

MIAMI UNIVERSITY
Department of Nursing



Student Handbook

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Introduction

The Department of Nursing Student Handbook is a guide of the policies and procedures for progression through the nursing program. Updates to the handbook will be provided to students electronically, should they occur. This handbook is to be used in conjunction with the Miami University Student Handbook, Undergraduate. In addition to the Miami University Department of Nursing Student Handbook, Undergraduate shall be enforced. It is available at <http://miamioh.edu/about-miami/pubs-policies/>.

We welcome you to the nursing program and wish you much success in your educational endeavor.

Mission Statement

Empowering tomorrow's nurse leaders to become exceptional, caring professionals.

Vision Statement

As a program of choice, Miami University's Department of Nursing will provide a student-centered, vibrant, diverse, and inclusive learning environment driven by our department values.

Values

Leadership
Integrity
Excellence
Caring
Collaboration

University Statement Asserting Respect for Human Diversity

(Approved by the Board of Trustees, June 25, 2004)

Miami University is a community dedicated to intellectual engagement. Our campuses consist of students, faculty, and staff from a variety of backgrounds and cultures. By living, working, studying, and teaching, we bring our unique viewpoints and life experiences together for the benefit of all. This inclusive learning environment, based upon an atmosphere of mutual respect and positive engagement, invites all campus citizens to explore how they think about knowledge, about themselves, and about how they see themselves in relation to others. Our intellectual and social development and daily educational interactions, whether co-curricular or classroom related, are greatly enriched by our acceptance of one another as members of the Miami University community. Through valuing our own diversity and the diversity of others, we seek to learn from one another, foster a sense of shared experience, and commit to making the University an intellectual home for us all.

We recognize that we must uphold and abide by university policies and procedures protecting individual rights and guiding democratic engagement. Any actions disregarding these policies and procedures, particularly those resulting in discrimination, harassment, or bigoted acts, will be challenged swiftly and collectively.

All who work, live, study, and teach in the Miami community must be committed to these principles of mutual respect and positive engagement that are an integral part of Miami's focus, goals, and mission.

Philosophy

The Department of Nursing supports the University mission to serve society and further knowledge by providing high quality nursing education. As a department, faculty are committed to providing and promoting opportunities for students to continue their formal education. The nursing faculty's commitment to nursing education is based upon beliefs about humanity, the environment, health, teaching-learning, and nursing.

HUMANITY is composed of individuals who are living systems with biopsychosocial spiritual attributes. Human beings are unique and ever-changing as they progress through stages of growth and development. Individuals' behavior patterns and ability to function may be affected by many variables. Some behaviors are predictable, based on developmental social and biological norms, while others are specific to the individual. Human beings are accountable for their own actions and decisions. An individual can be part of a family, group, or community system. Culture refers to the values, beliefs, norms, and practices of these systems. Culturally diverse nursing care appreciates the variability in nursing approaches needed to provide culturally competent care.

The **ENVIRONMENT** consists of an individual's internal and external systems which are in constant interaction. The internal system is composed of the person's psychological, spiritual, and biological components, while the external system is composed of other individuals, families, groups, and communities as well as the circumstances and physical conditions surrounding the individual.

HEALTH is a process of balancing internal and external systems through the optimal use of available resources to achieve one's maximum potential. Attainment of these maximum potential results is optimal health whereas imbalance of internal and external systems results in illness. Care that optimizes health is the right of all individuals, families, and communities and is the shared responsibility of health professionals and clients.

TEACHING-LEARNING is a form of scholarship that includes pedagogical and role modeling activities that serve to communicate the teacher's knowledge effectively to students. Effective teachings empower learners to think critically, apply clinical decision making to clinical situations, become competent, and have a desire for lifelong learning. Reflecting the belief that students learn differently, good teaching incorporates a variety of pedagogical activities and provides flexibility to accommodate different learning styles. While learning sometimes involves careful sequencing of learning that directly builds on prior content, students also learn through experiences that help them relate new knowledge into their professional and clinical repertoire. In a rapidly changing world such as health care, where content becomes quickly outdated, learning experiences must develop students' abilities to be self-directed, gather and analyze information, and integrate knowledge in the pursuit of answers or creative solutions to intellectual and clinical problems. Consistent with the philosophy of Miami University, the scholarship of teaching is of utmost importance in the Department of Nursing, followed by scholarly activities related to discovery and research, and those scholarly activities that build bridges between theory and practice, such as involvement in clinical practice and professional service linkages to the community.

NURSING integrates biological principles, research, theories of behavior, caring, and nursing, to assist individuals, families, and communities to reach optimal health. Nursing is an art and a science. The nursing process, a method of inquiry and decision making, is used by nurses to assess, diagnose, plan, implement, and evaluate nursing care. Therapeutic communication skills are essential components to the art of nursing which also includes the attitude and approach in which care is delivered. Through genuine caring and sensitivity to the individual's uniqueness in a culturally diverse society, the nurse assists individuals, families, aggregates, and communities throughout the life span. The goal is to promote, maintain, and/or restore health to the client.

NURSING PRACTICE is defined as the diagnosis and treatment of human responses to actual or potential health problems. There are three roles used by nurses to practice nursing. They include: provider of care, manager of care, and member of the discipline of nursing.

The roles of the baccalaureate level nurse include the following:

Provider of care : The graduate systematically assesses and interprets data about the health and illness of individuals, families and communities; designs systems of care to promote and maintain the health of individuals, families and communities; uses effective communication skills for the purpose of impacting systems; evaluates the nursing care delivery system and promotes goal-directed change to meet client needs; and integrates basic knowledge of nursing theory, nursing research, and clinical practice to maximize the contribution of nursing to improve health.

Manager of care : The graduate uses scientific principles to prioritize, plan, and organize the delivery of comprehensive nursing care; uses time and resources effectively and efficiently; delegates aspects of care to other nursing personnel, consistent with their level of education and expertise; assures adherence to ethical and legal standards; initiates and monitors referrals to appropriate departments and agencies to provide services and promote continuity of care; and assumes a leadership role in health care management to improve client care.

Member of the discipline of nursing : The graduate acts as a health care advocate; promotes collegiality and collectivity among nurses; participates in efforts to address social trends and issues that have implications for healthcare; uses interdisciplinary resources to protect and address ethical and legal concerns; applies theory and incorporates research findings into practice by consulting with nurse researchers regarding identified nursing problems; utilizes knowledge of health care policies and finance; uses resources for continuous learning and self-improvement; promotes self-evaluation and peer review processes; provides leadership in organized professional activities; and promotes consumer awareness of nursing contributions to health promotion and health care delivery.

Conceptual Framework

The conceptual framework consists of an overarching dimension comprised of theory-based practice, evidence-based practice, and holistic health promotion, which is depicted by the outer dotted circle. The concepts of nursing, health, environment, and client systems form the core of the conceptual framework, seen in the overlapping circles. The concepts define the Baccalaureate curriculums, and delineate the content and learning experiences within the programs. This framework is a conceptualization of the knowledge, attitudes, values, and skills perceived by the faculty as essential for nursing practice.

Nursing

Nurses use critical thinking, a purposeful process that enables the thinker to interpret nursing problems, clarify and analyze issues, make valid inferences, generate and assess solutions, analyze and evaluate arguments and monitor one's own thinking. Using a framework of functional health patterns, nursing students assess individual variations of human responses to life transitions and actual or potential health problems. Foundation courses provide understanding of health, biophysiological, psychological, sociological, and cultural concepts. Nursing courses facilitate understanding of health, nursing care, and critical thinking through the nursing process. Nurses gather and analyze data, construct and discern relationships, and apply knowledge to improve individual health outcomes. The learning process requires students to understand contexts of nursing and health care that is inclusive of changes in health care delivery. While learning, they will engage with other learners and health care providers to provide nursing care sensitive to individual needs, use creative problem solving to improve health outcomes and make thoughtful decisions about nursing care.

Opportunities are provided for experiential and discovery learning which promote independent thinking and self-direction as well as shared learning. Nurses use effective communication, a process that involves the ability to transmit, receive, and respond to information through written, oral, nonverbal, and electronic means. The nurse interacts with individuals who are experiencing life transitions which impact health. The nurse assists individuals, alone or within the context of families or groups, with the acquisition of knowledge, understanding, skills, and resources necessary to manage their health. Nurses interact with individuals and demonstrate caring by knowing the meaning of events in the other person's life, being present, doing for, facilitating passage through life transitions and the unfamiliar, and maintaining belief in one's potential. In this interaction, a relationship is established which values each person and allows both the individual and the nurse to identify accountability and responsibility for actions. Nurses utilize therapeutic nursing interventions which are psychosocial and psychomotor strategies used throughout the lifespan to promote health, prevent disease, and respond to health concerns while practicing within the roles of advocate, facilitator, leader, and teacher.

Environment

Human lives are embedded within a sociocultural, physical and temporal environment that is integral to the experience of health. The environment also encompasses an individual's psychological, spiritual and biological components. Nurses collaborate with clients to foster internal and external environments that support health. Nursing is practiced in a variety of settings. Nursing students must critically think about how a change in the environment alters the context of nursing care and affects health outcomes. Preschools, schools, hospitals, nursing homes, clinics, health centers, and community-based settings may be used as a learning environment. Baccalaureate nurses apply the nursing process to the community and healthcare delivery systems, through population focused care.

Health

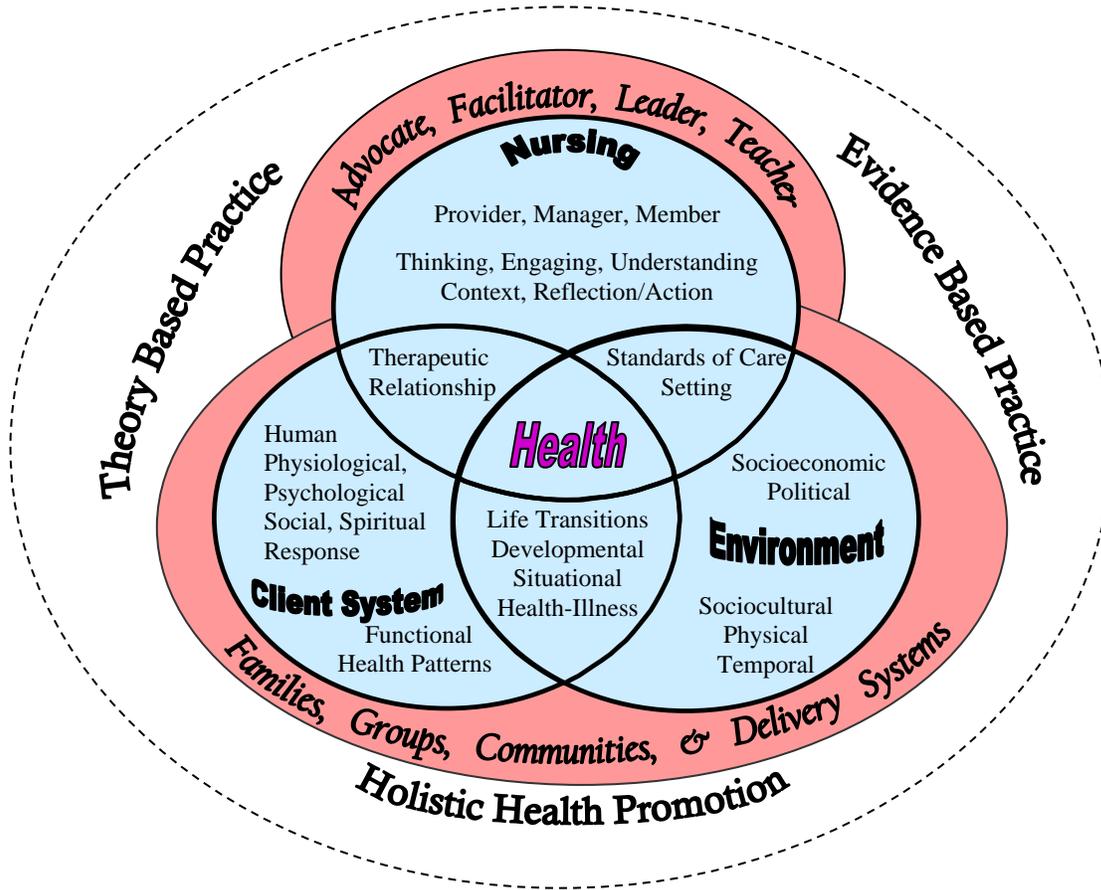
Health is an abstract experience, a dynamic state of interaction between the individual and the internal and external environment that causes changes throughout the life span. Life transitions can have a positive or negative impact on health and health care delivery. Transitions are identified as developmental, situational, and health related. Developmental transitions are those changes encountered at different stages of life. Situational transitions are often related to life circumstances, societal changes, or environmental changes which affect one's ability to function, such as loss of job, homelessness, or disasters. Health-illness transitions are changes that arise from individuals who are at risk for health problems, or are seeking assistance with existing acute or chronic health problems encountered in life. Nurses seek to understand the impact of life transitions on health and their meaning to the individual and use available resources to assist the client to achieve attainment of the client's maximum potential or optimal health. Nurses apply theory and research to help the client achieve optimal health and seek to prevent disease and promote health through a variety of health promotion measures.

Client System

Individuals are living human systems that influence and are influenced by interaction with each other, by life transitions, and by the nature of socioeconomic, political, and environmental forces that impact health and health care delivery. Client systems have functional health patterns that are measurable components of individual health. Baccalaureate nurses view the individual client systems through a holistic perspective and collaborate with the clients to maximize health potential and also provide evidence-based care for the client systems of families, groups, and communities.

Miami University
Department of Nursing

Conceptual Framework



Purposes of Miami University Nursing Program

The purpose of the Miami University Nursing Program is to prepare a professional nurse who can implement the nursing process in a variety of settings in order to restore, maintain, and promote health and prevent disease in a multicultural society. The baccalaureate professional nurse is also prepared to utilize research, change, and leadership skills while being accountable to the client, community and self for actions and competencies within the scope of practice; in addition to assuming responsibility for continuing professional growth.

The Baccalaureate Nursing Program prepares a graduate who can function in many different healthcare settings and in various roles. The nursing courses utilize concepts and theories from the social and natural sciences, nursing, research, and leadership to assist clients (individuals, families and communities) in identifying and meeting health needs. The Baccalaureate Nursing Program also provides a foundation for graduate education.

The Miami University RN-BSN nursing education program provides the opportunity for registered nurses with previous experience and technical backgrounds to obtain the first professional degree in nursing. The program is based on pre-professional requirements which include a broad base of general education, science and humanities as well as nursing courses which are prerequisites to entry into the program (see the Miami Bulletin).

BSN Program Outcomes

The professional nurse graduate of the Baccalaureate Program will be able to:

1. Synthesize knowledge from liberal education, the sciences, and nursing to address the diverse health needs of individuals, families and communities across the lifespan.
2. Integrate nursing research, evidence-based practice and quality improvement principles in the provision of patient-centered and population-focused care.
3. Apply knowledge of health care policy, technology and information management in providing safe care within an evolving healthcare environment.
4. Employ effective leadership and communication skills that promote interprofessional collaboration and mutually beneficial partnerships.
5. Practice with accountability and professionalism to promote health, prevent disease, and provide nursing care across the continuum of healthcare environments.

Transfer of Nursing Courses

Students may receive credit for nursing courses taken at an accredited baccalaureate nursing program. Such courses must have a grade of “C” or higher and be comparable in content to courses required for the BSN at Miami. Students must submit a copy of their course syllabi to the Nursing Department upon being considered for transfer. Decisions about transfer of credit for nursing courses will be made on a case by case basis. The Department Chair and/or the Admission, Progression and Graduation committee will evaluate credit that may apply toward the BSN.

However, not all courses transferred will fulfill specific requirements for all nursing courses. When a transfer student has earned credit at a non-regionally accredited institution, the credit will be transferred only if approved by the Registrar in consultation with the Department Chair of Nursing.

Miami University requires that students must earn 30 credit hours from M.U. to receive a degree from Miami. ([Refer to The Miami Student Handbook, Part I, Chapter 10: 1.10.A.](#))

Students are required to submit an official transcript for all work passed or failed at any other college or university, prior to or after enrolling at Miami.

It is considered a form of academic dishonesty not to declare these enrollments.

Military Credit

Credit for courses taken at U.S. military services schools will be given on the basis of the (ACE) American Council on Education publication, “*Guide to the Evaluation of Educational Experience in the Armed Services*”. To receive transfer credit, you must submit a Joint Services transcript. Students entering the University fall 2012 or after will also be awarded for military training and experience. Nursing or health related courses will be evaluated on a case by case basis. In compliance with the Ohio Board of Nursing Code: 4723-5-12 and Miami University Military Credit policy, applicants with experience as a Military Medic may petition for course credit. This option applies to NSG 261 and NSG 262. To receive military credit for either of these courses, applicants must complete all tests relevant to each course and achieve an average grade of “C” or higher. Successful completion will earn course completion credit for each respective course.

Department of Nursing Grading Scale

The student must achieve a grade of “C” or better in each nursing course to progress through the program and in each required support course. There is no rounding of any grades in any course.

| | | | |
|--------|----|------------|----|
| 97-100 | A+ | 77-79 | C+ |
| 93-96 | A | 73-76 | C |
| 90-92 | A- | 70-72 | C- |
| 87-89 | B+ | 67-69 | D+ |
| 83-86 | B | 63-66 | D |
| 80-82 | B- | 60-62 | D- |
| | | 59 or less | F |

Study Abroad

The nursing department will make every effort to accommodate students requesting a semester abroad in their junior year. However, the department cannot guarantee that accommodations can be made for all student requests. Early planning is essential for semester abroad. Semester abroad in sophomore or senior year is not feasible unless students wish to delay graduation for additional year. Students interested in study abroad during fall or spring semester of junior year must contact their Nursing Department Advisor in their fall semester sophomore level of the nursing program or sooner to discuss options and preparation criteria.

Progression and Retention

1. Miami Plan requirements for returning Miami University students: If no college work has been completed at Miami for 10 years, the student will complete the Miami Plan education requirements in effect at the time of re-enrollment. An exception to this would be if the student had already completed 75% of the credits for the previous liberal education plan.
2. High School Pre-Admission requirements for students: Students who have not met Miami University pre-admission (high school) requirements may need additional courses in foreign language and math. See the Miami Bulletin under "High School Preparation". A DAR will indicate those courses if needed.
3. Progression to the sophomore year of the nursing program is contingent upon:
 - a. GPA of 2.7 or greater
 - b. Completion of all year one program requirements with a grade of C or better (noted on p. 39-42 and outlined in the Miami Bulletin).
4. Students must maintain a 2.0 grade point average while enrolled in the nursing program. If grade point average drops to less than 2.0, the student will be dismissed from the nursing program.
5. A grade of "C" or better must be attained in all required (nursing and non-nursing) courses for the program.
 - a. A grade of "C" is acceptable for progression.
 - b. A grade of "C-" or lower in one nursing or non-nursing program requirement course is considered a course failure.
 - c. In all nursing courses there is no rounding of grades.
 - d. With a grade of "C-" or lower in one nursing or non-nursing program requirement course, the student must meet with the Chief Departmental Advisor regarding progression in the program.
 - e. Students may use the Miami University Course Repeat policy to improve their GPA. The University Course Repeat Policy does not dismiss the previous failing grade(s) ("C-" or lower) in courses listed as Nursing Program Requirements.
 - f. Students who withdraw from a Nursing Program Requirement course with a grade of "C-" or lower is recognized as having one course failure in the nursing program.
 - g. All Nursing Program Requirement courses must be taken for a letter grade; these courses may not be taken with a credit/no credit status (PASS/FAIL).
 - h. Even if a course is repeated and a passing grade is achieved, the first instance of a grade below C counts as an instance of a course failure for progression purposes.

6. If a student receives below a "C" in two required (nursing or non-nursing) courses (i.e., two different nursing courses, or failing the same course twice), that student will be dismissed from the nursing program and must meet with the Chief Departmental Advisor.
 - a. A grade of "C-" is not acceptable for progression.
 - b. For RN-BSN students, this policy begins upon admission into the RN-BSN program.
7. Testing Courses: Courses categorized by the nursing department as *testing courses* have specific requirements for course grades as follows:
 - a. For all *testing courses*, the student must achieve a passing grade (73% or greater) on the averaged score for all course tests.
 - b. Grades for non-test method of evaluation (which may include participation, prep work, papers, etc.) will be factored into the final course grade only if the student has passed the test portion with an average grade of 73% or higher.
 - c. The syllabus will identify which methods of evaluation are considered tests and which methods of evaluation are considered non-test.
 - d. This policy applies to the following *testing courses*: NSG 261, 262, 349, 351, 353, 361, 363, 451 and 463.
8. In the event of a change in medical or psychological status during the semester, it is highly recommended to seek guidance from the Chief Departmental Advisor to consider the possibility of medical withdrawal process.
9. Scheduling of courses:
 - a. It is the student's responsibility to satisfy the required pre- and co-requisites indicated in the course description and based on the curriculum plan.

Program Requirements by Year

Year One Non-Nursing Program Requirements:

ENG 111, CHM 131, BIO 171, MBI 161 or MBI 111/123, BIO 172

Year Two Non-Nursing Program Requirements:

BIO 325, PSY 111, MBI 361

- b. BSN nursing students are required to progress through the nursing curriculum in an uninterrupted schedule.
 - c. The University's Course Repeat Policy does not apply to the required nursing curriculum once a student is admitted to the nursing program, as it would make it impossible to progress in an uninterrupted schedule.
 - d. If a student fails a course/clinical, but passes the corresponding co-requisite course, the departmental policy is that the student retake the co-requisite course/clinical while retaking the previously failed course.
10. Students are responsible for meeting all graduation requirements. It is important that students check their DAR each semester to be sure they are on track to complete both nursing and non-nursing course requirements. Students are advised to schedule an appointment through the department administrative support staff to meet with a nursing advisor. Meeting with a nursing advisor is encouraged once per semester.

11. Withdrawal from the BSN nursing program or required nursing course:

- a. Any student withdrawing from a single nursing course or the entire nursing program is required to schedule a meeting with the Chief Departmental Advisor (CDA) to complete the “Withdrawal of Students from BSN Program” form and to discuss potential progression.
- b. If the student does not schedule a meeting with the Chief Departmental Advisor, then the CDA will complete the withdrawal form, enter the form into the student’s file, and send a copy to the student.
- c. If a student is not passing a course at the time of withdrawal, it will count as a course failure.

While students have a right to withdraw from courses or to withdraw from the University, students should be aware that they will be required to reapply to the nursing program if seeking readmission.

12. Readmission decisions will be made by the Admission, Progression, and Graduation Committee. It is the student’s responsibility to send a letter of petition to the committee for consideration of readmission and potential progression. Readmission is not guaranteed.

BSN Student Readmission

1. A student who withdraws from the BSN program for personal or academic reasons must meet the following criteria to be considered for readmission:
 - a. Submit a petition for readmission to the Admission, Progression, and Graduation Committee
 - b. Achieve a cumulative GPA of 2.0 or higher
 - c. Submit proof of current liability and health insurance, CPR renewal, TB testing, required immunizations, and fingerprints/criminal background checks by the due date set by the department
 - d. If withdrawal was for medical reasons, submit a new “Student Medical History” form and “Return to Clinical/Medical Release” form
 - e. Follow all policies of the student handbook for the year of readmission
 - f. Any other faculty recommendations indicated on withdrawal form
2. A returning student must meet the nursing requirements in effect at the time of re-admission.
3. A student who has not been enrolled at Miami for a semester or more will need to re-activate his or her enrollment through the “Returning Former Student” admission process. The application at www.regionals.miamioh.edu/admission must be completed before a student can register for classes.

Graduation

1. Student must apply for graduation according to dates indicated on their DAR
2. A student must complete all required nursing courses, including electives, and all Miami Plan Liberal Education requirements
3. A student must have a GPA of 2.0 or higher
4. A student must earn a minimum of 124 credits for a bachelor’s degree
5. A student must have satisfied all Miami fees

Policy for Criminal Background Checks

The clinical agency affiliates of the Department of Nursing require a criminal record check be completed by the Ohio Bureau of Criminal Identification and Investigation (BCII) and the Federal Bureau of Investigation (FBI). The Department of Nursing requires an annual criminal record check for all pre-licensure students and a criminal record check prior to enrolling in NSG 420 for RN-BSN completion students. If more than a year passes before the RN-BSN completion student enrolls in the second clinical course, a second criminal record check must be completed.

The first criminal record check for pre-licensure students will take place every year beginning in the summer prior to the sophomore level fall semester for students admitted to the BSN program. The criminal record check must be repeated each year in the summer prior to the following fall semester. RN-BSN completion students should arrange to have the criminal record check completed so that the results reach the nursing office before the beginning of the semester in which they take NSG 420.

Please note that this process may take over a month to complete so students must plan accordingly.

In the Event a Criminal Record Check is Positive for a Pre - nursing or Currently Enrolled Student, the following actions will take place based on the offense:

1. In accordance with the Felony Preclusion Rule of the Ohio Revised Code, the Ohio Board of Nursing denies applicants the opportunity to be licensed as a registered nurse for the following criminal activities: aggravated murder, murder, voluntary manslaughter, felonious assault, kidnapping, rape, aggravated robbery, aggravated burglary, sexual battery, gross sexual imposition, and aggravated arson. If at any point in time a nursing student has a positive criminal record check for any of these named offenses, they will be denied acceptance or dismissed from the program.
2. In the event a criminal record check for a nursing student seeking to be licensed/take NCLEX is positive for ANY felony, ANY crime involving gross immorality or moral turpitude, ANY misdemeanor drug law violation, and ANY misdemeanor committed in the course of practice, the Ohio Board of Nursing would conduct an investigation and a hearing to determine a course of action. The result of the Board's investigation may be either denial of licensure or licensure with a permanent and public notation of sanction. Therefore, a positive criminal record check for an incoming or continuing nursing student will be reviewed by the Department of Nursing and a decision made about whether the student may be admitted or must be dismissed from the program due to the inability to progress through clinical courses.

Students who have positive records are advised to seriously consider whether or not to enroll in the nursing program. Miami University has no opportunity to influence the Ohio Board of Nursing's decision. The Ohio Board of Nursing is unable to give definitive answers regarding its ability to license an applicant prior to entry into or during participation in a nursing program. Students with positive records are taking a chance that they may be denied licensure by the State of Ohio or any other nursing board even if they successfully complete the nursing program at Miami University. In addition, despite admittance to Miami Nursing Program, each clinical agency reserves the right to make a final decision regarding acceptance and placement based on the student's criminal background check. This may prohibit progression through clinical courses and lead to dismissal from the program.

Procedures

Information for students:

- a. Prospective students will be informed of this policy through the following methods
 - i. Printed application materials;
 - ii. Admission letters; and
 - iii. Student Handbook, Department of Nursing

b. Current students will be informed through the following methods

- iv. Student Handbook, Department of Nursing;
- v. E-mail communication; and
- vi. Discussions in the classroom.

1. Mechanism for conducting criminal record review:

- a. The Department of Nursing will facilitate the review by providing information to students, including fees, related to those vendors and state offices that conduct such a review.
- b. Each student is responsible to obtain the criminal record check and request that it be sent to the Department of Nursing by the due date. Each student will sign a waiver that the Department may release all required information to appropriate individuals, institutions, and agencies providing clinical experiences.
- c. Any student whose criminal record check has not been received by the Department of Nursing prior to the start of a required clinical experience will not be permitted to begin said clinical experience. Missed clinical experiences may result in a lower clinical grade or dismissal from the program, according to the Department of Nursing's Attendance Policy, as found in the department's Student Handbook.

2. Type and scope of information to be obtained:

- a. The criminal record check will consist of local and national review of relevant records including county of residence criminal records, residence history, Social Security alert, nationwide sexual offender registry, nationwide healthcare fraud and abuse scan and US Patriot Act violations.

3. Fees and responsibility of payment

- a. Students are responsible to pay the fee for each criminal record check. Fees are paid to the agency conducting the criminal record check.

4. Review of criminal record check

- a. Departmental staff or their designees will receive and review all completed criminal record checks.
- b. Negative results (no criminal activity) will be kept in the student's Department of Nursing electronic records file.
- c. Positive results will be given to the Department Chair to determine any action needed. (i.e.: consultation with any clinical agency personnel, etc.)
- d. Student will be notified by Department Chair of any positive result and whether the student may continue in the original placement, be changed to a different placement, or is unable to be admitted, re-admitted, or to progress in the nursing program. Consideration will be given to the relationship between the conviction and the student's role and responsibilities as a nursing student. Restitution and completion of court-mandated counseling or other requirements will be considered as well as any voluntary treatment verified through official records provided by the student.
- e. An official copy of the positive result and student notification will be placed in the student's file in the Department of Nursing.

5. Confidentiality

- a. A copy of the student's criminal record results will be kept in the student's electronic file with the Department of Nursing. The report will be held in the strictest confidence. Only those individuals who have a need to know related to the student's enrollment and academic progress, e.g., course coordinator, clinical agency, etc. will have access to this information, except in the case of a positive result as addressed in item 4 c: review of positive criminal record result.

Student Responsibilities
(Reprinted from the Miami University Student Handbook)

CHAPTER 5. Academic Integrity

1.5.A Introduction

The rights and responsibilities that accompany academic freedom are at the heart of the intellectual integrity of the University. Students are expected to behave honestly in their learning and in their behavior outside the classroom. Cheating and other forms of academic dishonesty undermine the value of a Miami education for everyone, and especially for the person who cheats.

Misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic dishonesty. If a student is in doubt about appropriate academic conduct in a particular situation, he or she should consult with the instructor in the course, the department chair/program director, or the academic dean in the appropriate division in order to maintain the highest standards of academic honesty.

1.5.B Criteria

Academic dishonesty is defined as any activity that compromises the academic integrity of the institution or subverts the educational process. Examples of academic dishonesty include, but are not limited to:

1.5.B.1 Conduct with respect to and during a quiz, examination, or similar evaluation

Possessing, referring to, or employing open textbooks or notes or other devices not authorized by the instructor.

Looking at or using information from another person's paper.

Communicating with, providing assistance to, or receiving assistance from another person in a manner not authorized by the instructor.

Possessing, buying, selling, obtaining, or using a copy of any unauthorized materials intended to be used in the preparation of a quiz or examination or similar evaluation.

Taking a quiz or examination or similar evaluation in the place of another person.

Utilizing another person to take a quiz, examination, or similar evaluation in place of oneself.

Violating procedures prescribed to protect the integrity of a quiz, examination, or similar evaluation.

Changing material on a graded examination and then requesting a re-grading of the examination.

1.5.B.2 Written and other assignments

Submitting an assignment purporting to be the student's original work that has been wholly or partly created by another person.

Presenting as one's own the work, the ideas, representations, or words of another person without customary and proper acknowledgment of sources.

Knowingly permitting one's work to be submitted by another person as if it were the submitter's original work.

Submitting the identical or substantially the same assignment to fulfill the requirements for two or more courses without the approval of the instructors involved, or submitting the identical or substantially the same assignment from a previously completed course to fulfill requirements for another course without the approval of the instructor of the latter course.

Violating procedures prescribed to protect the integrity of the assignment.

Academic Misconduct

Honesty is an ethical imperative for the discipline of Nursing. **Academic misconduct in any form will not be tolerated.** Academic misconduct is any act that disrupts the educational process or provides a student with an academic advantage over another student. Academic misconduct includes, **but is not limited to:**

1. The unauthorized possession, copying, distribution, sale, or other transfer of all or any part of an academic exercise, or the answers or solutions to an academic exercise, whether or not the exercise has been administered;
2. Continuing to work on an academic exercise after the specified allotted time has elapsed;
3. Bribing another person to obtain an academic exercise, including answers to questions of an unadministered academic exercise;
4. Failing to adhere to standards of professional behavior established by a faculty member, academic program or college in conjunction with an academic course; or
5. Posting of notes or other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee, if the faculty member has expressly prohibited the posting of such materials.

Possession, distribution, photographing, or posting of any materials containing information about exam questions from the current semester or previous semesters is academic misconduct.

The Department of Nursing will comply with standards and procedures for undergraduate academic dishonesty, as outlined in section 1.5 of the Miami University Student Handbook.

Academic dishonesty is defined, at Miami University, as cheating, plagiarism, fabrication, unauthorized collaboration, misrepresentation, or gaining an unfair advantage.

More information can be found at: <http://www.miamioh.edu/integrity/undergraduates/index.html>

ANY ACADEMIC INTEGRITY ISSUE MAY BE GROUNDS FOR DISMISSAL

Student Conduct

(Student Handbook 2.0/Graduate Student Handbook 1.6)

The Code of Student Conduct at Miami University is intended to foster and protect the central purpose of the University: the free and open exchange of ideas. This Code applies to Miami's undergraduate and graduate students, and student organizations, including Greek organizations. Students are subject to this Code of Student Conduct beginning at summer orientation, during academic terms for which they are enrolled, during breaks between terms, during University holidays and vacations, and during periods of suspension. The Code of Student Conduct outlines the rights and responsibilities of students, behaviors prohibited on and off campus, possible sanctions, and the procedural rights of students and student organizations.

The Code embraces several important values: the rights of free speech and peaceable assembly; the freedom of inquiry and the right to make constructive criticism; the central importance of honesty to this community; and the desire that all students participate on campus in an environment that respects differences of culture, gender, religion, race, age, sexual orientation, gender identity, national origin and ability.

Additionally, while Miami University does not routinely monitor social networking sites and other electronic media, students should be aware that behavior on such sites when reported to the University may be investigated and adjudicated.

If a student, student organization, fraternity or sorority breaks a law that also violates Miami University Standards of conduct, that student may be held accountable by both civil authorities and the University. The University may at its sole discretion elect to pursue disciplinary action against the student in the absence of criminal charges, at the same time as criminal charges are pending, even if the criminal charges involving the same incident are not complete, have been reduced or are dismissed.

Professional Behavior in the Classroom and Harassment Policy

The Nursing Department promotes an atmosphere of mutual respect among members of the academic community; therefore, incidents of harassment in the classroom will not be tolerated (see Part 2: Code of Conduct of *The Miami Bulletin: The Student Handbook*).

Respect for human diversity is an essential element of the Miami University community. Miami University strongly opposes and will not tolerate harassment or discrimination on the basis of sex (including sexual harassment, sexual violence, sexual misconduct, domestic violence, dating violence, or stalking), race, color, religion, national origin, disability, age, sexual orientation, gender identity, pregnancy, military status, or veteran status. This prohibition extends to harassment or discrimination, based on the protected status listed above, including the creation of an intimidating, hostile, or offensive working, educational, or living environment. This policy also prohibits discrimination in employment based on genetic information as prohibited by the Genetic Information Nondiscrimination Act of 2008 (GINA). (2014-15 MUPIM, Section 3.6A)

The rights of both faculty and students to an environment that is conducive to effective teaching-learning need to be protected within the Department of Nursing. Any act or conduct which threatens to interfere with or disrupt the educational process or other legitimate functions of the University or which endangers the health, safety, or property of any member of the Miami campus/community is deemed inappropriate. Your growth as a professional stems from the kinds of behavior you exhibit within both the classroom as well as the clinical settings. Therefore, students need to be mindful to avoid activities during class time that could be distracting for the teacher or student peers such as texting, use of cell phones, side-bar conversations, playing games on the computer, rudeness, etc. When distracting behaviors occur in the classroom, students may be asked to leave the classroom for the remainder of that class period. Students having non-professional, distracting or harassment behaviors in the classroom, lab, clinical or course-related setting may be issued a *Significant Incident*.

Significant Incident

Students may receive a “*Significant Incident*” report for a single incident or an ongoing pattern of clinical or classroom behavior that is below the expected standard. Disruptive behavior and/or behaviors that are below standards undermine the learning process both in clinical and in the classroom. Additional information about student conduct is found in the Miami University Student Handbook at <http://miamioh.edu/about-miami/pubs-policies/>. Any violation of the Academic Integrity Policy, Student Conduct Policy, or Social Media Policy may result in a Significant Incident being issued.

A *Significant Incident* is:

Any incident that reflects unsatisfactory performance in providing nursing care, managing care, or as a member of the discipline. This behavior may or may not have resulted in immediate harm to an individual but was identified by a faculty member as significant enough to warrant documentation and continued monitoring through a written behavioral modification plan.

One significant incident, or a pattern of significant incidents, may result in counseling of the student, remediation of the student’s skills in the Nursing Resource Center, failure of the course, and/or dismissal from the program. Faculty involved in the situation/teaching of the course in which the problem is identified shall review the student’s overall performance and meet with the student to discuss the incident as well as recommendations for improvement or consequences of the behavior. Documentation of the incident will be reviewed with the student and then placed in the student’s file. The student will also receive a copy. The chair of the Department of Nursing will be notified of Significant Incidents and provide further documentation as needed.

Social Media Policy

Activities on social media sites, private or via group, in any setting whether it is in a clinical or community that are deemed to be defamatory, harassing, obscene, profane, unprofessional, or in violation of any law will not be tolerated and are subject to disciplinary action. Inappropriate social media behaviors are strictly prohibited and will be handled through hearings with the chair of the department and the chair of the Admission, Progression, and Graduation committee.

All students at Miami University are expected to follow the policies outlined in the *Miami Student Handbook* and to adhere to all applicable university privacy and confidentiality policies. This policy applies specifically to the Department of Nursing and nursing students' responsibility to protect client privacy and confidentiality at all times through all means of communication which includes social media and other communication channels. Confidential and sensitive information is protected under FERPA and HIPAA. Students are required to follow the protection outlined in these laws and under the guidelines identified in this policy. This policy follows the guidelines outlined in the National Council of State Boards of Nursing's White Paper: *A Nurse's Guide to Use of Social Media* (2018).

Policy Guidelines:

- Protect sensitive and confidential client and clinical information at all times. Do not share, disseminate or post information, images, and other information gained in the nurse-client relationship with anyone outside of the immediate clinical requirements. If there is a client care related need to share this information, consult with your clinical faculty member.
- Pre and Post conferences are learning experiences in which students may share with each other, under the guidance of their faculty member, specific clinical issues. Personal information needs to be protected even in these learning circumstances. It is expected that confidentiality will be maintained during the clinical conference and further discussion in a public forum is not to occur.
- It is a violation of privacy to transmit by way of electronic media any client-related images. Do not take photos or videos of patients on personal devices, including cell phones.
- If photographs are taken in the clinical setting/simulation as part of a clinical project, all required permission from the client and agency must be followed and the student must delete any electronic forms of these images. Posting or sharing of any images from a clinical or simulation experience online is not permitted. Students should avoid being in photographs taken by patients and family members while in the clinical setting.
- Clinical experiences are not to be discussed in public places and via electronic media, even if patient and personal information are not identified; this includes and is not limited to social media sites, email, text, blogs, twitter, and class sites. Limiting access to postings through privacy settings will not ensure privacy.
- Use of PDAs and other devices employed for social media requires permission from clinical faculty and must not violate privacy and confidentiality.
- Students must follow the agency's policy regarding cell phone use in the agency. Cell phones are to be silenced while in the clinical setting. Personal phone calls or texting are not permitted while in the client area.
- Information concerning clients and their family, as well as, information regarding clinical rotations are not to be posted in any online forum.
- Identification and discussion of health care institutions, staff, and community resources used in clinical or other nursing courses must be avoided. Any concerns about agencies used in nursing education must be shared with the department or an appropriate faculty member. Defamatory and malicious comments about agencies, the community, and resources within the community are not to be posted in any online forum.

- Private health care information cannot be removed from the health care setting via paper or electronic devices such as computers, flash drives, PDAs, etc.
- If a student identifies themselves as a Miami University nursing student on their Facebook or other online site, they should include a disclaimer that the views expressed do not represent Miami University or the Department of Nursing.

Consequences:

- Patient privacy and confidentiality are ethical and legal obligations for nursing students. Students are legally responsible for following the rules outlined in HIPAA and FERPA and are subject to liability if they fail to adhere to these laws.
- Violation of this policy will result in disciplinary action through the Department of Nursing which may include failure in a course and/ or dismissal from the program.
- Students are legally liable for online posts and commentary deemed harassment, racist, obscene, libelous, defamatory, proprietary, or which violate copyright.
- Future employers may conduct web searches prior to offering a nursing position. Professionalism in online posts can result in a positive outcome for the nursing applicant.

Changes of Name, Address, and Phone

It is the student's responsibility to notify both the Nursing office, One Stop, and Nursing faculty with any name, address, or phone number changes within one week of the change.

Miami E-Mail Policy (Miami University Student Handbook)

A Miami University-provided e-mail address (UniqueID@miamioh.edu) is an official means of communication. Students are responsible for all University communication sent to their Miami e-mail address. It is expected that students check their e-mail account on a frequent and consistent basis. To ensure that students remain current with University-related communications, students are strongly encouraged to check their e-mail at least two times a week. Students are advised to respond to all official University communications as directed in each communication (e.g., responding in person, by surface mail, or by e-mail). Students should not assume an e-mail response is a satisfactory substitution when directed otherwise. Furthermore, students should follow Miami University's policy on Responsible Use of Computing Resources, found in Section 19.2 of the *Miami University Policy and Information Manual (MUPIM)*.

Students are subject to this e-mail policy beginning at summer orientation, during academic terms for which they are enrolled, during breaks between terms, during University holidays and vacations, and during periods of suspension.

Students may forward their Miami e-mail to another e-mail address (e.g., @gmail or @hotmail). However, Miami University is not liable for any problems that may result from forwarding Miami e-mail to another account (e.g., problems with spam filters, full mailboxes, or loss of attachments). Students should understand that forwarding their University e-mail may have the unintended consequence of exposing their privacy information to third parties because Internet e-mail is handled in a public fashion.

Faculty members determine how they will use e-mail in their classes. Faculty may wish to include their e-mail expectations in the course syllabus. The distribution of mass communications is restricted to University departments and offices for University business. External requests for mass communications will not be honored.

As stated in the *Miami University Student Handbook*, “The University employs various measures to protect the security of its University computing resources and users’ accounts. However, users should be aware that the University does not and cannot guarantee such security.” Furthermore, individuals are advised to exercise caution when sending sensitive or FERPA-protected student information via e-mail. In addition, individuals are reminded that some University information is not appropriate for e-mail communication.

Department of Nursing Program Requirements

Initial Program Requirements

- Liability Insurance
- Hospitalization Insurance
- TB Screening – Skin or Blood Test
If positive skin test, then obtain blood test. If positive blood test, obtain chest x-ray. Submit all results.

- Tetanus, Diphtheria, Pertussis (TDAP, Adacel) -
Immunization proof * See below
- Rubella Immunization Proof
- Mumps Immunization Proof
- Rubeola Immunization Proof
- Hepatitis Series (completed by start of 2nd semester)
- Chicken Pox History, Titer, or Proof of Immunization
- Seasonal Influenza Vaccine by designated date
- Physical Exam
- CPR Certification (see approved courses)
- Criminal Background Checks (state and federal)

Recurring Program Requirements

- Liability Insurance
- Hospitalization Insurance
- TB Test (skin or blood)
- Seasonal Influenza Vaccine
- CPR Certification

- Criminal Background Checks

Our clinical agencies require us to have on file for each student certain medical information/documentation, proof of current CPR certification, insurances, and criminal record checks.

If these documents are not on file electronically with the Department of Nursing by the required deadline, the student may be issued a Significant Incident and is NOT permitted to attend clinical or lab and may receive a grade deduction.

Requirements must be submitted by the designated due.

*Tetanus, Diphtheria, Pertussis: Choose one of the following options to fulfill the TDAP requirement:

- Option 1: Previous primary vaccine series as a child (DTP or DTaP) & 1 dose of acellular pertussis (TDAP) as an adolescent or adult. TDAP is a one-time adult dose. It can be given at any interval after Tetanus-Diphtheria Vaccine. TDAP was not available prior to 9/2005. TD, and DTaP will not fulfill this requirement.
- Option 2: Td Tetanus-Diphtheria immunization every 10 years following the adult cellular pertussis vaccine TDAP).

Program requirements are subject to change based on agency requirements.

RN-BSN students must submit the following prior to enrolling in NSG 420:

- Liability Insurance for licensed RN, (not nursing student)
- Hospitalization Insurance
- Most recent TB Test (within 1 year prior to NSG 420 enrollment)
- CPR Certification from approved CPR course list
- Criminal Background Checks (within 1 year prior to NSG 420 enrollment)
- Seasonal Influenza Vaccine

Dress Code for Clinical Experiences

All students must be properly attired in the clinical setting. Dress/uniform requirements may change from course to course depending on the clinical agency's policies. Students must be in compliance with clinical agency policies for attire and appearance, for example: piercings, tattoos, artificial nails, etc. Faculty will inform the students as to the acceptable attire and professional appearance for each agency and clinical experience. Acute care uniform colors are: red top, black pant and black, grey or white shoes. Students will receive full details on the specific, approved uniform colors and styles and should not purchase uniforms until this time.

Professional Liability Insurance

The Nursing Program requires that students purchase professional liability insurance annually for \$1,000,000/\$3,000,000. Insurance information is provided in the orientation forms packet. Proof of professional liability insurance must be submitted electronically to the Nursing Department by the identified due date.

Student Health

After acceptance into the pre-licensure program, students must present a Miami University Department of Nursing Medical History Form with physical examination results from a healthcare provider regarding health status. The Department of Nursing medical history form is included with the orientation materials, and must be completed and submitted electronically to the Nursing Department by the designated due date.

Students must comply with complete immunization requirements as set forth by the Department of Nursing and clinical agencies. Program requirements may change following publication of this handbook; students will be required to comply with the directives of the program.

CPR Certification

Students must successfully complete an approved CPR course **annually** while enrolled in the Department of Nursing. The CPR course should be one of the following:

- ✓ Basic Life Support for HealthCare Provider (BLS) by the American Red Cross
- ✓ Basic Life Support (BLS Provider) by the American Heart Association
- ✓ Basic Life Support (BLS –RQI Program) by the American Heart Association
- ✓ Basic Life Support (BLS) by the American Safety and Health Institute

It is required that pre-licensure students show proof of **annual** CPR certification in Health Care Provider level of CPR training. Students must submit, electronically, their proof of CPR certification by the designated due date. This proof will be either a scanned copy of students' CPR certification card or a signed form by an authorizing person (i.e., staff development instructor from hospital) indicating that the student successfully completed the applicable CPR certification program. This form is included in the new student orientation packet. The annual CPR renewal requirement will be waived for those students holding a current CPR Instructor Certification. CPR class must occur in summer in order for the student to be current during the upcoming academic year.

RN-BSN students must submit proof of CPR certification in the term preceding their enrollment in NSG 420.

Professional Accountability for Program Requirements

Students are expected to attend each assigned lecture, seminar, clinical and campus laboratory experience. Students should review Undergraduate Student Policies, <https://miamioh.edu/policy-library/students/undergraduate/index.html>, on exceptions to attendance for religious observances.

Clinical attendance – Clinical and lab hours are mandatory; hours of planned and delivered hours for each course are submitted to the Ohio Board of Nursing. Clinical and laboratory absences must be made up to meet course by course expectations. If circumstances preclude clinical attendance, the student is required to personally speak with their clinical instructor by telephone prior to the clinical experience. Sending a text message to faculty is not acceptable. Following Miami University Policy, onsite clinical make-ups will not be required for University cancellations (i.e.: inclement weather). All other missed clinical hours are required to be made-up.

All missed clinical days and incidents of tardiness are considered occurrences. Listed below are the consequences of occurrences during the clinical course.

- First occurrence = documentation of occurrence, verbal warning and points reflected on CPET.
- Any additional occurrences = documentation of significant incident, points reflected on CPET and 10% reduction in overall clinical course grade per occurrence
- Two or more absences will result in course failure
- Any no show, no call occurrence will result in documentation of a significant incident

Emergent and Non-Emergent Situations – A student who is acutely ill may pose a significant risk to themselves or to others in the clinical unit and classroom. Students who are acutely ill should refrain from attending class, clinical and laboratory experiences. Absences, even for illness, may result in a student's inability to meet course learning objectives and pass a course.

Clinical experiences provide students with opportunities to apply the art and science of nursing with clients and families, and are necessary to fulfill the objectives of the course. Students must make arrangements with clinical faculty to make up clinical absences. Faculty has the right to change/alter the clinical or lab experience for educational effectiveness.

1. In case of Medical Emergency in the Classroom or Laboratory Setting

If a medical emergency arises:

- Direct someone to call 911
- Render first aid/CPR if properly trained

2. In case of Medical Emergency in the Clinical setting

If a medical emergency arises:

- Follow clinical agency policy and procedure

3. Medical Non-emergency illness or injury occurs in the Classroom, Clinical or Laboratory Settings

If a medical non-emergency condition arises in the classroom, clinical or laboratory settings:

- Students are responsible for immediately reporting nonemergency medical illnesses or injuries during class, laboratory or clinical time to faculty.
- Within the clinical setting the instructor or lab supervisor will determine in accordance with clinical agency policy if the student may continue with learning activities.

The student will be allowed to continue with learning activities if the:

- illness is not contagious to others
- injury/illness is self-identified by the student as minor and does not require immediate medical attention
- illness or injury does not disrupt learning activities for student or others

The student will be released from learning activities if the:

- illness has the potential of being contagious to others
- illness or injury requires professional health care
- illness or injury disrupts learning activities for self or others

When the student is released from class, laboratory or clinical, it is counted as an absence according to the Attendance Policy. The instructor or lab supervisor will recommend a visit to the student's health care provider. The student will assume financial responsibility for his or her own health care needs. The student is responsible for arranging their own transportation from the clinical setting. As soon as possible, the student should contact the faculty or lab instructor regarding how to make-up the required clinical or laboratory time.

Documentation of Health Status for Participation in Clinical Experiences

Students who have experienced any change in their health status such as illness, surgery, accident, or injury that affects their physical or mental ability are required to notify faculty and submit the "Permission to Return to Clinical Form" to the student's health care provider. This is also required if this illness, surgery, accident, or injury has occurred during the summer. The health care provider must verify that the student has the functional abilities to safely perform nursing care. (See Department of Nursing administrative support staff to obtain a form.) This completed form must be on file in the Department of Nursing before the student's next clinical experience. The Department of Nursing will follow specific clinical agency requirements.

Clinical Placement Information

The Department of Nursing at Miami University strives to ensure that each student has excellent clinical learning experiences. This becomes a challenging goal given today's complex and competitive health care environment where clinical facilities must meet the needs of learners from a growing number of educational units. Therefore, each semester many factors will impact the locations, dates, and times of clinical course offerings. A few of those factors include availability of faculty, availability of locations/units within a location, and numbers of students.

In order to provide each student with the required learning opportunities, **all students must remain flexible and be prepared for clinical placement in a variety of settings, at a variety of times.** This preparation must entail the following:

- Plans for transportation independently on clinical days to facilities;
- Plans surrounding clinical travel that include the ability to travel up to 1.5 hours one-way (from campus) to a clinical facility;
- Flexibility to accommodate changes in clinical scheduling, even last-minute changes;
- Ability to be at a clinical agency on a variety of days, times of day, evenings or nights, and possible weekends, especially in NSG 464;
- Willingness to adjust times/days of support or elective courses in order to attend assigned nursing classes.
- All of our clinical agencies require us to have on file for each student certain medical information/documentation, proof of CPR certification, insurances, and criminal record checks. If these documents are not on file with the Department of Nursing by the required deadline, the student is NOT permitted to attend Clinical, and is considered absent without excuse.

The Department of Nursing reserves the right to adjust clinical schedules when necessary.

Safe Practice in the Clinical Laboratory Courses

Department Policy Regarding Safe Practices

Providing care for clients is a privilege and requires attention to matters of safety. The Department has adopted the following policy to assure safe patient care is delivered by nursing students in the clinical experiences:

A student who reports to the clinical unit unable to perform safely will be dismissed from the clinical experience site and issued a Significant Incident.

Faculty may also be required to follow agency policies as specified by clinical agreements.

Ohio State Law Regarding Student Conduct While Providing Nursing Care

(Taken from Rules Promulgated from the law regulating the practice of nursing – Ohio Board of Nursing, 4723-5-12.)

1. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
2. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
3. A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, or time records, or reports, and other documents related to billing for nursing services.
4. A student shall implement measures to promote a safe environment for each patient.
5. A student shall delineate, establish, and maintain professional boundaries with each patient.
6. At all times when a student is providing direct nursing care to a patient, the student shall:
 - a. Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - b. Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
7. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;
8. A student shall use universal and standard precautions established by Chapter 4723.20 of the Administrative Code;
9. A student shall not:
 - a. Engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a patient;
 - b. Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental or emotional abuse;

10. A student shall not misappropriate a patient's property or:
 - a. Engage in behavior to seek or obtain personal gain at the patient's expense;
 - b. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
 - c. Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
 - d. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships;

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

11. A student shall not:
 - a. Engage in sexual conduct with a patient;
 - b. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
 - c. Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
 - d. Engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a patient;

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

12. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following;
 - a. Sexual contact, as defined in section 2907.01 of the Revised Code;
 - b. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
13. A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
14. A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
15. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of use of drugs, alcohol, or other chemical substances.
16. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
17. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.
18. A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice.

19. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
20. A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
21. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
22. A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
23. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
24. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing, or any other form of communication.
25. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A patient shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
26. For purposes of paragraphs (C) (5), (C) (6), (C) (9), (C) (10), (C) (11), and (C) (12) of this rule, a student shall not use social media, texting, emailing or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

Clinical Performance Evaluation Tool

The Department of Nursing utilizes the Clinical Performance Evaluation Tool to evaluate and grade students' clinical performance. A calculated score is generally reviewed with the student at mid-term and at the end of the course. A passing grade of 73% or higher must be achieved in clinical performance. Grades for other assignments are factored into the final course grade if the student has passed the clinical portion of the course. Categories of performance include: "Not achieving Standards", "Progressing towards Standards", "Achieving Standards", and "Exceeding Standards".

Student Injury

Students are responsible for all expenses that occur because of injury or illness. Health insurance is required of all students. In case of injury or infectious disease exposure at the clinical site, student must follow the clinical site's protocols as defined in clinical agreements with Miami University. Emergency treatment and follow-up may be required. Students with questions about clinical site protocols should talk with the clinical faculty member.

Health Services, Guidance and Counseling Services

For personal illness, physical or psychosocial, students are encouraged to seek care at the health care provider of their choice. Hamilton and Middletown campuses have counselors available who address both academic issues and personal issues and have resources external to the University for referrals. Appointments may be made with the campus counselors by contacting Regionals Student Life. Contact 513-785-3211 (Hamilton Campus) or 513-727-3431 (Middletown Campus) or 513-529-4634 Division of Student Life: Student Counseling Service (Oxford) to request an appointment.

Disability Services

Students with disabilities may request reasonable accommodations. Student Disability Services (SDS) registration should be completed prior to the provision of accommodations. Please contact SDS at 513-785-3211 (Hamilton campus) or 513-727-3431 (Middletown campus) or 513-529-1541; 7-1-1 (TTY-TDD); 513-529-8595 (fax) Miller Center for Student Disability Services (Oxford) to request an intake appointment to complete registration and request accommodations.

Students who have completed ODS registration are **encouraged to meet with faculty during week 1 of class** to discuss accommodation plans for the course.

Bloodborne Pathogens Exposure Control Protocol

Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV)

– Education and Management

- a. Prior to any exposure to clients/patients and as prerequisite to clinical preparation, students will receive instruction on universal precautions for blood and body borne infections in accordance with applicable Centers for Disease Control (CDC) guidelines. Information regarding personal health habits, HBV and HIV prevention, and risk behaviors will also be given. Exposure control education will be provided in the first semester nursing courses and will be continually reinforced. Documentation indicating that each student has been provided this information will be kept on file in departmental offices.
- b. All nursing personnel are ethically and professionally obligated to provide client/patient care with compassion and respect for human dignity. No nursing personnel may ethically refuse to treat a patient solely because the patient is at risk of contracting, or has an infectious disease such as HIV, AIDS, or HBV. Students and faculty should understand and follow rules of confidentiality as stated under Patient Rights in this handbook.
- c. Clinical supervision is to be managed to ensure strict compliance in all clinical learning experiences.

Students Who Are Hepatitis B (HBV) or HIV Positive

- a. Students who are Hepatitis B Virus (HBV) or HIV positive or who have AIDS must follow the CDC guidelines and universal precautions.
- b. Students who know they are infected should be encouraged to voluntarily inform the Chair of the Department of Nursing. The Chair will begin a process to assess the need for necessary modifications/accommodations in clinical education or job functions. Such modifications will be crafted on a case-by-case basis by the Chair in consultation with the most expert faculty.
- c. Clinical settings that pose additional risk to the personal health of HIV positive students and faculty should be identified. Such persons should be advised of these risks and urged to consult their health care provider to assess the significance of the risks to their own health.
- d. Any modification of clinical activity of HBV positive or HIV positive students will take into account the nature of the clinical activity, the technical expertise of the infected person, the risks posed by HBV or HIV carriage, functional disabilities, and the transmissibility of simultaneously carried infectious agents.

Testing Guidelines for HBV and HIV

Nursing students have ethical responsibilities to know their HBV and HIV status and have an obligation to be tested if they believe they may be at risk for HBV or HIV antibody. While the testing decision should be voluntary for the individual, there may be instances in which testing could be required.

Students may choose where to receive testing. Testing records will be kept separately from academic files and are accessible only on a need-to-know basis with the student's written consent. Release of data without written consent constitutes cause for disciplinary action.

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

Hepatitis B Vaccine Immunization

In accordance with Department of Nursing and clinical agency policies, all nursing students are required to present documentation of a completed series of HBV immunizations preferably upon admission to the nursing program, or if time does not permit, the first two of a series of three must be completed within the semester after admission. If the student declines to complete the series due to health reasons, a declination form must be signed.

Universal Precautions

Universal precautions will be followed at all times, including in the Nursing Resource Center. This method of infection control requires the student to assume that all human blood and specified human body fluids are infectious for HBV, HIV, and other bloodborne pathogens. Where differentiation of types of body fluids is difficult or impossible, all body fluids are to be considered as potentially infectious.

Post-Exposure Protocol for Prophylaxis of HBV and HIV

The use of personal protective equipment, appropriate engineering controls, and proper work practices must be continually reinforced among faculty and students to prevent exposure incidents to blood or other potentially infectious materials (OPIM). However, if an incident occurs, faculty and students should report the incident as soon as possible and be thoroughly familiar with the procedures for testing, evaluation, and treatment. A potential exposure incident can include:

- Percutaneous inoculation – needle stick or sharps
- Non-needle percutaneous injury – open cuts or abrasions
- Direct mucous membrane contact – accidental splash
- Non-intact skin contact with blood or OPIM

Initial Response to Exposure

- a) Immediately apply first aid as appropriate:
 - Allow to bleed freely; clean with 70% alcohol (for needle stick/puncture injury)
 - Wash thoroughly with soap and water
 - Mucous membrane: flush copiously with water
 - Eyes: irrigate and/or flush copiously with water
- b) Document the incident, including:
 - Route of exposure
 - How and when exposure occurred
 - Identify source individual, if known
 - Report exposure immediately to Nursing Faculty and appropriate supervisor at the clinical agency

Post Exposure Response by Students

In the event a student receives a needle puncture injury or other parenteral contact, the guidelines of the affiliating agency shall be followed. It is the responsibility of the student sustaining the injury/exposure to report and follow the criteria established by the facility. The University will not accept responsibility for expenses incurred.

Such responsibility lies with the student involved. However, all such incidents must be immediately reported to the instructor.

- a) Any student on clinical rotation who has a needle puncture shall be sent to their physician, or if they wish to the Emergency Room, or other health care agency.
- b) Student and instructor should determine immediately if the incident involved a clean or used needle.
- c) Injuries sustained with needles that have not been used on patients or their blood products require careful cleansing. Ice should be applied to the wound if needle contained a vesicant chemotherapeutic agent. Tetanus prophylaxis should be individualized.
- d) If a student reports a potential exposure incident to blood or OPIM, the following CDC guidelines should be followed. A student should be tested for HIV to establish seronegativity first, followed by a retest at 6 weeks, 3 months, 6 months, and 1 year.

The Department of Nursing Accident Report Form should be completed and taken by student to the health care provider for appropriate testing and possible treatment. A copy of the completed Accident Report form shall be kept in a confidential file in the Nursing Office. If the student elects to not follow the guidelines, they must sign the declination statement.

Legal/Ethical Guidelines

Students' Rights-Grievance Procedures for Students

The following is the Academic Grievance Policy that students are to follow at the Department of Nursing level.

1. Initial Steps for Resolution: If a student approaches the Chair with a grievance, such as a request for a grade review or a charge of violation of the Statement of Good Teaching Practices as stated in the *Miami University Student Handbook*, the Chair will ascertain whether the student has discussed the situation with the faculty person involved. If no discussion has occurred the Chair will recommend the student do so before proceeding with any grievance procedure. The Chair also has the option of meeting with the student and faculty person to help reach a resolution if all parties agree.
2. Formal Procedure: To initiate a formal grievance procedure, the student will provide the Chair with a signed written statement of the grievance. The Chair will forward a copy of the student's grievance to the instructor promptly after receiving it, together with a request for information relevant to the situation. The instructor shall also forward to the Chair a written reply to the student's statement. The written statements and any other relevant materials shall then be forwarded to an Academic Grievance Committee.
 - a. Academic Grievance Committee: The Chair shall appoint three representative faculty to serve as the committee and secure an administrator from outside the department to serve as hearing officer if a hearing is deemed necessary. These persons should not be teaching on the same teaching team as the faculty person against whom the complaint was filed.

The Committee shall meet and examine the forwarded materials and determine whether the matter can be decided without a hearing. If a hearing is not required, the committee shall write a recommendation regarding the grievance within a reasonable period of time. The report is then sent to or discussed with the Chair of the Department. The Chair will forward copies of the report to the student and instructor.

- b. In the case of a request for a grade change: If the Academic Grievance Committee believes the grade should be reviewed further or changed, they will make such recommendations to the Chair. The Chair will discuss the recommendations with the instructor. The instructor has the final decision on grades and does not have to change the grade as recommended.
- c. In the case of a student filing charges of violation of Good Teaching Practices: The Academic Grievance Committee will make a determination as to whether such practices were violated, and put in writing any recommendations regarding this, which is to be submitted to the Chair. The Chair makes the final departmental decision regarding violation of Good Teaching Practices. The student may appeal the decision to the College of Liberal Arts and Applied Science grievance committee.

“If the student wishes to appeal the decision beyond the departmental level, the student may submit to the divisional grievance committee a written, dated, and signed complaint stating the name of the instructor, the course, the provision(s) of the Good Teaching Practices alleged to have been violated, a brief description of the incident(s) giving rise to the grievance, and the remedy requested. The student should also provide any materials supportive of the complaint. Within 10 working days after receiving this written complaint from the student, the divisional dean will request the chair of the Divisional Academic Appeals Board to convene a committee to consider and investigate the complaint. A divisional grievance committee will not adjudicate a violation of Good Teaching Practices unless the written complaint is lodged before 5 p.m. Friday of the eleventh week of the fall or spring semester that follows the term in which the alleged violation occurred.”

<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-responsibilities-and-academic-grievance-policy-undergrad.html>

3. Students may also send a grievance letter to the Nursing Department’s Grievance Committee for review. The committee will make their recommendations and forward to the Department Chair.

Hearing Procedures

If the Academic Grievance Committee determines a hearing is necessary, the following procedures will be utilized to conduct the hearing. In addition to the three faculty members on the committee, another person representing the University administration will be asked to conduct the hearing as the department chair designee.

1. The department chair designee will communicate the date, time, and location of the hearing to all members of the committee, the student, and the faculty member involved in the grievance. If either party is bringing witnesses, that party is responsible to communicate the date, time, and location of the hearing to those witnesses.
2. The hearing will be closed to only those persons who are members of the Academic Grievance Committee, the department chair designee, the student, the faculty member, and any witnesses or advisors to the student and faculty member.

3. The student and the faculty member may also bring an advisor who is a member of the University community to the hearing. Said member of the University community must be a faculty member, administrator or Student Affairs staff member. Neither party is permitted to bring an attorney.
4. The student and the faculty member will submit copies of any documentation they wish the Committee to consider, and a list of witnesses they expect to bring, to the department chair designee at least 5 days prior to the scheduled hearing. The department chair designee will then provide the student and the faculty member with a copy of the documents and witness list submitted by the other.
5. The student and the faculty member may bring witnesses who are able to provide testimony directly related to the specific issues. Character witnesses whose only purpose is to attest to the student's personality are not generally necessary and, in the interest of time, may not be permitted to provide testimony. Formal Rules of Evidence will not apply. The Hearing Committee will receive only that information determined to be relevant or important in light of the totality of the circumstances.
6. At the beginning of the hearing, the department chair designee will advise the student and the faculty member of the following procedures:
 - a. Each party may make a brief opening statement.
 - b. The student has the first opportunity to provide information and call witnesses. The members of the Committee and the involved faculty member may ask questions of the student and the witnesses.
 - c. The faculty member may then provide information and call witnesses. The members of the Committee and the student may ask questions of the faculty member and the witnesses.
 - d. Witnesses will remain outside the hearing room when not providing information or responding to questions.
 - e. Each party may make a closing statement.
 - f. The Academic Grievance Committee may deliberate at the close of the hearing or at another time convenient to the members of the committee. The deliberation is not open to the student, the involved faculty member, or any of the witnesses. The department chair designee may sit in during the deliberations at his/her discretion.
 - g. The Academic Grievance Committee shall produce written findings and recommendations and submit this document to the department chair designee within 5 days of the hearing.
 - h. The department chair designee shall send the written findings and recommendations to the student, the involved faculty member and the department chair within 2 days of receiving said document.

Grievance Procedures for Students

The student must initiate the formal system of due process for student grievance in writing. The grievance procedure is outlined in the *Miami University Policy and Information Manual* (MUPIM) and in *The Student Handbook*, Section 1.7A.

As stated in Miami University's *The Student Handbook*, Section 1.7.B1, Academic Grievance Procedure at Miami University, a goal of the grievance procedure should be to effect reconciliation between instructor and student.

Any student has the right to question a grade he or she has received, but the student should recognize the difference between questioning a grade and charging an instructor with a violation of the Good Teaching Practices. The latter is a serious act and should neither be undertaken lightly nor should the desire to have a grade reviewed and changed be the primary motivation. A student initiating a grievance procedure should be aware that the University Senate has ruled that the final determination of a student's grade remains with the instructor, regardless of the outcome of any appeal procedure. While most instructors will consent to being advised by their colleagues and may change the student's grade on advice from a review committee, they cannot be compelled to do so by any authority in the University.

In all cases the student should first meet with the instructor to voice a complaint and to receive an explanation and possible redress. If the student is not satisfied with the explanation, he or she should

confer with the chair of the department and ask for a review of the grade through the departmental grievance procedure. The student must at that time ask either for a grade review or may, additionally, charge the instructor with a violation of the Good Teaching Practices. If the student asks only for a grade review, the review of the grade will be handled within the department and the final decision will be made according to the departmental procedures.

Formal grievances against instructors for violation of the Statement of Good Teaching Practices must be presented in terms of the provisions of that Statement. Student charges must cite specific violations of specific provisions of the Statement, identified by number as well as by the wording of the accusation. Students should also note that basic issues of contractual obligation and competence are not covered by the Statement of Good Teaching Practices, and that issues related to instruction not covered by the Statement should be discussed with the department chair, the academic coordinator, the regional campus dean, or their designees. A student who is charging a faculty member with a violation of the Statement of Good Teaching Practices shall first utilize the departmental grievance procedure. If he or she feels that his or her grievance has not been properly adjudicated, he or she should request a conference with the divisional dean. In addition, in an effort to resolve a grievance short of a formal appeal, the regional campus students are encouraged to seek a conference with the academic coordinator and/or the Dean of the Regional Campuses.

1.7.B.2 The Divisional Academic Appeals Board will be constituted as follows:

At the beginning of each academic year each divisional dean will request every academic department within the division to choose from among its members, with the approval of the department chair, one representative and one alternate to serve as members of the Divisional Academic Appeals Board for that year.

The dean of the division will appoint one of the department representatives as chair of the Divisional Academic Appeals Board for the academic year, and one as a vice-chair.

1.7.B.3 It will be the responsibility of the chair of each Divisional Academic Appeals Board:

- a. To appoint, on receipt of a written complaint from a student to the dean, a committee of five (5) members, appropriate to the case in question, consisting of the chair of the Divisional Academic Appeals Board as chair and four (4) representatives from departments related to the discipline in which the complaint originates (including, where appropriate or necessary, representatives from outside the division). No member of the department of the instructor against whom the complaint has been made may be a member of the grievance committee.
- b. To convene the committee to consider the grievance and to preside over the hearing.
- c. To inform the student that the burden of proof rests with the student and that he or she may attend the hearings (excluding executive sessions) and be accompanied by counsel if the student so desires.
- d. To inform the instructor, when the committee decides to consider a case, that a grievance has been received by the committee, and provide the instructor with a full bill of particulars regarding the grievance and its supporting evidence; to request from the instructor in writing information germane to the case; to inform the instructor that he or she may attend the hearings (excluding executive sessions) and be accompanied by counsel if the instructor so desires.
- e. To call for formal recommendations from the committee after consideration of the complaint, with majority vote of the members of the committee required for approval of each recommendation.
- f. To maintain communication with the chairs of all other Divisional Academic Appeals Boards in order to ensure equity and consistency among the divisions in the adjudicating of grievances.
- g. To fulfill the responsibilities listed in Section 1.7.B.4 below.
- h. To keep accurate minutes and records of all hearings, including all written documents submitted as evidence, in a confidential file in the Office of the Secretary of the University, each file subject to review only by the chair of the Academic Appeals Board of the division in which the grievance was heard.
- i. If for any reason the chair is unable to fulfill his or her responsibilities or to serve as chair of a grievance committee, the vice-chair shall fulfill these functions. Appointees shall excuse themselves in the event of a potential conflict of interest.

1.7.B.4 It will be the responsibility of a Divisional Appeals Committee:

- a. To determine, prior to considering any case, whether frank and full discussions between the student, instructor, department chair, and dean have been exhausted as a means of resolving the grievance. If not, the case shall be referred back to the instructor, chair, or dean as appropriate.
- b. To determine, when hearings are required, the most appropriate procedures to be followed.
- c. To hold hearings to determine the fact (such hearings open to the student and the instructor and their respective counsels with to exception of executive sessions), and to determine, by majority vote of the committee, recommendations as outlined in Section 1.7.B.5 below.

1.7.B.5 Committee Recommendations

If the committee finds that no violation of the Statement of Good Teaching Practices has occurred, or that a violation has occurred but recommends that no redress is warranted, these findings will be reported by the committee chair, in writing, to the student and instructor with copies sent to the department chair and dean. In addition, a notation of this finding may be made in the student's permanent record file.

If the committee finds that a violation of the Statement of Good Teaching Practices has occurred and recommends any form of redress for the student, these recommendations should be reported by the chair of the committee, in writing, to the instructor with a copy sent to the student. The instructor will be expected to inform the committee chair of his or her compliance or noncompliance with the recommendations within ten working days after the letter of notification has been sent to the instructor (failure to respond within ten working days will be taken to indicate noncompliance).

- a. If the instructor complies with the recommendations, the student will be informed in writing, by the committee chair, with copies to the department chair and dean.
- b. If the instructor indicates noncompliance with the recommendations, copies of the recommendations and of the instructor's reply will be sent to the student and to the department chair and dean. All documents regarding academic grievances and requests for grade review shall be placed in the department's student complaint file.

Formal Complaint

Those persons who have a complaint related to a topic not addressed by the Student Grievance Policy (above) may initiate a Formal Complaint to the Chair of the Department of Nursing. The complaint must be in writing describing, in detail, the concern, must contain current contact information, and be signed. The formal complaint must be delivered within 15 days of the event.

The Chair will review the complaint and discuss as appropriate with Miami University administrators. The chair will follow up with the complainant within 30 days in writing.

Student Accountability

Faculty expect that classroom and clinical learning will be conducted in an environment of mutual respect. Faculty have the right to expect that student's performance will reflect the identified educational outcomes at the appropriate level. Faculty will adhere to Miami University's regulations on academic conduct as described in *The Miami Bulletin: The Student Handbook*.

The Department of Nursing expects students enrolled in the program to model the standards, goals, and ideas of the profession held by the American Nurses Association, Ohio Board of Nursing, Miami University, and HIPAA regulations. The Department of Nursing believes that the educational experience, whether academic or clinical, fosters intellectual pursuits, develops socially responsible learners, ensures academic freedom and protects individuals' rights. All students are expected to act in a manner that is consistent with professional standards.

Cheating, plagiarism, or other forms of academic misconduct will not be tolerated. Professional misconduct, in the manner of lack of student's integrity, judgment, preparation or performance of safe care as a nursing student,

will not be tolerated. A significant incident provides for student/faculty input and defines the follow-up evaluation measures.

Testing Environment

Students must place all belongings along walls; remove hats/caps; place cell phones, smart devices, I-watches, and all other blue-tooth enabled devices with other personal belongings along wall.

Make-up Tests

Except for extreme circumstances, students are expected to take all course tests during the scheduled time of administration. Students are expected to notify course faculty ahead of time if they must be absent from an exam whether that exam is administered in an online format or via paper and pencil format. It is preferred that one week notice is provided when possible and appropriate rationale for the absence provided. Notification is required per face-to-face communication, telephone, or through Miami University e-mail. When a student misses an exam without prior notice, faculty reserves the right to award a grade of "0" for that test. Faculty also reserve the right to administer the makeup test in a different format.

Student Organizations

Student Nurses Association (SNA)

The Student Nurses Association is organized to foster an understanding of the nursing program and to stimulate and encourage professional behavior of members. Membership is open to all students interested in nursing. Its goal is to promote fellowship and mentoring of future and current nursing students and to promote health and service on campus and in the local community.

Regional Chapter of American Assembly for Men in Nursing

Men in Nursing is a group which focuses on the diversity in nursing of gender, race, ethnicity, and ideas. The group addresses these issues through the collaborative efforts of all individuals.

Student Representation

The Nursing Department believes that student representation and participation is an important student right, and that this voice should have an important impact upon the activity within the Department. Students are encouraged to participate in the Nursing Student Association, the Student Advisory Council, or other University organizations.

Student Advisory Council (SAC)

The Student Advisory Council consists of volunteer Nursing students within the program. Its goal is to be a formal intermediary platform for direct communication between students and faculty related to curriculum, admissions, and progression in the Miami Nursing program. The functions are:

1. To provide an official channel of communication and cooperation between students and faculty.
2. For the faculty in the department of Nursing to seek student input and share issues of mutual interest that include, but are not limited to, academic programs, non-curricular programs, student services, campus facilities, and policies and procedures with direct impact on students.
3. Students submit recommendations, general student concerns and ideas of improvement to the faculty of the appropriate standing committees. Currently students attend Curriculum Committee Meetings, and Admission-Progression-Graduation Meetings. Other meetings may be attended at the discretion of the Chair of the department.
4. Two students are to attend each meeting - 1 being the student chair and another member. Ideal membership is 1-2 students at each level (sophomore, junior, senior), from all campuses. The proposed chair and co-chair would be agreed upon by the Student Advisory Council and faculty advisor, who would then present

to Faculty Org and the department chair for finalization.

5. SAC chair is to contact students in the sophomore, junior, and senior levels in the fall semester or as needed to encourage committee membership.
6. The council will meet as needed and keep records of their meetings, which will be sent to MUH nursing office for recordkeeping at the end of each semester.
7. SAC chair is to send a record of all committee members to MUH nursing office for recordkeeping as needed.
8. SAC members will have a designated faculty advisor to assist them in their roles.

Scholarships

Students in the Department of Nursing are eligible for Miami University Regional Campus and Department of Nursing Scholarships annually.

The REGIONAL CAMPUS scholarship awards are made possible through the generous support of donors to Miami University. These awards vary from \$100 to \$5,000. Awards are made at the discretion of the regional Campus Scholarship committee based on the availability of funds.

The DEPARTMENT OF NURSING scholarship awards are made possible through the generous support of donors and Nursing Alumni. These awards vary based on the availability of funds and are awarded at the discretion of the Department of Nursing Scholarship committee. Students enrolled in Nursing course work will receive email notification of the online application process spring semester.

BSN: Bachelor of Science in Nursing
124 Credit Hours | Beginning Fall 2018, Catalog Year 2019
Four-year Curriculum Plan

| RED Cohort: Graduating Spring 2022 | | | |
|--|---|-----------------------------------|--|
| First Year: Fall 2018; 17 CREDITS | | Spring 2019; 17 CREDITS | |
| *ENG 111 (MP I) | English Composition (3) | *MBI 161 (MP IVA) | Elementary Medical Microbiology (4) |
| *CHM 131 (MP IVB) | Chemistry of Life Processes (4) | *BIO 172 | Human Anatomy & Physiology II (4) |
| *BIO 171 | Human Anatomy & Physiology I (4) | °Miami Plan (9) | IIA or IIB or III (#1) or III (#2) or V or ICP or AW |
| °Miami Plan (6) | IIA or IIB or III (#1) or III (#2) or V or ICP or AW | | |
| Second Year: Fall 2019; 16-17 CREDITS | | Spring 2020; 15-16 CREDITS | |
| **MBI 361 or **BIO 325 | Epidemiology (3) or Pathophysiology (4) | **MBI 361 or **BIO 325 | Epidemiology (3) or Pathophysiology (4) |
| **PSY 111 (MP IIC) | Introduction to Psychology (3) | NSG 262 | Fundamentals of Professional Nursing Practice (4) |
| PSY 112 | Foundational Experiences (1) | NSG 263 | Community Health Nursing (3) |
| NSG 251 | Therapeutic Communication in Nursing (3) | NSG 432 | Population Focused Nursing Care – <i>Clinical</i> (2) |
| NSG 252 | Foundations of Professional Nursing (3) | °Miami Plan or NE (3) | Nursing Elective or IIA or IIB or III (#1) or III (#2) or V or ICP or AW |
| NSG 261 | Health and Physical Assessment (3) | | |
| Third Year: Fall 2020; 17 CREDITS | | Spring 2021; 14 CREDITS | |
| NSG 349 | Introduction to Principles of Pharmacology in Nursing (3) | NSG 363 | Nursing Care of Children (3) |
| NSG 365 | Nursing Research (3) | NSG 364 | Nursing Care of Children – <i>Clinical</i> (2) |
| NSG 351 | Nursing of Childbearing Family (3) | NSG 353 | Nursing Care of Adult Clients with Health Alterations I (3) |
| NSG 352 | Childbearing Family – <i>Clinical</i> (2) | NSG 354 | Nursing Care of Adult Clients with Health Alterations I – <i>Clinical</i> (3) |
| NSG 461 | Nursing Care of Older Adults (3) | °Miami Plan or NE (3) | Nursing Elective or IIA or IIB or III (#1) or III (#2) or V or ICP or AW |
| °Miami Plan or NE (3) | Nursing Elective or IIA or IIB or III (#1) or III (#2) or V or ICP or AW | | |
| Fourth Year: Fall 2021; 15 CREDITS | | Spring 2022; 13 CREDITS | |
| NSG 361 | Nursing Care of Adult Clients with Health Alterations II (3) | NSG 435 (MPC) | Challenges in Health Care Delivery (3) |
| NSG 362 | Nursing Care of Adult Clients with Health Alterations II – <i>Clinical</i> (3) | NSG 463 | Nursing Care of Clients Experiencing Multi-System Health Alterations (3) |
| NSG 402 | The Professional Nurse Leader (3) | NSG 464 | Nursing Care of Clients Experiencing Multi-System Health Alterations - <i>Clinical</i> (5) |
| NSG 451 | Nursing Care of Clients with Mental Health Disorders & Their Families (3) | NSG 465 | Nursing Senior Seminar (2) |
| NSG 452 | Nursing Care of Clients with Mental Health Disorders & Their Families - <i>Clinical</i> (3) | | |

*Year one nursing program requirements; must be completed by end of first year

**Year two nursing program requirements; must be completed by end of second year

°All Miami Plan requirements must be met, however, there is flexibility regarding when the following are taken: IIA, IIB, III (#1), III (#2), V, ICP, AW. Nursing Elective (3) may be taken once students begin their nursing courses.

The nursing department reserves the right to change the order of course offerings.

The following are Testing Courses: NSG 261, NSG 262, NSG 349, NSG 351, NSG 353, NSG 361, NSG 363, NSG 451, NSG 463

| WHITE Cohort: Graduating Spring 2022 | | | |
|--|---|-----------------------------------|---|
| First Year: Fall 2018; 17 CREDITS | | Spring 2019; 17 CREDITS | |
| *ENG 111 (MP I) | English Composition (3) | *MBI 161 (MP IVA) | Elementary Medical Microbiology (4) |
| *CHM 131 (MP IVB) | Chemistry of Life Processes (4) | *BIO 172 | Human Anatomy & Physiology II (4) |
| *BIO 171 | Human Anatomy & Physiology I (4) | °Miami Plan (9) | IIA or IIB or III (#1) or III (#2) or V or ICP or AW |
| °Miami Plan (6) | IIA or IIB or III (#1) or III (#2) or V or ICP or AW | | |
| Second Year: Fall 2019; 16-17 CREDITS | | Spring 2020; 15-16 CREDITS | |
| **MBI 361 or **BIO 325 | Epidemiology (3) or Pathophysiology (4) | **MBI 361 or **BIO 325 | Epidemiology (3) or Pathophysiology (4) |
| **PSY 111 (MP IIC) | Introduction to Psychology (3) | NSG 262 | Fundamentals of Professional Nursing Practice (4) |
| PSY 112 | Foundational Experiences (1) | NSG 263 | Community Health Nursing (3) |
| NSG 251 | Therapeutic Communication in Nursing (3) | NSG 432 | Population Focused Nursing Care – <i>Clinical</i> (2) |
| NSG 252 | Foundations of Professional Nursing (3) | *Miami Plan or NE (3) | Nursing Elective or IIA or IIB or III (#1) or III (#2) or V or ICP or AW |
| NSG 261 | Health and Physical Assessment (3) | | |
| Third Year: Fall 2020; 17 CREDITS | | Spring 2021; 15 CREDITS | |
| NSG 349 | Introduction to Principles of Pharmacology in Nursing (3) | NSG 353 | Nursing Care of Adult Clients with Health Alterations I (3) |
| NSG 365 | Nursing Research (3) | NSG 354 | Nursing Care of Adult Clients with Health Alterations I – <i>Clinical</i> (3) |
| NSG 351 | Nursing of Childbearing Family (3) | NSG 451 | Nursing Care of Clients with Mental Health Disorders & Their Families (3) |
| NSG 352 | Childbearing Family – <i>Clinical</i> (2) | NSG 452 | Nursing Care of Clients with Mental Health Disorders & Their Families - <i>Clinical</i> (3) |
| °Miami Plan (6) | Nursing Elective or IIA or IIB or III (#1) or III (#2) or V or ICP or AW | NSG 461 | Nursing Care of Older Adults (3) |
| Fourth Year: Fall 2021; 14 CREDITS | | Spring 2022; 13 CREDITS | |
| NSG 361 | Nursing Care of Adult Clients with Health Alterations II (3) | NSG 435 (MPC) | Challenges in Health Care Delivery (3) |
| NSG 362 | Nursing Care of Adult Clients with Health Alterations II – <i>Clinical</i> (3) | NSG 463 | Nursing Care of Clients Experiencing Multi-System Health Alterations (3) |
| NSG 402 | The Professional Nurse Leader (3) | NSG 464 | Nursing Care of Clients Experiencing Multi-System Health Alterations - <i>Clinical</i> (5) |
| NSG 363 | Nursing Care of Children (3) | NSG 465 | Nursing Senior Seminar (2) |
| NSG 364 | Nursing Care of Children – <i>Clinical</i> (2) | | |

*Year one nursing program requirements; must be completed by end of first year

**Year two nursing program requirements; must be completed by end of second year

°All Miami Plan requirements must be met, however, there is flexibility regarding when the following are taken: IIA, IIB, III (#1), III (#2), V, ICP, AW. Nursing Elective (3) may be taken once students begin their nursing courses.

The nursing department reserves the right to change the order of course offerings.



BSN: Bachelor of Science in Nursing
124 Credit Hours | Beginning Fall 2018, Catalog Year 2019
Four-year Curriculum Plan

| LOVE Cohort: Graduating Spring 2022 | | | |
|--|---|--------------------------------|--|
| First Year: Fall 2018; 17 CREDITS | | Spring 2019; 17 CREDITS | |
| *ENG 111 (MP I) | English Composition (3) | *MBI 111 (MP IVA) | Microorganisms and Human Disease (3) |
| *CHM 131 (MP IVB) | Chemistry of Life Processes (4) | *MBI 123 | Experimenting with Microbes (1) |
| *BIO 171 | Human Anatomy & Physiology I (4) | *BIO 172 | Human Anatomy & Physiology II (4) |
| °Miami Plan (6) | IIA or IIB or III (#1) or III (#2) or V or ICP or AW | °Miami Plan (9) | IIA or IIB or III (#1) or III (#2) or V or ICP or AW |
| Second Year: Fall 2019; 17 CREDITS | | Spring 2020; 16 CREDITS | |
| **BIO 325 | Pathophysiology (4) | **MBI 361 | Epidemiology (3) |
| **PSY 111 (MP IIC) | Introduction to Psychology (3) | NSG 262 | Fundamentals of Professional Nursing Practice (4) |
| PSY 112 | Foundational Experiences (1) | NSG 349 | Introduction to Principles of Pharmacology in Nursing (3) |
| NSG 251 | Therapeutic Communication in Nursing (3) | NSG 365 | Nursing Research (3) |
| NSG 252 | Foundations of Professional Nursing (3) | °Miami Plan or NE (3) | Nursing Elective or IIA or IIB or III (#1) or III (#2) or V or ICP or AW |
| NSG 261 | Health and Physical Assessment (3) | | |
| Third Year: Fall 2020; 14 CREDITS | | Spring 2021; 16 CREDITS | |
| NSG 263 | Community Health Nursing (3) | NSG 351 | Nursing of Childbearing Family (3) |
| NSG 432 | Population Focused Nursing Care – <i>Clinical</i> (2) | NSG 352 | Childbearing Family – <i>Clinical</i> (2) |
| NSG 353 | Nursing Care of Adult Clients with Health Alterations I (3) | NSG 363 | Nursing Care of Children (3) |
| NSG 354 | Nursing Care of Adult Clients with Health Alterations I – <i>Clinical</i> (3) | NSG 364 | Nursing Care of Children – <i>Clinical</i> (2) |
| °Miami Plan or NE (3) | Nursing Elective or IIA or IIB or III (#1) or III (#2) or V or ICP or AW | NSG 461 | Nursing Care of Older Adults (3) |
| | | °Miami Plan or NE (3) | Nursing Elective or IIA or IIB or III (#1) or III (#2) or V or ICP or AW |
| Fourth Year: Fall 2021; 15 CREDITS | | Spring 2022; 13 CREDITS | |
| NSG 361 | Nursing Care of Adult Clients with Health Alterations II (3) | NSG 435 (MPC) | Challenges in Health Care Delivery (3) |
| NSG 362 | Nursing Care of Adult Clients with Health Alterations II – <i>Clinical</i> (3) | NSG 463 | Nursing Care of Clients Experiencing Multi-System Health Alterations (3) |
| NSG 402 | The Professional Nurse Leader (3) | NSG 464 | Nursing Care of Clients Experiencing Multi-System Health Alterations - <i>Clinical</i> (5) |
| NSG 451 | Nursing Care of Clients with Mental Health Disorders & Their Families (3) | NSG 465 | Nursing Senior Seminar (2) |
| NSG 452 | Nursing Care of Clients with Mental Health Disorders & Their Families - <i>Clinical</i> (3) | | |

*Year one nursing program requirements; must be completed by end of first year

**Year two nursing program requirements; must be completed by end of second year

°All Miami Plan requirements must be met, however, there is flexibility regarding when the following are taken: IIA, IIB, III (#1), III (#2), V, ICP, AW. Nursing Elective (3) may be taken once students begin their nursing courses.

The nursing department reserves the right to change the order of course offerings.



Nursing

BSN: Bachelor of Science in

**124 Credit Hours | Beginning Fall 2018, Catalog Year 2019
Four-year Curriculum Plan**

| HONOR Cohort: Graduating Spring 2022 | | | |
|--|--|-----------------------------------|---|
| First Year: Fall 2018; 17 CREDITS | | Spring 2019; 17 CREDITS | |
| *ENG 111 (MP I) | English Composition (3) | *MBI 111 (MP IVA) | Microorganisms and Human Disease (3) |
| *CHM 131 (MP IVB) | Chemistry of Life Processes (4) | *MBI 123 | Experimenting with Microbes (1) |
| *BIO 171 | Human Anatomy & Physiology I (4) | *BIO 172 | Human Anatomy & Physiology II (4) |
| °Miami Plan (6) | IIA or IIB or III (#1) or III (#2) or V or ICP or AW | °Miami Plan (9) | IIA or IIB or III (#1) or III (#2) or V or ICP or AW |
| Second Year: Fall 2019; 16-17 CREDITS | | Spring 2020; 16-17 CREDITS | |
| **BIO 325 | Pathophysiology (4) | **MBI 361 | Epidemiology (3) |
| **PSY 111 (MP IIC) | Introduction to Psychology (3) | NSG 262 | Fundamentals of Professional Nursing Practice (4) |
| PSY 112 | Foundational Experiences (1) | NSG 349 | Introduction to Principles of Pharmacology in Nursing (3) |
| NSG 251 | Therapeutic Communication in Nursing (3) | NSG 365 | Nursing Research (3) |
| NSG 252 | Foundations of Professional Nursing (3) | °Miami Plan or NE (3) | Nursing Elective or IIA or IIB or III (#1) or III (#2) or V or ICP or AW |
| NSG 261 | Health and Physical Assessment (3) | | |
| Third Year: Fall 2020; 16 CREDITS | | Spring 2021; 15 CREDITS | |
| NSG 351 | Nursing of Childbearing Family (3) | NSG 353 | Nursing Care of Adult Clients with Health Alterations I (3) |
| NSG 352 | Childbearing Family – <i>Clinical</i> (2) | NSG 354 | Nursing Care of Adult Clients with Health Alterations I – <i>Clinical</i> (3) |
| NSG 363 | Nursing Care of Children (3) | NSG 451 | Nursing Care of Clients with Mental Health Disorders & Their Families (3) |
| NSG 364 | Nursing Care of Children – <i>Clinical</i> (2) | NSG 452 | Nursing Care of Clients with Mental Health Disorders & Their Families - <i>Clinical</i> (3) |
| NSG 461 | Nursing Care of Older Adults (3) | °Miami Plan or NE (3) | Nursing Elective or IIA or IIB or III (#1) or III (#2) or V or ICP or AW |
| °Miami Plan or NE (3) | Nursing Elective or IIA or IIB or III (#1) or III (#2) or V or ICP or AW | | |
| Fourth Year: Fall 2021; 14 CREDITS | | Spring 2022; 13 CREDITS | |
| NSG 361 | Nursing Care of Adult Clients with Health Alterations II (3) | NSG 435 (MPC) | Challenges in Health Care Delivery (3) |
| NSG 362 | Nursing Care of Adult Clients with Health Alterations II – <i>Clinical</i> (3) | NSG 463 | Nursing Care of Clients Experiencing Multi-System Health Alterations (3) |
| NSG 402 | The Professional Nurse Leader (3) | NSG 464 | Nursing Care of Clients Experiencing Multi-System Health Alterations - <i>Clinical</i> (5) |
| NSG 263 | Community Health Nursing (3) | NSG 465 | Nursing Senior Seminar (2) |
| NSG 432 | Population Focused Nursing Care – <i>Clinical</i> (2) | | |

*Year one nursing program requirements; must be completed by end of first year

**Year two nursing program requirements; must be completed by end of second year

°All Miami Plan requirements must be met, however, there is flexibility regarding when the following are taken: IIA, IIB, III (#1), III (#2), V, ICP, AW. Nursing Elective (3) may be taken once students begin their nursing courses.

The nursing department reserves the right to change the order of course offerings.

The following are Testing Courses: NSG 261, NSG 262, NSG 349, NSG 351, NSG 353, NSG 361, NSG 363, NSG 451, NSG 463

ABBREVIATION KEY

MP-AW = Advanced Writing MPF = Global Miami Plan Foundation MP-ICP = Intercultural Perspectives
 MPF I = English Composition MPF IIA = Creative Arts MPF IIB = Humanities
 MPF IIC = Social Science MPF III = Global Perspectives MPF IVA = Biological Science
 MPF IVB = Physical Science MPC = Miami Plan Capstone
 MPF V = Mathematics, Formal Reasoning, Technology ***Recommend STA 261 for MPF V if planning on graduate school*

EXCEPTIONAL CLINICAL EXPERIENCES

Our hospital and clinical agencies are located in the Oxford, Cincinnati, Hamilton, Fairfield, Middletown and Dayton areas, including:

| | | |
|--------------------------------|-----------------------------------|-----------------------------------|
| Atrium Medical Center | Fort Hamilton Hospital | Mercy Health West Hospital |
| Bethesda North Hospital | Lindner Center of HOPE | Miami Valley Hospital |
| Cincinnati Children’s Hospital | McCullough-Hyde Memorial Hospital | The Christ Hospital |
| Dayton Children’s Hospital | Mercy Fairfield Hospital | West Chester Hospital (UC Health) |

COMMUNITY PARTNERSHIPS

Our students have multiple opportunities to partner with organizations to improve health and safety in the local communities. These include projects to improve mental health access, women’s health and education, and pediatric health screening.

CAREER OPTIONS

All graduates will be qualified to take the National Council Licensing Examination- RN (NCLEX-RN) to become a licensed registered nurse (RN) in Ohio or any other state. The BSN program prepares graduates for roles in all areas of nursing, including acute care settings in medical-surgical, maternal newborn, operating room, emergency, and intensive care. Other non-acute care settings that attract our graduates include home care, school nursing, rehab facilities, extended care facilities, health clinics, and public health roles. The BSN also provides a pathway for nurse leadership roles and entry into a master’s program in advance practice nursing. Nurses with a Master’s degree in Nursing may pursue roles as a nurse practitioner, nurse midwife, nurse anesthetist, nurse educator, nurse researcher, or nurse administrator.

GRADUATION REQUIREMENTS

Students must earn a minimum of 124 credit hours and achieve an overall GPA of 2.0. The nursing program requires a grade of C or better in all nursing courses and all non-nursing program required courses: BIO171, BIO172, BIO325, ENG111, MBI361, PSY111/112, CHM131 (or equivalent) and MBI161 (or equivalent). Students who earn a grade below a C in two or more of these courses will be dismissed from the nursing program. It is expected that students complete required courses by level/year (as outlined above) in order to progress to the next level. It is the student’s responsibility to stay on track with program requirements.

MISCELLANEOUS COSTS

In addition to regular tuition and fees, nursing students incur additional fees associated with our program. These estimated fees include, but are not limited to:

| | | | |
|------------------------|----------------|--|---------|
| Nurse Pack | \$ 120 | Parking Fees at Clinical Agencies | \$ 30 |
| Uniform | \$ 120 | State Licensing Fee | \$ 75 |
| Nursing Books | \$1,000 | NCLEX-RN Exam Fee | \$ 200 |
| Lab Fees | \$2,000 | CastleBranch Program Set-Up Fee | \$ 35 |
| Liability Insurance | \$ 120 | Graduation Fee | \$ 60 |
| Health Insurance | variable costs | HESI Access across 6 semesters & includes | |
| Immunizations | variable costs | a 4 day review course at the completion of | |
| Criminal Record Checks | \$ 300 | the program | \$1,011 |
| CPR | \$ 240 | | |

CONTACT INFORMATION

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As of

5/22/19

BSN Program Required Nursing Course Descriptions

NSG 251 Therapeutic Communication in Nursing

Examines and develops skills in communication that the nurse uses in working with clients across the lifespan and with other health care professionals. Consideration is given to factors affecting the nurse-client relationship, including self-awareness and cultural awareness. Theory and evidence are examined as foundations for therapeutic communication in nursing practice.

NSG 252 Foundations of Professional Nursing

Introduces the student to the role of the nurse as a partner in health promotion with others within the health care system. Nursing is studied in light of its historical roots, educational trends, professional/political power, theory and research, and the profession's role in the changing health care delivery system. Major theories, concepts, trends, and issues that impact the nursing profession today are addressed. Applications of theories regarding socialization into the professional role are emphasized.

NSG 261 Health & Physical Assessment

Designed to develop transcultural health assessment skills across the life span. Content and practice focuses on developing cognitive and psychomotor skills associated with obtaining a complete data base through history taking and physical assessments. Students will identify assessment findings that fall outside accepted parameters of normal for pediatric, adult, geriatric and pregnant populations.

NSG 262 Fundamentals of Professional Nursing Practice

Develops skills in nursing therapeutics and evidence-based practice to promote holistic health. Through use of critical thinking skills, students will apply psychomotor skills and nursing therapeutic interventions.

NSG 263 Community Health Nursing

Develop nursing skills in assessment, program planning, and interventions to promote the health of communities and vulnerable populations. Builds a foundation for designing nursing strategies for individuals, families and populations by integrating health promotion and disease prevention concepts, nursing and public health theory.

NSG 349 Introduction to Principles of Pharmacology in Nursing Practice

Introduces the student to the nursing application of basic pharmacology throughout the lifespan. Emphasis is placed on the application of pharmacological knowledge through clinical decision making in nursing practice.

NSG 351 Nursing of Childbearing Family

Examines theory and evidence-based practice as the basis for planning care for the childbearing family. Emphasis is placed on health promotion integration for families in transition, acknowledging physiological, sociocultural, political and economic forces within the health care system.

NSG 352 Childbearing Family – Clinical

Addresses the nursing role as provider of care for childbearing families. Theoretical principles and evidence-based practice are applied to the planning of and providing care for the childbearing family. Emphasis is placed on health promotion integration for childbearing families.

NSG 353 Nursing Care of Adult Clients with Health Alterations I

Examines holistic nursing care of adults. Emphasis is on therapeutic nursing care to promote, maintain, and restore health in adults within the context of the family and community. Focus is on medical-surgical health alterations common to adults.

NSG 354 Nursing Care of Adult Clients with Health Alterations I – Clinical

Addresses providing holistic nursing care to adults and their families in a variety of settings. Students will focus on health promotion, risk reduction, and health restoration activities in examining medical-surgical health alterations common to adults.

NSG 361 Nursing Care of Adult Clients with Health Alterations II

Examines holistic nursing care of adults and their families. Emphasis is on therapeutic nursing care to promote, maintain, and restore health in adults within the context of the family and community. Focuses on medical-surgical health alterations common to adults.

NSG 362 Nursing Care of Adult Clients with Health Alterations II – Clinical

Addresses providing holistic nursing care to adults and their families in a variety of settings. Students will focus on health promotion, risk reduction, and health restoration activities in examining medical-surgical health alterations common to adults.

NSG 363 Nursing Care of Children

Examines theory and evidence-based practice as the basis for planning nursing care for the child within the context of family and community. Emphasis is placed on health promotion, psychological and physiological needs as well as the dynamic interplay of culture, socioeconomic, ethical and legal issues, and spiritual beliefs.

NSG 364 Nursing Care of Children – Clinical

Addresses application of theory and evidence-based practice in caring for the child within the context of family and community. Emphasis is placed on health promotion, psychological and physiological needs as well as the dynamic interplay of culture, socioeconomic, ethical and legal issues, and spiritual beliefs.

NSG 365 Nursing Research

This course introduces the baccalaureate nursing student to the research process and its application in the discipline of nursing. Emphasis will be placed on critiquing published studies, understanding the research process, and developing skills to apply research findings in the practice setting.

NSG 402 The Professional Nurse Leader

Synthesizes roles and responsibilities of the baccalaureate nurse by establishing a theoretical foundation for developing leadership skills applicable in all areas of the health care system.

NSG 432 Population-Focused Nursing Care - Clinical

Students apply theory and principals of population-focused care to examine public health issues of vulnerable or disenfranchised populations. Using data, information technology and input from community members, students design, implement and evaluate evidence-based nursing interventions.

NSG 435 Challenges in Health Care Delivery

Provides opportunity to synthesize and apply accumulated knowledge to a specific topic or project related to health care delivery. Students with varying academic and experiential backgrounds work in small groups to research and analyze a topic or situation from various perspectives. Each group develops one of the following: a position paper, a manuscript ready for submission for publication, or a plan for action relative to a specific situation or problem.

NSG 451 Nursing Care of Clients Experiencing Mental Health Disorders and Their Families

Examines theory and evidence-based practice in the nursing care of clients experiencing mental health disorders and their families. Emphasizes application of the nursing process and therapeutic communication skills in the promotion of mental health. Concepts of group dynamics and family systems are addressed.

NSG 452 Nursing Care of Clients Experiencing Mental Health Disorders and Their Families – Clinical

Addresses providing care to clients experiencing mental health disorders and their families in a variety of settings. Emphasis is on application of the nursing process and therapeutic communication skills. Promotion of mental health, concepts of group dynamics and family systems are addressed.

NSG 461 Nursing Care of Older Adults

Examines holistic nursing care of the aging client. Health and wellness needs of the older adult and the impact of aging on the individual, family, and community are evaluated. Focus is on promoting functional ability and quality of life of the older adult.

NSG 462 Nursing Care of Older Adults – Clinical

Examines providing holistic nursing care of the aging client. Nursing care will be provided to older adults and their families in selected acute, rehabilitative, long-term care and community settings. Focuses on promoting functional ability and quality of life of the older adult and family.

NSG 463 Nursing Care of Clients Experiencing Multi-System Health Alterations

Examines multi-system health alterations that affect individuals and families across the life span. Students will synthesize prior learning as they analyze the multiple factors contributing to major health alterations. Emphasizes the way in which individuals as members of families and other social groups adapt to the trajectory of the disease process and complex health alterations. The student is guided to examine the role of the nurse as a member of the interdisciplinary team that provides services for disease prevention, health restoration and rehabilitation.

NSG 464 Nursing Care of Clients Experiencing Multi-System Health Alterations – Clinical

Addresses providing care to groups of clients with multi-system health alterations and their families. Focuses on refining clinical decision-making skills, implementing evidence-based interventions, and measuring client outcomes in evaluating the therapeutic effectiveness of care provided. Facilitates the transition from student to graduate nurse through preceptored experiences and faculty guidance.

NSG 465 Nursing Senior Seminar

Seminar course designed to assist the graduating senior nursing student to transition from student role to registered nurse (RN) role. The course utilizes a nationally normed standardized testing product in preparation for the RN licensure examination. This course focuses on assisting the student to evaluate his/her results and develop individualized remediation plans to foster success on the licensure examination. The course incorporates a comprehensive review. Prerequisite: last semester of senior BSN program.

Miami University BSN Curriculum Guide (Beginning Fall 2019)

| Nursing Course | Semester Credits | Theory Hours | Laboratory Hours | Clinical Hours | Total Contact Hours |
|---|------------------|--------------|------------------|----------------|---------------------|
| NSG 251 Therapeutic Communication in Nursing | 3 | 45 | 0 | 0 | 45 |
| NSG 252 Foundations of Professional Nursing | 3 | 45 | 0 | 0 | 45 |
| NSG 261 Health & Physical Assessment (2 Theory/1 Lab Hour) | 3 | 30 | 30 | 0 | 60 |
| NSG 262 Fundamentals of Professional Nursing Practice (8 Lab Hours) | 4 | 60 | 36 | 24 | 120 |
| NSG 263 Community Health Nursing | 3 | 45 | 0 | 0 | 45 |
| NSG 349 Intro to Principles of Pharmacology in Nursing Practice | 3 | 45 | 0 | 0 | 45 |
| NSG 351 Nursing Care of Childbearing Family | 3 | 45 | 0 | 0 | 45 |
| NSG 352 Nursing Care of Childbearing Family Clinical | 2 | 27 | 8 | 25 | 60 |
| NSG 353 Nursing Care of Adult Clients with Health Alterations I | 3 | 45 | 0 | 0 | 45 |
| NSG 354 Nursing Care of Adult Clients with Health Alterations I Clinical | 3 | 10 | 0 | 80 | 90 |
| NSG 361 Nursing Care of Adult Clients with Health Alterations II | 3 | 45 | 0 | 0 | 45 |
| NSG 362 Nursing Care of Adult Clients with Health Alterations II Clinical | 3 | 13 | 5 | 72 | 90 |
| NSG 363 Nursing Care of Children | 3 | 45 | 0 | 0 | 45 |
| NSG 364 Nursing Care of Children Clinical | 2 | 10 | 2 | 48 | 60 |
| NSG 365 Nursing Research | 3 | 45 | 0 | 0 | 45 |
| NSG 402 The Professional Nurse Leader | 3 | 45 | 0 | 0 | 45 |
| NSG 432 Population-Focused Nursing Care Clinical | 2 | 32 | 0 | 28 | 60 |
| NSG 435 Challenges in Health Care Delivery | 3 | 45 | 0 | 0 | 45 |
| NSG 451 Nursing Care of Clients Experiencing Mental Health Disorders and Their Families | 3 | 45 | 0 | 0 | 45 |
| NSG 452 Nursing Care of Clients Experiencing Mental Health Disorders and Their Families Practicum | 3 | 17 | 1 | 72 | 90 |
| NSG 461 Nursing Care of Older Adults | 3 | 45 | 0 | 0 | 45 |
| NSG 463 Nursing Care of Clients with Multi-System Health Alterations | 3 | 45 | 0 | 0 | 45 |
| NSG 464 Nursing Care of Clients with Multi-System Health Alterations Clinical | 5 | 9 | 9 | 132 | 150 |
| NSG 465 Nursing Senior Seminar | 2 | 30 | 0 | 0 | 30 |
| Various nursing electives | 3 | 45 | 0 | 0 | 45 |
| Total Hours | 74 | 913 | 91 | 481 | 1485 |

BSN Program Nursing Elective Options - Course Descriptions

NSG 301 Theory-Based Nursing Practice

This course is the transitional course in the educational trajectory from technical to professional nursing. The educational experiences build upon your knowledge from interdisciplinary prerequisite and technical level nursing courses. Students are introduced to major theories, concepts, trends, and social policy issues that impact the nursing profession today as well as influence its future. Role socialization, application, and integration of theoretical concepts into the professional role are emphasized. The profession's historical roots, education trends, and role evolution, theory and research focus, health and social policy power issues are examined in light of the nation's changing health care delivery system. NSG 301 is specifically designed for the Miami University Advanced Writing requirement, with assignments speaking to various types of writing used by nurses. (Open to all nursing and non-nursing majors). Prerequisite: ENG III

NSG 302 Intermediate Clinical Nursing Practicum

This course provides students with a concentrated clinical experience at a local health care facility that will focus on improving their skills to plan, implement, and evaluate the nursing care they provide. Students care for a group of clients over consecutive days and have a nurse mentor thus fostering collegial and interdisciplinary relationships. The faculty member will evaluate the student more in-depth in the application of knowledge, selection of priorities and consistency of care.

Prerequisites: NSG 262

NSG 311 Health Promotion Across the Lifespan

Helps baccalaureate nursing students shift their focus from illness-oriented care to health and wellness promotion. Students are introduced to content about assessment for wellness and intervention for health promotion throughout the life span.

NSG 317 Teaching Strategies in Health Care

Designed to develop knowledge and skill in teaching clients and their families on a one-to-one basis as well as in group situations. Content related to theories of learning, assessment of learning needs, teaching strategies, and evaluation of teaching explored in detail. Emphasizes the role of nurse as teacher. Employs experiential teaching strategies. Students learn to teach by experimenting with different teaching strategies, as well as by modeling techniques used by the instructor.

NSG 321 – U.S. Health Care System and Culture

This course is designed to provide the student with an overview regarding factors that influence health care systems in the United States. A seminar/discussion format will be used to help students examine the culture of the health care, various health care delivery systems, as well as roles of providers of care and key stakeholders. Students will also explore select contemporary and legal/ethical issues that arise in the evolving health care system. Prerequisite: Junior standing

NSG 341 Caring and Terminal Illness

Elective course that explores concepts of professional nursing care in relation to terminal illness. Foci include symptom control, family support, attitudes towards death and dying, and concept of biomedical ethics.

NSG 343 – Health Care Informatics

Designed to give experience with issues and use of health care information management systems. Progresses from history and description of hospital and computer-based systems to clinical bedside practice, research, education, and administrative application. Community and institution-based systems are discussed as well as ergonomics and software/hardware selection.

NSG 399 – Global Health Perspectives and Challenges in Central America

The primary purpose is to gain international health care experience that will enhance ability to understand the basis of and need for culturally competent care to populations everywhere. Students will explore a variety of cultural and contextual factors that impact life, health care, and health care systems in Central America, and compare and contrast these factors with those operating in the United States. This is a study abroad course offered in summer and/or winter term. (3-6 credits)

NSG 418 – Perspectives of Chronic Disease

Examines complex health problems that affect individuals and families across the lifespan. Students analyze the multiple factors contributing to major chronic health problems of contemporary American society. Emphasis is given to the way in which individuals as members of families and other social groups adapt to the trajectory of the disease process. The course also examines the role of the nurse as a member of the interdisciplinary team that provides services for disease prevention, health restoration, and rehabilitation.

NSG 441 – Health and Aging: Current Perspectives and Issues

This elective course examines issues of health status and health care delivery for the older population. Topics include perceptions of health, major health problems in later life, strategies for working with older persons experiencing functional and sensory changes of aging, patterns of health services utilization, projected health needs and ethical issues related to health care for the elderly.

Independent Studies are available. Please see a faculty member for information.

**Miami University
Department of Nursing
RN-BSN Program
(Beginning with 2018, catalog year 2019)**

Prerequisites for Admission to Program

1. RN licensure without restrictions
2. GPA of 2.0
3. Associate Degree Nursing Courses (28 hours)
*28 credit hours must be from an NLN accredited AD nursing program. Graduates of non-accredited AD programs, proprietary programs and diploma programs may meet this requirement by successfully completing NSG 301, NSG 311, and NSG 313.

Nursing Program Requirements

Non-nursing Requirements: 6/7 hours (F – Fall; S – Spring; W - Winter)

| | |
|----------------|------------------------------------|
| BIO 232 (S, W) | Human Genetics (3) OR |
| BIO 325 (F, S) | Pathophysiology (4) 15-week course |
| MBI 361 (F, S) | Epidemiology (3) 15-week course |

Nursing Course Requirements: 30 hours (F – Fall; S – Spring)

| | |
|--------------|--|
| NSG 301 (F) | Theory-based Nursing Practice (3) |
| NSG 311 (F) | Health Promotion Across Lifespan (3) |
| NSG 313 (F) | Assessment of Well Individual (2) |
| NSG 317 (S) | Teaching Strategies in Health Care (3) |
| NSG 331 (F) | Introduction to Nursing Research (3) |
| NSG 402 (S) | The Professional Nurse Leader (3) |
| NSG 418 (F) | Perspectives of Chronic Disease (3) |
| NSG 430 (S) | Community Health Nursing (4) |
| NSG 435 (S) | Challenges in Health Care Delivery (3) |
| NSG Elective | See below (3) 15-week course |

All of the above RN-BSN courses run as online, 6-week sprint courses. Some nursing electives run as full semester/15-week courses, while others run in the 6-week sprint format.

Nursing Elective Options: 3 hours

| | |
|---------|--|
| NSG 321 | U.S. Healthcare System and Culture (3) |
| NSG 341 | Caring and Terminal Illness (3) |
| NSG 343 | Healthcare Informatics (3) |
| NSG 399 | Global Health Perspectives and Challenges in Central America (3-6) |
| NSG 441 | Health and Aging: Current Perspectives and Issues (3) |
| NSG 477 | Independent Study (arranged with faculty) |

University Requirements

Global Miami Plan for Liberal Education: All students who enter Miami in fall 2015 and thereafter are required to complete the following Global Miami Plan requirements:

Foundation I. English Composition (3 hours)

ENG 109 or ENG 109

Foundation II. Fine Arts, Humanities, and Social Sciences (9 hours)

A. Creative Arts (3)

B. Humanities (3)

C. Social Science (3)

Foundation III. Global perspectives (6 hours)

Study Abroad (6) or

Global Courses (6)

Foundation IV. Natural Sciences (6 hours, must include one laboratory course)

Biological Science (3) *Recommend MBI 161 to meet Thematic Sequence: 'MBII'

Physical Science (3)

Foundation V. Math, Formal Reasoning, Technology (3 hours)

*Recommend STA 261 if planning to go to graduate school

Thematic Sequence (9 hours) Thematic sequence requirement is met by completing related courses (at least 9 hours) in an approved Thematic Sequence outside the student's department of major. Recommend Thematic Sequence: MBII Biomedical Science: MBI 161, BIO 232 or BIO 325, MBI 361; other thematic sequence options are available.

Advanced Writing Course (3 hours) Met through program requirement NSG 301

Experiential Learning Met through program requirement NSG 430

Intercultural Perspectives (3 hours) Met through program requirement NSG 430

Senior Capstone (3 hours) Met through program requirement NSG 435

TOTAL CREDITS NEEDED FOR GRADUATION: 124 hours

Recommended sequencing of courses for fall start (to graduate in 3 years):

| Fall 1 | Spring 1 | Fall 2 | Spring 2 | Fall 3 | Spring 3 |
|---------|----------|---------|----------|--------------|----------|
| NSG 301 | NSG 317 | NSG 313 | NSG 430 | NSG 331 | BIO 232 |
| NSG 311 | NSG 402 | NSG 418 | MBI 361 | NSG Elective | NSG 435 |

Recommended sequencing of courses for spring start (to graduate in 3 years):

| Spring 1 | Fall 1 | Spring 2 | Fall 2 | Spring 3 | Fall 3 |
|----------|---------|----------|---------|----------|--------------|
| NSG 317 | NSG 301 | NSG 430 | NSG 313 | NSG 435 | NSG Elective |
| NSG 402 | NSG 311 | MBI 361 | NSG 331 | BIO 232 | NSG 418 |

Students may take courses on a part-time basis (one course at a time) or full-time (16-18 credits at a time). Please see an advisor for help in planning your schedule.

Students must achieve at least a "C" in all nursing program required courses: core requirements (MBI 361, BIO 232 or BIO 325) and all nursing course requirements. Students must maintain a 2.0 grade point average while enrolled in the nursing program.

The nursing department reserves the right to change the curriculum, as necessary, as allowed by the Ohio Board of Nursing's rules.

RN-BSN Program Nursing Course Descriptions

NSG 301 - Theory Based Nursing Practice

Investigates theories the baccalaureate nurse utilizes in various roles and responsibilities. Orientation to BSN program philosophy and theoretical framework.

NSG 311 - Health Promotion Across The Life Span

Helps baccalaureate nursing students shift their focus from illness-oriented care to wellness and health promotion. Introduction to content about assessment for wellness and intervention for health promotion throughout the life span. Prerequisite or co-requisite: NSG 301.

NSG 313 - Assessment of The Well Individual

Facilitates the development of physical assessment skills appropriate to performing a screening physical examination as part of a comprehensive nursing assessment.

NSG 317 - Teaching Strategies in Health Care

Helps students develop knowledge and skill in teaching clients and their families on a one-to-one basis as well as in group situations. Content related to theories of learning needs, teaching strategies, and evaluation of teaching are explored in detail. Role of the nurse as a teacher is emphasized in all activities.

NSG 331 - Nursing Research

Provides foundation for systematic study of nursing and health related problems using research process. Student develops the ability to apply research findings to clinical practice and to apply beginning research skills in developing research proposals. Prerequisite or corequisite: NSG 301.

NSG 402 - Professional Nurse Leader

Synthesizes roles and responsibilities of the baccalaureate nurse by establishing a theoretical foundation for developing leadership skills applicable in all areas of the health care system. Prerequisites: NSG 301.

NSG 418 - Complex Health Problems

Examines complex health problems that affect individuals and families across the lifespan. Students analyze the multiple factors contributing to major chronic health problems of contemporary American society, and discuss services for disease prevention, health restoration, and rehabilitation. Pre- or co-requisite: NSG 301, 311, 313, 331. Corequisite: NSG 419.

NSG 420 - Focused Practicum in BSN or Expanded Nursing Roles

Clinical Provides laboratory experiences for the student to learn more about BSN or expanded nursing roles. Pre- or corequisite: NSG 301, 311, 313, 331.

NSG 430 - Community Health Nursing

Integrates concepts and skills from nursing, physical and behavioral sciences, and humanities while focusing on independent and interdependent roles of the nurse in providing health promotion and disease prevention to the community as a client. Prerequisite or corequisites: NSG 301, 311, 313, 331, MBI 361.

NSG 431 - Community Health Nursing - Clinical

Clinical laboratory in which students use the nursing process with the community as a client. Prerequisite or corequisite: NSG 301, 311, 313, 331, 430, MBI 361.

NSG 435 - Challenges in Health Care Delivery

Capstone seminar course provides an opportunity for students nearing completion of their undergraduate studies to synthesize and apply accumulated knowledge to issues in health care delivery. Students work in small groups to research and analyze a topic or situation from various perspectives. May only be taken last or next- to-last semester.

RN-BSN Program Nursing Elective Options – Course Descriptions

NSG 321 – U.S. Health Care System and Culture

This course is designed to provide the student with an overview regarding factors that influence health care systems in the United States. A seminar/discussion format will be used to help students examine the culture of the health care, various health care delivery systems, as well as roles of providers of care and key stakeholders. Students will also explore select contemporary and legal/ethical issues that arise in the evolving health care system.

NSG 341 – Caring and Terminal Illness

Elective course that explores concepts of professional nursing care in relation to terminal illness. Foci include symptom control, family support, attitudes towards death and dying, and concepts of biomedical ethics.

NSG 343 – Health Care Informatics

Designed to give experience with issues and use of health care information management systems. Progresses from history and description of hospital and computer-based systems to clinical bedside practice, research, education, and administrative application. Community and institution-based systems are discussed as well as ergonomics and software/hardware selection.

NSG 399 – Global Health Perspectives and Challenges in Central America

The primary purpose is to gain international health care experience that will enhance ability to understand the basis of and need for culturally competent care to populations everywhere. Students will explore a variety of cultural and contextual factors that impact life, health care, and health care systems in Central America, and compare and contrast these factors with those operating in the United States. This is a study abroad course offered in summer and/or winter term. (3-6 credits)

NSG 441 – Health and Aging: Current Perspectives and Issues

This elective course examines issues of health status and health care delivery for the older population. Topics include perceptions of health, major health problems in later life, strategies for working with older persons experiencing functional and sensory changes of aging, patterns of health services utilization, projected health needs and ethical issues related to health care for the elderly.

Independent Studies are available. Please see a faculty member for information

