permitted, unless restricted by hospital policy. No other jewelry is permitted.
- **Tattoos:** All tattoos must be covered with band aids or tattoo concealer makeup during all clinical experiences.

REQUIRED EQUIPMENT

Students are required to have a watch with ability to count minutes and seconds (neutral color, preferably waterproof), bandage scissors, pen light, and stethoscope. No smart watches allowed at clinical.

NURSING SKILLS AND REMEDIATION

Competency in nursing skills requires preparation and practice. Students will be provided with structured opportunities to learn and practice commonly used skills in a safe learning environment. Students will also work with peers to both receive and provide feedback on skill performance.

Students are expected to achieve a minimum of 80% completion of instructor-validated skills performed independently no later than Week four (4) of the NURS 474: End-of-Life Specialty Topics in Nursing course.

Students must demonstrate competency by successfully completing required skill return demonstrations before applying these skills in clinical settings. Students who receive a “U” in any category on the skills evaluation or are identified as unsafe in the VLC are required to complete remediation per faculty instructions. All required remediation is performed in the Virtual Learning Center with a lab coach and/or faculty member. No invasive procedures should be performed on peers or faculty.

Students are allowed three attempts to demonstrate competency for each skill. Remediation is required after an unsuccessful attempt and will be scheduled immediately by the instructor. A remediation form will be initiated by the instructor and completed by the coach. Prior to a repeated skills return demonstration; the student must provide proof of remediation. If a student requires a third attempt, a different faculty member is required to evaluate student performance.

A student may request additional skills practice with a coach upon request. Students are required to document, in Project Concert, their time in the VLC for remediation with the lab coach. If the student arrives more than five minutes late, for their scheduled skills remediation in the VLC, the remediation session will be rescheduled. Students must bring all required tools (e.g. stethoscope, blood pressure cuff, penlight, pen, etc.) to accomplish the required remediation.

SKILLS CARD

An updated PDF copy of the skills signed off on by a faculty member (available in Project Concert) must be brought to all clinicals. Students cannot perform any skill(s) within the clinical setting without this documentation. The professor initials/signature is required for all skills.

CONFIDENTIALITY

Confidentiality of patients and information concerning patients is critical. Clinical agencies have guidelines for confidentiality as well as consequences of failure to comply. Students may be sent home from the clinical setting if compliance is not maintained and will not be eligible to return to the clinical setting. This will result in failure of the clinical component and subsequent failure of the course.

USE OF PATIENT INFORMATION IN THE CLINICAL SETTING

In compliance with HIPPA regulations, no Electronic Medical Records (EMR) may be removed from the clinical setting. Records may be generated by the clinical instructor for use by students in the clinical setting only and must be placed in the appropriate receptacle for shredding before leaving the premises. Use only the patient's initials on the clinical papers.

LIABILITY INSURANCE

The responsibility for the student is assumed by the University for all full-time students.

HEALTH COMPLIANCE

Health compliance must be completed by all students prior to level 0 to participate in clinical experiences and must be maintained as instructed throughout the program. Failure to comply with any program requirement will result in the student being administratively withdrawn from the current level and required to repeat the entire level before progressing in the program, resulting in a delay in progression within the program. It is the responsibility of the individual student to track the expiration/due dates of each requirement to ensure compliance. Documentation may be sent to clinical facilities upon request. Any changes in your health status that would have implications for your safety while in clinical must be shared with your clinical instructor.

Documented exceptions for refusal of vaccines are allowed only for medical reasons and religious objections. If a student seeks an exemption from vaccination requirements on religious grounds, the student must present a signed statement that he or she objects to immunizations on religious grounds. If a student is unable to receive any vaccination for medical reasons or obtains a religious exemption for any vaccination, the student may be denied access to clinical facilities at which required clinical experiences must be completed and therefore may not be able to complete their program of study. The University urges all prospective and current students to consider this carefully when deciding whether to apply or enroll in the program. Students are required to complete the following health compliance items. Additional fees may apply at the student's expense:

- Initial and annual cleared criminal background check.
 - A break in nursing course enrollment will necessitate a repeat background check (if outside of the required timeframe).
- Initial and annual cleared drug screen.
 - A break in nursing course enrollment will necessitate a repeat drug screen.
- Physical exam by a licensed healthcare provider (NP, MD, DO, PA).
- Submit documentation of the following prior to level 0:
 - Initial negative 2-step TB test (and single annually thereafter prior to expiration), negative T-SPOT, negative QuantiFERON Gold assay, or negative chest x-ray report
 - Two MMR (Measles, Mumps, and Rubella) vaccines or positive titer results.

- Negative titer results require a booster with subsequent titer(s) confirming immunity.
- Two Varicella vaccines or positive titer results
 - Negative titer results require a booster with subsequent titer(s) confirming immunity.
- Proof of original Tdap vaccine and booster shot every 10 years as required.
- Proof of a Hepatitis B immunization series of three doses.
 - If the Hep B series was just initiated, the student will need to submit documentation of the doses received and each subsequent dose received.
 - Negative titer results require a booster with subsequent titer(s) confirming immunity.
- Proof of annual Influenza vaccine.
 - Refusal to receive the flu vaccine must be documented using the Medical or Religious Exemption form no later than the semester prior to the first clinical rotation. Facilities have the final decision on whether the exemption form will be accepted, and if the student will be able to attend clinical during the flu season using the facility's guidelines.
- Copy of current AHA BLS CPR card (must remain valid throughout practicum). Online courses are not acceptable. Must be in-person.
 - All students are required to have current CPR through the American Heart Association. The course must be *BLS* and be good for two years. The CPR certification cannot expire during the academic year. Students are required to pay the cost associated with CPR certification and recertification as needed including successful completion of the hands-on demonstration. Students are required to provide an updated copy of the certification as instructed.
- Copy of Current Personal Health Insurance.
 - Students are required to maintain their own health insurance.
- Additional site-specific requirements
 - Specific clinical sites may require additional information and requirements as per their facility.
- All items submitted to Viewpoint must include students' name and demographic information, results, and date.

CRIMINAL BACKGROUND CHECK

All students are required to obtain a criminal background check. A cleared background check must be completed initially and annually thereafter, or the student will be administratively withdrawn from the level in which the student is enrolled.

DRUG SCREENING POLICY

In compliance with both federal and Illinois law, the use, possession, and distribution of alcohol or illegal drugs, including marijuana which remains illegal under federal law, or the misuse of prescription drugs, on Olivet's campus (or other Olivet property) or as any part of its activities, including in the classroom or clinical setting, is strictly prohibited.

If the drug screen is positive, the student will be withdrawn from all current courses within that level with the opportunity to reapply. If withdrawn, follow the Reapplication for Entry after Positive Drug Screen process below.

“FOR CAUSE” DRUG SCREENING

Olivet Nazarene University reserves the right to require that any student submit to a physical examination or clinical testing designated to detect the presence of drugs or alcohol, to include but not limited to blood, urine, or hair follicle, when reasonable suspicion exists that the student is under the influence of or is improperly using drugs or alcohol in violation of this policy.

Reasonable suspicion for testing is to be determined by the sole discretion of university officials.

- If faculty or preceptor observes a student behaving in a manner that is consistent with the use or misuse of alcohol, illegal drugs, or drugs which impair judgment, affecting either the classroom, clinical or laboratory setting, the student will be removed from the educational setting and required to submit to an appropriate screening immediately.
- If the behavior is noted in the clinical setting, the student will be removed from patient care. The student will have to submit to the agencies' and/or program's drug screening and results will be shared with the program director.
- If the behavior is noted on campus in either the classroom or laboratory setting the university's campus policy will be followed.
- If the drug screening result is negative, the student shall meet with the program director to discuss the circumstances surrounding the impaired behavior. Based on the information provided and further medical evaluation, if warranted, the program director will make a decision regarding return to the clinical, classroom and laboratory setting.
- The student will pay the costs associated with the “for cause” drug screening.
- If the drug screen is positive, the program director will withdraw the student from all nursing courses.
- A student's failure to comply with any aspect of the “For Cause” Drug Screening Requirement will result in the student's withdrawal from the program without option for readmission.

CLINICAL LOCATIONS & PLACEMENTS

Students will attend various clinical sites throughout the program and are assigned to clinical groups and sites by the clinical coordinator. Students do not have a choice in placement, except for capstone requests, which may be considered but not guaranteed. Clinical sites may be up to approximately 90 minutes away from campus. Students are responsible for transportation to and from clinical sites.

Clinical experiences may occur between 5:00 a.m. and 11:00 p.m. six days a week. Evening clinicals are a possibility. Capstone clinicals follow the schedule of assigned preceptors and may vary. Clinical placements (days, times, locations) are subject to change based on the availability of clinical sites and instructors. If there is a shortage of anticipated patients on an assigned clinical unit, alternative clinical placement, observations, and/or activities on-site will be scheduled based on facility policy. If a facility cancels the clinical day, the hours will be completed in the VLC. These hours may need to be completed on a different day. A make-up day will be assigned if a clinical day is canceled due to weather or other circumstances.

CLINICAL SITE-SPECIFIC POLICIES

Students must complete a clinical site orientation and submit all site-specific requirements by the assigned due date. Students must abide by all clinical site policies. Food and beverages are never allowed at the nurses' station or in any patient care location. Eating and drinking is only to be done in designated locations. Cell phones/electronic communication devices (e.g., smartwatches, ear buds, etc.) are strictly prohibited in all patient-facing areas, including nurses' stations, patient rooms, and unit hallways. Students may use their phones during breaks or in pre/post conferences, but only with the explicit approval of the clinical instructor or capstone preceptor. A student is permitted to care for patients with infectious or communicable conditions requiring isolation according to site policy.

If any of Olivet's clinical expectations outlined in the student handbook are not in alignment with facility expectations, then the facility policies and procedures take precedence. Failure to comply with site-specific clinical policies will result in the student being asked to leave the site and will result in an unsatisfactory clinical day.

The removal of a student per site request will result in immediate failure of the level and require a student to repeat the entire level. Additionally, review of the site incident may result in dismissal from the nursing program.

CLINICAL ATTENDANCE POLICY

It's the student's professional responsibility to attend all scheduled observations and clinical experiences, arrive on time, be prepared, and actively participate. Observation experiences are considered to be clinical hours. Students must demonstrate readiness to meet clinical competency expectations; those unable to do so may be dismissed and evaluated as not meeting competency for that day.

Students arriving late or leaving early, except in extenuating circumstances, must obtain prior approval from their didactic and clinical instructors. Prior to any observation absence, students must notify the didactic instructor first, then notify the clinical area. An unexcused absence results in an unsatisfactory clinical day. All missed clinical hours must be made up within the term that the course is being offered unless arrangements are made and approved by the BSN Program Director. Make up clinicals will be made up hour per hour. Any makeup clinicals that are not attended count as an unsatisfactory day and may result in failure of the course. Missed clinical experiences must be completed as assigned, which may include additional coursework (e.g., care plans, research assignments). Students are responsible for coordinating make-up arrangements with course faculty.

If a student is sent home or sent for a medical evaluation, the student may not return to clinical that day. Any student returning to clinical after an illness, injury, surgical procedure, etc. must be medically cleared, without restrictions, to participate. This is subject to further review based on individual facility policies and procedures.

Students may not attend clinical with any restrictions or limitations, except for approved accommodations through Accessibility & Disability Resources (ADR). Any student returning to clinical or immersion after an illness, injury, surgical procedures, etc. must submit authentic documentation stating they are medically cleared without restrictions to participate in complete

patient care, subject to further review based on individual facility disability policies and procedures.

NURSING CAPSTONE EXPERIENCE

Students in their final semester will work directly with an RN preceptor in an assigned clinical site. While under supervision, students will actively participate in the care of all patients assigned to the preceptor. Capstone assignments are made by the didactic professor or BSN Program Director. Students contacting sites/potential preceptors is strictly prohibited. Failure to follow this policy will result in the loss of the opportunity to choose your capstone site.

ROTC-NSTP CAPSTONE EXPERIENCE

Students attending the Reserve Officers' Training Corps (ROTC) and Nurse Summer Training Program (NSTP) will receive credit for NURS 478: Nursing Capstone and EBP Project Dissemination clinical hours as follows:

- Prior to NSTP attendance, notification should be provided to the faculty ROTC liaison.
- Cadets must have completed their junior academic year of nursing.
- Cadets will be able to receive credit for completion of 90 clinical hours for NURS 478: Nursing Capstone through NSTP.
- Cadets must achieve an "Outstanding" or "Excellent" rating noted on Part IV of the ROTC Performance Evaluation for NSTP. If a student does not achieve this expectation, the student will be required to fulfill all course aspects of NURS 478. Students are required to submit this evaluation into Canvas as directed.
- Cadets must provide documentation of their completed NSTP experience to both the faculty ROTC liaison and the Nursing Capstone faculty member.
- The Evidence-Based Project Dissemination in NURS 478 will still need to be completed.

STUDENT EVALUATION IN THE CLINICAL SETTING

A student must demonstrate achievement of required clinical competencies to successfully pass clinical. Clinical evaluation is grounded in observable, measurable behaviors aligned with program and course-level clinical competencies, professional standards of practice, and patient safety expectations. Clinical evaluation decisions are based on the student's ability to integrate knowledge, skills, judgment, and professional behaviors in real-time patient care.

Clinical performance is evaluated in the context of actual patient care situations, recognizing that complexity, acuity, and practice settings may vary. Clinical faculty assess student performance using established competency criteria and clinical evaluation tools, making professional judgments related to the student's level of competence and level of readiness.

Students will receive ongoing formative assessment throughout their clinical experiences, including structured feedback tied to specific competencies and performance criteria. A summative competency evaluation is completed at the end of the clinical course to determine whether the student has met the expected level of competence.

Failure to demonstrate acceptable performance in one or more competency domains may result in an unsatisfactory rating for that competency, an unsatisfactory clinical day, the need for targeted remediation, or course failure, depending on the severity, frequency, and impact of the

performance concern. Patient safety is a core competency. Behaviors or actions that compromise patient safety, violate professional standards, or fall below minimum competency expectations may result in course failure.

It is impossible for every behavior that is unsatisfactory in the clinical setting to be identified; however, safety is of utmost importance, therefore any safety violation will result in an unsatisfactory clinical day. Egregious safety violations may result in immediate course failure. If the student is not prepared for clinical they will automatically receive an unsatisfactory clinical day; may be asked to leave and/or correct the issue and will be required to make up any time missed during the clinical day in the form of an alternate assignment (assigned by the didactic instructor). Failure to meet clinical policies will result in an unsatisfactory day. Two unsatisfactory clinical days will result in automatic failure of that clinical course and necessitate the repetition of that course and level in order to progress in the nursing program.

INCIDENT OCCURRENCE

This policy is in accordance with the seriousness involved when responsible for patient care and preparing/administering medications. The Incident Report Form, in Project Concert, should be completed when any unusual occurrence takes place where there is actual or potential harm to a patient, a student, or an instructor. The form will be part of the student's permanent record. In addition to the Incident Report Form, the facility incident report form (if incident occurs at a clinical site) may also be completed and the appropriate parties notified.

MEDICATION ERROR/NEAR MISS

An actual medication error will be considered an incident. A medication error is defined as an error in one of the rights of medication administration that reaches the patient. The student will work with the clinical professor to complete the required paperwork. At the professor's discretion, the student will be required to remediate as assigned. For a medication error, the student will receive an unsatisfactory clinical day and may be sent home for the day. Actual or potential life-threatening errors or safety violations may result in dismissal from the program. A meeting will occur between the clinical professor, level coordinator, and student(s) involved in any medication error or near miss. Documentation will be placed in the student's file. The student will be required to complete a 3-5-page current edition APA-formatted paper describing the error or near miss, the process for documentation of the error, and the evidenced-based process for safe medication administration. The paper must also include the medication, action, interactions, routes, adverse effects, and therapeutic effects of the medication. Lastly, the student should self-reflect on the error in a holistic manner.

VIRTUAL LEARNING CENTER (VLC) POLICIES

The purpose of the VLC is to facilitate learning. Users are expected to promote a quiet, calm atmosphere and maintain neat, effective work areas. Safety and dignity of others is expected in all interactions. Access to the VLC is restricted to nursing students only.

Students will be asked to touch, auscultate, and palpate other students during immersion/lab sessions. Appropriate undergarments are required beneath uniforms during all immersion/lab sessions. Students are required to wear a sports bra or form-fitting tank top beneath the uniform. Heart and lung sounds must be auscultated with the stethoscope directly against skin; abdominal

assessments require an exposed abdomen; and pedal pulses must be assessed without socks. Professional behavior is expected at all times.

Guidelines For Use Of Facilities And Equipment

- Food is not allowed in the VLC. Drinks are allowed but must remain only at the designated area and in a covered/sealed container.
- Lab computers are for viewing Nursing Department videos; personal videos are prohibited.
- Before leaving the VLC, please leave all areas clean and tidy and return equipment.
- No exposed models on display.
- If injury occurs, immediately notify a faculty or staff member.
- Notify the BSN Program Director if supplies need to be replenished or if equipment malfunctions.

ACADEMIC INTEGRITY POLICIES

PROPRIETARY TRADEMARK

The University has an exclusive proprietary trademark interest in its name, logos, and branding. The University must ensure the continued viability of its valuable trademark rights and will not permit unauthorized use of its name or logos to dilute these rights. No one may, without prior permission from the Office of Marketing, use the University's name or logos for commercial purposes, on social media posts, or in any way that might confuse or mislead observers to attribute the use to the University.

ARTIFICIAL INTELLIGENCE (AI)

Didactic: Artificial intelligence (AI) tools may be used to help generate topics, ideas, and outlines and to revise the learner's original work in this course. Any other use of AI to generate content is prohibited. Note that the use of AI tools may impact the quality and accuracy of the assignment. It is the learner's responsibility to disclose and/or document any use of AI; failure to do so and/or the use of generative AI tools to create content are violations of academic integrity. [See <https://catalog.olivet.edu> > Academic Regulations > Academic Integrity.

Clinical: The use of Artificial Intelligence (AI) tools in clinical documentation, clinical assignments, or any work related to patient care or clinical experiences is strictly prohibited and could result in an unsatisfactory clinical day and potential failure of the course. This includes, but is not limited to, care plans, clinical reflections, and any documentation submitted for clinical evaluation.

ACADEMIC INTEGRITY, ETHICS, AND USE OF TURNITIN (TII)

Preparation for advanced nursing practice includes responsibility and accountability for one's work, decisions, and scholarly contributions. All assessments in each course are expected to reflect the effort, analysis, and critical thinking of the individual student, unless collaboration or alternative use of resources is explicitly permitted in assignment instructions. These expectations apply to all course assessments, including but not limited to written assignments, discussion posts, quizzes, and examinations.

Plagiarism and Ethical Scholarship

Plagiarism is defined as the use of intellectual material produced by another person without proper acknowledgment. Failure to appropriately credit the work of others constitutes an academic integrity violation. Examples of plagiarism include, but are not limited to:

- Copying passages from the work of others, including third-party or online sources, into assignments, papers, postings, or theses without acknowledgment.
- Using the ideas, opinions, or insights of another without appropriate citation, including third-party sites.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgement.
- Inadequate paraphrasing that does not sufficiently change wording and sentence structure from the original source.
- Self-plagiarism, defined as submission of work from a previous course, which is not permitted unless explicitly approved by the instructor and properly cited.

Written work must follow current APA formatting standards. Improper or missing citations or references, whether intentional or unintentional, may be considered plagiarism.

Turnitin (TII)

Turnitin (TII) is an internet-based plagiarism detection service available in Canvas to support original scholarship and academic integrity. Students are required to submit at least one draft of designated written assignments to TII prior to final submission. Faculty review final submissions *only* for evidence of plagiarism.

Failure to submit a required draft to TII will result in a grade of zero for the final assignment until the draft is submitted, revisions are made as needed, and the final assignment is resubmitted. Failure to revise and resubmit will result in a grade of zero for that assignment. Faculty reserve the right to apply the course late policy if draft submissions occur after the final due date.

Students should review the Similarity Report and Match Overview for potential plagiarism or inadvertent misuse of sources, excluding properly cited quotations and references, prior to submitting the final assignment. A similarity score alone does not determine academic integrity; faculty evaluate originality, attribution, and context when reviewing submissions.

Strategies to reduce similarity scores include:

- Limiting the use of direct quotations (generally no more than three in graduate-level writing)
- Effectively paraphrasing by changing both wording and sentence structure while preserving original meaning
- Accurately citing and referencing all sources in current APA format

Additional guidance on paraphrasing is available through the APA Style Blog:
<https://blog.apastyle.org/apastyle/paraphrasing/>

Academic Integrity Across Assessments

Academic integrity expectations extend beyond written assignments. Unless otherwise stated:

- Discussion posts must reflect individual analysis and synthesis in the student's own words.
- Quizzes and exams must be completed independently without unauthorized assistance or materials.
- Collaboration, third-party services, tutoring platforms, or answer-sharing sites are not permitted unless explicitly allowed in assignment instructions.

Students are encouraged, but not required, to submit discussion posts through the optional TII link available in the course.

Violations and Student Responsibility

If plagiarism or other academic integrity violations are identified, faculty will follow the university's Academic Integrity Process as outlined in the catalog. Verified violations may result in formal disciplinary action and become a permanent record in the student's academic file.

By submitting assignments in each course, students affirm that the work is their own, complies with course-specific academic integrity expectations, and adheres to university academic integrity policies.

KALTURA

Kaltura is a FERPA- and HIPAA-compliant internet storage site for submission of videos during the BSN program. If it becomes known a student has posted a video of any portion of a physical examination done during one of the ONU courses on an internet site, other than an ONU-approved site, such as Kaltura, the student will be removed from the BSN program. This applies even if the 'client' is one of the student's family or friends, and not an actual patient.

ACADEMIC SUPPORT SERVICES

CENTER FOR ACADEMIC EXCELLENCE

The Center for Academic Excellence (CAE) contributes to the academic success and career readiness of Olivet's traditional, undergraduate students. A variety of academic supports are available through the CAE such as writing and tutoring support. Appointments with the Writing Center and Academic Coaching Center can be made through Olivet.mywconline.net or by logging into My.Olivet.edu and searching under the student support tab. Visit the CAE on the 2nd floor of Benner to learn more about all the programs and services available.

DISABILITY SUPPORT SERVICES

It is the policy of Olivet Nazarene University to accommodate students with disabilities in accordance with federal and state laws. Students with documented disabilities can register for accommodations at aim.olivet.edu. Please direct any questions about disability services to Accessibility and Disability Resources at ADR@olivet.edu. NOTE: Students with approved ADR documentation must still work with the professor to coordinate academic accommodations appropriate for each course.

GUIDELINES FOR ACCOMMODATING STUDENTS WITH DISABILITY

In accordance with the National Council of State Board of Nursing (NCSBN) the following competencies are necessary for the professional practice of nursing:

1. The ability to see, hear, touch, smell, and distinguish colors.
2. Oral and writing ability with accuracy, clarity, and efficiency.
3. Manual dexterity, gross, and fine movements.
4. Ability to learn, think critically, analyze, assess, solve problems, and reach judgment.
 - a. Students must be able to establish cause and effect relationships.
 - b. Students must be able to prioritize data and tasks.
 - c. Emotional stability and ability to accept responsibility and accountability.

American Association of Colleges of Nursing (AACN, 2001)

If a student or potential student has difficulty in meeting any of the above competencies it is his responsibility to identify himself as needing accommodation. Any requests made for accommodation to meet these competencies must be made in writing. The request can be submitted to ADR@olivet.edu, and will be reviewed by the Director of Accessibility and Disability Resources.

The School of Nursing faculty strives to reasonably accommodate students who are experiencing learning difficulties. The goal of the Department is to produce knowledgeable nursing graduates capable of successful completion of the NCLEX- RN and with the ability to function in a variety of settings. Faculty tracks students who do not maintain established standards via the Admission, Progression, and Retention (APR) Committee. Faculty believe that all students who feel called into nursing should have an opportunity to plan for their own success.

BENNER LIBRARY

Benner Library makes numerous resources available for nursing students. Access Benner Library's home page at <https://library.olivet.edu> for the most current information about the library's resources and services, including specific information for off-campus students.

In addition to a full complement of nursing books, Benner provides a substantial number of nursing periodicals, both in print and in electronic format. Nursing students have access to several health-related online article databases, which include *CINAHL*, *Medline*, and *Health Source: Nursing*, *PsycInfo*, *PsycArticles*, and *ERIC*. Olivet students can request materials from any other library in CARLI, a consortium of 76 Illinois academic libraries. Articles not available in full text may be ordered through Benner's Interlibrary Loan service. The nursing home page can be accessed at <https://library.olivet.edu/subjectguides/nursing/index.php>. The Benner Library also has tutorials related to Technology help for Microsoft Word, Excel, Outlook, typing skills, Adobe and Apple products, and how to recognize and avoid plagiarism. In addition, ONU nursing students have access to libraries at many of the clinical agencies. For additional assistance, contact the Interlibrary Loan Department at (815) 928-5439 or the Reference Desk at (815) 939-5355, or ill@olivet.edu.

APA GUIDANCE

The School of Nursing requires that all written work of students adheres to 7th edition APA formatting. For help with APA, see: <http://library.olivet.edu> >Help >APA. The *APA Style guide to*

Electronic Resources is clickable, taking one directly to the correct reference for any given resource.

For more information on APA resources such as APA Style Formatting Guidelines, Tutorials and Webinars, Handouts and Guides, and Sample Papers are available through <https://apastyle.apa.org/>.

- APA Template
 - The BSN program requires students to use the ONU APA 7 Student Paper (Title page/Template) for all written submissions. The certification of authorship must be digitally signed on the title page of all written work. Title pages are not required for discussion posts in online courses. To access the template, please visit the [Benner Library APA resource page](#).
- [APA Checklist](#)
 - Students are required to use this APA checklist as a guide in writing and evaluating assignments. Faculty will use this APA Checklist as a guide and reference in grading and providing feedback.
 - When grading APA format within the rubric, faculty will provide the student with the heading and section number on the APA Checklist related to the APA error(s) identified within the assignment submission. Students are expected to review and incorporate this feedback for future assignment submissions.

EDUCATION RESOURCES

Student Video Tutorials are available to assist students in use of Canvas, Microsoft Office (Outlook-*Olivet's email system*, Microsoft Word and Excel, Skype, OneDrive (saving documents), and Kaltura (creating videos, screen captures, etc.). To access these resources, follow these steps:

my.olivet.edu > open Menu on the left-hand part of the screen > Choose Olivet Resources > Technology Training Materials > Student Video Tutorials can be found under the main screen.

SUPPLEMENTAL INFORMATION

TRANSPORTATION AND MOTOR VEHICLE ACCESS

Most courses in nursing involve clinical assignments to agencies/clinical sites off campus. Because of this, its recommended students have use of a car. Many students carpool and share expenses.

INCLEMENT WEATHER POLICY

In the case of inclement weather, the University will follow the practice of closing the campus. There will be radio announcements on WKAN, Shine 89, and WVLI. As soon as the decision is made, students and faculty are notified via Olivet email. If students opted into the text alert system, then students will also receive a text alert.

Clinical missed due to administrative closure and/or inclement weather is made up at the discretion of the faculty and/or the BSN program director.

FAITH INTEGRATION

As a faith-based institution, students can expect to see faith integrated throughout the curriculum and within each course. This may come in various forms such as devotions, devotional thoughts, or prayers from faculty, Biblical principles relevant to course work, or through encouraging bible verses connected to the weekly content.

FEES FOR STATE BOARDS

The student will be responsible for paying their own state license application fees and for fingerprinting prior to taking the examination for state boards.

CRIMINAL BACKGROUND CHECK – NURSING LICENSURE

Students applying for initial licensure in Illinois as registered nurses must submit to a criminal background check and provide evidence of fingerprinting process from the Illinois State police, or its designated agent. Fingerprints must be taken within 60 days prior to submission of the application for licensure. Information regarding licensure application will be presented to senior level nursing students in the last semester prior to graduation by the Associate Dean – School of Nursing.

SHARED GOVERNANCE AND STUDENT ORGANIZATIONS/ACTIVITIES

All students at ONU have the privilege of joining any organization on ONU campus for which they are eligible. Of special interest to students in nursing are Kappa Sigma and Nursing Students in Action.

OLIVET'S NURSING HONOR'S SOCIETY

Sigma Theta Tau International is a worldwide honor society for nurses established in 1922. Sigma's mission is to advance world health and celebrate nursing excellence in scholarship, leadership, and service. Sigma's vision is to be the global organization of choice for nursing. Kappa Sigma is the local chapter of Olivet Nazarene University.

Kappa Sigma invites nursing juniors and seniors with a grade point average of at least 3.0 or higher who demonstrate academic excellence, potential for leadership, and a desire to advance the profession of nursing. The top 35% of each class maybe eligible for membership into Sigma. Invitations to be inducted are extended from the chapter faculty counselors in the spring. Sigma's mission is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Sigma's vision is to be the global organization of choice for nursing.

If a student chooses to join the student may purchase their cords or stole from the [Sigma Marketplace](#) which may be worn at commencement. Olivet does not have a separate graduate nursing honors recognition during graduation.

NURSING STUDENTS IN ACTION (NSA)

All nursing students are automatically members of Olivet's Nursing Students in Action. The Executive Committee is composed of the President, Vice President, Treasurer and Events chair. In

addition, two representatives are elected from each level to be representatives and are invited to executive meetings. All student nominations must be approved by the faculty prior to the election.

SHALOM PROJECT

Olivet Nazarene University encourages students to participate in one or more of the many local and international mission trips and projects offered throughout the year. Students must apply and meet the criteria outlined by either the University, or the School of Nursing to be eligible to be chosen for the team.

AWARDS AND CEREMONY

HONORS

Phi Delta Lambda, a National Nazarene Honor Society, inducts high-ranking graduates into membership upon election by the faculty.

Sigma Theta Tau International, Kappa Sigma Chapter annually invites students who meet eligibility requirements to apply for induction.

AWARDS AND SCHOLARSHIPS

The School of Nursing nominates nursing students for the purpose of receiving various awards.

- **Charlotte Shugart Keck Nursing Scholarship**

This scholarship was originated by family and friends of Charlotte Shugart Keck who served on the nursing faculty for many years prior to her death in 1995. This is an Olivet Nazarene University Foundation scholarship. The scholarship is awarded to a Level III nursing student each spring. The student selected by the nursing faculty and approved by the Vice President for Academic Affairs, must have achieved at least a 3.00 GPA. Other selection criteria include evidence of Christian character, demonstration of caring behaviors, excellence in clinical performance, and positive personal qualities.

- **Kappa Sigma Chapter of Olivet Nazarene University**

Awards a scholarship to one Level III student for their senior year. The student must have an overall grade point average of at least 3.00 and be eligible for membership into The Honor Society of Nursing, Sigma Theta Tau International. The nursing faculty recommends students from the group of possible inductees who are eligible for membership. The selection is made by the Kappa Sigma Scholarship Award Committee and approved by the Kappa Sigma Chapter Board of Directors.

PINNING CEREMONY

The Thursday before graduation each year faculty, students, and loved ones gather together to celebrate students successfully completing the nursing program. The Associate Dean will pin all nursing graduates in attendance.

Required Dress for Ceremony: All students are required to wear their ONU lab coats, which must be clean, pressed, and wrinkle-free. *All attire must be professional, modest, not tight, and not revealing.*

- Male students are required to wear black pants with a white shirt and black shoes; neckties are optional but must be appropriate.
- Female students must wear black pants with a modest white top with dress shoes. There will be three styles of shirts voted on by the Pinning Committee.

ADDITIONAL POLICIES AND INFORMATION

Please consult the Catalog and the University Life Handbook for additional university policies. The catalog can be accessed at catalog.olivet.edu.

PRIVACY AND CONFIDENTIALITY

Students are required to comply with all applicable provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and affiliated federal and state privacy laws while participating in classroom, laboratory, simulation, clinical, practicum, field, or other educational activities.

Protected Health Information (PHI), whether spoken, written, photographed, electronically stored, transmitted, or otherwise maintained, must remain confidential and may be accessed, used, or disclosed only as permitted for educational and patient care purposes.

Students shall:

- Maintain the confidentiality and privacy of all patient information.
- Access only information necessary to perform assigned educational or clinical responsibilities.
- Refrain from discussing patient information in public areas or with unauthorized individuals.
- Protect electronic and paper records from unauthorized access, use, or disclosure.
- Follow all clinical agency, institutional, and program policies regarding privacy, confidentiality, cybersecurity, and information security.
- Immediately report any suspected privacy breach, unauthorized disclosure, loss, theft, or inappropriate access of patient information to the appropriate faculty member and clinical supervisor.

Failure to comply with HIPAA requirements, institutional policies, or clinical agency confidentiality standards may result in disciplinary action by the nursing program, removal from the clinical setting, course failure, dismissal from the program, and/or legal penalties as provided by applicable law.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school corrects records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student

has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
- School officials with legitimate educational interest; Other schools to which a student is transferring; Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or you may contact us at the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, D.C. 20202-5920

EMAIL ETIQUETTE

Email Etiquette

SUBJECT LINE **1-3 Words at most!** *Purpose of your email.*

GREETING Always include a greeting. Use titles for faculty/administration (Dr., Professor, etc.). Avoid using instructor's first name unless you have been told it is okay.

BODY OF EMAIL **Situation/Problem, Background, Action, Expected Outcome**
Include an introduction and context of the situation or request. If you have a problem - how you've addressed/corrected. Bring a solution(s)! Include any prior investigative work.

CLOSING SALUTATION *Thanks FOR EVERYTHING*
Thank you!

TOP 5

1. Did you identify yourself?
2. Is your email professional?
3. Is your email more like a letter vs. a text?
4. Were you respectful and polite?
5. Did you use correct spelling, grammar, punctuation?

TIPS TO REMEMBER

- Be Polite
- Request not Demand
- Be Concise
- Consider your tone
- Avoid red font
- Avoid ALL CAPS
- Avoid sarcasm
- Avoid slang & abbreviations

Check your Olivet email often!
Consider chain of command.
If upset, allow a cool down time.
Expressing concerns - use "I feel like" statements.
Email is a replication of you!
Expect a 24-48 hour turnaround time.
Use one email thread to the same person to avoid confusion.

OLIVET
NAZARENE UNIVERSITY

BSN THEMES & CONCEPTS

THEMES:

Health Promotion & Disease Prevention:

- Health promotion is the process of enabling individuals, families, communities, and populations to increase control over and improve their health across the lifespan. It goes beyond individual behavior to encompass social, environmental, and policy interventions that foster well-being and resilience.
- Disease prevention involves proactive strategies and interventions aimed at reducing the occurrence, progression, and impact of diseases and health conditions. It includes primary (preventing disease), secondary (early detection), and tertiary (limiting complications) levels of prevention.

Protection & Risk Reduction

- Protection refers to actions taken to shield individuals, families, communities, or populations from harm or potential threats to health. It includes safeguarding physical, emotional, social, and environmental well-being through direct care, advocacy, system-level interventions, and policy measures.
- Risk reduction refers to strategies and interventions that minimize exposure to health hazards, lower the probability of harm, or reduce the severity of adverse outcomes. It includes actions targeting behavioral, environmental, social, and biological risk factors.

Professionalism:

- The formation of a sustainable professional identity grounded in ethical practice, accountability, and compassion, reflecting nursing knowledge, values, and attitudes, and a commitment to lifelong learning, excellence, integrity, and service.

Psychosocial Integrity:

- The nurse provides and directs nursing care that promotes and supports the emotional, mental and social well-being of the client experiencing stressful events as well as clients with acute or chronic mental illness.

Homeostasis & Regulation:

- Dynamic process through which biological systems maintain internal stability (such as temperature, pH, fluid balance, glucose levels, and blood pressure) within a narrow, healthy range through regulatory mechanisms, despite changes in the external environment.

Human Development

- Physical, psychosocial, and behavioral aspects of growth and functional capacity that occur over an individual's lifespan (Berman & Snyder, 2015; Giddens, 2017).

Physiological Integrity

- Ability of the body to maintain and regulate its internal processes and structures to support life, ensure health, and respond to illness or injury through coordinated biological functions and nursing care interventions.

Systems-Based Practice:

- An analytic tool and a way of viewing the world, which can make caregiving and change efforts more successful. The focus is on understanding the interdependencies of a system or series of systems and the changes identified to improve care that can be made and measured in the system.

CONCEPTS:

- **Acid-base Balance:** Regulation of acidity and alkalinity in body fluids (Adapted from Giddens, 2017).
- **Cellular Regulation:** Cellular regulation involves coordinated mechanisms that manage gene expression, protein synthesis, growth, replication, and response to maintain internal stability (homeostasis).
- **Clinical Judgment:** The skill of recognizing cues regarding a clinical situation, generating and weighing hypotheses, taking action, and evaluating outcomes for the purpose of arriving at a satisfactory clinical outcome; the observable outcome of critical thinking and decision-making in nursing practice. (NCSBN)
- **Cognition:** Cognition is the brain's ability to process, retain, and use information, which includes reasoning, judgment, perception, attention, comprehension, and memory.
- **Collaboration:** A purposeful, respectful partnership among individuals, healthcare professionals, patients, families, and populations that fosters shared decision-making, effective communication, and coordinated care to achieve optimal outcomes.
- **Comfort & Pain:**
 - **Comfort:** is a holistic state of physical, emotional, psychosocial, environmental, sociocultural, and spiritual well-being in which the individual experiences relief, ease, or transcendence. (Adapted from Kolcaba's Theory of Comfort)
 - **Pain:** A normal and unpleasant emotional and physiologic response to tissue injury or as a pathologic symptom associated with a disease process or alteration of the somatosensory system often reflected in the individual's perception and expression of discomfort. (International Association for the Study of Pain, 1979)
- **Communication:** The exchange of information, thoughts, and feelings through verbal, nonverbal, written, and electronic means to promote patient safety, understanding, and collaborative care. (Adapted from AACN Essentials & The Joint Commission)
- **Cultural Competence:** The ongoing learning, awareness, and ability to deliver respectful, effective care that acknowledges and integrates patients' cultural beliefs, values, and practices, promoting health equity and person-centered care across diverse populations.
- **Elimination:** The removal of waste products via the gastrointestinal and urinary systems.
- **Ethics:** The principles and standards, including the values, virtues, principles, and policies that guide the moral delivery and decision-making of health care, emphasizing respect for human dignity, patient autonomy, justice, beneficence, and professional accountability.
- **Evidence-based Practice:** A problem-solving approach to clinical decision-making that integrates the best available research evidence, clinical expertise, and patient preferences and values to improve health outcomes. (Melnyk & Fineout-Overholt, 2019)
- **Fluids & Electrolytes:** The process of regulating the extracellular fluid volume, body fluid osmolality, and plasma concentrations of electrolytes to support physiological functions. (adapted from Giddens, 2017).
- **Gas Exchange:** The physiological process by which oxygen is delivered to body tissues and carbon dioxide is eliminated through the lungs to support cellular function.
- **Grief & Loss:** Grief is the individualized emotional, mental, spiritual, and behavioral response to loss, whereas loss refers to the absence of something that was previously present or anticipated in the future.

- **Health Information & Technology:** Refers to the application of information processing involving both computer hardware and software that deals with the storage, retrieval, sharing, and use of health care information, data, and knowledge for communication and decision-making.
- **Health Policy:** Refers to goal-directed decisions, plans, and actions developed by governments, institutions, or organizations to achieve specific healthcare goals, improve population health outcomes, allocate resources, and guide the delivery, quality, and cost of care.
- **Healthcare Law:** Refers to the body of federal, state, and local statutes, regulations, and case law that governs the delivery, organization, and financing of health services, protecting patient rights, guiding provider responsibilities, and ensuring compliance with standards of care and ethical practice.
- **Healthcare Systems:** Organized networks of people, facilities, technologies, and resources designed to deliver health services. These systems are dynamic, interdependent, and influenced by factors such as access, cost, quality, workforce specialization, care coordination, and transitions of care. Actions in one part of the system can significantly impact other components.
- **Immunity:** Immunity is the body's ability to defend itself against disease-causing organisms (pathogens) and other harmful substances (antigens).
- **Infection:** The invasion and multiplication of microorganisms with the potential to cause illness or disease.
- **Inflammation:** A defensive localized or systemic response to injury, irritation, or infection; caused by accumulation of immune cells and substances around the injury or infection.
- **Interpersonal Relationships:** Dynamic, goal-directed connections between individuals that involve communication, trust, empathy, and mutual respect—essential for effective collaboration, therapeutic engagement, and person-centered care.
- **Intracranial/Neural Regulation:** Encompasses the dynamic balance of neurological signaling, perfusion, and protective mechanisms or conditions that affect intracranial processing and function and support homeostasis.
- **Metabolism:** The body's regulation of biochemical reactions that convert nutrients into energy and the essential building blocks to sustain cellular function and life.
- **Mobility:** Structures and functions that support the ability to move freely, easily, rhythmically, and purposefully, encompassing a range for performing activities of daily living (ADLs), maintaining independence, and promoting overall health.
- **Mood & Affect:** Mood refers to an internal emotional state; whereas affect is defined as the observable response to one's own feelings or outward expression of one's internal emotional state.
- **Nutrition:** Interactions between living organisms and the substances they consume for sustenance, growth, reproduction, and health maintenance, encompassing the biological processes of nutrient intake, digestion, absorption, metabolism, and excretion as well as influential factors.
- **Perfusion:** Process of delivering oxygen and nutrients via the vascular system to body systems and organs to maintain cellular function, tissue health, and homeostasis.
- **Personal, Professional, and Leadership Development –**
 - **Personal Development:** The ongoing process of self-reflection, growth, and learning, which enhances emotional intelligence, resilience, and well-being to

support effective, compassionate practice, and adaptation and flexibility with change and ambiguity.

- **Professional Development:** The ongoing self-reflection and acquisition of knowledge, skills, values, attitudes, and competencies necessary to optimize outcomes and nursing practice.
- **Leadership Development:** The intentional cultivation of skills, behaviors, and mindset needed to influence others, drive change, and lead teams or systems effectively.
- **Reproduction:** Biological process involving hormonal, cellular, and systemic mechanisms that regulate fertility, conception, pregnancy, and birth.
- **Safety:** The minimization of risk and harm to patients and providers through effective system design, individual performance, and continuous quality improvement in healthcare settings. (*Adapted from QSEN, IOM, and AACN Essentials*)
- **Sensory/Perception:** The physiological and neurological processes individuals receive, interpret, and respond to sensory stimuli from their internal and external environments, which includes normal functioning, alterations, and impairments affecting the ability to sense and perceive stimuli accurately.
- **Sexuality:** The integration of biological, psychological, social, emotional, and spiritual aspects of a person that influence intimate relationships, reproductive health, body image, and identity across the lifespan.
- **Social Determinants of Health (SDOH):** Conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, access to care, and quality of life.
- **Spirituality:** The aspect of personhood which enables individuals to find meaning, purpose, and connection in life, often expressed through beliefs, values, and practices. It may or may not involve belief in a higher power. (O'Brien, 2003)
- **Stress & Coping:** Stress is a physiological and psychological response to a perceived threat(s) or challenge(s), whereas coping refers to the cognitive, spiritual, and behavioral efforts used to manage perceived threat(s) or challenge(s).
- **Teaching & Learning:** Teaching is a purposeful, interactive, and goal-oriented process designed to facilitate learning, involving the intentional use of strategies, environments, and interpersonal relationships to promote the acquisition and application of knowledge, skills, values, and attitudes, whereas learning is the process by which individuals acquire or modify knowledge, behaviors, skills, values, or preferences through study, experience, or teaching.
- **Tissue Integrity:** The structural intactness and physiological function of protecting the skin, subcutaneous tissues, and mucous membranes from the external environment and injury (adapted from Giddens, 2017).
- **Wellness:** An active, lifelong process of achieving optimal physical, mental, and social well-being through informed choices, healthy behaviors, setting boundaries, and holistic self-care.