Welcome to the Department of Nursing at the University of Central Missouri. You will find yourself surrounded by a group of exceptional nurses and staff committed to making your educational experience a scholarly adventure that’s not only academically challenging but emotionally satisfying.

This handbook provides basic information and offers a description of various policies and procedures of the nursing program(s). It is subject to change from time to time without notice. Before using the information herein for major decisions, please contact the Chairperson of the Department of Nursing.

You have chosen a professional career path that focuses on the highest standards and values of human caring and health. We expect your commitment to be equal to ours in endeavoring each day to serve our patient/clients and each other with respect, dignity and the determination to give our best.

Sincerely,

Julie Clawson, Professor and Chair
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Judged by any standard, the nursing program at the University of Central Missouri is an outstanding one. Today, CENTRAL’s nursing students graduate and make major contributions to world health, whether in hospitals, outpatient clinics, rehabilitation centers, communities, homes, occupational health settings, schools, and settings not yet discovered.

The foundation of that tradition was laid in March 1871 with the establishment of what was then known as the State Normal School. In 1964, State Normal became Central Missouri State College. In August 1972, the college was renamed Central Missouri State University, now popularly known as CENTRAL, and in September 2006 its official title became The University of Central Missouri (UCM).

UCM’s baccalaureate program in nursing was launched Fall 1959. With a faculty of two, it became the first time a CENTRAL student could earn a Bachelor of Science with a major in nursing. From four to forty undergraduate students per class or 80 students per year, the UCM Department of Nursing has grown.

In Fall 2000, the University of Central Missouri’s Department of Nursing officially welcomed its first graduate class. By 2002, this graduate nursing program was converted to an online program including three emphasis areas: nursing informatics, nursing education, and advanced practice for family nurse practitioners. Later, nursing informatics was put on abeyance in order to focus on preparing family nurse practitioners and nurse educators.

In 2006, CENTRAL’s nursing programs were granted 10 years of accreditation by the Commission on Collegiate Nursing Education (CCNE). As time evolved, returning registered nurses (RNs) were requesting an online delivery of courses and the RN-BS Option in the undergraduate nursing program was updated.

In 2009, the University of Central Missouri’s Department of Nursing celebrated 50 years of excellence in nursing education and over 1200 graduates. The first UCM nursing graduate, Hilda Malloy, spoke at the event.

CENTRAL’s Department of Nursing has always been housed in two separate locations, one in Warrensburg and one in the Kansas City area. The current locations for the Nursing Department are on the UCM campus in Warrensburg and at the Missouri Innovation Campus in Lee’s Summit. Well-credentialed and caring faculty, supportive staff, educational resources, valuable university and community partnerships, and much more still makes CHOOSE [RED] NURSING a good choice.
MISSION, PURPOSE, PROFESSIONAL STANDARDS AND PHILOSOPHY
OF THE DEPARTMENT OF NURSING

Mission Statement
In concert with the University of Central Missouri’s mission, the Department of Nursing is committed to the formation of nurse leaders to apply nursing reasoning, integrate professional nursing values, collaborate with all members of the health care team, and improve quality in a health information intensive environment. Revised 4/07/03; 4/30/12; 8/14/15

Program Goals of the Department of Nursing

1. Prepare a graduate who has achieved the desired student outcomes of the program.
2. Prepare a graduate who is satisfied with their nursing education.
3. Prepare a nurse who elicits satisfaction from the community.
4. Promote achievement of the mission of the University and the Department of Nursing.

Philosophy
The philosophy reflects the Department of Nursing’s beliefs, assumptions, and values related to concepts central to the discipline of nursing. These concepts are nursing, health, person, environment, and education.

Nursing
Nursing is a professional discipline concerned with addressing the health needs of a diverse and changing society through the formation of caring and goal directed relationships with all members of the health care team including patients. Nursing practice is mindful and guided by logic, sound judgment, and current best evidence while respecting the preferences, values, and culture of each recipient of care. Using data and technology to continuously improve individual care and health care systems is fundamental to optimal patient-centered care in a rapidly changing health information intensive environment.

Person
Persons are the focus of nursing, be they individuals, families, groups, or populations. Persons are holistic systems that have biological, psychological, sociocultural, spiritual, and developmental dimensions. All individuals have intrinsic worth and dignity, and the right and responsibility to participate as full partners in care.

Environment
Environment includes persons, culture, health-care systems and other aspects of the natural and constructed world. The environment can be altered to influence health outcomes. A concern for the environment is critical due to political, social, and economic influences on health and systems. An expansion of focus from individual care to the care of systems improves health care quality and safety.

Health
Health is a dynamic state influenced by biological, spiritual, emotional, psychological, cultural, economic, and sociological factors. Health is uniquely defined by each individual, family, group,
or community and is expressed in terms of perceived illness or wellness, either of which can occur in the presence or absence of disease.

**Education**

Nursing education is an active, reciprocal, lifelong process through which the individual develops and masters nursing reasoning, professional values, and nursing skills that enable graduates to thrive in a rapidly changing health information intensive environment. Nursing education should be accessible to individuals with diverse backgrounds. Faculty are responsible for creating an environment that encourages increasingly self-directed learners who demonstrate development and mastery of nursing knowledge, values, and skills. Baccalaureate education in nursing is the basis for professional practice as a nurse generalist. Graduate education in nursing prepares a licensed nurse for advanced nursing practice and doctoral study.

*Adopted by the faculty of the Department of Nursing, March, 1999; Revised 2004; Revised 08/2005; 4/30/12; 8/14/15*
Quality Improvement Process (QIP)
Department of Nursing

The Department of Nursing at the University of Central Missouri has been actively involved in the Continuous Improvement Process (CPI) over the last decade. The department was selected to participate in the original university Fund for the Improvement of Post Secondary Education (FIPSE) grant in 1988. During this phase, the Department developed, defined, and implemented assessment processes for program outcomes. A Continuous Process Assessment Plan was developed and implemented in Fall 1993 and is reviewed and updated annually by the faculty.

In 1996, the Department of Nursing was selected as the Benchmark program at Central for its CPI implementation. And in 1999, the undergraduate nursing program was one of four programs chosen to test the final components of the assessment model at Central (from accumulation of course credit with a minimum GPA to demonstrating program competencies).

Throughout the past decade, the department has been continually improving the departmental processes for assessment of students, graduates, faculty teaching, and curriculum in order to ensure a high quality nursing program. The UCM Department of Nursing’s Program Assessment Plan addresses the continual assessment of 1) student outcomes; 2) curriculum; and 3) faculty/teaching for the purposes of continuous program improvement.

During the 2003-2004 academic year, the CPI effort was renamed as Central’s Quality Improvement Program (CQIP). Subsequently, the Department of Nursing Faculty decided to change its CPI committee to NQIP, Nursing Quality Improvement Program Committee.

In 2015, due to program growth, the UCM Department of Nursing elected to form the Undergraduate Coordination Council (UCC) and bring curriculum and assessment together for greater collaboration among the undergraduate faculty. Thus, UCC is responsible for continuous quality improvement of the undergraduate program. The plan is now identified as the QIP or Quality Improvement Plan.
Program/Student Outcomes

Institutional Competencies (2001)

SKILL AREAS

Communicating
The ability to effectively use the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

Higher-Order Thinking
The ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.

Managing Information
The ability to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.

Valuing
The ability to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Able to make informed decisions through identifying personal values and the values of others and though understanding how such values develop.

KNOWLEDGE AREAS

Social & Behavioral Sciences
Humanities and Fine Arts
Mathematics
Life and Physical Sciences

The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)

Roles for the Baccalaureate Generalist Nurse
Baccalaureate Generalist nurses are:
- Providers of direct and indirect care
- Designers/coordinators/managers of care
- Members of the profession and in this role are advocates for the patient and the profession
The Essentials

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

A liberal education includes both the sciences and arts. Liberal education is essential to the generation of responsible citizens in a global society and to the development of intellectual and innovative capacities for current and emergent generalist nursing practice. Through liberal education, nurses are able to address issues surrounding the nursing profession, question assumptions, and solve complex problems. A liberal education also prepares nurses with the ability to exercise appropriate clinical judgment, understand reasoning for policies and standards of care as well as accept responsibility for continued self-development and development of the nursing profession. “A solid base in liberal education provide the distinguishing cornerstone for the study and practice of professional nursing” (AACN, 2008, p. 11).

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

High quality patient care requires organizational and systems leadership, quality improvement and safety. “The baccalaureate graduate implements safety principles and works with others on the interprofessional healthcare team to create a safe, caring environment for care delivery” (AACN, 2008, p. 13).

Essential III: Scholarship for Evidence-Based Practice

“Professional nursing practice is grounded in the translation of current evidence into practice” (AACN, 2008, p. 16). Scholarship for this baccalaureate graduate includes: (a) identification of practice issues, (b) appraisal and integration of evidence, and (c) outcome evaluation.

Essential IV: Information Management and Application of Patient Care Technology

Delivery of quality patient care is built upon baccalaureate nursing graduates’ knowledge and skills in information and patient care technology. Nursing graduates must have basic competence in technical skills. “Computer and information literacy are crucial to the future of nursing” (AACN, 2008, p. 18).

Essential V: Healthcare Policy, Finance, and Regulatory Environments

Healthcare policies directly and indirectly impact nursing practice and the nature and functioning of the healthcare system. Healthcare policies are central to issues of quality and safety in the practice environment. All professional nurses have the responsibility to participate in the political process and advocate for patients, families, communities, and the nursing profession. Professional nurses also need to advocate for changes in the healthcare system and for vulnerable populations in terms of social justice as a moral and ethical responsibility.
Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

“Effective communication and collaboration among health professionals is imperative to providing patient-centered care” (AACN, 2008, p. 22). Interprofessional education provides for professions to collaborate for the purpose of improving patient care. This teamwork among professionals is correlated with high quality and safe patient care delivery. Baccalaureate nursing graduates should enter the practice environment with baseline competencies and confidence for interactions and communication skills intended to improve practice and thus lead to better patient outcomes.

Essential VII: Clinical Prevention and Population Health

“Health promotion, disease, and injury prevention across the lifespan are essential elements of baccalaureate nursing practice at the individual and population levels” (AACN, 2008, p. 23). Health promotion along with disease and injury prevention assist individuals, families, groups, communities and populations in preparation for and minimization of health consequences of emergencies. A baccalaureate degree in nursing is the recommended minimal educational credential for population-focused care. Baccalaureate nursing graduates are prepared in population health and clinical prevention.

Essential VIII: Professionalism and Professional Values

“Professional values and their associated behaviors are foundational to the practice of nursing” (AACN, 2008, p. 26). Professionalism involves consistent demonstration of core values through wise application of principles of altruism, excellence, caring, ethics, respect, communication, and accountability (Interprofessional Professionalism Measurement Group, 2008). Professionalism also involves accountability for one’s self, nursing practice, continuous professional engagement, and lifelong learning. Civility, a fundamental set of accepted behaviors, must be present in order to demonstrate professionalism. “Caring is a concept central to nursing” (AACN, 2008, p. 27). Professional nursing demands a balance between evidence-based knowledge, skills, and attitudes as well as professional confidence, maturity, caring, and compassion. Altruism, autonomy, human dignity, integrity, and social justice are professional values that epitomize the caring, professional nurse.

Essential IX: Baccalaureate Generalist Nursing Practice

Professional nurses are the human link between the patient and the complex healthcare environment. Baccalaureate nursing graduates must provide compassionate care informed by scientific knowledge. Through an integration of knowledge and skills, nursing practice occurs across the lifespan and the continuum of healthcare environments. “The baccalaureate graduate demonstrates clinical reasoning within the context of patient-centered care to form the basis for nursing practice that reflects ethical values” (AACN, 2008, p. 30). Attention to diversity is essential to provision of safe, humanistic high quality care. Through continuous self-evaluation and lifelong learning, nursing graduates translate, integrate and apply knowledge that leads to improvement in patient outcomes.
Collaborating
The student will demonstrate caring and goal directed relationships with all members of the health care team including patients/clients and their support systems.

Improving Quality
The student will demonstrate the use of data and technology to monitor outcomes, promote safety, and continuously improve patient centered care and health care systems.

Nursing Reasoning
The student will demonstrate intellectual skill based on the use of theories and principles guided by logic and sound judgment to allow for the provision of safe quality nursing care. Using reasoning, the student will be able to assess, plan, intervene and evaluate while providing holistic care in diverse environments utilizing pertinent resources.

Professional Valuing
The student will internalize and demonstrate ethically grounded behaviors reflective of the ANA Nursing: Scope and Standards of Practice (2015) and ANA Code of Ethics for Nurses (2015).
Assessment of Program/Student Outcomes

Types of Outcome Assessment

Formative Assessments
Provide students with opportunities to develop abilities with regard to a program outcome with FEEDBACK provided for improvement. Formative assessments may or may not be assigned course points. Formative assessments promote student readiness for successful summative assessments of program/student outcomes.

Summative Assessments
Provide students with opportunities to apply gained skills/knowledge for a more comprehensive assessment of program outcomes. Course points are most likely assigned. Summative assessments should be different from formative assessments not in methodology but in specific content. Summative assessment of program outcomes must be met at a specified level in order for student to progress. Consequently, failure of the summative assessment needs to be specified as criterion for failure of a course.

Assessment

Based on the belief that learning is enhanced by assessment activities, University and Nursing program outcomes, as previously defined, are assessed formatively and summatively at specified levels of the baccalaureate education experience. Assessment tools outlining specific criterion for successful demonstration of program outcome achievement are consistently utilized. Levels of outcome achievement have been set which are consistent with curricular emphases and professional competencies. Feedback for the purpose of individual and/or collective improvement is consistently provided. Program outcomes are assessed prior to admission to the University, prior to admission to the nursing program, at levels one and two within the nursing program, prior to graduation, and following graduation.

Levels of Program Outcome Assessment and Implementation (including assessor(s))

1. University Admissions (See Undergraduate Catalog 2014, page 4, High School Students)
   A. Minimum 2.00 high school grade point average
   B. 24-Unit Missouri core curriculum requirement
   C. Either 21 or higher on ACT (or SAT equivalent) or an admissions index score of 100 (p. 4 in 2015 catalog)

Assessed by University Department of Admissions

2. Pre-Nursing Assessment
   A. Demonstration of achievement of University Outcomes (levels 1-2).
   B. Successful completion of pre-nursing courses Nur 1700 and Nur 2710 (Nur 2700).
   C. Demonstration of achievement of admission criteria.
Assessed by UCM Department of Nursing’s Admission and Progression Committee

3. Within Nursing Program

A. Successful Completion of Program Outcome Assessments (at specified level) during level one within specified courses (must pass in order to proceed to next curricular level):

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Specified Nursing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborating</td>
<td>Nur 3611</td>
</tr>
<tr>
<td>Improving Quality</td>
<td>Nur 3210</td>
</tr>
<tr>
<td>Nursing Reasoning</td>
<td>Nur 3610</td>
</tr>
<tr>
<td>Professional Valuing</td>
<td>Nur 3410</td>
</tr>
</tbody>
</table>

Student achievement of program outcomes at specified levels is assessed by course instructors for specified courses. UCC is responsible for revision of curriculum as needed to ensure overall consistent achievement of outcomes and is also responsible for promotion of faculty development with regard to assessment practices.

B. Successful Completion of Program Outcome Assessments (at specified level) during level two within specified courses (must pass in order to proceed to next curricular level):

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Specified Nursing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborating</td>
<td>Nur 4411</td>
</tr>
<tr>
<td>Improving Quality</td>
<td>Nur 4601</td>
</tr>
<tr>
<td>Nursing Reasoning</td>
<td>Nur 4510</td>
</tr>
<tr>
<td>Professional Valuing</td>
<td>Nur 4600</td>
</tr>
</tbody>
</table>

Student achievement of program outcomes at specified levels is assessed by course instructors for specified courses. UCC is responsible for revision of curriculum as needed to ensure overall consistent achievement of outcomes and is also responsible for promotion of faculty development with regard to assessment practices.
C. Development of Student Professional Career Portfolio (must demonstrate portfolio development as outlined for each curricular level)

Assessed by clinical instructors prior to the completion of each semester.

D. Demonstration of achievement of University Outcomes through achievement of Nursing Program Outcomes, levels 1 and 2.

Student achievement of program outcomes at specified levels is assessed by course instructors for specified courses. Standardized testing assessment at end of third semester in level two. UCC is responsible for revision of curriculum as needed to ensure overall consistent achievement of outcomes and promotion of faculty development with regard to assessment practices.

4. Prior to Graduation

A. Successful completion of student professional career portfolio development (at specified level for graduation clearance).
B. Kaplan Testing – RN Comprehensive Predictor.
C. Remediation questions as specified.
D. Simulated NCLEX experience.

Portfolio is assessed with Nur 4601 by course instructors. UCC oversees Kaplan Testing and any assessment processes.

5. Following Graduation

A. Graduate Placement
B. NCLEX-RN Performance
C. Alumni Follow-up (one year post graduation)
D. Employer Follow-up (one year post graduation)

UCC gathers assessment data following graduation and is responsible for revision of curriculum as suggested by post-graduation assessment data.
RN-BS Degree Option Students:

Student achievement of program/student outcomes within the RN-BS degree option is assessed by course faculty for specified courses shown below. Successful completion of an assigned program/student outcome assessment is required in order to pass the associated course.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Specified Nursing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborating</td>
<td>NUR 4407</td>
</tr>
<tr>
<td>Improving Quality</td>
<td>NUR 4015</td>
</tr>
<tr>
<td>Nursing Reasoning</td>
<td>NUR 4608</td>
</tr>
<tr>
<td>Professional Valuing</td>
<td>NUR 4050</td>
</tr>
</tbody>
</table>

Prior to Graduation for RN-BS Option students

A. Completion of RN professional portfolio

B. Completion of Student Satisfaction Survey

C. Completion of Employment Survey

The RN-BS Committee gathers assessment data from the surveys and presents the data to the UCC, which is responsible for revision of curriculum as suggested by the data.
**Program/Student Outcome Assessment**  
**UCM Department of Nursing**

*Program Outcome: Collaborating*

Outcome Definition: Actively engages in caring and goal directed relationships with all members of the health care team including patients and their support systems.

**Outcome Assessment Standard:** Each of the following outcome criteria must be met at or above the satisfactory level in order to pass the communication outcome assessment.

<table>
<thead>
<tr>
<th></th>
<th>Fail</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td>Unable to provide appropriate teaching that reflects developmental stage, age, culture, spirituality, preferences and health literacy.</td>
<td>Provides appropriate teaching that reflects developmental stage, age, culture, spirituality, preferences and health literacy.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Unable to collaborate effectively within interdisciplinary teams with an understanding of each disciplines sphere of practice.</td>
<td>Collaborates effectively within interdisciplinary teams with an understanding of each disciplines sphere of practice.</td>
</tr>
<tr>
<td><strong>Mindfulness</strong></td>
<td>Unable to utilize mindfulness and self-care to enhance patient centered health care.</td>
<td>Utilizes mindfulness and self-care to enhance patient centered health care.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Unable to communicate in a logical and coherent manner utilizing multiple modalities.</td>
<td>Communicates in a logical and coherent manner utilizing multiple modalities.</td>
</tr>
</tbody>
</table>

Approved by faculty 12/2/2013
Program Outcome: Improving Quality

Outcome Definition: The use of data and technology to monitor outcomes, promote safety, and continuously improve patient centered care and health care systems.

Outcome Assessment Standard: Each of the following outcome criteria must be met at or above the satisfactory level in order to pass the managing information assessment.

<table>
<thead>
<tr>
<th></th>
<th>Fail</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology application</td>
<td>Unable apply technologies as appropriate to address the needs of a diverse patient population to promote safety.</td>
<td>Applies technologies as appropriate to address the needs of a diverse patient population to promote safety.</td>
</tr>
<tr>
<td>Data evaluation</td>
<td>Unable to collect and analyze data to enhance clinical decision making and improve quality.</td>
<td>Collects and analyzes data to enhance clinical decision making and improve quality.</td>
</tr>
<tr>
<td>Factors impacting quality and safety</td>
<td>Unable to demonstrate an awareness of individual and system factors that impact quality and safety.</td>
<td>Demonstrates an awareness of individual and system factors that impact quality and safety.</td>
</tr>
</tbody>
</table>

Approved by faculty 12/2/2013
**Program Outcome: Nursing Reasoning**

Outcome Definition: Intellectual skill based on the use of theories and principles guided by logic and sound judgment to allow for the provision of evidence-based nursing practice.

**Outcome Assessment Standard:** Each of the following outcome criterions must be met at or above the satisfactory level in order to pass the nursing reasoning outcome assessment.

<table>
<thead>
<tr>
<th>Data (Assessment)</th>
<th>Fail</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to demonstrate ability to use assessment data to identify valid assumptions and facts. Does not demonstrate awareness of diverse viewpoints.</td>
<td>Demonstrates adequate use of appropriate assessment data to identify valid assumptions and facts. Reflects awareness of diverse viewpoints.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusions (Diagnosis)</th>
<th>Fail</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to generate basic inferences/deductions/conclusions/diagnoses/problems from related data/facts. Unable to generate sound arguments.</td>
<td>Generates inferences/deductions/conclusions/diagnoses/problems from related data/facts. Able to generate sound arguments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Solutions (Planning/Intervention)</th>
<th>Fail</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to recommend solutions that are logically developed, client/situation specific, and/or theory based.</td>
<td>Recommends and/or implements solutions that are logically developed, client/situation specific, and theory/evidence based.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Solutions (Evaluation)</th>
<th>Fail</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to make logical judgments about the effectiveness of nursing interventions and the achievement of outcomes.</td>
<td>Makes logical judgments about the effectiveness of nursing interventions and the achievement of outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

Approved by faculty 12/2/2013
Program Outcome: Professional Valuing

Outcome Definition: Internalizes and demonstrates ethically grounded behaviors reflective of the ANA Nursing’s Social Policy Statement, Standards of Nursing Practice, and Code of Ethics for Nurses.

Outcome Assessment Standard: Each of the following outcome criteria must be met at or above the satisfactory level in order to pass the professional valuing outcome assessment.

<table>
<thead>
<tr>
<th></th>
<th>Fail</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role Accountability</strong></td>
<td>Unable to demonstrate accountability for the role of the professional nurse for a given situation. Does not demonstrate responsive and responsible care to client.</td>
<td>Demonstrates ethical and legal accountability for the role of professional nurse in providing responsive and responsible care for clients.</td>
</tr>
<tr>
<td><strong>Self-Assessment</strong></td>
<td>Unable to accurately self-assess personal learning needs and/or personal value conflicts. Does not develop reasonable goals to meet needs and/or resolve conflicts.</td>
<td>Performs self-assessment of personal learning needs and/or personal value conflicts. Develops reasonable goals to meet identified needs and/or to resolve conflicts.</td>
</tr>
<tr>
<td><strong>Value Integration</strong></td>
<td>Imposes personal values and/or performs care inconsistent with professional values.</td>
<td>Provides care consistent with professional values and interacts without imposing personal values on others. Demonstrates awareness of personal behaviors with professional nursing values and demonstrates some integration of professional and personal values.</td>
</tr>
</tbody>
</table>

Approved by faculty 12/2/2013
<table>
<thead>
<tr>
<th>Semester 1 - Competency/behavior</th>
<th>Collaborating</th>
<th>Nursing Reasoning</th>
<th>Professional Valuing</th>
<th>Improving Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies principles of collaboration with members of the healthcare team.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies roles, functions, and behaviors of members of the interdisciplinary team.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulates physical, social, and cultural influences affecting collaboration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates self-awareness of thoughts and feelings related to patient-centered care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begins to evaluate and utilize professional communication in an effective and goal-directed manner with members of the healthcare team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies principles of teaching/learning with individuals and families</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begins to utilize elements of clinical reasoning within the nursing process?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes significant assessment data to begin to formulate goal directed care.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Identifies relevant literature to support nursing actions.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Demonstrates awareness of critical thinking in the implementation of the nursing process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes importance of self-directed learning in problem solving.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies the scope of practice of the professional nurse.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes personal strengths and limitations and sets goals for professional development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an understanding of nursing roles and values related to patient/client advocacy and social justice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates accountability for own learning and is responsive to feedback and supervision.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates cultural self-awareness in the care of diverse populations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locates reliable resources that impact the patient/client safety and quality of life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes clinical paperwork that reflects responsiveness to the unique patient/client and that references evidence based practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to use technology to locate resources and to electronically record assessments and care at a beginning level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents and evaluates patient/client response to care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identifies organizational factors that impact patient/client care and nursing’s role in the long-term care setting.

<table>
<thead>
<tr>
<th>Semester 2 - Competency/behavior</th>
<th>Collaborating</th>
<th>Nursing Reasoning</th>
<th>Professional Valuing</th>
<th>Improving Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates active engagement in collaborative relationships with members of the healthcare team.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates as an active member of the healthcare team.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes self-reflection and constructive feedback to enhance own effectiveness in the delivery of patient-centered healthcare.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes appropriate communication techniques for planning, implementing, and evaluating nursing care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides teaching modalities based upon individual learning needs assessment to promote healthy lifestyles.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is mindful of self-care in relation to patient/client and system.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies accurate reasoning to make clinical judgments in an acute care setting.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Makes reasonable judgments based on patient/client assessments to develop appropriate and individualized care.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Implements nursing interventions that maintain safe standards of practice.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporates a holistic approach when implementing interventions to address changing healthcare needs.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Identifies data from all relevant sources to inform the delivery of care.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes the role of evidence-based practice in the delivery of patient/client care.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies the values of professional nursing to include advocacy and social justice.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an appreciation of cultural diversity by delivering patient-centered care that values and respects each patient/client’s uniqueness.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies ethical dilemmas and applies principles of ethical decision making that integrates professional/personal values in the role of the professional nurse.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Utilizes self-assessment to identify personal and professional learning strengths and needs for goal directed life-long learning.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Demonstrates goal directed learning and growth of the professional role.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate utilization of data and information systems that support safe nursing practice</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Identifies and obtains relevant data that assists in clinical decision making.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Demonstrates appropriate utilization of information systems in the healthcare setting that supports safe nursing practice.  

Utilizes data and system information to provide quality care that is individualized and safe.  

Identifies organizational factors that impact patient/client care and nursing’s role in the acute care setting.  

Approved by faculty 5/2/2014

<table>
<thead>
<tr>
<th>Semester 3 - Competency/behavior</th>
<th>Collaborating</th>
<th>Nursing Reasoning</th>
<th>Professional Valuing</th>
<th>Improving Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborates within the healthcare team using evidence based practice to guide health teaching that includes preventive care and advocates for wellness with promotion of healthy lifestyles.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices professionally effective communication skills and collaborates to delivery evidence based, high quality, and developmentally appropriate safe patient-centered care</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively interpret(s) communication barriers and expresses cultural sensitivity to yield positive professional working relationships that promote optimal patient/client outcomes.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies principles of mindfulness and self-awareness in the development of caring relationships.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies and addresses ethical issues/values in the healthcare system.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides appropriate patient/client teaching that reflects developmental stage, age, culture, spirituality, patient/client preferences, and health literacy consideration.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fosters caring and compassionate relationships by incorporating effective therapeutic communication.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrates evidence-based practices through the use of nursing reasoning to provide holistic patient and family-centered care.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesizes theories and concepts in nursing by integrating knowledge through evidence-based practice.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommends and/or implements solutions that are logically developed, context specific, and theory based.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapts theoretical concepts into nursing skills and technological skill performance.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently demonstrates self-care and ethically grounded behaviors, enhancing patient-centered care and reflecting professional nursing practice.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies the value of goal-directed, lifelong learning and growth of the professional role in the pursuit of nursing practice excellence.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recognizes the importance of professionalism and one's own value system with an emphasis on self-integrity and its impact on nursing practice.  
Identifies the impact of healthcare policy and finance, advocacy, and social justice on professional practice.  
Utilizes appropriate resources to obtain and evaluate pertinent data to deliver high quality and-safe nursing practice.  
Adheres to ethical standards when utilizing healthcare technology and informatics.  
Recognizes the role of evidence-based practice to integrate quality improvement for patient/client care outcomes and creating a safe patient/client environment.  
Identifies factors that enhance a culture of quality, safety, and caring.  
Identifies quality outcomes within complex organizations.  
Identifies quality improvement initiatives within acute care settings.  
Evaluates data from all relevant sources to inform the delivery of care.  

Approved by faculty 5/2/2014

<table>
<thead>
<tr>
<th>Semester 4 - Competency/behavior</th>
<th>Collaborating</th>
<th>Nursing Reasoning</th>
<th>Professional Valuing</th>
<th>Improving Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies effective interpersonal behaviors in the provision of quality nursing care in a variety of settings.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Adopts an individual, evidence-based interactive style to develop goal-related relationships.</td>
<td></td>
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</tr>
<tr>
<td>Collaborates with other health care professions and patients/clients to provide spiritually and culturally appropriate care and health promotion.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Applies principles of group process in the effective teaching of aggregates.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Incorporates effective communication techniques including negotiation and conflict resolution to produce positive professional relationships and patient/client outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an appropriate understanding of self and others to collaborate within inter-professional teams.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Contributes a unique nursing perspective to inter-professional teams to optimize patient/client outcomes.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Develops and implements a self-improvement plan.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Integrates evidence, clinical judgment, inter-professional perspectives and patient/client preferences in planning, implementing and evaluating outcomes of care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in the processes of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the health care team to improve patient/client outcomes.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Task</td>
<td>Status</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Makes evidence-based judgments about the effectiveness of nursing interventions and the achievement of outcomes in the provision of patient-centered care.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses behavioral change techniques to promote health and manage illness.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitates patient-centered transitions of care, including discharge planning.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotes the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes the impact of values, attitudes, expectations, and culture on the care of diverse populations.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accesses inter-professional and intra-professional resources to resolve ethical and other practice dilemmas.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes the relationship between personal health, self-renewal, and the ability to deliver sustained quality care.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates basic knowledge of health care policy, finance, and regulatory environments and the impact on care delivery systems.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies concepts of quality and safety using structure, process, and outcome measures.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates factors that enhance a culture of quality, safety, and caring.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates skills in using patient/client care technologies, information systems, and communication devices that support safe nursing practice.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes data as integral to quality improvement processes.</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Approved by faculty 5/2/2014
### UNIVERSITY OF CENTRAL MISSOURI
Department of Nursing

**TYPICAL PROGRAM – BACCALAUREATE OPTION**

#### SEMESTER I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>++ CHEM 1104</td>
<td>Intro to the Sciences-Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>++ SOC 1800</td>
<td>General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>* Writing I</td>
<td>Writing I</td>
<td>3</td>
</tr>
<tr>
<td>* Mathematics</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>++ NUR 1700</td>
<td>Intro to Professional Nursing</td>
<td>1</td>
</tr>
</tbody>
</table>

#### SEMESTER II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ BIOL 3401</td>
<td>Human Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>+ PSY 1100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>* Writing II</td>
<td>Writing II</td>
<td>3</td>
</tr>
<tr>
<td>* History</td>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>* ACST 1300</td>
<td>Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>* Managing Information</td>
<td></td>
<td>2-3</td>
</tr>
</tbody>
</table>

**TOTAL 14** **TOTAL 17-18**

#### SEMESTER III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ BIOL 3402</td>
<td>Human Physiology</td>
<td>5</td>
</tr>
<tr>
<td>+ D&amp;N 3340</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>* Fine Arts</td>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>* NUR 2200</td>
<td>Culture &amp; Sustainability in Health</td>
<td>3</td>
</tr>
<tr>
<td>* Literature</td>
<td>Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SEMESTER IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ BIOL 3610</td>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>* Languages or Humanities</td>
<td>Languages or Humanities</td>
<td>3</td>
</tr>
<tr>
<td>* Communication</td>
<td>Communication</td>
<td>3</td>
</tr>
<tr>
<td>++ NUR 2710</td>
<td>Intro to Nur App Across Lifespan</td>
<td>1</td>
</tr>
<tr>
<td>+ NUR 3200</td>
<td>Pathophysiology</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL 17** **TOTAL 14**

---ENTER NURSING PROGRAM AT LEE’S SUMMIT---

#### SEMESTER V

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 3304</td>
<td>Assessment across the Lifespan</td>
<td>2</td>
</tr>
<tr>
<td>NUR 3305</td>
<td>Assessment across the Lifespan Lab</td>
<td>1</td>
</tr>
<tr>
<td>NUR 3410</td>
<td>Concepts of Nursing in Wellness</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3411</td>
<td>Concepts of Nursing in Wellness Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NUR 3210</td>
<td>Pharmacological Therapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3412</td>
<td>Technical Nursing Applications I</td>
<td>1</td>
</tr>
<tr>
<td><strong>Nursing Elective</strong></td>
<td><strong>Nursing Elective</strong></td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL 14** **TOTAL 15**

#### SEMESTER VI

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 3510</td>
<td>Concepts of Geriatric Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NUR 3610</td>
<td>Concepts of Adult &amp; Older Adult Nur I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3611</td>
<td>Con of Adult &amp; Older Adult Nur Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NUR 3612</td>
<td>Technical Nursing Applications II</td>
<td>2</td>
</tr>
<tr>
<td>NUR 4012</td>
<td>Evidence-based Practice</td>
<td>2</td>
</tr>
<tr>
<td>NUR 4013</td>
<td>Health Policy &amp; Ethics</td>
<td>2</td>
</tr>
</tbody>
</table>

#### SEMESTER VII

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 4111</td>
<td>Socio-Economic Factors Impact Health</td>
<td>3</td>
</tr>
<tr>
<td>NUR 4410</td>
<td>Concepts of Maternal-Child Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 4411</td>
<td>Concepts of Maternal-Child Nursing Pract</td>
<td>2</td>
</tr>
<tr>
<td>NUR 4510</td>
<td>Con of Adult &amp; Older Adult Nur II Pract</td>
<td>3</td>
</tr>
<tr>
<td>NUR 4511</td>
<td>Con of Adult &amp; Older Adult II Pract</td>
<td>3</td>
</tr>
<tr>
<td>NUR 4512</td>
<td>Adv Tech &amp; Pharm Nursing Apps</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL 16** **TOTAL 13**

**Total Semester Hours:** **120-121**

---

> May be taken prior to entry into the program or first semester in the nursing program.

+ Nursing Program Prerequisite Courses (must be taken prior to admission to the program). Preference for admission into the nursing program will be given to students taking ALL prerequisites at CENTRAL.

++ Lower Level Required Nursing Course (must be taken prior to admission to the program).

* General Education Courses.

** Nursing electives may be taken any time after sophomore standing is achieved. One nursing elective course is required from the following for Nursing Majors:

- Nur 2000 e-Health & Cyber Wellness
- Nur 4020 Grief & Loss
- Nur 4040 Nursing Informatics
- Nur 4210 Wellness of US Veterans & Military Families
- Nur 4030 Human Sexuality
- Nur 4405 Aging of Self & Others
# RN-BS Option Proposed Schedule of Classes

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester (first 8 weeks)</strong></td>
<td><em>NUR 4050 Professional Nurs. Dimensions &amp; Perspect.</em></td>
<td>4 online</td>
</tr>
<tr>
<td></td>
<td>*NUR 4010 Health and Physical Assessment</td>
<td>3 online</td>
</tr>
<tr>
<td></td>
<td>Choice of Upper Division Nursing Elective</td>
<td>2 online</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>9 credits</strong></td>
</tr>
<tr>
<td><strong>Fall Semester (second 8 weeks)</strong></td>
<td>NUR 4052 Advanced Concepts of Wellness for RNs</td>
<td>3 online</td>
</tr>
<tr>
<td></td>
<td>NUR 4111 Socio-Econ Factors Impacting Health</td>
<td>3 online</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6 credits</strong></td>
</tr>
<tr>
<td><strong>Spring Semester (first 8 weeks)</strong></td>
<td>NUR 4015 Evidence-based Practice/Research</td>
<td>2 online</td>
</tr>
<tr>
<td></td>
<td>NUR 4406 Concepts of Com Health Nursing</td>
<td>3 online</td>
</tr>
<tr>
<td></td>
<td>NUR 4407 Concepts of Com Health Nursing Practicum</td>
<td>2 online</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>7 credits</strong></td>
</tr>
<tr>
<td><strong>Spring Semester (second 8 weeks)</strong></td>
<td>NUR 4200 Pathophysiology</td>
<td>3 online</td>
</tr>
<tr>
<td></td>
<td>NUR 4608 Concepts of Nursing Leadership in Management</td>
<td>4 online</td>
</tr>
<tr>
<td></td>
<td>NUR 4609 Concepts of Nursing Leadership in Management Practicum</td>
<td>1 online</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>8 credits</strong></td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td>Check summer schedule for classes offered.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Program Credit Hours 30**

*NOTE: Must be taken before practicum. Please note NUR 4608 and NUR 4609 must be the last two courses taken prior to graduation.

Nursing elective may be taken any time after sophomore standing is achieved. One nursing elective is required from the following for Nursing Majors:

- NUR 4020 Grief & Loss
- NUR 4040 Nursing Informatics
- NUR 4210 Wellness of US Veteran & Military Family
- NUR 4405 Aging of Self & Others

Some RN students with an Associate of Arts degree from colleges with agreements with UCM may not be required to take any additional general education courses. Other RN students with associate degrees (examples AS, AND) may be required to take additional general education courses to meet UCM’s general education requirements. The nursing prerequisite courses must be met prior to entering the RN BS in Nursing Program.
FACULTY ROSTER

Mallory Bejster, BSN, MSN, DNP, RN
Cynthia Bradley, BSN, MSN, PhD, RN
Leslyn Brouillette BSN, MSN, APRN, ANP-C
Jeanette Buckles, BSN, RN
Kelly Casler, BSN, MSN, FNP-BC
Julie Clawson, BSN, MS, MN, PhD, RN
Tonya Eddy, BSN, MSN, PhD, RN
Andrea Fedko, BSN, MSN, PhD, RN
Rose Marie Fowler-Swarts, BSN, MSN, RN
Alicia Hayden, AAS, BSN, MSN, RN
Jessica Herman, BSN, RN
Sara Hoffmann, BSN, MSN, RN
Cindy Motley, BSN, MSN, DNP, RN, FNP-BC
Linda Mulligan, BSN, MN, PhD, RN
Jo Riggs, BSN, MSN, PhD, RN
Marcia Sholl, BSN, MSN, RN
Ashley Showman, BSN, RN
Kelly Skinner, BSN, MSN, DNP, APRN, FNP-C
The Graduate

Upon completion of the four-year nursing program, graduates receive a B.S. degree with a functional major in nursing and may be eligible to take the State Board of Nursing licensing examination, successful completion of which qualifies them to practice as a Registered Nurse.

Applying for this program and completing it does NOT automatically guarantee endorsement to sit for the National Council of Licensing Examination. [Section 335.046 and 335.066 (1-16) of Missouri Nursing Practice Act (February 2010)]. See Appendix A.

Applying for NCLEX Examination and Licensure

You may apply to take the NCLEX Examination in Missouri or in the State in which you plan to practice. If you take the examination in Missouri and plan to practice in another State, you must apply for interstate licensure to the other state. This requires an additional fee and time.

In some states, you may work as a graduate nurse with limited responsibilities until you receive your license. However, this does vary among health agencies; therefore, you should check with the specific agency to which you are applying regarding their policy, as some will not hire you until you are licensed.

Missouri State Board of Nursing

The procedure for applying for licensure is as follows:

1. You will receive the application from the Department Chairperson at least 4 months before graduation.
2. You will return completed applications on a designated date for signature by the Department Chairperson.
3. When you have successfully completed the application your applications will be mailed by the Department to the State Board.
4. It is your responsibility to have your transcript sent. These arrangements are to be made directly with the Office of the Registrar in the Ward Edwards Building.

Out-of-State Board of Nursing

If you plan to write your licensure examination out-of-state, the procedure for applying is as follows:

1. Please inform the Department Chairperson in writing at the beginning of the semester in which you plan to graduate.
2. It is your responsibility to make all arrangements with the State Board of Nursing in the state where you plan to take your Licensure Examination. This should be done at the beginning of the semester. If you apply to a state and change your mind, the fee is non-refundable. You will receive specific instructions from the State Board to which you are applying regarding the materials required for licensure.
3. It is your responsibility to have your transcript sent. These arrangements are to be made directly with the Office of the Registrar in the Ward Edwards Building.
Accreditation Status
The nursing program at the University of Central Missouri is fully approved by the Missouri State Board of Nursing (573) 751-0681.

The baccalaureate and master’s program at the University of Central Missouri are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington DC 20001, (202) 463-6930.
UNIVERSITY OF CENTRAL MISSOURI  
Department of Nursing  
Statement of Policy  

Admission  
Students entering Central as freshmen or by transfer should indicate a pre-nursing major. Admission to the nursing program is conditional upon completion of a minimum of sixty semester hours, completion of all prerequisites necessary for admission to the first semester in the nursing program and the requirements for admission listed below. Admission to the nursing program involves competition between all eligible candidates. Each candidate is evaluated by a process established in accordance with guidelines of APC. The Department of Nursing reserves the right to select among all qualified candidates. Criteria and additional considerations can be waived or adjusted at the discretion of the APC. Students are admitted in March for fall semester nursing classes and in October for spring.

Admission Criteria to the Undergraduate Nursing Program  
1. Evidence of good moral character as determined by the Missouri State Board of Nursing in the Nurse Practice Act (February 2010) and by the American Nurses' Association Guide to the Code of Ethics for Nurses (2008).
2. All nursing prerequisites must be completed at the time of admission. Computer literacy is required to be admitted to the nursing program.
3. A minimum of a 2.75 cumulative grade-point average is required at the time of application.
4. Minimum grade of C in all nursing prerequisites and nursing courses. A student receiving a grade lower than C in any nursing prerequisite may repeat that course only one time.
5. A student receiving more than one D or F in a course or courses with a nursing prefix will not be eligible for admission into the program. If the course was taken at UCM, it must be repeated at UCM.
6. Students will not be permitted to withdraw more than one time from a nursing prerequisite course or a nursing course without permission of the Department of Nursing.
7. Science prerequisites, as identified in NURSING Functional Major, B.S. Degree, must be evaluated if taken over 10 years prior to requested admission.
8. Completion of the GEA (General Education Assessment) exam with a minimum total score of 425 and the designated nursing admission examination at mastery level score to be considered for admission to the nursing program. Information about the GEA and the designated nursing admission examination may be obtained from the Office of Assessment and Testing (Humphreys 216). It is the student’s responsibility to make sure their test results are on file in the Department of Nursing.
10. The nursing application and instructions are online at www.ucmo.edu/nursing/rnbn/nursingcas.cfm and a $30 application fee applies. January 1 is the deadline for fall admission to the nursing program and July 1 is the deadline for spring admission to the nursing program.
11. Academic history with patterns and trends indicating potential for academic success (e.g., successful completion of a full-time semester).
12. It is the student’s responsibility to request ALL official transcripts from other universities and colleges be submitted to Undergraduate Admissions to be posted as part of the student's official transcript by 5 p.m., December 31 for fall admission and June 30 for spring admission.
13. Speech and Hearing Exam will be obtained from the Department of Communication Disorders, Martin Building, Room 34. Contact the Department of Communication Disorders at 660-543-4993 to schedule your appointment. It is the student’s responsibility to make sure their test results are on file in the Department of Nursing.
14. English as second language students (any student whose primary and secondary education was in a country where the native and official language was not English excluding native American citizens who attended American high schools in another country) must successfully complete the university requirements: TOEFL - A minimum score of 500 (paper based) OR 61 (internet based). Any student not
obtaining these scores can receive assistance in the Department of English through the English Language Institute.

Additional considerations given to the following:
- The functional abilities required to be successful in the nursing program, with reasonable accommodation.
- Eligibility for licensure. Completion of the program does not guarantee eligibility to take licensure examination. Refer to the Nurse Practice Act in the state in which you anticipate licensure. In Missouri refer to Sections 335.046 and 335.066 (http://pr.mo.gov/boards/nursing/npa.pdf).
- Number of credit hours taken at the University of Central Missouri.

Students will be categorized in two classifications for consideration for admission to the nursing program:
- a. Students who have taken all nursing prerequisite courses at Central; and
- b. Students who have transferred credit for one or more nursing prerequisite course(s) from another institution.

Nursing prerequisite courses are Chem 1104, Biol 3401, Biol 3402, Biol 3610, Psy 1100, Soc 1800, D&N 3340, Nur 1700, Nur 2710 and Nur 3200. Grade point averages are a determining factor in selection.

Direct Admission Policy:
The following is criteria for direct admission:
1. Admitted to UCM as freshmen with ACT 24 or higher and a high school CGPA of 3.0 or higher.
2. Declared nursing as major.
3. Maintains a 3.5 GPA at UCM at end of sophomore year.
4. Achieves a “mastery level score” (based on percentile) on the designated nursing admission examination.
5. Achieves a proficient level of performance on personal interview.
6. Meet criteria published in the UCM undergraduate catalog and Department of Nursing Undergraduate Handbook as of the date of formal application.
   - Direct admission is limited to 40 students per semester based on admission date to UCM.
   - Students who are directly admitted have the same period of time to complete their degree program as other UCM students.
   - Direct admission nursing students complete the nursing application by the set deadlines like all other nursing students.
   - A direct admission nursing student may lose his/her place in the nursing program if he/she falls below the specified standards.
   - Students must complete all prerequisites successfully on their first attempt.

Admission Criteria for the RN-BS Option:
Students who meet the following criteria are admitted into the RN-BS Option:
1. Earned an Associate’s Degree or Diploma in Nursing (ADN).
2. Active RN license in good standing.*
3. Admitted to UCM through the Office of Admissions.
4. Cumulative GPA of 2.5 or higher.

*Students may be admitted on a provisional status if he or she recently graduated with his or her ADN and is waiting to sit for the NCLEX-RN licensing exam. During provisional status, students are limited to courses that do not require admittance into the RN-BS Option, including NUR 4050, ICAP 4111, or any of the nursing elective courses (NUR 4405, NUR 4040, NUR 4020, and NUR 4210) until the RN license number is on file with the UCM Department of Nursing.
### Core Performance Standards for Admission and Progression

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>STANDARD</th>
<th>SOME EXAMPLES OF NECESSARY ACTIVITIES (Not All Inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Skills</td>
<td>Critical thinking ability sufficient for clinical judgment.</td>
<td>Identify cause-effect relationships in clinical situations, develop nursing care plans. Interpreting variations in vital signs, lab values, etc.</td>
</tr>
<tr>
<td>Interaction</td>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of socio-economic and cultural background.</td>
<td>Establish rapport with patients/clients and colleagues. Works as a team member.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for interaction with others in verbal and written form.</td>
<td>Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care.</td>
<td>Move around work area and within confined spaces. Calibrate and use equipment, position clients, insert catheters, injections.</td>
</tr>
<tr>
<td>Sensory/Perceptual</td>
<td>Auditory/visual and tactile ability sufficient to monitor and assess health needs.</td>
<td>Hear monitor alarm, (IV alarm, etc.), emergency signals, auscultatory sounds, cries for help.</td>
</tr>
</tbody>
</table>

### Acceptance to the Nursing Program

If accepted into the nursing program, the following documentation must be on file in the Department of Nursing prior to beginning of class:

1. Criminal Background Check
2. Required Immunizations must be complete and validated before the first day of classes.
3. Caregiver Background Screening
4. CPR for Health Care Providers
5. Negative 10-panel Drug Screen

### Re-Application for Admission

A student re-applying for admission to the nursing program within 6 months to a year of the initial application **is not required** to redo previous testing.

A student re-applying for admission to the nursing program over 18 months from the initial application **is required** to obtain a repeat speech/hearing exam.

Students in non-compliance with these requirements will be referred to the Health Committee.

It is the responsibility of the applying student to provide documentation of compliance with these health requirements by the time of admission. Students not in compliance with these requirements will be referred to the Health Committee.

### Requirements for Progression in the Nursing Program

1. A student who receives a D or F in a nursing course will be suspended from the program and is required to seek retention in order to repeat the course. The retention process is initiated by the student with the instructor whose course was failed. Completion and filing of the “Request for Retention Form” is the responsibility of the student. If a student is not retained within a year, that student may be required to repeat all courses within the major.
2. Due to the short time between the end of the fall semester and the beginning of the spring semester, students who are assigned failing grades in NUR 3410, NUR 3411, NUR 3610, NUR 3611, NUR 4410,
NUR 4411, NUR 4510, NUR 4511, NUR 4600, NUR 4601, and who wish to appeal their grades must do so within five days of the official posting of the grades. Failure to do so does not extinguish the right to appeal, but will prevent the student from continuing in the nursing program until the semester following the spring semester if the grade appeal is successful.

3. Students who withdraw from the nursing program must follow the Withdrawal Policy contained herein and compete with other students for retention into the program. Students may be retained only once into the nursing program based on the decision of the Admission and Progression Committee.

4. A student receiving more than one D or F in a course or courses with a nursing prefix will not be allowed to apply, reapply, or progress in the nursing program.

5. Requirements for retention to the program are all those set forth in this policy as well as those contained in the current Student Handbook for the Department of Nursing.

6. Students must be successful in passing each course in a particular semester in the program to progress to the next semester.

7. If a student does not pass a theory course associated with a clinical practicum or vice versa, the student must repeat both courses.

Withdrawal Policy
Students within the program who withdraw from any nursing course are automatically suspended from the program and must follow the Retention Policy in order to be retained. Students who withdraw from a nursing course and do not follow the requirements of the Nursing Department Withdrawal Policy as stated below will not be considered for retention.

Students who withdraw from any nursing course must compete with other students for retention to the program. Students may be readmitted only once to the nursing program based on the decision of the Admissions and Progression Committee.

Students who have been participating in nursing courses and wish to withdraw should:

Clinical/practicum courses
1. Notify their instructor in writing of their desire to withdraw and their reason for this decision.
2. Meet with the chair.
3. Follow the University process for withdrawal (See Central's University Calendar and Handbook or Catalog for information).

Theory courses
1. Notify their instructor in writing of their desire to withdraw and their reason for this decision.
2. Follow the university policy for withdrawal (See Central's University Calendar and Handbook or Catalog for information).

Students are not eligible to withdraw from a nursing clinical/practicum course when they have received a grade of D or F from the instructor. Students who receive a final grade of D or F from the instructor and withdraw from the course will have their erroneous "W" changed to the appropriate failing grade by the Department of Nursing.

Students who have not attended classes in the semester they wish to withdraw may withdraw from nursing courses by following the University Withdrawal Policy.
Transfer into the Nursing Major
Transfer of upper level nursing credit will be considered according to the following procedure:
1. Students will meet the University General Education requirements as listed in the current University Catalog.
2. Only students in good standing at a nationally accredited baccalaureate nursing program are eligible for transfer. Credits will be evaluated and allowed in accordance with current Central and Department of Nursing policy.
3. Evaluation of each transfer student will be made within the Department of Nursing on an individual basis.
4. Students will take a minimum of 30 semester hours of upper level credit, with a minimum of 30 semester hours in nursing. The last 12 semester hours earned toward a baccalaureate degree must be from Central.
5. Students will apply for admission to the Department of Nursing and be subject to the regular program admission policy. In addition, the following evaluation process will be followed:
   a) Credit for nursing courses will be based on a review of content, course description, syllabi, and catalog description,
      (1) If content is basically the same, nursing faculty may approve the course for nursing credit. The credit hours approved may be at the maximum credit hour allocation for the Central nursing course.
      (2) If the content is fairly similar, the nursing faculty may approve credit and in addition require Nur 4000, Special Projects (2-6 credits).
      (3) Only discrete courses in the content areas of research and ethics, pharmacology and observation and assessment will be considered for transfer as meeting the departmental required courses in these areas.
6. The student will have the chair or dean from the nursing school they are transferring from write a letter to the chair of Central's Department of Nursing stating they are a student in good standing.
7. All prospective transfer students will be interviewed by the department Chairperson.

Accreditation Status
The nursing program is fully approved by the Missouri State Board of Nursing (Missouri State Board 573-751-0681).

The baccalaureate program at the University of Central Missouri is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.

7/96; Revised 8/96; 6/97; 2/98; 8/98; 7/01; 7/02; 7/03; 11/03; 3/04; 12/04; 4/05; 11/05; 12/05; 02/06; 07/07; 11/07; 03/08; 08/08; 09/08; 03/09; 4/09; 7/09; 6/10; 3/11; 6/11; 11/11; 3/12; 3/13; 7/15; 8/17
**Nondiscriminatory/Equal Opportunity Statement**

The University of Central Missouri’s Department of Nursing actively follows a policy of nondiscrimination in regard to age, race, color, religion, sex, national origin, sexual orientation, marital status, Vietnam Era veterans, and persons with handicaps and disabilities. This policy applies to the awarding of student financial aid, and the recruitment, admission, housing, placement, and retention of students, faculty and staff. The University complies with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964 regarding race, color, national origin, religion and sex discrimination; Title IX of the Education Amendments Act of 1972 regarding sex discrimination; the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding discrimination based on disabilities and handicaps; the Age Discrimination in Employment Act; and other state and federal laws and regulations.

Persons having inquiries concerning the University's compliance with the regulations implementing any of the above are directed to contact the General Counsel, Administration 208, 660-543-4730, or the Director of Human Resources, Administration 101, 660-573-4255, the University of Central Missouri, Warrensburg, Missouri 64093. Toll-free numbers for Relay Missouri are 800-735-2966 for TTY, and 800-735-2466 for voice callers. (2012 Undergraduate Catalog).

**Student Disability Policy**

The University of Central Missouri’s Department of Nursing will make every reasonable accommodation to help students with disabilities succeed in the nursing programs. Since students with learning or other disabilities may need special considerations to succeed, the following guidelines are provided to help determine appropriate action.

In most cases the student will initiate a request for an accommodation. However, faculty or staff may identify a student to seek help and accommodation as needed. The student is expected to notify the Department and Office of Accessibility Services as soon as any disability that will require an accommodation is diagnosed. In general, the student will be responsible for notifying the Department and the University Accessibility Officer before the beginning of nursing course work. That is, if a student does not report information about a known disability before the beginning of class, the Department is not responsible to make retroactive changes in any grades or clinical evaluations associated in the course.

The University Accessibility Officer will review the documentation and in consultation with the student and his/her health care professional develop recommendations for any needed accommodations. These recommendations will be provided to the appropriate faculty. Departmental administration will support faculty efforts to affect the needed accommodations. Faculty are expected to maintain the same standards and course objectives as with any University of Central Missouri Department of Nursing student.

Examples of reasonable accommodations that the University of Central Missouri’s Department of Nursing will make are: large print copies of classroom handouts, special testing format such as
untimed or verbal, flexible assignment deadlines and allowing student to audio tape record lectures.

**Temporary Conditions That May Affect Student Performance**
Students must be mentally and physically able, with or without reasonable accommodation, to meet the classroom objectives and function safely in the clinical area. Students must notify their faculty when health problems or medications may affect classroom or clinical performance, intellectually or physically. Students may need to withdraw from nursing class, lab and clinical in order to give themselves time to receive treatment and improve their mental or physical health. Students must provide evidence from their healthcare provider that the challenges of classroom and clinical laboratory experience will not negatively affect the students’ health. Faculty are responsible to judge students’ performance to provide safe patient care.

**Pregnancy**
No specific program policies exist concerning pregnancy in regard to admission, retention, or return to class following delivery. Students are expected to meet the regular expectations for class and clinical attendance and for the completion of all requirements in course theory and clinical experiences. The University of Central Missouri’s Department of Nursing recommends that pregnant students inform their instructors of their pregnancy as soon as it is known as some clinical areas may be unsafe for the developing embryo or fetus.

**Safe Nursing Practice**
Society holds student nurses to the same standards of practice as any reasonable, prudent registered nurse. It is for this reason that students are granted the privilege of practicing professional nursing under the supervision of a faculty member who is licensed in the State of Missouri.

Students are expected to uphold the duty to care and not expose client's to unnecessary risks. A safe practitioner knows his/her limitations and functions within the limits specified within each clinical course.

Safe practice shall include, but not be limited to, all professional interactions with patients, their families, health team members, and faculty in a manner that is courteous and respectful and uncompromised by any factors springing from religion, culture, nationality, race, color, age, sex, or social differences. The safe practitioner shall uphold the rights and principles inherent in the Patient's Bill of Rights. These interactions shall also extend to maintenance of confidentiality of all patient records and documents.

The student is accountable to the client, client's family, Department of Nursing, the University, the clinical agency, the State Nurse Practice Act, Code of Ethics, and ANA Nursing: Scope and Standards of Practice. The student may be denied clinical practice privileges if, in the professional opinion of the faculty, the student violates policies and/or professional standards.

The student may return to clinical practice only upon validation by the clinical instructor that the clinical deficit has been removed. Failure to achieve the clinical objectives of a course within the specified time may result in failure of the course.
If a student displays unsafe behaviors within a course or the program, the faculty may decide that the student be placed on departmental probation or be disenrolled from the program. The due process procedures for Departmental Probation are outlined on page 78 in the Undergraduate Nursing Student Handbook published by the Department of Nursing.

**Impaired Nursing Student Policy**

To provide safe, effective patient care, nursing students must be free of chemical impairment from alcohol and drugs. This applies to any academic setting.

The University of Central Missouri’s Department of Nursing believes that chemical abuse or dependency is a treatable disorder. The Department desires early identification, evaluation and treatment to promote positive outcomes for nursing students.

Signs and symptoms of chemical impairment include odor of alcohol, mood swings, irresponsible behavior, unexplained absences, frequent tardiness, poor documentation, poor physical appearance, pupillary changes, red eyes, unsteady gait, slurred speech, frequent crises, blackouts, and erratic performance.

If in the judgment of the faculty member, a student is noticeably impaired during any Department academic activity, the student should be suspended from that activity and referred to the nearest emergency room for alcohol and drug screening to be completed within the hour. If the student does not cooperate with the required testing, the Department of Nursing will consider the student to be of the same status as if the test results were positive. The Department of Nursing is responsible for the cost of this screening.

If the screening test results are negative, the student suspension is removed without penalty to the student.

If drug or alcohol test results are positive the student will be required to participate in and complete an approved rehabilitation treatment program. The student’s continued participation in class, clinical and other Department activities are contingent on evidence that the student pursues and completes an approved treatment program and remains alcohol and drug free. If the student does not provide evidence of participation in an approved program, he/she will be dismissed from the Department. Evidence of participation will require the student’s signed release of records so that the rehabilitation treatment personnel may communicate with a Department official. The extent of the release may be limited to compliance with and satisfactory progress in the treatment program. The student may return to regular class and clinical activities as soon as the Department is assured that satisfactory arrangements for participation in an approved treatment program are made by the student. The Department will make every reasonable effort to help the student make up any class or clinical experience missed due to absence because of action taken to enforce this policy. However, the regular Departmental and course absence procedures are applicable.

The Department may require random drug and alcohol testing for the remainder of the student’s enrollment in the Department after successful completion of an approved rehabilitation treatment.
A second occurrence of positive drug or alcohol testing will result in the student’s dismissal from the Department.

An administrative officer of the Department appointed by the Department Chair on a case-by-case basis will monitor the student’s compliance with the rehabilitation program requirements. This monitoring of compliance may include a written contract with the student, which specifies the treatment program, its length, the nature of progress reports and other conditions deemed appropriate for successful treatment. Confidentiality of the students’ test results and participation in the rehabilitation program will be maintained by the Department.

The cost of the rehabilitation treatment program is the responsibility of the student. A list of approved treatment programs will be provided by the Department. Approved program are those, which meet the commonly accepted standards of the profession of alcohol and drug rehabilitation treatment.

If a student is taking prescription medication, which may affect his/her behavior, he/she should report this to his/her faculty. The Department expects students to make every effort to take appropriate action regarding patient care and to avoid confusion about the possible use of alcohol and illegal drugs when the use of prescription medication is required (See Appendix B, Alcohol and Drug Prevention Initiative).

**Drug Screening Policy**

In order to comply with terms of affiliation agreements between the University of Central Missouri’s Department of Nursing and clinical agencies, each student must provide evidence of a negative drug screen in compliance with agency parameters.

**Purpose:**

Drug free environments provide increased safety and decreased costs for all persons in the health care environment.

**Procedure:**

1. According to parameters specified by the agency, each student maybe required to submit evidence of a negative drug screen prior to clinical experiences.
2. Failure to submit a drug screen will result in the student’s dismissal from the Nursing program.
3. Agencies will notify schools if students are not eligible to continue at the agency, in which case students may not continue in the program.
4. Dismissed students will be eligible for consideration of readmission to the nursing program upon successful completion and documented evidence of treatment remedying the rationale for agency dismissal.
5. Readmission will be considered one time.
6. Any student dismissed from agencies following a drug screen for or during a clinical rotation will be removed from all clinical courses. A grade of “W” will be transcripted if prior to the college withdrawal date. Otherwise, a grade of “F” will be transcripted.
7. Students will be required to reimburse the college for drug screening, including any costs incurred for medical review officer services.

Effective 8/1/98

Health Regulations
Immunization documentation is required for each nursing major.

1. Immunizations: Immunization requirements are to be **completed prior to initiation of clinical practice**. Some immunization requirements are ongoing and will need to be completed or updated while in the program.

   - **Tetanus-Diphtheria-Acellular Pertussis** - after the initial series, the booster given at ten years should be Tdap (adult formulation – Adacel or Boostrix). Irrespective of when the last TD vaccine was received, a student must have a documented Tdap as an adult. Documentation by healthcare provider required. Completed prior to clinical practice and updated consistent with schedule.
   - **Measles, Mumps & Rubella (MMR)** – you must provide documentation of 2 (two) MMR vaccinations at least 28 days apart, OR serological proof of immunity (+) positive IgG titers for rubella, rubeola and mumps.
   - **Hepatitis B** – you must provide documentation of having received a series of three (3) vaccines over a six month period followed by a post-series surface antibody titer 4-8 weeks after the last vaccine is given.
   - **TB Screen** – you must complete one of the following to assess for TB exposure:
     a) Two TB skin tests within 12 months of each other and the last test given no earlier than 6 months.
     b) Upon admission must present documentation of a TB titer less than 12 months old (Interferon-Gamma-Release Assays (IGRAs) – Blood Tests for TB infection).
     c) NOTE: if you have not been tested in the last year –
        1. If the first tuberculin skin test (TST) is positive – the student is infected
        2. If the TST is negative, give second TST 1-3 weeks later
        3. If the second TST is positive – the student is infected
        4. If the second TST is negative – uninfected at baseline
     d) NOTE: Chest x-ray are not permitted in lieu of TB screening.
     e) NOTE: Repeated chest x-ray exams of persons with latent tuberculosis infection as evidenced by a positive tuberculin skin test or positive IGRA for a two year nursing school experience: after an initial evaluation, which should include a chest x-ray examination, repeated chest x-ray examinations of individuals without current disease, whether or not they have been treated with isoniazid, have not been shown to be of sufficient clinical value to justify their continued use (CDC).
     f) NOTE: Newly discovered positives for latent TB must have a chest x-ray and sings and symptoms review to rule our active TB. The positive TB test must be reported to the health department in the county where they reside except for for Kansas City, (Jackson County) Missouri which is reported to the KCMO Health Department. They would provide documentation of the new positive TB test(s), chest x-ray report and signs and symptoms review. Treatment is determined between the person testing positive, the health department, and the person’s
personal physician. Treatment is not required unless mandated by the health department.

g) TB screen results (date, type, result) must be no more than one year from the last day of the clinical rotation. NOTE: Students must be in compliance for the entirety of the rotation.

- **Varicella (Chickenpox)** - requirements may be met by documented positive varicella titer or proof of two vaccinations at least 28 days apart. Documentation by healthcare provider required. Must be completed prior to clinical practice.

- **Influenza** – All HCP, including nursing students/faculty, are required to receive an influenza vaccine on an annual basis during a defined vaccination period. Nursing students/faculty may request an exemption from influenza vaccination which must be submitted annually. There are two types of Request for Exemption (RFE)*: (1) A Request for Medical Exemption, and (2) A Request for Religious Exemption. A RFE form must be completed by a health provider or setting and returned to the main nursing office prior to or during the defined vaccination period. The UCM Department of Nursing does NOT provide the RFE forms, only a health care provider or institution or a religious leader can do so.
  
  a) Note: Some agencies will not accept accommodation requests.
  
  b) There is an alternative vaccine for those with egg allergies.
  
  c) Wearing a mask at the clinical site may or may not be an option for non-immunized.

**Examples of acceptable documentation include:**

- Copies of personal immunization records with healthcare provider’s initials.
- Copies of healthcare provider office records or Health Department immunization records.
- Copies of medical records from personal healthcare provider or hospital.

**If immunization documentation cannot be found the student needs to either:**

- Repeat the immunization.
- Provide documentation of blood titer results showing immunity to respective disease.

Persons who object to immunization due to religious or philosophical reasons or who have a health condition for not being able to receive immunizations will need to appeal to the Health Committee of the Department of Nursing in writing.

12/02; 7/03sc; rev 9/03awn; rev 03/06jc; 03/09jc; 6/11

**Health Services for Students**

Services are available in the University Health Center for minor illnesses such as infections, sore throats, etc. Tuberculin skin testing is done and vaccines obtained. Physical examinations are performed and laboratory facilities are available as well as provider referrals for other health problems. Appointments are necessary.

If a student sustains an injury during a clinical experience associated with a nursing course, it is to be reported to the clinical instructor immediately. An incident report must be filled out and the policy for that agency is to be followed.
In the event of an emergency, students may access assistance by calling 911 and/or receiving emergency treatment at the local emergency room of the hospital.

**Insurance**

All nursing students are required to carry health insurance which may be a family policy or through the University of Central Missouri policy. The name of the policy must be on file in the Department of Nursing. This information is due the first day of Nursing 3410. Professional liability insurance in the amount of 1 million/1 million is provided through the University, at no additional charge, for each student.

The Health Committee recommends that each student assume responsibility for personal health maintenance. An annual health assessment is strongly encouraged. **Students are required to maintain insurance coverage for illness and accidents throughout their time in the program.**

**Cardio-Pulmonary Resuscitation**

Basic Life Support (BLS) for HealthCare Provider is required to be completed within 12 months prior to admission into Nursing 3411 and re-certification is required every two years while in the program. (Community CPR or Heart Saver does **NOT** meet requirement). Bring your **CPR card** to the UCM-LS Department of Nursing before attending Nursing 3411.

**Comprehensive Policy Regarding Infectious Diseases (Definitions):**

- **HIV Antibody Positive** - a person who has serum antibody to Human Immunodeficiency Virus as confirmed by reliable testing.

- **AIDS** (Acquired Immune Deficiency Syndrome) - as defined by the Center for Disease Control.

- **Direct Patient Contact** - care of or contact with a patient that requires mucous membrane contact, or that requires performance of an invasive procedure.

- **Infectious Disease** - a disease that can be transmitted to others.

**Student Illness, Injury or Exposure during Clinical Experiences Policy and Procedure**

A. **Health Insurance** – Students should be aware that if they become ill, injured or exposed to blood or body fluids during a clinical experience, they must seek appropriate medical care at a health care facility. **The cost of the medical care is the responsibility of the student.** Consequently, all students are required to provide evidence of health insurance coverage prior to beginning any nursing courses.

B. **Student Illness or Injury during Clinical Experiences** – If a student becomes ill or injured while involved in a clinical experience, the clinical instructor or preceptor should be notified immediately. The student should seek care as required by the situation with either their personal health care provider or another resource such as an emergency department. The student is responsible for the cost of any care that is provided. Personal health insurance may cover these costs. Students are not covered by Worker’s Compensation.
If an injury occurs during a clinical experience, an incident/occurrence report form should be completed according to the policy of the clinical agency. A copy of the completed incident/occurrence report form should be faxed to the Department of Nursing at 660-543-8304. All faxes are handled confidentially. Information should be concise, but complete relative to the injury or illness. If a student refuses to seek treatment following an injury, this should be noted on the incident/occurrence report form.

If the agency does not have an incident/occurrence report form, the student and faculty will complete the Department of Nursing Incident/Occurrence Report form which can be obtained from a Department of Nursing office professional. This report form will be kept on file in the Department of Nursing.

C. Nursing Skills Lab – If a student becomes injured while involved in a learning activity, the instructor should be notified immediately. The student should seek care as required by the situation with either their personal health care provider or another resource such as an emergency department. The student is responsible for the cost of any care that is provided. Personal health insurance may cover these costs. Students are not covered by Worker’s Compensation.

The Department of Nursing Incident/Occurrence Report form should be completed promptly and faxed to the Department of Nursing 660-543-8304. All faxes are handled confidentially. Information should be concise, but complete relative to the injury. If a student refuses to seek treatment following an injury, this should be noted on the Incident/Occurrence Report form.

D. Blood or Body Fluid Exposure during Clinical Experience – To assure adequate follow-up, nursing students sustaining an accidental percutaneous-puncture wound and/or mucous membrane exposure to blood or body fluids shall comply with the following guidelines:

1. Immediate treatment must be carried out.
   A. Stop the current activity.
   B. Thoroughly clean the wound with soap and water.
   C. Flush mucous membranes with large amount of water.
   D. Report the occurrence immediately to faculty or preceptor so that evaluation of risk and need for treatment can occur promptly.

2. If the exposure occurs in a health care agency, the policy for that agency should be followed.
   A. The clinical instructor must be notified of the incident immediately or as soon as feasible.
   B. An incident report should be made out according to the agency policy.
   C. The student should follow the clinical agency policy for students regarding treatment. The student is responsible for the cost of testing and treatment incurred as a result of the percutaneous wound-puncture wound.

3. If the exposure occurs while the student is affiliated with an agency that has no policy to cover such an incident, the student should be treated within 24 hours by a physician according to OSHA guidelines. The student is responsible for the cost of testing and
treatment incurred as a result of the percutaneous would-puncture wound. The clinical instructor must be notified as soon as feasible.

4. The student is to complete either the agency specific Incident Report form or the Department of Nursing Occurrence Report. This report will be kept on file in the Office of the Academic Affairs and can be obtained from the secretary in the Department of Nursing. If the student refuses to submit to the recommended testing procedures and/or treatment, the student will be required to sign a waiver.

The Department of Nursing supports the principle of confidentiality and individual rights in conjunction with CDC guidelines on exposure to blood borne pathogens.

Students with Infectious Diseases
A. Any student is expected to notify his/her instructor that he or she has been diagnosed as having an infectious disease. He/she will be put on a medical leave of absence pending a physician's statement regarding two factors: 1) the vulnerability of the student to a secondary infection from being in the health care institution, and 2) the potential for infection of others by the student in his/her present medical state. The course instructor, working with the health committee, will review the documentation and make a determination regarding returning to class.

B. If it is determined that the student is able to continue, but has an infectious disease, one or more of the following action(s) will be indicated:

1. The student will not be allowed to continue course work in a patient contact area if the student or patient cannot be protected.
2. Within the academic year, the student shall continue on a medical leave of absence until able to be reinstated. The placement of the student will be determined by course requirements.
3. If the student is currently assigned in a non-patient contact area and has been released by his or her physician, he/she will be allowed to return to class.
4. If it is determined that no reasonable accommodation is feasible for a student with an infectious disease, the student will continue on a medical leave of absence for a period of time defined by his/her physician and the Department Chair. Upon termination of the medical leave of absence, the student will be evaluated for readmission according to department guidelines.

Assignment of Students to Infectious Disease Clients
A. Known clients with infectious diseases will not be assigned to students who have not completed the theory which covers infection control. Students do not have the right to refuse to provide care to clients with infectious diseases. Prior to the first learning experience with a patient/client in each course, the faculty member will ascertain that each student has the knowledge necessary to practice infection control management, as required for assignments related to general or specific patient care. The faculty member also will orient each student to the policy of the agency to be followed in the event of injury to the student. If there is no
care available to the student within the agency or setting, the faculty member will inform each student of alternatives.

B. Individual exemptions from the above will include students with active infections, immunosuppressed students and pregnant students. In these circumstances, the clinical instructor will determine how the course/clinical objectives will be met.

C. Documentation will be kept to record exposure to caring for a client with an infectious disease (course content outline is considered adequate documentation).

Assignment of Students to AIDS Clients
1. Consistent with the Department of Nursing philosophy that all persons have dignity and worth, Department of Nursing faculty will include individuals who have AIDS or ARC or are HIV Antibody Positive (hereafter referred to as seropositive) in their consideration of patients/client for learning assignments which are consistent with specific course objectives.

2. The Department of Nursing students will accept learning assignments with patients/clients who have AIDS or ARC or are seropositive unless such assignment would not be compatible with the student's health condition, e.g., pregnancy, immunosuppression.

3. In their University roles, faculty members, students, and staff members will not discriminate against persons who are known to have or are suspected of having AIDS or ARC or to be or suspected of being seropositive.

Implementation of CDC Guidelines
1. Students and instructors will comply with current CDC guidelines for infectious diseases.

2. CDC guidelines protecting health care workers from exposure to the AIDS virus will be followed.

3. Current guidelines will be available to students and instructors at all times in the department.

4. Students must pass the CNE Competency Exam with a 100% before entering the clinical area.

Instructors with an Infectious Disease
A nursing instructor is expected to advise the Department Chair that he or she has been diagnosed as having an infectious disease. The Department Chair will make a decision regarding that instructor's workload and clinical assignment depending upon 1) the instructor's vulnerability to a secondary infection and 2) the potential for infection of others by the instructor in the present medical state. A physician's statement may be required.

Policy on Needle/Sharps
The following will be the policy followed for injuries with needle/sharps:

1. The student is to immediately notify their instructor of the needle stick/sharps injury.
2. The instructor will notify the appropriate supervisor in the facility and have the student follow the facility's protocol.

3. A copy of the incident report will be placed in the student's permanent file.

4. The original copy of instructions given to the student regarding follow-up and the student's responsibility will be placed in the student's permanent file with a copy going to the student. This will be signed and dated by both the instructor and the student.

5. For Hepatitis follow-up, if no policy in the facility, the student should see/contact a physician as soon as possible and get follow-up done.

6. For HIV follow-up, the same procedure should be followed. The student should see/contact a physician as soon as possible and get follow-up done. Present recommendations are to be tested on the date of injury, and at 6 week, 3 month, 6 months, and 1 year intervals.

**Student Access to Protected Health Information Policy**
The University of Central Missouri’s Department of Nursing students are required to maintain compliance with Health Insurance Portability and Accountability Act (HIPAA) rules and regulations while in the clinical setting. Students will be informed of the requirements of HIPAA through required training they will undergo prior to the beginning of clinical rotations. This training is part of the Collegiate Nurse Educators of Greater Kansas City and Kansas City Area Nurse Executives (CNE/KCANE) Clinical Orientation and may be accessed online. A certificate of completion is required prior to allowing the student into the clinical setting, as well as signature of Confidentiality Statement. (See CNE/KCANE Clinical Orientation Manual).

Students attending clinical at a HCA Facility must complete the HIPAA Privacy, Security and Appropriate Access exam.

**Criminal Disclosure Policy**
Section 168.031 of the Missouri school laws mandates that “no person shall receive or hold any certificate to teach (or nurse) who does not present evidence of good moral character.”

In a continuing effort to ensure the safety and welfare of patients, students, faculty and staff, the University of Central Missouri’s Department of Nursing, in compliance with many clinical agencies, requires students to pass a criminal background check.

Students will accept the financial responsibility for these checks. If any student is denied access to a clinical facility because of a previous criminal record or refusal to submit to a background check, they will be dismissed from the nursing program (effective August 1998).

In addition, if during the course of the student’s participation in the nursing program, the student fails to reveal current charges and/or convictions which relate to possible grounds for denial of licensure under section 335.066 RSMo of the Missouri Board of Nursing Division of
Professional Registration Nursing Practice Act, this will constitute an act of dishonesty policy for the University of Central Missouri.

Standards for Dress and Appearance
Students have clinical experiences in a wide variety of settings. Students must recognize that they represent not only themselves, but the University of Central Missouri’s Department of Nursing and the nursing profession as a whole. Although some settings allow a more relaxed dress code, the Department standards for dress and appearance are more conservative so that it is acceptable in all settings. Individual courses may vary slightly at the discretion of facility, but may not impede visibility of Student ID badges.

1. Visible ID badges--picture id
2. Clean shoes, predominately white, no open toes and made of nonpermeable material (no neon colors).
3. Black uniforms with red or white embroidery; no prints; must meet agency policies and must not be worn outside of the educational setting.
4. Alternative dress as appropriate for clinical sites such as community, mental health, etc.
5. Piercings limited to 2 studs, 1 stud per ear
6. Tattoos must be covered
7. No nail polish or artificial nails. Nails should be no longer than ¼ inch in length.
8. Hair should be neat and clean without extreme colors (acceptable colors are only those that naturally exist). Hair should be controlled so that it does not fall over the eyes in the immediate work area, onto equipment, or on patients. Hair accessories may be worn but must be a solid, neutral color without embellishments.
9. Facial hair should be short, clean, well-groomed and must in no way interfere with the technical and professional requirements of a nursing student’s work assignment. Some settings, such as the operating room, may require covering over a beard.
10. Cosmetics are to be kept to a minimum; false eyelashes are not permitted. Perfumes &/or colognes are to be avoided. Smokers must be sensitive to excessive “smoker’s odor” on hair, clothing and breath. Good hygiene such as bathing, use of deodorant and brushing teeth is expected.
11. No jeans, shorts, mini-skirts, leggings, open-toed shoes, hooded jackets/sweatshirts or other unprofessional dress.

--drafted from faculty survey February, 2005
--adopted by nursing faculty May 2, 2005
--updated per CNE August 1, 2017

Financial Assistance
Information may be obtained from the Office of Student Financial Services and the Undergraduate Catalog regarding scholarships, fellowships and loans.

The Department of Nursing Scholarship Committee keeps students informed about opportunities to apply for departmental and other scholarships.
**Student Work Policy**
Because of the time and energy demands of nursing education, students are asked to evaluate realistically the amount of time they can work without interfering with their learning and their student performance. It is expected that students will be available for class, clinical, or conferences Monday through Friday during regular operating hours. Students may also have clinical assignments in evening or night hours and on weekends.

Students may not miss class or clinical experience because of employment. Students may not wear their UCM nursing uniform outside of their UCM nursing education experiences. Students are expected to know and state their limitations in clinical expertise when working in health agencies and to accept only those nursing functions and activities for which they have been prepared to perform.

**Class Attendance**
Students are expected to attend all class sessions. Absence is regulated on the principle that the student must do the full work of the course. This applies to all types of absences, including those that are unavoidable.

Make-up of class work or examinations missed because of extenuating circumstances is worked out between the instructor and the student upon the student's initiative. Instructors are required to allow for make-up work only when a student is absent because of participation in approved University activities and programs or when absence is required by order of a qualified health care practitioner. A student must contact his/her instructor within five days after return to classes if he/she wishes to make up work that is missed per university absence policy.

**Clinical Attendance**
Missing any clinical time may put the student at great risk for failing the course. Students must contact their instructors prior to the beginning of the clinical experience if they are going to be absent. Students will be required to make-up clinical with an alternative assignment equal to the clinical time missed. It is the student's responsibility to contact the instructor for the alternative assignment. Clinical will be made up as arranged with clinical instructors. Make-up clinical time will be required by the instructor if needed to demonstrate the student learning outcomes of the course. If make-up clinical time requires additional site visits by a clinical instructor, it will be made up as arranged with the clinical instructors and a make-up clinical fee will be charged.

Due to the nature of multiple intensive clinical rotations in third semester (VII-first semester senior year), no more than one absence per course will be allowed in order for the student to demonstrate competence in the student learning program outcomes. The instructor of the course and the Course Coordinator will have discretion in the event of extenuating circumstances. Per University policy, it is the student’s responsibility to initiate any make-up for allowable absences. Allowable absences can be found in the university absence policy.
Departmental Grading

Academic Standards
A grade of "C" or above must be achieved in nursing prerequisite courses and nursing courses. A grade of "C" in a course indicates successful achievement of course objectives. Students must also function at a “C” grade level or above in certain critical areas of performance when moving from one curricular level to another, in order to be ready for performance expectations at the next level. Therefore, "critical behaviors" from the courses in other curricular levels have been identified as level behaviors. If a student is not functioning at a "C" grade (pass) or above in the critical behaviors, course and level behaviors are not successfully being achieved. A "D" or "F" (fail) grade would, therefore, be received in the course and the student would not proceed to the next semester. Grades will not be posted.

A pre-licensing student who has two failures in one semester will not be allowed to continue in the program. A class and conjoined clinical would count as one failure.

Grades for Clinical Nursing Courses
Most grading practices of the Department of Nursing are in accordance with the grading system of the University as found in the university Undergraduate Catalog, however, a grade of “D” (fail) is not considered a passing grade in the Department of Nursing. Requirements for each clinical course are specified in the course syllabus. Also stated in the syllabus are the evaluation methods for that clinical course and the requirements that must be achieved at a “C” grade (pass) before progression to the next course.

Evaluation Conferences
Each student has a formal evaluation conference with his/her clinical instructor at mid-semester and at the end of the semester. These conferences give the student an opportunity to discuss the clinical and theoretical experiences. In the RN-BS-Option, the student is evaluated and received feedback throughout each clinical practice experience, including the clinical practice experience project approval process, clinical practice experience timeline approval, as well as the clinical practice experience project and report submission. The RN-BS Option student also completes a self-evaluation form which is then reviewed and feedback is provided by course faculty.

Periodic informal conferences are held throughout the semester. If at any time, the student wishes to have an informal conference with the instructor, he/she may do so upon request to the instructor. Available office hours are posted for each instructor outside their office door. Appointments should be made directly with individual instructors.
In accordance with the grading policies of the Department of Nursing, NO STUDENT CAN PASS CLINICAL UNTIL THEY PASS THEORY with 75%. CLINICAL EVALUATIONS require a passing theory grade of C or BETTER. Following are the operational definitions for clinical performance.

**PASSING CLINICAL PERFORMANCE - Eligible for progression in the program**

Passing performance validated by:
- Consistent work of average to above average quality (clinical performance and written work)
- Meets all expected level clinical guidelines
- Demonstrates required knowledge base and demonstrates accurate judgments
- Appropriate level of clinical self-direction; requires occasional faculty guidance
- Nursing practice is consistently safe and is based on critical thinking
- Performs required learning experiences
- Aware of strengths and weaknesses when identified by faculty or preceptor
- Follows policies/procedures of the course and/or department
- Performs outcome behaviors at satisfactory level (*per department Program/Student Outcome rubrics*)

**FAILING CLINICAL PERFORMANCE – Not eligible for progression**

Failing performance validated by:
- Consistently unacceptable work or demonstrates inconsistent quality of work (clinical performance and/or written work)
- Fails to demonstrate adequate knowledge base and/or makes inaccurate judgments
- Fails to accept accountability for clinical errors or inaccurate judgments
- Consistently requires guidance in clinical practice
- Nursing practice is unsafe; requires close supervision in routine practice situations
- Unable to acknowledge weaknesses, even when identified by faculty or preceptor
- Fails to follow policies/procedures of the course and/or department
- Fails to complete required learning experiences in a satisfactory manner
- Fails to perform outcome behaviors at satisfactory level (*per department Program/Student Outcome rubrics*)

*Note: Any student who has a critical incident may result in the determination of a failing grade, irrespective of other behaviors or other consequences. However, most failing grades reflect a pattern of failing/unsafe behaviors.*

*05/06, 07/14, 08/16*
Grades for Nursing Courses

The following information applies to CORE nursing courses as listed below:

- An exam average of 75% is required.
- Any student who does not maintain an exam average of 75% is required to meet with the instructor within one week of the exam.
- Kaplan Integrated Tests will be worth 10% of the course grade in NUR 3410, NUR 3610, NUR 4510, NUR 4410, NUR 4600, and NUR 4602 based on reaching the 50th percentile.
- Certain courses may have other specific requirements that are specified in the course syllabus.
- Grades are not rounded.
- Final grades are not posted.

Special Note: Successful completion of all courses in a semester are required to progress to the next semester.

Grades in the PL Option CORE nursing courses are calculated according to this grading scale:

A = 91-100
B = 83-90
C = 75-82
D = 74-65
F = below 65

The above statements and grading scale are applied to the following PL Option CORE nursing courses only:

NUR 3200  NUR 3610
NUR 3210  NUR 4410
NUR 3304  NUR 4510
NUR 3410  NUR 4600
NUR 3510

Grades in the PL Option Lab Courses are calculated according to this grading scale:

A = 91-100
B = 83-90
C = 75-82
D = 74-65
F = below 65
The above grading scale applies to the following PL Option LAB courses:

NUR 3303
NUR 3412
NUR 3612
NUR 4512
NUR 4602

For other NUR courses in the PL Option, listed below, the following grading scale is:

A = 90-100
B = 80-89
C = 73-79
D = 72-65
F = below 65

NUR 1700   NUR 4020
NUR 2710   NUR 4030
NUR 2200   NUR 4040
NUR 2020   NUR 4111
NUR 4000   NUR 4210
NUR 4012   NUR 4405
NUR 4013

Additional information:
• Requirements for each course are specified in the course syllabus.
• Grades are not rounded.
• Final grades are not posted.

RN-BS Option courses use the grading scale below:

A = 91-100
B = 83-90
C = 75-82
D = 65-74
F = below 65

Additional information:
• Requirements for each course are specified in the course syllabus.
• Grades are not rounded.
• Final grades are not posted.
Retention Policy – Department of Nursing

Criteria for Retention
After admission, students will be permitted to continue in the baccalaureate Nursing major program by meeting certain “Criteria for Retention” as established by the department.

1. An earned grade as designated by conditions on retention and per program guidelines in courses listed as requirements of the baccalaureate Nursing major.
2. Continued enrollment as a student in good standing at Central (at least 2.0 GPA).
3. Maintenance of functional abilities required to be successful in the nursing program, with reasonable accommodation.
4. Maintenance of adaptive social functioning that allows for effective beginning level of professional nursing practice. (Adaptive social functioning refers to the student’s ability to cope with the demands generated by their interaction with their environment including areas such as school, work, family, and personal relationships.) Collaborating, improving quality, nursing reasoning, and professional valuing (adherence to the Code of Ethics for Nurses) with associated knowledge/skills/attitudes required for beginning level professional nursing practice.

Requirements for Retention in the Nursing Program
1. A student who receives a D or F in a nursing course will be suspended from the program and is required to seek retention in order to repeat the course.
   a. The retention process in initiated by the student with the instructor(s) whose course(s) was (were) not successfully completed.
   b. Completion and filing of the “Request for Retention - Student Version” is the responsibility of the student and a detailed improvement plan must be a component outlined by the student. The completed student version form must be received by the Admission & Progression Committee (APC) Chair within one week of posting of an unsatisfactory (D or F) grade. A student’s failure to meet this deadline will prevent approval for retention for the subsequent semester.
   c. If a student is not accepted for retention within a year, that student may be required to repeat all courses within the major.
2. A student will be allowed to retake a NUR course only once if a D or F is received and if the student is retained. A student must make grade as set by condition of retention (e.g. B) or better on the second attempt of the same NUR course, or s/he is ineligible to continue in the nursing program.
3. A student must submit a detailed improvement plan for addressing retention areas of concern and be interviewed by the Retention Subcommittee, at least 2 members of the APC, prior to receiving approval for retention from the entire APC.
4. Students who are retained must compete with other students who are admitted to the program.

Request for Retention Form
1. Section I Student Version: Student asks the instructor(s) of the course in which s/he was not successful for a Request for Retention Form and completes Section I including reason for Retention Request, course name(s) and number(s), name(s) of course faculty, previous withdraws or failures, reason(s) for withdrawal or failure,
and specific plan for improvement or continued growth in order to be successful along with signature and date.

2. **Section II Instructor Version:** is completed by the instructor(s) who assigned the failing grade or accepted the student’s withdrawal decision. The instructor(s) must indicate the current semester in which the student received a failing grade or withdrew, what type of retention s/he recommends (retention, provisional retention, or denial), and a detailed reason for decision for both the Retention Committee and Admission & Progression Committee along with faculty signature and date.

3. **Section III Retention Subcommittee Recommendation:** is the Retention Subcommittee’s recommendation to the Admission & Progression Committee in detail including Option 1 – Retention, Option 2 – Provisional Retention along with deadline for review by the Retention Committee as to whether conditions of retention were successfully met by the student, and Option 3 – Denial of Retention.

4. **Section IV APC Committee Decision:** is the Admission & Progression Committee’s decision for Retention. Option 1 is Retention, Option 2 is Provisional Retention, and Option 3 – Denial of Retention. This is a final decision.

5. It is the responsibility of the Retention Subcommittee to follow up with the student on the meeting of conditions associated with the Provisional Retention by the deadline specified. The Retention Subcommittee can recommend continued Retention requirements. The Retention Subcommittee reports to the Admission & Progression Committee at each semester meeting.

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**Inclement Weather**

Nursing classes/clinical experiences are rarely canceled due to poor weather. Students must assess the weather conditions in their area for safe passage and make independent decisions related to safety.

**Special Expenses**

1. Additional expenses for nursing majors include: uniforms, lab coat, shoes, clinical badge, watch with second hand, stethoscope, sphygmomanometer, health insurance, hepatitis B vaccination, other vaccinations, and blood tests, selected books and testing package.
2. Nursing students must have access to transportation upon admission to the nursing program.
3. Nursing students must be certified in two person cardiopulmonary resuscitation (CPR) for the healthcare provider **before attending any clinical experience**.
4. Throughout the nursing program certain standardized tests (Kaplan) are required and paid for by the student.
5. During the semester of anticipated graduation, the nursing school pin and graduation pictures are included in the course fee.

**LPN Credit from VoTech Programs**

When an ADN graduate enters Central’s BSN program and he/she has completed their LPN at a VoTech program, nursing prerequisites (i.e. sciences, nutrition, growth and development, etc.) can be waived if they are listed on their VoTech transcript. This VoTech transcript must be kept
in the student’s permanent folder in the Department of Nursing for future reference. The RN must currently be in practice. A waiver form must be sent to the Office of the Registrar for each course waived. 6/99

**Name Change**
A student who has a name change will need to fill out a form in the Office of the Registrar and Student Records.

A photo copy of the document, such as a marriage license, with the name change is to be sent to the Chair of the Department of Nursing prior to taking state board examinations. The copy of the name change and marriage license must accompany application for state board examinations.

**Format for All Formal Papers**
Students are required to purchase the *Publication Manual of the American Psychological Association* (APA), 2009 Sixth Edition. Formal papers are prepared according to the format presented and described in the APA Manual.

**Nursing Recognition Ceremony**
**Purpose:** Solemn traditional process of honoring students who have completed the nursing program. This program is planned and hosted by the nursing faculty for the honored graduates.

1. The chairperson will appoint a Level II faculty member to coordinate the Nursing Recognition Ceremony and reception following the ceremony.

2. Nursing Recognition Ceremony will take place on the Warrensburg campus the day of the University commencement.

3. All faculty are required to attend Nursing Recognition Ceremony. Honored guests will include the graduating students and the students’ immediate family and close friends.

4. The Nursing Recognition Ceremony shall include presentation of undergraduate nursing pins and a celebration ceremony.

**Departmental Pins**
Graduating students will receive the distinctive CENTRAL department of nursing pin. School of nursing pins are designed exclusively for each school of nursing and are worn proudly by graduates to indicate the supreme accomplishment of a successful nursing education from a particular institution. The CENTRAL nursing pin is attractively crafted in gold or silver and red enamel and immediately identifies you as a graduate of CENTRAL. A fee is built into the last semester of the program to cover the cost of your nursing pin.

**Challenge Coins**
The Department of Nursing along with a grant from the Foundation Opportunity Grant provides a challenge coin to honor veteran students and veteran faculty in support of UCM’s standing as a Veteran Friendly University. The challenge coin is given as a tangible acknowledgment of
successful completion of the nursing program and recognition of service as veterans and future nurses.

In the military, the challenge coin is a familiar token to honor a veteran for meeting a specific challenge, achieving specific goals, or serving as part of a successful team. The University Department of Nursing coin has the UCM nursing pin stylized to connect the veteran to the Department of Nursing, UCM, our state, and our world. On the flip side of the coin are the words, “Respect”, “Dignity”, and “Determination” surrounding the American flag with “Service” above.

On admission to the Department of Nursing’s professional career path, students and faculty are challenged by our Department Chair, Dr. Julie Clawson, to care for patients, clients, and one other with respect, dignity, and determination. With this challenge and UCM’s support as a Veteran Friendly University, a challenge coin will be given to graduates of the baccalaureate nursing program in appreciation of service as veterans, enlisted, and reservists, and students who are using the Post 911 GI bill. Coins may also be given to veteran faculty and persons to recognize their support of student veterans in nursing.

**Guidelines for Graduation Pictures**
Graduating classes have traditionally presented the nursing faculty with a composite graduation picture of all members of their nursing class at graduation. A fee is built into the last semester of the program to cover the cost of your own pictures and the composite.

**LIBRARY SERVICES**

Campus library services available to any University of Central Missouri student are available to students in nursing.

Other Kansas City libraries available to students:

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<tr>
<td>St. Joseph Health Center Health Sciences Library 1000 Carondolet Drive Kansas City, MO 64114 Phone: 816-943-2160 Fax: 816-943-4737</td>
<td>St. Luke’s Hospital Health Sciences Library 4400 Wornall Road Kansas City, MO 64111 Phone: 816-932-2333 Fax: 816-932-5197</td>
<td>University of Missouri-Kansas City Health Sciences Library 2411 Holmes Kansas City, MO 64108 Phone: 816-235-1878</td>
</tr>
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53
<table>
<thead>
<tr>
<th>Library Name</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
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<tbody>
<tr>
<td>University of Health Sciences Library</td>
<td>1750 Independence Avenue, Kansas City, MO 64106-1453</td>
<td>816-283-2292</td>
<td>816-283-2237</td>
</tr>
<tr>
<td>VA Medical Center Medical Library (142D)</td>
<td>4801 Linwood Boulevard, Kansas City, MO 64128</td>
<td>816-922-2135</td>
<td>816-922-3340</td>
</tr>
<tr>
<td>North Kansas City Hospital Medical Library</td>
<td>2800 Clay Edwards Drive, North Kansas City, MO 64116</td>
<td>816-691-1692</td>
<td>816-346-7192</td>
</tr>
<tr>
<td>Shawnee Mission Medical Center Library</td>
<td>9100 W. 74th Street, Shawnee Mission, KS 66204</td>
<td>913-676-2103</td>
<td>913-676-2106</td>
</tr>
<tr>
<td>Research Medical Center Carl Ferris Library</td>
<td>2316 E Meyer Boulevard, Kansas City, MO 64132</td>
<td>816-276-4309</td>
<td>816-276-3106</td>
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<tr>
<td>Research Medical Center Carl Ferris Library</td>
<td>2316 E Meyer Boulevard, Kansas City, MO 64132</td>
<td>816-276-4309</td>
<td>816-276-3106</td>
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ARTICLE I

The name of the organization is the Department of Nursing or Faculty of the Whole (FOW)

ARTICLE II

The purpose of the faculty organization is to:

1. Provide a structure for faculty and student participation in planning, implementing, and evaluating the program for preparing nursing students to practice professional nursing and preparing advanced practice nurses.

2. Establish educational standards and policies for the nursing program, faculty, and students consistent with university policy and standards.

3. Foster the professional growth and development of faculty, students and staff by promoting collaborative relationships.

4. Foster collegial relationships with the university community and promote participation of nursing faculty in the governance of the college and university.

ARTICLE III

Membership: The membership shall consist of all Department of Nursing faculty who hold the rank of professor, associate professor, assistant professor, or instructor and who are responsible for the educational programs for nursing students. Faculty members are expected to attend all faculty meetings. Each faculty member has one vote.

Consultants, students, and others who teach nursing students in other areas of the University may attend and speak at meetings of the faculty. Such persons may hold committee membership and may have voting privileges on those committees.

ARTICLE IV

Officers: The administrative department chairperson shall be the chair or a faculty member designated by the department chairperson, in the department chairperson's absence, shall act as chair.

ARTICLE V

Meetings: Regular meetings shall be scheduled at intervals convenient to and decided on by the faculty at the initial fall faculty meeting. At least two (2) meetings shall be held each semester.
Special meetings shall be called by the Chairperson of the Department of Nursing as necessary or at the request of at least three or more faculty members.

Two-thirds of the members shall constitute a quorum of which one shall be the department chairperson or designated representative.

Items for the agenda shall be submitted in writing to the department chairperson at least five (5) working days before faculty meetings.

**ARTICLE VI**

Amendments: These rules may be amended at any meeting by a two-thirds majority of the entire faculty.

**ARTICLE VII**

Parliamentary Procedure: Items under discussion shall be governed by reference to Robert's Rules of Order.

**ARTICLE VIII**

Standing Committees:

1. The members of the department committees shall be determined at the initial fall faculty meeting or as a vacancy occurs.

2. Faculty members may indicate preferences and join existing committees at the initial fall faculty meeting.

3. Each committee shall determine its own needs regarding officers, their duties and term of office, unless otherwise stated.

4. Minutes shall be posted on Faculty Forum for review by main committee.

5. Students may communicate their problems and requests through the student representative or the chairperson of that committee.

6. Students may be invited to attend or participate in any committee.

7. Committees will determine the format or type of minutes kept. Each committee shall submit an annual report at the closing spring meeting.

8. The faculty has the power to appoint ad hoc committees as necessary.
FACULTY COMMITTEES AND BYLAWS

The Department of Nursing has several standing faculty committees. The standing faculty committees include: Undergraduate Coordination Council (UCC), Curriculum Committee, Nursing Quality Improvement Program (NQIP), Admissions and Progression Committee (APC), Promotion and Tenure Committee (P&T), Library Committee, Student Health Committee, Scholarship Committee, RN-BS Option, and Transfer Committee. Student representation is desirable on these standing committees excluding the Admission and Progression Committee, the Promotion and Tenure Committee, Transfer Committee and Scholarship Committee. A Graduate Coordination Council exists for the graduate program.

Standing Committees of the Faculty Organization

1. Admission and Progression Committee (APC)

   a. Membership: Shall consist of at least five nursing faculty members selected by the faculty representing the undergraduate and graduate programs, two of whom shall have served on this committee the previous year; one University professional administrative staff; two university individuals outside the nursing department, preferably including a faculty member representing a nursing prerequisite course.

   b. All members of the committee have a vote.

   c. The Chair of the Department of Nursing shall be the permanent chair of the committee.

   d. Two meetings shall be scheduled each year. A meeting shall be held no later than November to coincide with undergraduate admissions for the spring semester, and a meeting shall be held no later than April to coincide with undergraduate admissions for the fall semester.

      1. The committee members shall be notified one week prior to a scheduled meeting.

      2. On call meetings shall be held as the need arises as determined by the Chairperson of the Department of Nursing.

      3. Emergency meetings may be conducted by phone with data summarized and filed by the Chairperson.

      4. Electronic communication and business is also conducted as determined by the Chairperson of the Department of Nursing.

   e. Roles and responsibilities:

      1. Recommends policies to the nursing faculty regarding admission, promotion and retention of all students.

      2. Oversees the retention process for the Department of Nursing according to the Retention Policy.

UCC APC Subcommittee

1. Members: BSN Coordinator and UCC Faculty

2. Selects and recommends to the undergraduate faculty, acceptance to the department of Nursing those undergraduate pre-licensure students who meet the requirements for admission and readmission as determined by department policy.

3. Serves as the Retention Subcommittee (RSC) for the retention process involving pre-licensure students.
RN-BS APC Subcommittee
1. Members: RN-BS Coordinator, Faculty, Student Services Coordinators
2. Selects and recommends to undergraduate faculty, acceptance to the Department of Nursing those undergraduate RN-BS students who meet the requirements for admission and readmission as determined by department policy.
3. Serves as the Retention Subcommittee (RSC) for the retention process involving RN-BS students.

GCC APC Subcommittee
1. Members: Graduate Coordinator, Family Nurse Practitioner Director and Department of Nursing Chair
2. Selects and recommends to the graduate faculty, acceptance to the Department of Nursing those graduate students who meet the requirements for admission and readmission as determined by department policy.
3. Serves as the Retention Subcommittee (RSC) for the retention process involving graduate students.

2. Undergraduate Coordination Council
a. Membership: Shall consist of all undergraduate faculty members.
b. Each member shall have a vote.
c. The council shall meet at least once a semester. Meetings will be scheduled on the third Monday of the month.
d. Council motions are submitted to faculty at least seven days prior to the General Faculty Meeting.
e. Agenda and minutes are kept electronically on BlackBoard under Faculty Forum in the Council folder.
f. Bylaws are reviewed at the beginning of each semester.
g. The Plan for Continuous Quality Improvement (CQI) is reviewed annually and revised as needed to reflect approved changes made throughout the academic year. The plan is submitted with the annual report.
h. Revises as needed departmental assessment instruments (for example, faculty and course assessment forms, faculty and student self-assessment forms).
i. The council will be composed of standing and ad hoc sub-committees charged with the collection and analysis of data and development of action plans that address issues identified.
j. Roles and responsibilities:
   1. Assess the internal consistency of the curriculum and implement curricular modifications in a manner consistent with the Department of Nursing, College, University, and State Board of Nursing requirements.
   2. Recommends to faculty revisions of the curriculum considering current developments in nursing education, the University, the profession, society, and health care.
   3. Develops/revises, implements, and evaluates the Nursing Quality Improvement Program which includes assessment of the following components: alumni, students, clinical agencies, faculty, curriculum, and governance structure.
   4. Collects, analyzes, and takes action upon program-related data.
   5. Monitors student attainment of program-specific outcomes.
3. **Library Committee**
   a. Membership: Shall consist of at least two faculty members, one from each campus site, and at least one student representative to be recommended by the Student Nursing Organization (SNO) and appointed by the faculty.
   b. Each member shall have a vote.
   c. The committee shall elect its own officers.
   d. Meetings shall be held periodically throughout the academic year. Notification of committee meetings shall be made to the faculty and student body at least two weeks in advance.
   e. Roles and responsibilities:
      1. Aids in the development and use for both students and faculty of the nursing collection and other available educational resource materials which will support the outcomes of the curriculum.
      2. Reviews at least once during the academic year, library and educational materials available and pertinent to nursing and makes recommendations for changes and purchases.
      3. Reviews library policies, procedures, and problems as they relate to students and faculty and makes necessary recommendations.
      4. Informs faculty and students of available resources, new acquisitions, and new materials which may become available.
      5. Assumes responsibility for recommending purchases to the nursing bibliographer.
      6. Determines library purchase priorities in the event of fund reduction or multiple requests.
      7. Coordinates selection of textbooks with faculty and the textbooks services.
      8. Maintains a cumulative and up-to-date file of available library resources.
      9. Each campus site representative coordinates the ordering of audio-visual materials or computer programs for preview.

4. **Promotion and Tenure Committee**
   a. Membership: Shall consist of at least three and not more than five tenured faculty members. To serve, a faculty member must not be seeking promotion in that year, and must be elected by the faculty. The term of office shall be for three years and shall be staggered so that no more than two new faculty members may be added to this committee in an academic year. The chair of the department serves as an ex-officio non-voting member.
   b. All members have a vote.
   c. The committee shall elect its own officers.
   d. The committee shall meet at least once a year in accordance with the established promotion and tenure timetable.
   e. The chair of this committee or designee shall be the representative of the Department of Nursing on the College of Health, Science and Technology Promotion and Tenure Committee.
   f. Roles and responsibilities:
      1. Reviews the dossiers of faculty seeking promotion and/or tenure.
      2. Promotion and Tenure Committee submit each recommendation packet with their written comments to the department chair by the published deadline. At the same
time, the committee will forward to each candidate his or her letter recommending the candidate application be approved or denied.

5. Scholarship Committee
   a. Membership: Shall consist of two faculty members, one from each curricular level.
   b. Each member shall have a vote.
   c. Meetings shall be held at least once each semester.
   d. Roles and responsibilities:
      1. Distributes information and applications regarding available scholarship aid and awards.
      2. Reviews applications received for department related scholarships and awards based on established criteria.
      3. Recommends scholarship and award recipients to faculty.

6. Student Health Committee
   a. Membership: Shall consist of at least two faculty members, at least one student recommended by the Student Nursing Organization and appointed by the faculty, and a non-voting liaison member.
   b. Each member shall have a vote.
   c. The committee shall elect its own officers.
   d. A meeting shall be held once each semester. Notification of regular committee meetings shall be made to the faculty and student body at least two weeks in advance.
   e. Roles and responsibilities:
      1. Recommends to faculty, health standards for admission and progression.
      2. Recommends to faculty immunization requirements for admission.
      3. Reviews and/or monitors developing health problems of nursing students and recommends to faculty actions to be taken.
      4. Reviews students with health problems not related to the Americans with Disabilities Act that may make admission to the program questionable and recommends to Admission and Progression Committee action to be taken.
      5. Hears petitions from students seeking admission or nursing students with health problems not related to the Americans with Disabilities Act who wish to state their cases and makes recommendations to Admissions and Progression Committee.
      6. Makes recommendations to the faculty regarding reasonable accommodations for individuals included in the Americans with Disabilities Act

7. Technology Committee
   a. Membership: Shall consist of at least two faculty members, one from each campus site.
   b. Each member shall have a vote.
   c. The committee shall elect its own officers.
   d. Meetings shall be held biannually during the academic year.
   e. Roles and responsibilities:
      1. Aids in the development and use for both students and faculty of educational technology which will support the outcomes of the curriculum.
      2. Reviews at least once during the academic year, the e-learning platform forums and makes recommendations for changes.
3. Reviews technology policies, procedures, and problems as they relate to students and faculty and makes necessary recommendations.
4. Informs faculty and students of available resources, new acquisitions, and new technologies which may become available.
5. Assumes responsibility for recommending purchases and technology priorities to the nursing department.

8. Transfer Committee
   a. Membership: Shall consist of two faculty members. The term of office shall be two years and shall be staggered so that no more than one new faculty member may be added to this committee in an academic year. Successive terms may be served.
   b. All members have a vote.
   c. The committee shall elect its own officers.
   d. The committee shall meet at least once a year.
   e. Roles and responsibilities:
      1. Reviews the educational portfolio, including syllabi of nursing courses completed at another college or university of any student applying for transfer into the nursing major.
      2. Recommends to the Chairperson of the Department of Nursing courses deemed acceptable for transfer.

9. Graduate Coordination Council
   See corresponding Graduate Student Handbook.

10. Retention Sub Committees of the APC
    a. Membership: Shall consist of at least three members of the Admission and Progression Committee (APC), preferably at least one member outside the nursing department. This membership will be decided by the APC as a whole.
    b. All members of this committee have a vote regarding recommendations.
    c. Meetings shall be scheduled in a timely manner when a retention request is presented by a student to the Chair.
    d. Roles and responsibilities:
       1. Collects all materials related to retention decisions to be returned to the Chair of APC.
       2. Forwards recommendation in written summary to the members of APC for review and decision.
       3. Meets with the APC and answers any questions regarding the Retention Request from the APC members.
       4. Recommends policies to the APC regarding retention.

7/23/01; 7/02; 7/03; 6/06; 7/07; 7/10
BILL OF RIGHTS AND RESPONSIBILITIES
FOR STUDENTS OF NURSING

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures which provide and safeguard the students’ freedom to learn.

4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.

5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.

16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

Nursing students and faculty are part of the UCM professional nursing community and are held to the same standards as are professional nurses. Students and faculty share an obligation to adhere to professional values as outlined in the American Nurses Association Code of Ethics for Nurses (2008). As members of the professional community of nursing, students and faculty are expected to demonstrate behaviors that are consistent with professional standards. We share a joint obligation to maintain academic and clinical environments that are supportive of personal growth and ensure that safe and effective health care is promoted.

The purpose of this Statement is to clarify behavioral expectations of students and faculty within the UCM community of nursing. Expectations for all university students are outlined in the following sources. This Statement builds upon these basic expectations:

- The UCM Community Creed (*UCM Student Handbook*)
- UCM Student Rights and Responsibilities (*UCM Student Handbook*)
- UCM Academic Honesty, Disciplinary, and Appeal Policies (*UCM Student Handbook*)

The ANA *Code of Ethics for Nursing* (2008) states that “The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual . . .” A core value of the nursing profession is respect for human dignity. This value is applicable in both classroom and clinical settings, and is reflected by the behaviors of each individual. As nurses, we value the uniqueness of each individual, which requires us to treat each other with respect and to demonstrate caring, trust, and empathy in all interactions.

Both students and faculty within the UCM nursing community are expected to practice behaviors that are consistent with a community of mutual respect and that meet the following guiding principles:

1. **Demonstrate respect** for faculty, staff, students, patients, guests, university property, policies, rules and regulations.
2. **Assume responsibility** for one’s own learning, actions and choices. Each individual is responsible for her/his own behavior and will be held accountable for that behavior. The expectation is that students will be self-directed and accountable for their own learning.
3. **Accept consequences** of one’s inappropriate actions and choices.
4. **Communicate** in a courteous and professional manner in all forms and at all times (verbal, non-verbal, written, electronic). It expected that students and faculty deal with each other honestly and deal constructively with conflicts that may arise.

It is expected that students and faculty will contribute to environments that are conducive to learning. This requires that students and faculty comply with the spirit, rules, and policies of the
department, university and any clinical facility. Disruptive behavior in the academic setting interferes with the ability of faculty to teach and of students to learn. It negatively affects morale, and causes distress among students and faculty. Thus, disruptive, disrespectful unprofessional behaviors in classroom or clinical settings will not be tolerated. Examples of such behaviors include, but are not limited to, the following:

- Any conduct that distracts or intimidates others such as inappropriate talking during classes, bullying, aggressive behaviors, unwarranted comment, and addressing others with disrespect
- Disrupting the classroom by behaviors such as arriving late, not turning phones to vibrate or silence, and not turning off other electronic devices
- Intimidation though direct or veiled verbal threats
- Rude or profane language or unwelcome name calling
- Physical attacks or unwanted physical touch
- Non-constructive criticism addressed to its recipient in a way that intimidates, undermines confidence, belittles, or infers stupidity or incompetence
- Insulting verbal attacks which are personal and go beyond the bounds of fair professional comment
- Raised voice or yelling/shouting in a hostile manner
- Uncooperative or defiant approach to problems
- Sexual harassment, sexual comments/innuendo

In clinical settings, disruptive behavior interferes with the care of clients and negatively impacts the academic reputation of the nursing program. The Joint Commission has determined that “rude language and hostile behavior among health care professionals goes beyond being unpleasant and poses a serious threat to patient safety and the overall quality of care.” National Patient Safety Goals require health care organizations to address disruptive behavior, and we are required to adhere to these policies. Behaviors that represent unprofessional behavior in the clinical setting which should be avoided include, but are not limited to:

- Using any of the behaviors described above with patients, families, students, faculty and others encountered in the healthcare setting
- Failing to maintain patient confidentiality
- Speaking about or to patients, staff or others in a disrespectful or demeaning manner
- Failing to follow principles of safety, even when not directly supervised
- Insubordination; Refusal to complete a task or carry out duties
- Inappropriate response to client needs or staff requests

Each member of the UCM Nursing community is responsible for upholding the values and actions outlined in this Statement. Inappropriate and unacceptable behavior may be a warning sign of impending hostility or violence, and will not be tolerated. Disruptive or unprofessional behavior by any individual will be documented using the Documentation of Disruptive Behavior in the Classroom or Clinical Area form. Breaches of this Statement by students will result in discipline as outlined in the Safe Nursing Practice and Departmental Probation policies in the UCM Nursing Undergraduate Nursing Student Handbook. Breaches of this Statement by faculty should be reported using the UCM Academic Appeal Procedure as outlined in the Rights and
Responsibilities section of the UCM Student Handbook and UCM Planner/Handbook. Faculty can also refer to the Faculty Guide under II. Academic Policies and Procedure.

UNIVERSITY OF CENTRAL MISSOURI
Department of Nursing

Documentation of Disruptive Behavior
In the Classroom or Clinical Area

FROM: ____________________________________________

REGARDING: ______________________________________

Course Name ______________________________________
Semester/Year ______________________________________

Instructions: Record behavior and action taken. Forward to Department Chair for review and further action as indicated.

Date of reported behavior ________________________________

Explain incident of disruptive behavior:

Outline action taken:

Signature: ____________________________________________ Date: ________________

Comments:

Reviewed by Chair: ________________________________ Date: ________________
Departmental Probation
Nursing faculty have the responsibility to exercise discretion and judgement in determining whether an academic, disciplinary misconduct, or lack of satisfactory clinical performance requires Departmental Probation.

Grounds for Departmental Probation are as follows:

1. Disciplinary misconduct--infraction or infringement of University rules and regulations as defined by the University in the University of Central Missouri Planner/Handbook.

2. Academic misconduct is defined as violating the University's Academic Honesty Policy and/or failure to provide safe nursing care as defined in the Undergraduate Nursing Student Handbook published by the Department of Nursing.

3. Lack of passing clinical performance is defined as receiving three failing evaluations in the course outcomes (refer to Departmental Grading, Grades for Clinical Nursing Courses).

Once a student violates disciplinary and/or academic policies, the teaching team and the Course Coordinator will meet as quickly as possible within no more than five working days of the misconduct to determine whether or not the student should be placed on Departmental Probation.

If the teaching team and the Course Coordinator decide that a student should be placed on Departmental Probation, the student and the Department Chairperson will be notified within 24 hours of the decision. The student has a right to request a conference with the Department Chairperson. If the student requests, the Department Chairperson will meet with the student and the involved faculty to review the designation of the probationary status.

The student and the instructor will prepare a contract detailing the steps and the time frame which must be met before the probation is lifted. This contract will be signed by both parties and forwarded to the Academic Affairs division of the University.

After the steps and the time frame for probation have been met, the instructor assigning probation, the student, and current faculty involved in evaluation of the terms of the contract will meet to discuss ending the probationary status.

The purpose of Departmental Probation is to allow faculty to monitor patterns of behavior and to allow the student an opportunity to effect change in behavior over time. In accepting probationary status, the student understands that the faculty in succeeding nursing courses will be notified by the Course Coordinator of the student's probationary status, the specific reasons for designation of this status and the conditions of the contract as appropriate.

Academic Appeal Process
See UCM Planner/Handbook for current year.

Academic Honesty
See UCM Planner/Handbook for current year.
**Evaluation Plan**

There is a plan for systematic evaluation of all aspects of the program. This evaluation plan includes student input (see Plan for Continuous Quality Improvement).
CONSTITUTION OF THE UCM STUDENT NURSING ORGANIZATION

Article I. Name

The name of this organization shall be the Student Nursing Organization. The organization can be referred to as "SNO" by its members. This is a student affiliated organization associated with the Department of Nursing (DON).

Article II. Purpose

The purpose of this organization shall be to:

1. Promote the members' interest in nursing, the DON, and professional nursing organizations.
2. Provide the opportunity for exchange of ideas among students, between students, and faculty/staff.
3. Foster active membership and participation in planned extracurricular activities.
4. Foster leadership opportunities and professional development for students interested in nursing at CENTRAL.
5. Raise funds for DON functions and organization social functions.

Article III. Membership

Membership of this organization shall consist of nursing and pre-nursing students. Nursing students shall be considered “full” members, and pre-nursing students shall be considered "associate" members. Each paid member of the organization will have one vote.

Article IV. Officers

1. The officers of this organization will be members in “good standing”. and if the status changes, a new officer will be elected. *Good standing refers to paying dues, active participation in both meetings and activities plus fulfilling the duties of the elected office and the Executive Board.
2. The officers of this organization shall consist of two co-presidents, secretary, treasurer, and nursing semester or pre-nursing representatives.
3. A term of service shall be identified as a semester.

Section 1. Co-Presidents
1. The Co-Presidents shall serve a maximum of 2.5 semester terms.
2. Co-Presidents will be elected in October or March of the previous semester.
3. Co-Presidents shall be elected at the designated organization meeting each semester.
4. Organization members eligible for serving as Co-Presidents include students admitted into the nursing program and successfully progressing to second, third, or fourth semesters.
5. It is preferred that one Co-President, who has presided in office for at least one semester, will aid any newly elected Co-President with his/her duties.
6. The new Co-President shall take office immediately following the election in order to facilitate continuation and planning of organization activities.

Section 2. Duties of the Co-Presidents
1. Act as leaders of the organization.
2. Chair the Executive Board of the organization.
3. Preside at all meetings of the organization.
4. Perform all other duties as specified in these bylaws.
5. Call special meetings when indicated.
6. Represent the organization in its affiliations.

Section 3. Secretary
1. The Secretary shall serve a maximum of 2.5 semester terms.
2. The Secretary will be elected in October or March of the previous semester.
3. The Secretary shall be elected at the designated organization meeting each semester.
4. Organization members eligible for serving as Secretary include students admitted into the nursing program.
5. The new Secretary shall take office immediately following the election in order to facilitate continuation or planning of organization activities.

Section 4. Duties of the Secretary
1. Act as the organization’s record keeper.
2. Prepare the minutes of all meetings of the organization and of the Executive Board.
3. Record attendance in the record books; keep a file of all papers and records of value to the organization; notify members of the date, time, place, and agenda of the next meeting and any called meeting at least one week in advance of that meeting; acquaint potential members with information about the organization; and keep on file an accurate list of names and addresses of all active members. With the assistance of DON Advisors.
4. Collects all historical and newsletter contributions for development of the Department of Nursing image from the Representatives each semester.
5. Deliver all records to the succeeding officer in this position at the end of his/her term.

Section 5. Treasurer
1. The Treasurer shall serve a maximum of 2.5 semester terms.
2. The Treasurer will be elected in October or March of the previous semester.
3. The Treasurer shall be elected at the designated organization meeting each semester.
4. Organization members eligible for serving as Treasurer include students admitted into the nursing program.
5. The new Treasurer shall take office immediately following the election in order to facilitate continuation or planning of organization activities.

Section 6. Duties of the Treasurer
1. Act as custodian of the organizational funds and see that an annual financial report is prepared.
2. Serve as the financial advisor on the Executive Committee.
3. Balance all records and have them approved by the Faculty/Staff Advisors after the annual election and turn such records over to the succeeding officer.
4. Coordinate gift purchase, delivery, and presentation to graduating organization members at the Nursing Recognition Ceremony after Executive Committee approval.

Section 7. Executive Board Representative or Alternate
1. One Representative and one Alternate from each semester in the nursing program (designated as Semester Representative/Alternate) and one pre-nursing Representative and Alternate will be a member of the Executive Board of the organization.
2. The Representatives and Alternates shall serve an unlimited number of terms.
3. The Semester Representatives and Alternates will be elected in October or March at a designated class period by the majority vote of their semester.
4. The Pre-nursing Representatives and Alternates shall be elected at the designated organization meeting each semester.
5. Organization members eligible for serving as Semester Representatives or Alternates include students admitted into the nursing program.
6. Organization members eligible for serving as Pre-Nursing Representative or Alternate include any organization member who is designated as pre-nursing.
7. The new Representatives and Alternates shall take office immediately following the election in order to facilitate continuation or planning of organization activities.
8. The Representative will serve as the historian and newsletter contributor for their semester or group for distribution of Department of Nursing news to the University and communities of interest (e.g. alumni, clinical agencies).

Section 8. Duties of the Executive Board Representative or Alternate
1. Act as designee for a semester in the nursing program (semester V-3410, semester VI-3610, semester VII-4510, or semester VIII-4600) or pre-nursing students.
2. Meet for Executive Board meetings to coordinate student body meeting and other various activities of the organization.
3. Review and submit changes for bylaws to the entire membership for approval at the beginning of each academic year.
4. Perform such duties as assigned by the Co-presidents in accordance with the priorities and needs of the association.
5. Appoint replacements for any vacancy occurring for an officer, representative, or advisor to complete their term of office.

Article V. Meetings
1. This organization shall meet once each month via ITV between Warrensburg campus and Lees Summit Campus.
2. Special meetings may be called at any time by the Co-presidents of this organization.

Article VI. Dues
1. The semester dues for associate and active members shall be $10 per semester.
2. Dues shall be paid to the Treasurer at the beginning of each semester.
Article VII. Special Interest Groups

The Organization may authorize the formation of special interest groups whose scope of activity is national or international. The groups shall be accountable to the Organization. The special interest groups shall elect a chair and such other officers as appropriate. The groups shall have such powers, including the collection of dues, as are necessary to carry out its aims. The aims, activities, and bylaws of the groups shall not conflict with those of the Organization. All members of the special interest groups shall be Organization members.

Article VIII. Advisors

Section 1. Description
1. At least one DON Advisor from the Warrensburg campus faculty/staff and one from the Lees Summit campus faculty/staff will help sponsor the Organization.
2. The Advisors will be asked prior to Organization meeting if they would like to sponsor the Organization; their names will be presented at the meeting by the Executive Board and be approved by the members of the Organization.
3. The term of office shall be unlimited. Advisors may be elected by the Executive Board or volunteer to serve according to the election schedule of other Organization officers. One advisor will be elected at every fall meeting; they will have overlapping terms, and may be re-elected.
4. The DON Advisors shall be non-voting members of the Organization.

Section 2. Duties of the DON Advisors
1. Act as liaisons between DON and the Organization.
2. Advise the Executive Board on matters pertaining to the Organization.
3. Receive and keep records of dues; notify members of unpaid dues; deposit all funds in the respective treasury; pay all bills; and keep an accurate account of organizational funds.

Article IX. Amendments

The constitution shall be amended by a 2/3 vote of the Organization members present at any given meeting, provided that the amendment shall have been introduced at the preceding meeting.

10/2016
Appendix A

State of Missouri Nursing Practice Act
Professional Nursing
The section of the State of Missouri Nursing Practice Act (April 2014) reprinted here has significant relevance to nursing students and their professional development. Students should understand that completion of the program does not guarantee eligibility to write the licensure examination. For a complete copy of the Act contact the Missouri State Board of Nursing at http://pr.mo.gov/boards/nursing/npa.pdf. Pay particular attention to 335.046. License, application for, qualifications for, fee-hearing on denial of license and 335.066. Denial, revocation, or suspension of license, grounds for, civil immunity for providing information-complaint procedures.

You must review as a requirement of your orientation.
## Table of Contents

<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester (professional portfolio)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Resume</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Revise in NUR 4600 to prepare for entering practice</strong></td>
</tr>
<tr>
<td>A. Education (should be first item)</td>
<td>Develop in NUR 3410</td>
<td>Update as indicated</td>
<td>Update as indicated</td>
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<tr>
<td>B. Experience (Employment &amp; Clinical)</td>
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<td><strong>Revise in NUR 4600</strong></td>
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<tr>
<td>C. Personal qualifications</td>
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<tr>
<td>D. References (on separate page)</td>
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<tr>
<td>E. Letters of recommendation may be obtained and placed behind resume</td>
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<tr>
<td><strong>II. Philosophy of Nursing</strong></td>
<td>Write in NUR 3410</td>
<td></td>
<td></td>
<td><strong>Revise in NUR 4600</strong></td>
</tr>
<tr>
<td><strong>III. Awards, &amp; Professional Organizations</strong></td>
<td>Maintain in portfolio (ongoing)</td>
<td>Maintain in portfolio (ongoing)</td>
<td>Maintain in portfolio (ongoing)</td>
<td>Maintain in portfolio (ongoing)</td>
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<tr>
<td>A. Scholarships or Awards/honors (letters or certificates)</td>
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<tr>
<td>B. Professional organizations (Membership/leadership positions in SNO or other organizations)</td>
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<tr>
<td><strong>IV. Service Documentation</strong></td>
<td>Initiate Student Record of Service Participation</td>
<td>Update as indicated</td>
<td>Update as indicated</td>
<td>Update as indicated</td>
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<tr>
<td>A. University</td>
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<tr>
<td>B. Professional</td>
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<tr>
<td>C. Community</td>
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<tr>
<td><strong>V. Professional readiness for Practice</strong></td>
<td>Current copies of items A-D required for clinical</td>
<td>Current copies of items A-D required for clinical</td>
<td>Current copies of items A-D required for clinical</td>
<td>Current copies of items A-D required for clinical</td>
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<tr>
<td>A. Immunization Record (yearly PPD)</td>
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<td>B. Health Insurance (policy copy)</td>
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<td>C. KCNE exam score (Updated yearly)</td>
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<tr>
<td>D. BLS (CPR) for Health Care Providers (course must include 2-person CPR)</td>
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<tr>
<td>E. Degree Audit</td>
<td>Degree audit (end of semester)</td>
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<td></td>
<td><strong>Clearance for graduation</strong></td>
</tr>
<tr>
<td><strong>VI. Achievement of student outcomes/objectives</strong></td>
<td>Initiated in Assessment Semester 2 skills</td>
<td>Semester 3 skills</td>
<td>Semester 4 skills</td>
<td></td>
</tr>
<tr>
<td>A. <em>Psychomotor Skills Assessment Inventory</em> (with skills signed off)</td>
<td>Semester 2 skills</td>
<td>Semester 3 skills</td>
<td>Semester 4 skills</td>
<td></td>
</tr>
<tr>
<td>B. Program Outcome Self-Assessment Forms</td>
<td>Complete for semester 1 NUR 3411 Evaluations</td>
<td>Complete for semester 2 NUR 3611 Evaluations</td>
<td>Complete for semester 3 NUR 4411 &amp; 4511 Evaluations</td>
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</tr>
<tr>
<td>C. Clinical Evaluations (NOTE: copies in reverse chronological order with most current documents first)</td>
<td>NUR 3410 Professional Valuing NUR 3210 Improving Quality</td>
<td>NUR 3610 Nursing Reasoning NUR 3611 Collaborating</td>
<td>NUR 4510 Nursing Reasoning NUR 4411 Collaborating</td>
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<tr>
<td>D. Assessment Summative Assessment Outcomes (with graded outcome rubrics)</td>
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<td>E. Additional Supporting Documents (sample papers, creative works, clinical paperwork, etc.)</td>
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<tr>
<td><strong>VII. Academic diagnostic assessments</strong></td>
<td>Add proctored Kaplan Integrated Testing and sim</td>
<td>Add proctored Kaplan Integrated Testing and sim</td>
<td>Add proctored Kaplan Integrated Testing and sim</td>
<td>Add proctored Kaplan Integrated Testing and sim</td>
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<tr>
<td>A. Kaplan Integrated Testing</td>
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<tr>
<td>B. Other diagnostic assessments</td>
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**Faculty Review/Validation: Date/Initials**
<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>1st Semester (begin portfolio in NUR 4050)</th>
<th>2nd Semester (professional portfolio)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introductory Statement</td>
<td></td>
<td>Develop in NUR 4609</td>
</tr>
<tr>
<td>II. Mission and Vision Statements</td>
<td></td>
<td>Maintain in Portfolio (ongoing)</td>
</tr>
<tr>
<td>III. Resume 0</td>
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<tr>
<td>A. Contact Information</td>
<td>Develop in NUR 4050</td>
<td>Revise in NUR 4609 as need to prepare</td>
</tr>
<tr>
<td>B. Objective or Professional Summary</td>
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<td>For transitioning to BSN role</td>
</tr>
<tr>
<td>C. Education</td>
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<tr>
<td>D. Experience (Employment &amp; Nursing related experiences)</td>
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</tr>
<tr>
<td>E. Licenses &amp; Certifications</td>
<td></td>
<td></td>
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<tr>
<td>F. Honors, Awards and/or Professional Organization Memberships</td>
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</tr>
<tr>
<td>IV. Achievement of Student/Program Outcomes and course Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Philosophy of Nursing</td>
<td>Write in NUR 4050</td>
<td>Write in NUR 4200</td>
</tr>
<tr>
<td>B. Evidence Summary Table</td>
<td>Write in NUR 405 (Professional Valuing)</td>
<td>Write in NUR 4406</td>
</tr>
<tr>
<td>C. Family Assessment Paper</td>
<td>Write in NUR 405 (Improving Quality)</td>
<td>Write in NUR 4608</td>
</tr>
<tr>
<td>D. Final Pathophysiology Case Study</td>
<td>Write in NUR 4052</td>
<td>Complete in NUR 4607 (Collaborating)</td>
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<tr>
<td>E. Health Disparities Paper</td>
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<td>Complete in NUR 4609</td>
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<tr>
<td>F. Issues in Nursing Leadership Paper</td>
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<tr>
<td>G. Community Health Formal Project Report</td>
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<td>Complete in NUR 4609</td>
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<tr>
<td>H. Leadership Project Summary</td>
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<tr>
<td>I. Clinical Practice Experience Self-Evaluations (Community Health Nursing and Leadership in Management)</td>
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<td>Complete in NUR 4407 and NUR 4609</td>
</tr>
</tbody>
</table>