

Campbellsville **UNIVERSITY**

School of Nursing
RN-to-BSN Student Handbook
2020-2021

(Reviewed July, 2020)

RN-to-BSN Student Handbook

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Revised 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/19; Revised 1/20; Reviewed 7/2020

Verification of Receipt of the RN-to-BSN Student Handbook

The RN to BSN Student Handbook will be distributed through the online RN-to-BSN Resource Room and posted in the course room. Any questions or concerns that arise when reading the handbook should be submitted to the student's assigned advisor or to the RN-to-BSN Program Coordinator. Each course the student will post a statement in the designated area of the course room stating that they have read the handbook and all questions have been answered to the student's satisfaction.

Revised 06/2013; Reviewed 08/2014; Revised 8/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/19; Reviewed 7/2020

RN-to-BSN Mission Statement

The RN-to-BSN Program is committed to the mission of Campbellsville University. The mission of the RN-to-BSN Program is to offer a higher level of nursing education through an innovative, highly accessible curriculum. Tailored to the working adult, the program will provide an avenue for the adult learner to further his or her education in a Christian environment. The program serves the nurse through incorporation of professional values, improved interprofessional relationships and leadership qualities, and enhanced ability to provide care and health promotion for a diverse aggregate community. The program serves the community and the region through promoting lifelong learning and contributing to the profession of nursing and the health of society.

A STATEMENT OF BAPTIST HIGHER EDUCATION VALUES

Campbellsville University is committed to providing a quality educational experience within the Baptist tradition and in keeping with a strong Christian emphasis. Under the Lordship of Christ, the institution affirms historic Baptist principles including: the priesthood of the believer, the authority of Scripture, freedom of conscience, integration of faith and learning, pursuit of truth in an academically challenging environment, student involvement in servant ministry, and affirmation of others in a spirit of grace and love. While the University continues to maintain very close ties to Baptist Churches and bodies, the institution exists to provide Christ-centered higher educational opportunities to a diverse student population. Campbellsville University, while Baptist in affiliation and Christ-based in practice, is neither a church nor an ecclesiastical authority. Since 1906 the institution has existed to provide higher educational opportunities to men and women in a positive and academically challenging Christian environment. In that same spirit, we affirm the challenges and opportunities of Baptist higher education in the 21st Century.

(Approved by Campbellsville University Board of Trustees on October 23, 2001)

In compliance with *A Statement on Baptist Higher Education Values* as noted above, Campbellsville University affirms the historical religious exemption granted under the Civil Rights Act of 1964, and other applicable federal and state statutes and regulations, as a Christian university in the Baptist tradition, and to develop and implement all policies and procedures relative to employment practices and student and employee behavior to conform with this historical relationship to the Baptist church and the larger Christian community. These policies and procedures will be the basis for the mission and activities of all campus organizations and use of all Campbellsville University facilities.

As God extended His love for all human beings through his Son Jesus Christ and as an institution that affirms the “whosoever will gospel of Jesus Christ” (John 3:16), Campbellsville University extends love for mankind through a commitment to the Great Commission (Matthew 28:16-20; Acts 1:8) and in the spirit of the Great Commandment (Matthew 22:36-40). Therefore, Campbellsville University will implement the development and administration of all policies and procedures in the recognition of the diversity of God’s creation and His infinite grace toward all people.

Reviewed 1/17; Reviewed 2018; Reviewed 6/19; Reviewed 7/2020

Curriculum Requirements

ADN Requirements (transferred).....42

Area requirements from ADN transferred in.....minimum of 5 hours of Medical Surgical Nursing

General Education Requirements (see catalog).....41

Core Nursing Requirements..... 24

NUR 350 Advance Health Assessment 4 credits

NUR 360 Transcultural Nursing 4 credits

NUR 370 Community I 3 credits

NUR 371 Community II 3 credits

NUR 380 Gerontology Nurse I 3 credits

NUR 381 Gerontology Nurse II 3 credits

NUR 410 Leadership Cap 4 credits

BSN Specific Requirements 16

**May be included in general electives as noted above.*

CHE 100 – Introduction to Chemistry* (Preferred) (3 credits)

CJ/ECO/PSY/POL/SOC 361 – Social Statistics 3 credits

CJ/ECO/PSY/POL/SOC 362 – Research Methods 3 credits

BIO 322 – Medical Microbiology with Lab 4 credits

NUR 340– Nursing Informatics 3 credits

Take one course from this list: 3 credits

BA 300 – Contemporary Healthcare Management (3)

BA 375 – Health Economics (3)

BA 400 – Financial Management in Healthcare (3)

Total Credits.....123 hours

Reviewed 1/17; Revised 5/17; Reviewed 2018; Reviewed 6/19; Reviewed 7/2020

Course Descriptions for Core Nursing Requirements RN to BSN Program

NUR350—Advanced Health Assessment

This course is designed to further develop knowledge of the practicing nurse in the area of advanced health assessment. The course will focus on the comprehensive holistic health and physical assessment of the client. Using evidence-based practice and quality improvement standards the course will focus on the client's physical, behavioral, psychological, spiritual, socioeconomic, and environmental parameters. The course will also promote health promotion and well-being of the individual, families, groups, and communities using developmentally and culturally appropriate approaches. The course will also incorporate evidence-based practices to guide health promotion and illness prevention objectives such as health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan. These evidence-based practices and interventions will be based on effectiveness, efficiency, cost-effectiveness, and equity using compassionate, patient-centered, evidence-based care that is respectful to the client and the family and retaining their preferences.

NUR360—Transcultural Nursing

This course is designed to introduce the student to culturally competent nursing care across the lifespan. The course will identify different cultures and the health-illness attitudes, beliefs and practices inherent in those cultures. Students will have assignments designed to enhance self-reflection and awareness of cultural orientation to enable a greater understanding of culture-specific care. Students will learn how to perform culturally-sensitive assessments with attention to safeguarding, preserving, advocating and protecting diverse cultures in the healthcare setting. Students will focus on delivery of compassionate, patient-centered, evidence-based care that respects patient and family preferences.

NUR370—Community Health Nursing I

This course is designed to further develop knowledge of the practicing nurse in the area of community health nursing. The course will focus on assessment of community health needs, use of evidence-based practice and quality improvement standards in promoting health and well-being of the individual, the family and the community. Basic public health concepts of the wellness-illness continuum, population needs, and prevention strategies will be incorporated into the course. The course will also cover the public health nurse role and values-oriented decision-making, along with current cultural principles involved in providing such care.

NUR371—Community Health Nursing II

The purpose of this course is to apply the principles of community health nursing as learned in NUR370. Students will utilize the community assessment from the prerequisite course to build a community project in conjunction with a community health nurse in practice. Selected projects will focus on the application of the nursing process to deliver competent care with families, communities, clients with developmental needs, and vulnerable populations. Students will identify settings that are appropriate to community health nursing and care delivery methods utilized within those settings. A 24- hour field practicum will be established with a community health nurse to develop and implement a community-related health promotion activity.

NUR380—Gerontology Nursing I

This course is designed to further develop the practicing nurse's knowledge in the area of gerontology nursing. The course will guide students in reflecting upon their own and society's views on aging, and specifically, how an aging population impacts the nation's health policy and nursing care demands. Theories of aging and the physical and functional changes that accompany aging will be incorporated into the nursing process for providing safe care and promoting healthy practices in the older adult. Quality of life measures for the older adult living with chronic illness and transitioning through care settings will be emphasized.

NUR381—Gerontology Nursing II

The second course in gerontology nursing will focus on the older adult who has impaired physical or functional changes. Older adults' differing responses to illness are presented, including delirium states versus dementia. Case studies will explore acute and chronic states of illness and how evidence-based practice and quality care can promote health, prevent further illness or complications, and restore and rehabilitate. Palliative care will also be addressed in the course.

NUR410—Professional Nursing Leadership Capstone

This course focuses on the role of the professional nurse as a leader and manager in a changing healthcare delivery system. A solid foundation of decision-making, problem-solving, and critical-thinking skills, as well as management and leadership skills needed to address the management-leadership problems in today's Health care arena. Leadership and management theory is applied to clients at the primary, secondary, and tertiary levels of care. Critical thinking, research, and decision making in culturally diverse health care settings are discussed. Professional behaviors, economics of health care delivery, policy, ethical, legal, and selected issues inherent in leadership and management are analyzed.

The course listed below is not a part of the nursing core, but is a related requirement for the RN to BSN Program:

NUR 340—Nursing Informatics

This course is designed to focus on the science and practice of fundamental informatics that integrates nursing information and knowledge, with management information and communication technologies to promote the health of individuals, families, and communities.

Reviewed 1/17; Revised 6/19; Reviewed 7/2020

End-of-Program Student Learning Outcomes

Upon graduation from the Campbellsville University RN-to-BSN Program, the student will:

1. Demonstrate the professional standards of moral, ethical, and legal conduct.
2. Provide knowledgeable, holistic nursing care to patients, families, and communities across the lifespan.
3. Promote collaborative care through intradisciplinary and interdisciplinary relationships in the workplace and in the community to improve patient health outcomes.
4. Distinguish the health care issues and health care needs of diverse cultures and populations, including those who are socially diverse.
5. Develop an individualized plan to foster professional growth and development that includes evidence-based practice, lifelong learning, and professional engagement.
6. Interpret the impact of healthcare policy, finance and regulatory environments, including local, state, national and global healthcare trends, on nursing practice, health promotion and disease prevention.
7. Develop a plan of care with measurable outcomes related to behavioral change techniques to promote health and manage illness.
8. Defend critical thinking decisions using scholarly inquiry and discussion with colleagues and leaders in the nursing profession

Revised 06/2013; Reviewed 08/2014; Revised 5/2015; Reviewed 1/17; Revised 5/17; Reviewed 2018; Reviewed 6/19; Reviewed 7/2020

Student Policies and Procedures

Admissions Criteria for RN-to-BSN Program

Rationale: Campbellsville University School of Nursing recognizes that there are many entry levels into the profession of nursing. The School of Nursing strives to enhance the professional status of nurses through continued education that elevates the professionalism of the nurse.

Policy:

Students may apply for the RN-to-BSN program at Campbellsville University if they have completed an associate degree or diploma program for registered nursing and have a current, unencumbered license to practice nursing in their state of residence. Students must submit official transcripts from all previous colleges or universities for a transcript evaluation.

Because of the nature of the RN-to-BSN Program, it is anticipated that students will be employed at least 20 hours per week as a registered nurse. Class discussion is enriched by the diverse work experience of students at this level of education. Students who choose not to work while enrolled in course work must discuss this option with the RN-to-BSN Program Coordinator prior to enrollment to establish how they will meet the requirements. New graduates who have not yet received their license may also apply, but will be conditionally admitted and will take non-nursing courses until the licensure process is completed.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 5/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 7/2020

Admissions Process

Rationale: This policy is developed to ensure seamless transition into the BSN Program and to guide the student to necessary resources for admission to Campbellsville University and to the School of Nursing.

Policy:

The applicant must complete applications for admission to Campbellsville University *and* to the School of Nursing. These applications are available online at www.campbellsville.edu/rn-to-bsn-students. By completing the required applications online, the student avoids the non-refundable application fees associated with hard-copy application forms.

1. Admission to the University and the School of Nursing:

The application captures data required by the University admission staff and helps to establish the student's chosen major: Bachelor of Science in Nursing (BSN). Additional information needed by the School of Nursing such as licensure and employment history will also be obtained at this time.

2. Official Transcripts

One Transcript from Each School Attended!

Transcripts^[1]_[SEP]

Provide one official copy of all transcripts from each college or university that you have attended previously. Once you apply, you will receive a copy of our official transcript request form from your Enrollment Counselor. Please submit this form via fax to 1-800-473-2512 or via email to transcripts@learninghouse.com.

If you would like to mail an official, sealed copy, please send to our transcript processors at:

Campbellsville University^[1]_[SEP] C/O The Learning House
801 East Park Drive, Suite 105
Harrisburg, PA 17111

Please contact our online Enrollment team at 888-244-0609 or via email at online@campbellsville.edu or Michele Dickens, PhD, RN, at (270) 789-5239 or email mrddickens@campbellsville.edu if you have questions or are unable to access any of the above documents.

3. Licensure Information

A copy of a current, valid, unencumbered RN license, or listing on a state licensing board website must be submitted. All licenses will be verified before admission into the program and every year as long as the student is in the program. List your Registered Nurse license, expiration date, and state board granting the license on the application.

4. Letter of Acceptance

After evaluation of submitted materials, students will receive confirmation of acceptance into the RN-to-BSN Program from the University. Students will be contacted by an advisor who will assist in preparing a program plan and registering for classes.

Concurrent Enrollment Program

Students who participate in the Concurrent Enrollment Program may take general education courses and BSN-specific courses (CHE 100; SOC 361 and 362; BA 300/375 or 400; and NUR 340) while enrolled in the associate degree program. These students will matriculate into BSN core nursing coursework upon completion of the associate degree and successful completion of the NCLEX-RN.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 5/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 7/2020

Course Progression Policy

Rationale: To establish expectations of student performance within the RN-to-BSN Program.

Policy:

In order to progress through the RN-to-BSN Program, the student must meet certain guidelines:

1. The student must earn a C or higher in each course in the core curriculum and guided electives in the BSN area in order to demonstrate achievement of End-of-Program Student Learning Outcomes.
2. Student must achieve a GPA of 2.5 or higher by the end of his/her third core nursing course after entering the program.
3. If the student's GPA drops below 2.5 during the course of study, the student will be placed on academic warning and may not take more than one core nursing course during a given term. The student will have two consecutive eight-week semesters to bring their GPA up to the acceptable level of 2.5.
4. If the student's GPA drops below 2.5 a second time, the student will be placed on academic suspension.

Faculty has adopted a new course order for progression that will help to guide students through the program. This order is suggested to ensure success of students based on recommendations of the accrediting body and on identified characteristics of the courses. Exceptions may be made by the Dean or the Director of the BSN completion program.

Suggested Progression of Courses:

Fall (Admit) 1st Bi-term	Fall 2nd Bi-Term	Spring 1st Bi-Term	Spring 2nd Bi-Term	Summer 1st Bi-Term	Summer 2nd Bi-Term
NUR 340	NUR 350	NUR 370	NUR 371	NUR 360	BA 300+
SOC 361	SOC 362	NUR 380	NUR 381	BA 300+	NUR 410
Fall 1st Bi-term	Fall 2nd Bi-Term	Spring (Admit) 1st Bi-Term	Spring 2nd Bi-Term	Summer 1st Bi-Term	Summer 2nd Bi-Term
NUR 380	NUR 381	NUR 340	NUR 350	NUR 370	NUR 371
NUR 360	NUR 410	SOC 361	SOC 362	BA 300+	BA 300+
Fall 1st Bi-term	Fall 2nd Bi-Term	Spring 1st Bi-Term	Spring 2nd Bi-Term	Summer (Adm) 1st Bi-Term	Summer 2nd Bi-Term
NUR 370	NUR 371	NUR 380	NUR 381	NUR 340	NUR 350
BA 300+	BA 300+	NUR 360	NUR 410	SOC 361	SOC 362

Additional courses will be added as needed based on students' personalized degree audit.

*NUR 380/381 and NUR 370/371 may be interchanged dependent on the student's preference and availability of courses. Both of these grouped courses are deemed to be of relevantly equal difficulty and are independent of one another in subject matter.

*NUR 410 is the capstone course and should be taken last prior to graduation. Exceptions may be made by the Dean or the RN-to-BSN Program Coordinator.

*Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 5/2015; Reviewed 1/17; Revised 5/17; Reviewed 201;8
Reviewed 6/2019; Reviewed 7/2020*

Withdrawal Policy

Rationale: Students in the School of Nursing may have to withdraw from the school for personal reasons, academic reasons, health issues, and other factors. This policy describes methods for academic withdrawal.

Policy: When requiring withdrawal from courses within the BSN Program, the student is encouraged to discuss possible alternatives to withdrawal with his/her faculty advisor. When no other alternative seems viable to the student, the School of Nursing follows the same policy outlined in the *Campbellsville University Student Handbook* under —Refund and Withdrawal Policy.

Please also refer to the Online Policy and Procedure Leave of Absence policy.

The student is advised that if they choose to leave unofficially—that is, without approval of the Vice President of Academic Affairs and the completion of withdrawal forms, they forfeit all rights to any reduction in their account and will receive an —”F” in all applicable courses. To alleviate this situation, the student must follow the guidelines as stated in the *Campbellsville University Student Handbook*. Students who have financial aid should check the *Federal Student Financial Aid Handbook* to identify policy guidelines regarding this aid.

Students in the RN-to-BSN Program may reenter the program at will as long as they meet the standards related in the Progression Policy. Abandoning coursework without prior approval as noted above could subject the student to a reduction in GPA that might prove insurmountable.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Revised 11/16; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 7/2020

Graduation Requirements Policy

Rationale: To define the requirements for graduation with a Baccalaureate of Science in Nursing degree at Campbellsville University.

Policy: In order to fulfill the requirements for BSN graduation, the student must comply with the following:

- Successful completion or transfer of 123 credit hours in the RN-to-BSN Program as outlined in curriculum plan
 - 25% of general education courses must be taken through CU to meet SACS residency requirements after student admission to CU.
 - 33% of courses in the program of studies must be taken through CU to meet SACS residency requirements.
 - 40 credits must be upper division. (Satisfied through the BSN requirements.)
 - 25% of total hours toward degree must be taken through CU.
- A minimum over-all GPA of 2.5
- Satisfactory completion of End-of-Program Student Learning Outcomes as evidenced by acceptable completion of coursework
- Payment of all applicable tuition and fees

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Reviewed 1/17; Revised 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 7/2020

Course Substitutions for Transferred Credits Policy

Rationale: Campbellsville University accepts courses from other accredited colleges and universities based on course equivalency determined by the Office of Student Records. This policy outlines that process.

Policy: When transferring credits from other schools, the student must request an official transcript from the school(s) to be sent to the Admissions Office. Admissions will then assemble information needed from these records to determine admission to the University. The School of Nursing will use these records for course information applicable to determine placement in the nursing program. The transcripts will be forwarded to the Office of Student Records to be placed in the student's permanent file.

In order for the appropriate substitution to be made for required subjects for the nursing program, a Course Substitution Request must be completed by the student and the advisor. This form will be sent to the appropriate Dean/ Chair of the department which offers that course for final approval if needed. Approval will be determined based on a satisfactory comparison of the course with the equivalent course offered at Campbellsville University. Courses must meet the scholastic standards required at Campbellsville University. All credits applicable to the completion of requirements for the nursing program must have a minimum of a "C" grade.

It is highly recommended that the student meet with the advisor early in the program to review needed substitutions and comply with this procedure to ensure that requirements are being met timely for graduation.

Due to the nature of the nursing program, a transfer student coming into this program must complete a minimum of 50% of their core nursing coursework at Campbellsville University.

Adopted: December, 2008 Reviewed: July, 2009 Reviewed August 2011 Reviewed: July 2012 Reviewed: August, 2013 Reviewed August 2014: Reviewed January, 2015, Reviewed 1/17 Reviewed 5/17 Reviewed 2018, Reviewed 6/2019; Reviewed 7/2020

Student Services for Distance Education Students Policy

Rationale: To ensure that students in distance education courses have the same accessibility to student services as those who are attending classes on campus.

Policy: Students will be oriented to the methods to access services that are available to the online community and will have written information related to services as outlined in this handbook. Advisors will deliver this information to students via the *Campbellsville University RN-to-BSN Student Handbook*. Students may contact these services directly or may ask their advisor for assistance with accessing needed services.

See listing of services on the following pages. Please see listings for:

- Academic Support Services
- Business Office Services
- Bookstore
- Email Communications
- Financial Aid Services
- Learning Management System: Moodle
- Library Services

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 7/2020

Badgett Academic Support Center Accessibility for Online Students

Rationale: To provide online students with the process for obtaining academic support services through the Badgett Academic Support Center.

Policy: Online students have academic support resources available to them in the distance setting. *Campbellsville University Online provides free online tutoring services to any fully-online undergraduate student through Tutor.com, an online tutoring service.*

Fully online undergraduate students can access tutoring via their Moodle course shell or can request tutoring information by contacting the Online Education office at (270) 789- 5432.

Tutoring services are offered for the following subject areas: Math, English, Science, Business, Social Sciences, and Nursing/Allied Health.”

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Revised 9/2015; Reviewed 1/17; Reviewed 5/17; Revised 2018; Reviewed 7/2020

Campbellsville University Bookstore Accessibility for Online Students

Rationale: To provide online students with the process for ordering books through Barnes and Noble on the Campbellsville University campus. Students can order and have the books shipped to them either through use of a credit or debit card or through designated authorization from financial aid if the student qualifies for such aid. Students can access the Bookstore from the Quick Links button on the Campbellsville University website and from the Moodle homepage.

Policy: Students can use the online ordering system offered through Barnes and Noble on the CU website. The Bookstore can ship textbooks and other needed supplies to the student's home address if the student chooses this option. Payment can be processed (1) through a debit or credit card in the online order system or (2) through authorization from financial aid, when the student qualifies for such aid.

(1) **Paying with a debit/credit card**—After enrolling for courses and identifying the course specific information, the student can go to the bookstore link on the Campbellsville University homepage. At this location, the student can follow the prompts and utilize the dropdown boxes to identify: the term, the department, the course, and the section for each course. This will look as noted below:

For NUR 350-01 Advanced Health Assessment for fall semester, the student would enter:

Fall 2013	NUR	350	01
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The student will then click “GO.” The next page offers the option to enter multiple courses. Students may enter all courses for that given term. Click “Find materials for course(s).” This will take the student to a page which lists course requirements and a price range for each. By clicking on the price range, students will receive a menu listing the formats in which this text is available and will have the option to choose the format and price that is suitable to his needs. The student will then be prompted to add this item to the cart. The student will be given information about availability and other options if indicated. After finalizing the selection process, student will be taken to “Checkout” where they can enter his payment and shipping information. Students can either establish an account or use the guest checkout. If students opt to do so, they may pick up their selection(s) at the bookstore or may pay to have items shipped to their home.

(2) Ordering with financial aid—Students who qualify for financial aid resources can use the bookstore site to identify textbook needs. Shipping charges will be applied to the order.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 5/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 7/2020

**Campbellsville University Business Office
Accessibility for Online Students**

Rationale: To provide online students with access to Business Office services.

Policy: The Business Office at Campbellsville University is available Monday through Friday from 8:00 am to 5:00 pm, excluding university holidays. Someone is available during these hours to discuss student accounts and to assist students with setting up payment schedules and other mechanisms.

Students may contact:

The Business office at (270) 789-5203 for additional information about payment plans.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 5/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 7/2020

Email Communications Accessibility for Online Students

Rationale: Students enrolled in distance education course must use their student email accounts when communicating with faculty and staff at Campbellsville University. This system helps to ensure that official communications are sent only to the student. It is important that students never share login information for email accounts to ensure privacy and confidentiality in communications.

Policy: Upon registering for courses at Campbellsville University for the first time, the student will receive an email directing them to set up a university email account. The following information will be addressed to the student:

SET-UP EMAIL ACCOUNT: Once you have registered for your courses, you can set up your Campbellsville University email account. Follow the steps below:

1. Go to www.campbellsville.edu
2. Click on TigerNet link towards the top of the page
3. Enter your student ID number and your pin; click Login
4. Click on the Home tab
5. On the left side of the welcome page you will see several bullets – Click on Student Email Account Information line. Repeat on the next page.
6. On the window telling you “Your Report Has Been Generated” click the link to view your report.
7. Follow all steps and a .pdf document will pop up containing your login information and directions on how and where to set up your email account. If the .pdf document happens to be blank, you will have to contact Information Technology (270-789-5012), so they can generate your login information.

NOTE:

- Your student email account will be auto-generated at approximately 7:00 a.m. on the morning after you enter courses in TigerNet for the first time. Please allow for this process to complete before you contact IT for assistance.
- If the .pdf document is blank, you will have to contact Information Technology (270-789-5012) for assistance. When contacting IT please be prepared to give your Student ID Number and a contact number where you can be reached.

Adopted 02/01/2012; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 7/2020

Financial Aid Services Accessibility for Online Students

Rationale: Students enrolled in distance education courses may require assistance of the Financial Aid Office. Information is available about potential sources of financing for school related expenses.

Policy: The Office of Financial Aid at Campbellsville University is available to students Monday through Friday 8:00 am to 5:00 pm, excluding university holidays. Distance Education students have a financial aid counselor assigned who will help them to file the FAFSA and will inform them about potential sources of financial aid. For additional information, contact The Financial Aid Office at (270) 789-5013.

Adopted 02/01/201; Revised 06/18/2013; Reviewed 08/2014; Revised 5/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 7/2020

Library Services

Accessibility for Online Students

Rationale: Students enrolled in distance education courses for the RN-to-BSN Program will have need for access to library resources. Montgomery Library provides resources for the online student to ensure adequate accessibility to these services.

Policy: Students can access much needed resources by going to the Campbellsville University website and utilizing digital resources. Off-campus patrons can access the library's databases through the proxy server. The proxy server is password protected, but the password is now linked to students, staff, and faculty through their CU log-in information and on the library resources page on the Moodle platform provided by Learning House for all of Campbellsville University's online programs.

Access library resources by the following steps:

1. Go to the Montgomery Library page: www.campbellsville.edu/library/academic-affairs/montgomery-library/ Here, students will see the different resources that are available to students, including tutorials about use of search engines.
2. As students access restricted information (through the search engines, etc.), they will be prompted to enter their student ID and PIN (Personal Identification Number) to gain access to library resources.
3. Students can also access media through the Interlibrary Loan system (ILL). ILL is a service that allows borrowing of materials from other libraries. This gives students access to materials that the Montgomery Library does not own, such as articles from our databases that do not contain the full text.
 - a. Complete an electronic Interlibrary Loan Request Form, accessible on the Library page
 - b. Fill out the form as completely as you can; some fields are required and will prompt you to fill them completely.
 - c. Check the box agreeing to comply with the Library policies (available at a link provided in the check response area).
 - d. Submit the electronic form.

If you have questions related to this request, please contact Regina Thompson at rtompson@campbellsville.edu or by phone at (270) 789-5198.

Interlibrary loans can take up to two weeks to receive the information. You will receive a call or email when your request comes in, so be sure to provide contact information!

POLICY QUESTIONS & ANSWERS

Who is allowed to place an ILL request?

- Only current Faculty, Staff and Students

What about Alumni or Community Borrowers?

- You'll need to borrow from the Taylor County Public Library. Don't worry! They handle ILL all the time, including borrowing from us! We can help you out with getting proper citation information, but the request must go through Taylor County Public Library.

When will I get my requests?

- The official answer is "allow 2 weeks", but requests can come in earlier or later. To a great extent, it depends on the workload of the lending library.

Is it free?

- Often it will be free, but there sometimes can be charges. Here's how we determine charges:
 - We pass on all charges from the lending library. We have reciprocal borrowing with some libraries -- we don't charge them, and they don't charge us. If the library is out of our region, we may have to pay a fee just for borrowing. Occasionally the lending library will bill us for their postage in sending the item to us.
 - Each semester, we give you a certain number of requests free of any Montgomery Library charges, even though we pay for quite a lot. We pay for postage to return items to the lending library, fees to use the automated ILL network, and fees for search time. Once you exceed your free requests, we usually have to start charging you for our postage at least. Here is the number of free requests by patron type:

Faculty/Staff: Ten books and ten journal articles per semester
Graduate Students: Eight books and twelve journal articles per semester.
Undergraduate students: Five books and six journal articles per semester

What problems could come up?

- Copyright rules on single journal titles: Copyright guidelines are structured to encourage subscription or purchase of titles that are used repeatedly. Most institutions will only fill three articles from the same journal title. So, if you are very dependent on one specialized journal, or want to see a whole "special issue", you can run out of allowable requests very quickly. You may need to investigate the purchase of back journal issues, or subscription.
- Recent publications dates: Many libraries don't lend items that are less than one-year old; although, we always ask anyway!
- Dissertations: Most libraries don't lend dissertations. While we can try, most dissertations are usually purchased through UMI Dissertation Publishing. They typically cost about \$40 and come shrink-wrapped, delivered to you directly.

If students have further questions related to accessibility of library resources, they can contact:

Mrs. Regina Thompson
Interlibrary Loan & Archives Associate
(270) 789-5198
Basement, ML 107

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 5/2015; Reviewed 5/2016; Reviewed 5/2017; Reviewed/Revised 08/05/2020

Learning Management System Accessibility for Online Students

Rationale: Students must utilize the Learning Management System to access course information and to interact in the online classroom. Some students may require additional information regarding the use of this medium and are directed to the Moodle Student Tutorials to prepare for coursework.

Policy:

The learning management system used by Campbellsville University School of Nursing is *Learning House* with their *Moodle* system. Students have access to a tutorial that will teach them the basics of using this system by going to <http://cu.learninghouse.com/> or <http://online.campbellsville.edu/>. Here students can click on *Moodle Student Tutorial* which will guide them to the tutorial information. Moodle also provides a Help Center that is available 24 hours/day, seven days/week. Information related to the Help Center is available at the same site. Students can also access individual help in specific areas of concern by clicking on “Getting Started” on this page. Also found on this page are connections to the virtual library system and the bookstore.

Beginning in the fall of 2015, students will be enrolled in CU 99- Online Orientation, when they enroll in courses. This course is a four module, self-paced course that covers a variety of technology related topics, including the student email accounts, the online learning environment, and the student information system. The content of this course is based on the topics our students frequently request help with and provides a reference student will always have access to, in addition to the 24 hr. support offered through The Learning House.

Students are encouraged to go to this website and familiarize themselves with the materials found there prior to the beginning of course work. If students have questions about accessibility and use of the learning management system, they should contact the instructor for the assigned course prior to the class start date and get help so that they can be ready to start with the rest of the class.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 2019; Reviewed 7/2020

Disability Services

Rationale: Students may suffer from disabilities which may require special accommodations in order to participate in classroom activities. Campbellsville University makes reasonable accommodations as noted in the policy below.

Policy: Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. The School of Nursing abides by the University policy and follows the same procedure as outlined in the *Campbellsville University Student Handbook* which is in compliance with the Rehabilitation and Americans with Disabilities Act.

Students must obtain documentation of the disability or condition to establish eligibility for disability services. Documentation must be from a licensed professional and current in terms of assessment (within the last 3 years). This documentation should be taken to the Coordinator of Disability Services. The Coordinator will then send verification of needed accommodations to the Dean of the School of Nursing. Information regarding a student's disability is considered confidential and will not be released to anyone without written permission of the student. However, if the student does not give permission to notify faculty, the University will not be able to provide accommodations.

Student may contact the Coordinator of Disability Services at (270) 789-5192.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/19; Reviewed 7/2020

Practicum Requirements Policy

Rationale: The School of Nursing recognizes that students in the RN-to-BSN Program have some practical experience as a registered nurse. However, most associate degree and diploma programs do not include a clinical experience in the public health/community health setting or in the nursing leadership and management role. The expanded knowledge in your BSN program necessitates an experience in these nursing roles.

Policy: Students will be required to fulfill practicum hours in two courses in this program: Community Health Nursing II and Professional Nursing Leadership Capstone. The specific details of the practicum will be defined for students in those courses. As with other clinical settings, the School of Nursing must comply with specified requirements inherent in those facilities. Requirements may vary depending on the selection of a site for the practicum.

All students entering the RN-to-BSN Program will be required to show evidence of meeting the Immunization Requirements and CPR Certification prior to enrollment in NUR 371. These items should also be reviewed and updated before entrance into NUR 410 (See Immunization Requirements policy, which follows.) Students will also be required to complete one initial criminal background check for presentation to facilities that participate in the clinical practicum prior to the start of the practicum.

Campbellsville University School of Nursing will use *a document management system* for maintaining electronic files of immunization records, CPR certification, and other clinical documents required for the practicum experience. Upon entry to the semester of these experiences, students will information within the course directing them to contact the system for instructions about submitting the required documentation. Files can be scanned/uploaded and sent via email, faxed to the company or mailed via the postal system. Students may be required to pay for this service and this company will maintain files throughout their program.

The School of Nursing must reserve the right to request drug and alcohol screening as indicated by facilities offering the practicum experience. Upon request for any of this information, students must comply in order to be eligible to continue coursework. Refusal to comply with the obligations of the clinical practicum will result in dismissal from the program.

Another aspect of the practicum is physical ability to participate in the activities/duties of the setting. For this reason, students who undergo a major/extended illness or surgery that may impair their physical capability in the practicum setting must provide documentation of a medical release before entering the practicum phase of coursework. Examples of these conditions include, but are not limited to: contagious illness, soft tissue/ bone trauma, surgical procedure, cardiac or pulmonary disease processes, childbirth, etc. Students must be cleared by a medical provider to function without restriction in the practicum setting following any serious health condition. This requirement promotes both patient and student safety and therefore is highly important.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Revised 11/16; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 7/2020

Immunization Requirements, Background Check and CPR Certification

Rationale: The nature of nursing courses requires some clinical background that will be conducted in facilities with patients and other health care workers. This entails the necessity of certain precautions to ensure safety of students and of others in the clinical setting.

Campbellsville University will maintain records of necessary documents for the clinical site.

Policy: Campbellsville University School of Nursing will use *A document management system* for maintaining electronic files of immunization records, background check, professional liability insurance and CPR certification. Upon admission to the program, students will be directed to the RN to BSN resource room for further information on the process of *the document management system*. Files can be scanned/uploaded and sent via email, faxed to the company or mailed via the postal system. The company will conduct a background check that will be available to potential practicum sites. Students may not be required to pay for this service and this company will maintain files throughout their program. Students will have to pay for their liability insurance.

The following immunizations are required for all students involved in clinical or practicum activities in academic nursing programs. These requirements have been established to help protect health care providers and their patients during encounters with one another in clinical settings. We suggest that the only exclusion to these requirements be for medical contraindications. Documentation of the medical contraindication must be submitted for the student's file.

Each student must show evidence that he or she has completed the following:

1. **PPD** skin testing and TB assessment form (Starting Spring 2017) within the last year. If testing has not occurred a two-step PPD skin testing may be required depending on the clinical agency.

If you are a positive PPD reactor you must submit documentation showing chest X-ray and/or INH treatment dates. This will be the only proof you need throughout the two-year period; however, you will need to provide proof that you have completed the prophylaxis medication.

2. Proof of two **MMR's** (documented after age of 12 months) or proof of immunity (titer results) for Rubella, Mumps, and Measles or physician diagnosed case of mumps, indicating date of diagnosis.

- If you were born before 1950, no proof is necessary.
- If you were born between 1951-1956, you will need to show proof of one.
- If you were born 1957 and after, you will need to show proof of two.
- MMR vaccinations can be given to adults.

3. **Diphtheria, Tetanus-(Td):** Proof of primary series with adequate schedule of boosters with the most recent within 10 years. Booster status must be kept current.

4. **Varicella: (Chicken Pox)** Antibody titer or vaccination.

5. **Pertussis: (Whooping Cough)** Proof of immunization. Pertussis is the —P in DPT shot. You will need to show proof of this vaccination as a child. Pertussis is not given to adults, so if you cannot find proof, a titer will be required.

6. **Polio:** Proof of primary series with adequate boosters using licensed vaccine.

7. **Hepatitis B Vaccine:** Three (3) injection series. Student may be in the process of receiving the immunization series.

A signed declination form must be submitted if a student chooses not to receive the Hepatitis B vaccine.

We strongly encourage you to take the Hepatitis B vaccine, rather than signing a declination form. Some clinical agencies will not allow students who have not been vaccinated to give client care in their facility. This ruling by such an agency could hamper your ability to gain the Clinical experiences you need to be successful in this program.

8. **Influenza Vaccine:** Required to have each fall of the year. As other essential vaccines are developed, (i.e., COVID-19 or others), these may be added as a requirement according to directions from the Centers for Disease Control and Prevention.

9. **Communicable Disease Exposure:**

Following exposure to a communicable disease, such as TB, Varicella, Mumps, Measles, Meningitis, Pertussis, etc, the student shall immediately report the occurrence verbally to the clinical instructor and a supervising employee. The student shall follow the agency policy concerning exposure to a communicable disease.

CPR Certification

Two-year CPR certification is required. American Heart Association is required.

*These immunizations and CPR certification are required by one or more Clinical Facilities used by all nursing programs at Campbellsville University.

Criminal Background Check

A one-time criminal background check will be required of all students to be available to potential clinical practicum sites in order to comply with their accreditation standards.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 9/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed/Revised 05/2020; Reviewed 07/2020

Professional Nursing Liability Insurance

Rationale: Students representing Campbellsville University School of Nursing in a practicum setting must be covered by professional nursing liability insurance for students.

Policy: In addition to the documents listed above, BSN students are required to carry their own professional liability insurance for their clinical practicum experiences. When obtaining liability insurance please make sure that the insurance covers up to \$1 million each claim, up to a \$3 million annual aggregate, for amounts that you become legally obligated to pay as a result of a claim arising out of an incident.

As a registered nurse, you are no longer eligible for the student coverage that the university maintains on Associate Degree students, and must obtain your own policy. A copy of this policy must be on file with the document management system to ensure clinical sites that you have adequate coverage in the event of a malpractice issue.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 9/2015; Revised 11/16; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed/Revised 05/2020; Reviewed 07/2020

Identification in the Practicum Setting

Rationale: When representing Campbellsville University School of Nursing in the practicum setting, students must be identified for clarification of their role.

Policy: Students are required to wear their Campbellsville University School of Nursing nametags when they are in the clinical setting or are on any trips representing the University. Wearing the nametag is a matter of professionalism and is required in health care facilities to identify the student as such.

Upon admission to the RN-to-BSN Program or prior to taking NUR 371, the student will be asked to supply the preferred name to be placed on the name tag and the name tags will be ordered and sent to the student. Replacements for lost name tags or for name changes will be ordered at additional cost to the student. The RN-to-BSN Program Coordinator should be contacted in the event of a lost nametag.

Adopted: August, 2006 Reviewed: July, 2009 Reviewed: August, 2011 Reviewed: July 2012 Reviewed: August, 2013 Reviewed August 2014: May, 2015, Reviewed 1/17, Reviewed 5/17 Reviewed 2018, Reviewed 6/2019; Reviewed 07/2020

Faculty Accessibility Policy

Rationale: To ensure that students have reasonable access to faculty in the online setting.

Policy: In an online setting, office hours are managed somewhat differently than in the face-to-face setting. Faculty will arrange office hours in the online setting that may be a specific time when students can access the faculty member either in the chat room of the learning management system (Moodle) or by phone.

Students can have access to faculty at any given hour through email. Students can expect a response to their email communications within twenty-four hours, except on weekends and holidays, when the response time may be up to 48 hours.

Many of the faculty members in the online program at Campbellsville University School of Nursing are fulltime employees of the University and maintain office hours at the Bennett-Smith Nursing Building on main campus. These hours will be posted in their Faculty Profile and in the syllabus for their courses. Students may also make appointments to meet with faculty to ensure availability.

Telephone communications can sometimes be an alternative solution to discuss any questions or concerns that students may have. Faculty phone numbers are listed in the Faculty Profile, in the University's phone directory online, and in the syllabus for each course. If additional interaction is required for the distance student, faculty and student can arrange for time in the chat room in the learning management system (Moodle).

Students are encouraged to maintain open communication with all faculty members. Faculty will be interacting through discussion boards and other means throughout the course. Students should become familiar with the instructors and establish regular communication, so that when a need arises, communication will already be in place and contact will be seamless.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 07/2020

Evaluation of Student Performance Policy

Rationale: Students are evaluated on the End-of-Program Student Learning Outcomes that are linked to every course through the course objectives and the learning strategies devised to meet those objectives.

Policy:

Students will be evaluated using varied means throughout the RN-to-BSN Program. Faculty may elect to use exams, quizzes, discussion board communications, written homework assignments, presentations and other means to assess student progress toward outcomes.

Faculty will adopt specific rubrics that will be used in each course, so that students are being evaluated in a similar manner from one course to another. Those rubrics are listed in each course and with the syllabus for the course.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 07/2020

Practicum Dress Code Policy

Rationale: When the student participates in the practicum associated with Community Health Nursing II and with the Professional Nursing Leadership Capstone, questions may arise related to dress for those experiences. This policy delineates guidelines for professional dress in the practicum setting.

Policy: The student is expected to dress professionally in accordance with the assigned setting. For many areas, this will require business casual and a lab coat of the student's choosing. The lab coat may not be labeled or marked in any manner (for example, with the name or logo of an employing hospital). If the setting requires a uniform, it is expected that the student will wear an appropriate professional uniform that is clean, pressed, and neat. Shoes will be clean and neat and fulfill the requirements of the practicum setting. Again, no reference to a workplace or affiliation with another entity will be allowed.

Additional guidelines that may help are listed below:

1. Earrings- one per ear, post only
2. Piercings—ear lobe only, no nose, tongue, or facial piercings, no visible piercings.
3. Tattoos-no visible tattoos, any tattoos must be covered.
4. Hair must be clean and neat, a naturally appearing color
5. Nails-short, clean. Nail polish can be used if light neutral color, no black or unusual color. No artificial nails.
6. Make-up—daywear
7. Uniforms, when applicable, must be clean and pressed; skirts must be below knee in length.
8. Jewelry-watch with a second hand, one ring or one wedding band may be worn. No bracelets or anklets. Religious necklaces may be worn.
9. Under clothing-appropriate under clothing will be worn while in uniform. White or flesh colored hose will be worn. White socks with slacks.
10. Personal hygiene-no gum chewing in patient areas. At all times student must be clean, neat and appropriately groomed while in clinical area. There are no exceptions to this policy. Beards and mustaches must be neatly trimmed.
11. Name Tags-Upon admission to the RN to BSN Program, students will be issued a name tag with the school logo and information that identifies them as students of Campbellsville University. This will be mailed to each student's home address. The student should maintain this nametag and wear it for all related clinical practicums to identify him/her as a student of Campbellsville University.
12. No smoking is allowed at any clinical setting by a Campbellsville University nursing student or faculty member.

If there are questions about the expected dress, the student should consult with the instructor for that class and seek additional guidance as indicated.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018 Reviewed 6/2019; Reviewed 07/2020

APA Format/Rubric Policy

Rationale: In preparation for further pursuits in higher education, the faculty adopts the American Psychological Association (APA) format which is currently acceptable style for formal writings in nursing education.

Policy: All formal writing assignments for the RN to BSN Program will use APA format. This is the accepted format being used in nursing today and it is anticipated that it will be used when the student pursues graduate studies.

Students can receive assistance in following this format by contacting their instructors or using the following resources:

Required for courses:

American Psychological Association, 2020. *Publication Manual of the American Psychological Association, 7th ed.* American Psychological Association.
<https://doi.org/10.1037/0000165-000> ISBN 978-1-4338-3216-1

Recommended resources:

Houghton, P.M. & Houghton, T.J. (2019). *APA: The Easy Way!* [Updated for APA 7th Edition]. XanEdu Publishing. ISBN 978-1-7330079-5-5

APA Style Tutorial can be accessed at: <http://apastyle.org/learn/tutorials/basics-tutorial.aspx>

Additional APA resources can be found at:

Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01/>

Grading Related to APA Format:

Effective January 1, 2020, APA will now be graded through a deduction of points for errors and omissions within formal papers written in the RN-to-BSN Program. Faculty has determined that students should be able to receive all points for content and thought processes independent of the APA formatting; but after that determination, points will be deducted from the total score attained on the paper for mechanical errors such as spelling (American Psychological Association [APA], 2020, p. 161), grammar (APA, 2020, p. 117), and APA formatting throughout the document.

Each formal paper within the program is evaluated using a rubric. (An example of one rubric follows this policy.) The rubric will now reflect 100% of the grade assigned to content, learning objectives, and thought processes demonstrated in the paper. Then, up to 20% of the final grade for each paper may be deducted for errors, based on the evaluation rubric for the paper.

Faculty has provided a checklist for students, so that they can be fully aware of the items which will be assessed in each paper. By following this checklist, students can avoid the loss of points related to APA errors and omissions. Please see the attached checklist to follow this policy.

*Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018
Reviewed 6/2019; Revised 12/2019; Reviewed/Revised for APA, 7th ed. 07/2020*

Example Rubric

Rubric for CHN II: Week 5--Vulnerable Population Paper

Criterion	10	8	7	6	5
<i>Assess the social determinants of health in a selected vulnerable population.</i>	Denotes social factors that relate to the health of this specific population. Appraises how these factors impact the health of this group. Identifies community resources that can make a difference in these lives.	Identifies some of the social factors related to health in this population, but does not identify what community resources could do to impact health in this population.	Does not make the connection between social aspects within the community and the health related impact for the selected vulnerable population.	Does not demonstrate understanding of the role that social factors play in population health.	Does not address this topic in discussion of vulnerable population.
<i>Illustrate environmental factors that contribute to the vulnerability of a selected population.</i>	Denotes environmental factors that relate to the health of this specific population. Appraises how these factors impact the health of this group. Identifies community resources that can make a difference in these lives.	Identifies some of the social factors related to health in this population, but does not identify what community resources could do to impact health in this population.	Does not make the connection between environmental aspects within the community and the health related impact for the selected vulnerable population.	Does not demonstrate understanding of the role that environmental factors play in population health.	Does not address this topic in discussion of vulnerable population.
<i>Explain the socioeconomic gradient of health as it applies to the selected vulnerable population.</i>	Defines socioeconomic gradient of health. Does this apply to the selected population? Why or why not? Give an example to illustrate your response.	Defines socioeconomic gradient of health, but does not demonstrate understanding of the concept with this population.	Denotes examples that are unclear and do not demonstrate the meaning of socioeconomic gradient of health for this population sufficiently.	Gives no example to demonstrate understanding of concept.	Does not address this topic in discussion of vulnerable population.
<i>Identify the health disparities of the selected vulnerable population.</i>	Uses examples from Healthy People 2020 to identify health disparities. Notes objectives to overcome these disparities and ensure adequate care for this population.	Examples are used, but student does not note the objectives associated with the particular disparities or does not note how this can impact the specified population.	Writing does not include a discussion of Healthy People 2020 and the importance of goal setting to achieve optimal care.	Demonstrates poor understanding of this concept.	Does not address this topic in discussion of vulnerable population.
<i>Reflect on how personal attitudes may have changed toward this particular population.</i>	Describes how understanding of vulnerable populations and their care will impact nursing care provided in the future.	---	---	---	Does not describe how understanding of vulnerable populations and their care will impact nursing care provided in the future.
Deducted for APA Errors or Omissions	-0	-2	-3	-4	-5

Campbellsville University * RN to BSN Student Handbook

<i>Grammar and spelling are correct and acceptable.</i>	0-2 grammatical and/or spelling errors noted.	3-5 grammatical and/or spelling errors noted.	6-10 grammatical and/or spelling errors noted.	1. 11-20 grammatical and/or spelling errors noted.	>20 grammatical and/or spelling errors noted.
APA format is correct and acceptable according to the APA Checklist items (Exemplar).	All items are met from Exemplar	<u>One</u> of the items in Exemplar is missing or listed incorrectly.	<u>2-3</u> items in Exemplar are missing or listed incorrectly	<u>4-5</u> items in Exemplar are missing or listed incorrectly.	<u>≥5</u> items in Exemplar are missing or listed incorrectly.

*See following page for “Exemplar”

Campbellsville University * RN to BSN Student Handbook

Campbellsville University School of Nursing Exemplar: APA Checklist for APA Manual 7th ed. Student Paper Guidelines

Students should use this checklist as a means of identifying and eliminating APA errors or omissions from the paper before submitting for a grade.

Title Page (APA Manual, 7th ed., Page 31-37)

<input type="checkbox"/>	No running head The running head is no longer required for student papers, unless requested by instructor.
<input type="checkbox"/>	Page numbers Page number “1” is flush right, top of page. Use the “insert page number” feature in Word (from the “insert” ribbon) to input the page number on the title page with a right-justified tab at the far right margin.
<input type="checkbox"/>	Title: Focused and succinct, include essential terms Title case: first letter of first and any major words capitalized (four letters or greater), double spaced, and centered in the upper half of the page (3-4 lines down from the top margin). Times New Roman 12 pt. font, bold: no use of italics, underlining, abbreviations, or abnormal font size. If title is longer than one line, the main title and subtitle can be separated on double-spaced lines. (Note: title also appears at the top of the first page of text.)
<input type="checkbox"/>	Author/Student name Name is double spaced under the title. It is not bold, underlined, or an abnormal font, and does not include credentials.
<input type="checkbox"/>	Institutional affiliation The institutional affiliation is double spaced under student’s name. It is not bold, underlined, abbreviated, or an abnormal font. (Example-- School of Nursing: Campbellsville University)
<input type="checkbox"/>	Name of the Course The course number and course name are double-spaced under the institutional affiliation. (Example-- NUR 370-01: Community Health Nursing I)
<input type="checkbox"/>	Instructor Name of Instructor with appropriate prefix is double-spaced under name of course. (Example—Dr. Beverly Rowland)
<input type="checkbox"/>	Due Date The date that the paper is due in the course syllabus/Moodle assignment date is double-spaced under instructor name. (Example—October 8, 2020)

General Formatting (APA Manual, 7th ed., p. 43-46)

- Order of Pages**
The order sequence of the paper is: (Use page breaks to ensure separation of different parts of the paper)
 - Title Page
 - Abstract (if required, start on new page after title page, with no indentation)
 - Text (start on new page after abstract or title page)
 - References (start on new page after the text)
 - Tables (start on new page after the body of the text)
 - Figures (start on new page after the tables)
 - Appendices (start on new page after the figures)
- Page numbers**
Use automatic page-numbering to insert page numbers in the top, right-hand corner of pages.
- Font**
Preferred font for all nursing papers is Times New Roman, 12-pt.
- Special Characters**
Special characters, when used, should be typed in using special characters functions of word-processing program.
- Spacing**
Entire document is double-spaced only; do not add extra lines before or after headings, even if the heading falls at the end of a page.
- Margins**
Margins are 1 inch on all sides, top, and bottom.
- Paragraph Alignment**
Align all text to the left, leaving the right margin uneven, do not manually divide words at the end of a line and do not use the hyphenation function to break words at the end of a line. Only one space is now used between sentences.
- Paragraph Indentation**
Indent the first line of every paragraph 0.5 in., with all other lines left-justified. For consistency, use the paragraph formatting function of the word-processing program.
- Heading levels are consistent with APA 7th ed. heading style (see page 62 of the APA Manual) if headings are used. I have included level one and two headings in my paper if headings are used.**
- Paper Length**
The length of student papers is determined by the assignment guidelines. If a paper exceeds the target length, shorten it by stating points concisely and eliminating repetition.

Organization (APA Manual, 7th ed., p. 47-49)

Introduction
 The title serves as the heading for this section of the paper, and the first paragraphs of the paper are understood to be introductory. Do not use a separate heading for the introduction. If sections are used within the introduction, those sections would have Level 2 headings, as noted in Heading Levels below:

Heading Levels
 There are five possible heading levels, but the length and complexity of the paper determine how many headings are needed. Typically, three levels are used:

Level	Format
1	Centered, Bold, Title Case Heading Text begins as a new paragraph.
2	Flush Left, Bold, Title Case Heading Text begins as a new paragraph.
3	<i>Flush Left, Bold, Italic, Title Case Heading</i> Text begins as a new paragraph.

If additional headings are used, please refer to page 48 in the APA Manual for guidance.

Mechanics of Style (APA Manual, 7th ed., p. 111-127, 153-191)

Pronouns
 Use “third-person” vs. “first-person,” when writing a formal paper. Seventh edition now allows use of “first-person” (I, we, etc.) when describing the work that you did as a part of your research and when expressing your own views. Do not use “we” if you do not have coauthors.

Do not use “we” to refer to people in general. (Called the editorial “we.”)

May now use a singular form of “they” to refer to someone whose gender is not known or is irrelevant to the context of the usage. Example given:
 “Each participant turned in their questionnaire.” (As opposed to saying, “his or her” questionnaire.)
 Do not use “he” or “she” alone as a generic third-person pronoun—either match the gender of the person being described or use “they.”

Use proper form of “who or “whom” according to rules noted on page 122.

Punctuation
 Insert one space after the following:

- Periods or other punctuation marks at the end of a sentence
- Commas, colons, semicolons

	<ul style="list-style-type: none"> • Periods that separate parts of a reference list entry • Periods following initials in names <p>Do not insert a space in the following cases:</p> <ul style="list-style-type: none"> • After internal periods in abbreviations (a.m., i.e., U.S.) • After periods in identity-concealing labels for study participants (E.I.M.) • Around colons in ratios (1:4)
<input type="checkbox"/>	<p>Spelling</p> <p>Spelling should conform to the <i>Merriam Webster.com Dictionary</i>. Utilize spell check within the word processing program to check spelling within the document. Read the paper carefully to catch any typos, left out words, punctuation issues, etc.</p>
<input type="checkbox"/>	<p>Contractions</p> <p>Do not use contractions—shortened forms of one or two words with apostrophes used in place of missing letters.</p>
<input type="checkbox"/>	<p>Slang</p> <p>Do not use slang or colloquialisms—informal expressions used in everyday speech or writing. Use precise scholarly language.</p>
<input type="checkbox"/>	<p>Numbers (Pages 178-181)</p> <p>Numbers that should be expressed in numerals:</p> <ul style="list-style-type: none"> • Numbers 10 and above (200 participants, 10th grade students, 105 stimulus words) • Numbers that immediately precede a unit of measurement (5 mg, 10.5 cm) • Numbers that represent statistical/mathematical functions, fractional or decimal quantities, percentages, ratios, percentiles or quartiles. (5%, 5th percentile, ratio of 16:1, 0.33 of the sample) • Numbers that represent time, dates, ages, scores and points on a scale, sums of money, and numerals as numerals (5 days, 8 months, 2 years old, 1 hr 34 min, ages 65-70 years) • Numbers that denote a specific place in a numbered series and parts of books and tables (Year 1, Grade 4, Item 5, Table 2, Figure 5, Chapter 1)
<input type="checkbox"/>	<p>Numbers that should be expressed in words:</p> <ul style="list-style-type: none"> • Zero through nine (except as described above) • Any numbers that begin a sentence, title or heading (when possible reword the sentence to avoid beginning with a number) • Common fractions (one fifth of the class, two-thirds majority) • Universally accepted usage (Twelve Apostles, Five Pillars of Islam)
<input type="checkbox"/>	<p>Combination of words/numerals:</p> <p>Use a combination of numerals and words to express back-to-back numerical modifiers (2 two-way interactions, ten 7-point scales)</p>
<input type="checkbox"/>	<p>Decimals</p> <p>Use a zero before the decimal point in numbers that are less than one, when the statistic can exceed 1</p>

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	$(t(20) = 0.86, F(1, 27) = 0.57, 0.48 \text{ cm})$
<input type="checkbox"/>	Roman Numerals If Roman numerals are part of the established terminology, do not change them to Arabic numerals (“Type II error,” not “Type 2 error”)
In-Text Citations (APA Manual, 7th ed., p. 253-278)	
<input type="checkbox"/>	Each source cited in text must also appear in the reference list.
<input type="checkbox"/>	All citations must have two parts: (Author, date), or in the narrative citation: Author (date). If no date available, use (n.d.)
<input type="checkbox"/>	Paraphrased in-text citations include the author and the date. and specific part of the source (page #, paragraph # or section title) (see APA 7 th , Sections 8.23-8.24, p. 269-270).
<input type="checkbox"/>	Direct quotes should be avoided, but are occasionally necessary for specific statistical data.
<input type="checkbox"/>	Short quotations (< 40 words) are enclosed in “double quotation marks.” Direct quotations include the author and the date, and specific part of the source (page #, paragraph # or section title). The in-text parenthetical citation comes before the ending punctuation (see APA 7 th , Section 8.26, p. 271-272).
<input type="checkbox"/>	Block quotations (\geq 40 words) are shown as an indented block quote with no additional beginning paragraph indenting. Direct quotations include the author and the date, and specific part of the source (page #, paragraph # or section title). The parenthetical citation comes before the punctuation (see APA 7 th , Section 8.27, p. 272-273).
<input type="checkbox"/>	Basic In-Text Citation Styles can be found in a table on p. 266. Review for accuracy in listing in-text citations. Double-space the entire block quotation, with no extra space before or after it.
References (APA Manual, 7th ed., p. 281-307)	
<input type="checkbox"/>	The page title “References” is centered one inch from the top of the page and starts a new page. Times New Roman 12-point font is used, without attributes such as bolding, italics, or underlining.
<input type="checkbox"/>	All sources listed in the References have at least one corresponding in-text citation.
<input type="checkbox"/>	References are listed in alphabetical order, according to the first word of the reference.
<input type="checkbox"/>	All references are listed in the following order: (See tables on pages 283-284) Author, I. (Date). Title in lower case except for Proper Nouns; unless a book, then appropriate caps. Source. Answers the following questions: Author: Who is responsible for this work [individual, group, organization—ex., Centers for Disease Control (CDC)] Date: When was this work published? [year only] Title: What is this work called? [No italics or quotation marks for journal articles, edited book chapters; for books, reports, webpages,

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<input type="checkbox"/>	websites, italicize the title and use sentence case] Source: Where can I retrieve this work? [Journal, publisher, web URL, DOI, etc.] [Note: The location of the publisher is no longer required for the source.
<input type="checkbox"/>	All lines are double-spaced, both within and between each entry, and for each entry the hanging indent is used. (see APA 7 th , Section 9.43, p. 303)
<input type="checkbox"/>	For electronic articles, a DOI is used at the end, if available. I have included the URL if a DOI is unavailable. Use the hyperlink format of the DOI (not necessary to include the words “Retrieved from” before a DOI or URL. http://dx.doi.org/10.xxx/xxx.xxxx
<input type="checkbox"/>	Only initials are used for first and/or second names of authors. There is one space between initials’ e.g., Lewis, C. S.
<input type="checkbox"/>	If there are multiple authors, they are listed in the order they appear on the original source. Authors in the references are separated by commas (even for two authors) and an ampersand is used before the last one. Up to 20 authors are able to be listed in the reference page with the citation.
<input type="checkbox"/>	Titles of journals are given in italics, as are volume numbers.
<input type="checkbox"/>	Titles of journal articles and websites are in lower case except for the first word, the first word after a colon, and any proper nouns.
<input type="checkbox"/>	Issue numbers are enclosed (when needed) in parentheses and not formatted with italics.
<input type="checkbox"/>	Write the page range for the article after a comma and the issue number. Separate page numbers with a dash, followed by a period. Separate discontinuous page numbers by commas. (Example, 39-47, 50.)
General Editing and Grammar for Student Use	
<input type="checkbox"/>	I have used the <i>Exemplar APA Checklist</i> to find and eliminate errors before submission.
<input type="checkbox"/>	I have used spell check and grammar check in my word processing program and corrected, if needed, any noted mistakes.
<input type="checkbox"/>	I have read through my paper (even aloud) to determine flow and find any spelling errors that might not be found with spell check, e.g. using <i>their</i> when it should be <i>there</i> .
<input type="checkbox"/>	I have verified that all track changes and other electronic formatting software comments have been removed before submission.

Reference:

American Psychological Association. (2020). *Publication Manual of the American Psychological Association: The Official Guide to APA Style, 7th ed.* American Psychological Association.

Forum Discussion Policy

Rationale: To promote independent thinking and open further discussion among students, faculty opts to restrict access to the discussion forum until the individual student has contributed his/her initial post to the discussion.

Policy: In each course, a forum exists for students to discuss specific topics related to the content of that course. The purpose of this assignment is to cause students to further develop critical thinking in areas that may be new or unexplored prior to the discussion and to generate open discussion related to the topic. Frequently these discussions are prompted by earlier readings or visual aid resources that inform the student's perspective. In an effort to avoid group mentality and to promote greater independence of thought, the faculty will now allow each individual student to access other students' postings only after the individual has posted his/her initial thoughts to the forum.

Students will then gain entry into the full forum. Subsequent postings will be permitted as usual in order to enhance the discussion between members of the course. This form of communication is designed to develop greater curiosity between members of the discussion about others' thoughts related to the topic.

The implementation of this policy is at the discretion of the Instructor of each course. The policy may vary with different assignments within each course. Some forums may require that students have immediate access to all postings.

(Initiated 12/2019; Reviewed 07/2020)

Grading Scale

Rationale: To define the system of grading adopted by the School of Nursing.

Policy: The Campbellsville University School of Nursing uses the 1000-point system for grading for each course. This ensures that students are familiar with the grading requirements from one course to another. Points will be distributed according to each instructor's required assignments for a given course. Grading will be performed according to the following scale:

GRADING SCALE

A=900-1000 or 90-100%

B=800-899 or 89-80%

C=700-799 or 79-70%

D=600-699 or 69-60%

F=599 and below

Grades below the "C" level are not acceptable and will require that the student repeat that course.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 07/2020

Netiquette Guidelines

Rationale: To ensure acceptable communication and to promote a collegial environment in the online learning community.

Policy: In an online course, nearly all of the communication occurs on the Internet; therefore it is important to establish some guidelines for communication that will help to promote a satisfactory online learning community.

1. Imagine your message on a billboard. Anything you send can be forwarded, saved and printed by people it was never intended for. Never send anything that will reflect badly on you or anyone else. *In the RN-to-BSN courses, discussions may involve sensitive patient or employment-related information. Make sure that all private information is de-identified before posting.
2. Remember that emails/discussions in the learning management system are recorded for educational purposes. Emails sent from your workplace/school can be monitored by people besides the sender and reader, and are technically company/school property.
3. Avoid offensive comments. Anything obscene, libelous, offensive or racist does not belong in an electronic communication such as email or discussion board, even as a joke.
4. Keep your message cool. Email messages can easily be misinterpreted because we don't have the tone of voice or body language to give us further cues. Using multiple explanation points, emoticons, and words in all capital letters can be interpreted as emotional language.
5. Be careful about forwarding messages. If you aren't sure if the original sender would want to forward the message, don't do it.
6. Don't expect an answer right away. Email messages may be delivered quickly, but your recipient may not read it right away.
7. Don't sacrifice accuracy for efficiency. Don't send sloppy, unedited email. Experts say that for every grammar mistake in an email, there's an average of three spelling mistakes. While the odd spelling mistake is overlooked, when your readers have to break communication to decipher a word or message, at best, you'll look sloppy, if not illiterate. At worst, they may stop reading.
8. Include the message thread. Keep the original message for a record of your conversation. However, when sending a new message to the same person, start a new thread with a new subject line.
9. Don't type in all CAPS. It's perceived as YELLING. However, don't write with only small letters, as this is perceived as being lazy, because it makes it more difficult for people to read.
10. Write clear, organized messages, with a subject line that gives enough information for the reader to file it and find it later.

Adopted 02/01/2012; Revised 06/18/2013, Reviewed 08/2014, Revised 3/2015, Reviewed 1/17, Reviewed 5/17, Reviewed 2018, Reviewed 6/2019; Reviewed 07/2020

Disruption of Internet Services

Rationale: To establish a means for students to notify faculty of disruption of services and to make up lost work during such times.

Policy: In order to participate in online courses, the student must have access to Internet Services. In the unlikely event that Internet Services are disrupted by a weather event or outage of services beyond the student's control, the student should contact the instructor, either by phone or in person to explain the absence from coursework and make arrangements for making up the work. At the earliest possible convenience, it is anticipated that the student will make up any missed work according to a schedule determined with the instructor.

Most disruptions should be of a temporary nature and not cause a serious difficulty for the student. Faculty will make every reasonable attempt to work with the student to enable an opportunity to make up lost work. However, it may become necessary for the student to seek alternative sites for Internet use, such as the library or a campus computer lab. If the disruption is extended, it may become necessary for the student to take an "incomplete" in the course. See policy regarding "Incomplete" in the *Campbellsville University Student Handbook*.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 07/2020

Academic Honesty

Rationale: Campbellsville University School of Nursing honors the Academic Integrity policy of the university campus as stated here. Each person has the privilege and responsibility to develop one's learning abilities, knowledge base and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to other's contributions to one's course work. These values can be violated by academic dishonesty and fraud.

Policy: Campbellsville University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Campbellsville University are expected to adhere to the highest standards of academic integrity. By honoring and enforcing this Academic Integrity Policy, the university community affirms that it does not tolerate academic dishonesty.

The School of Nursing strives to preserve for all its students an environment that is conducive to academic honesty. Pursuant to this is the belief that all members of the academic community will be individually responsible for promoting academic honesty. In addition, because the public has a high degree of trust in health care providers, and because the School of Nursing educates future health care providers, students are expected to behave in an ethical manner in all activities and phases of the educational process. Both faculty and students are expected to uphold the code of ethics specific to their professional discipline.

The online student will have some degree of autonomy in working on specified projects and assignments. Assignments will be specified as to what degree of collaboration is allowed within the group, but work that is submitted must reflect the individual work of the student alone.

Knowledge of violations of academic honesty is to be reported to faculty. In all cases where a question of an academic dishonesty exists, the faculty is responsible for reviewing the circumstances surrounding the questionable behavior. Subsequent action, if any, shall be in accordance with established policies and procedures.

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without the possibility of withdrawal. A student who believes a faculty member has dealt unfairly with him/her in a case involving academic dishonesty may seek relief through the Judicial Process as outlined in the *Campbellsville University Student Handbook*.

Examples of academic dishonesty include, but are not limited to, sharing your work with others, failing to appropriately cite references, or concealing cases of academic dishonesty.

Adopted 02/01/2012, Revised 06/18/2013, Reviewed 08/2014, Revised 3/2015, Reviewed 1/16, Reviewed 5/17, Reviewed 2018 Reviewed 6/2019; Reviewed 07/2020

Code of Conduct

Rationale: To define the expectations of behaviors while in the nursing program.

Policy: Be aware that any misconduct such as cheating, plagiarism or other acts requiring disciplinary action are addressed in the *Campbellsville University Student Handbook*. Due to the dire consequences dishonesty may have in the nursing profession, each student is to assume accountability for professional conduct and appropriate moral and ethical behaviors, which include truthfulness, confidentiality and awareness of clients' rights. A breach of this professional conduct will result in the student facing disciplinary sanctions as outlined in the *Campbellsville University Student Handbook*.

The faculty reminds students that this is an educational program which prepares the student to be a liberally-educated professional nurse. The same responsible and accountable behaviors are expected of students that will be expected upon completion of the nursing program and employment in health care agencies. It is the expectation of the School of Nursing that students will be responsible adults and display appropriate professional conduct among faculty, students, and the healthcare community. Finally, as members of the Campbellsville University community, students are expected to uphold the mission and objectives of the University.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 07/2020

Complaints

Rationale: To define a complaint and the process necessary to file a grievance. A complaint is defined as an expression of dissatisfaction related to a policy, procedure, consequence, action, statement or other inequality in treatment or discriminatory acts.

Policy: The following steps will be initiated in processing a complaint:

1. All complaints must be recorded on the appropriate form and signed and dated by the individual making the complaint. The complaint forms are available in the Nursing Office or can be downloaded from this document (see form to follow this policy).
2. If a parent or other concerned person wishes to address concerns related to a student, the student must give written consent or accompany them in person. Federal law prohibits faculty and administration from speaking with a parent or concerned person without student consent.
3. All complaints involving faculty or staff will be addressed by the complainant at the level in the institution where the concerns lie before moving up the chain of command.
4. All complaints will be routed through the Dean of the School of Nursing office.
5. The Dean of the School of Nursing or their designee will give written acknowledgment of the complaint, within ten (10) working days.
6. The complaint will be processed in the following manor:
 - All written complaints will be logged in at the Nursing Office.
 - If the complaint is of any department other than Nursing, it will be referred to the appropriate supervisor, and will not be addressed by the Nursing Department other than providing documentation or consultation as requested.
 - Complaints will normally be processed within two weeks. If additional time is needed to process the complaint, the complainant will be notified.
7. If the complainant is not satisfied with results obtained through the process outlined above, they may ask for review by the Vice President for Academic Affairs.

Note: At any point in the complaint process, resolution of the complaint will terminate the process. A written record of the actions taken will be maintained. It is understood that all supportive information and the release of information must be submitted with a complaint.

Adopted 02/01/2012, Revised 06/18/2013, Reviewed 08/2014, Revised 3/2015, Reviewed 1/16, Reviewed 5/17, Reviewed 2018 Reviewed 6/2019; Reviewed 07/2020

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Campbellsville University
School of Nursing
Complaint Form

Name: _____

Phone: _____

Email: _____

Does this complaint directly involve another person (student, faculty, staff or administrator)?

Have you attempted to resolve this matter with the person directly involved?

If so, explain:

Nature of Complaint:

Outcomes (if any) that you would hope to see regarding this complaint

Signature _____ Date _____

Note: *The Complaint Form must be completed entirely in order for the complaint to be processed.*

*Adopted 02/01/2012, Revised 06/18/2013, Reviewed 08/2014, Revised 3/2015, Reviewed 1/16, Reviewed 5/17, Reviewed 2018
Reviewed 6/2019; Reviewed 07/2020*

Confidentiality of Information

Rationale: To define confidentiality in nursing applications.

Policy: Professional nurses understand the value of confidentiality in the workplace. Students in this program will adhere to confidentiality as though in the workplace. Discussions in the classroom are designed to derive benefit from student experiences and, as such, may entail information of a confidential nature. This policy serves as a reminder to use caution to de-identify any information that is discussed in the virtual classroom. Revealing patient-related information could result in expulsion of the student. When in the practicum setting, students must adhere to the confidentiality policies of that agency/facility.

Confidentiality Reminders:

1. Patient information should only be discussed with other members of the health care team who have a need-to-know. Do not discuss patient information with anyone else, including fellow employees and your family members.
2. Do not tell unauthorized persons that you saw or have knowledge of a patient being seen as an inpatient/outpatient, unless the patient authorizes you to do so (Example: telling a church pastor or family that a patient is hospitalized.) Authorized persons are those members of the health care team who have a legitimate need-to-know.
3. Do not access any information (Example: looking in a neighbor's medical record) unless authorized in your job duties. Do not access more information that is necessary to perform your job.
5. Speak quietly and discreetly so patients, visitors, and others will not overhear your telephone or other conversation with or about patients.
6. If you have a question regarding which family members of a patient you are authorized to speak with concerning a patient's medical information, ask the patient or your supervisor.
7. Before answering questions concerning a patient over the phone, verify with whom you are speaking, to determine whether they are authorized to receive the information.
8. Do not leave papers containing patient information (Example: O.R. schedules, test results, open charts) in open view of unauthorized persons. Likewise, turn your computer screen away from open view and/or use screen saver or fade to dim.
9. Do not discard papers containing patient information in the trashcan. Have them shredded or hand-shred them in small pieces before discarding them.

10. When copying documents containing patient information, make sure that any defective copies are destroyed.
11. Ask visitors to step out of a patient's room when conversations take place regarding medical treatment, diagnosis, etc, unless the patient authorizes the visitor to be present. Speak softly if there is a roommate, to protect the patient's privacy as much as possible.
12. When your duties require you to handle confidential information of your friends or acquaintances, if possible, ask for reassignment to protect that person's privacy as much as possible.
13. In faxing patient information to authorized facilities, verify that the recipient is attending the fax machine, especially if their machine is shared by other persons or departments. Use caution in dialing fax numbers. Always use a fax cover sheet with confidentially statement when faxing documents.
14. Intentional or unintentional breaching confidentiality could result in clinical failure at the instructor's discretion.
15. Do not use the intercom system about confidential information regarding a patient.
16. Do not transfer calls from your area to the room of a secured patient.
17. Refer media inquiries regarding patient information to the instructor or clinical preceptor.
18. When making a phone call to relay patient or other confidential information, if the party is not home, do not leave detailed information on answering machines or with another person answering the phone. Simply state your name, number, and ask that the intended person return your call.

Adopted 02/01/2012; Revised 06/18/2013; Reviewed 08/2014; Revised 3/2015; Reviewed 1/17; Reviewed 5/17; Reviewed 2018; Reviewed 6/2019; Reviewed 07/2020

Weekly Devotionals Policy

Rationale: In a Christ-centered, Christian-based education, students can expect an atmosphere of reverence and Christian devotion. The School of Nursing seeks to support the mission of the University through representation of Christ's teachings.

Policy: In an effort to uphold the mission of the University and the Nursing Program, one day per week a Christian devotional will be delivered to the course room of the online course. The online courses will have one or more required threads directly related to Christian principles or Christian Servant Leadership. Relevant readings from the Bible and/or Christian devotionals are acceptable means for delivering the weekly devotional.

Adopted 04/2010 Reviewed: August, 2011 Reviewed: August 2012 Reviewed: August, 2013 Reviewed August 2014: Reviewed: January, 2015, Reviewed 1/17, Reviewed 5/17, Reviewed 2018, Reviewed 6/2019; Reviewed 07/2020

Equipment Use Policy

Rationale: To allow students in the RN-to-BSN Program to check out equipment for use in BSN core courses as may be needed for practice or demonstration of nursing skills.

Policy:

Students may be allowed to check out equipment as needed to practice or demonstrate skills in the online classroom. Availability of potential equipment use and accessibility must be cleared through the Clinical Laboratory staff at any of the University's nursing labs, either on main campus or one of the regional center campuses. Such loans must be approved to ensure that the function of the lab is not disrupted in any way.

Revised 3/2015; Reviewed 5/2016; Reviewed 5/2017; Reviewed 6/2018; Reviewed 6/2019; Reviewed 7/2020

Equipment Use Agreement

The student listed below is receiving a piece of equipment from the Online RN-to-BSN program. This piece(s) of equipment contains items that will be used for practice to assist learning in a BSN course. The contents are solely to be used for educational purposes and are not sterile items. Therefore, no invasive procedures should be performed with this equipment on humans.

Upon receipt of loaned equipment, student agrees to the following:

- 1). I agree to use the contents of the equipment only for educational purposes. I understand the contents or equipment may be "simulated" and not sterile contents; therefore, not fit for invasive human use.
- 2). I agree to use the equipment in a safe and legal manner.
- 3). I understand and agree that any supplies or equipment loaned to me will be stored in a secure manner while in my possession.
- 4). I understand that if the equipment is lost, stolen, or damaged while in my possession, I will be liable to replace the loaned equipment at full replacement charge.
- 5). I understand that I must return the loaned equipment to Campbellsville University School of Nursing in a timeframe designated by faculty and student agreement dates.

PRINTED NAME (Legibly)

SIGNATURE

DATE

Course Currently Enrolled Related to Equipment need: _____

Course Faculty Name: _____

Course Faculty Signature: _____

Designated Equipment Loan Period: _____ to _____

List of Equipment Loaned: _____

Revised 3/2015; Reviewed 5/2016; Reviewed 5/2017; Reviewed 6/2018; Reviewed 6/2019; Revised/Reviewed 7/2020