



COPPIN STATE UNIVERSITY
College of Health Professions
Helene Fuld School of Nursing

**BACCALAUREATE NURSING EDUCATION
STUDENT HANDBOOK**



Foreword

This Baccalaureate Nursing Student Handbook is published by Coppin State University College of Health Professions Helene Fuld School of Nursing and is distributed to students enrolled in the baccalaureate nursing programs. The Helene Fuld School of Nursing was established in 1974 by CSU President Calvin Burnett. More information about our CSU and HFSON mission, vision, and strategic goals can be found at [Vision, Mission and Strategic Plan | Coppin State University](#).

This HFSON Baccalaureate Nursing Student Handbook supplements and is to be used in conjunction with the *Coppin State University (CSU) Eagle Guide Student Handbook*. This version of the HFSON Baccalaureate Nursing Student Handbook replaces all previous versions. Students are responsible for acquainting themselves with its contents and for compliance with the policies, procedures, and requirements contained herein.

CSU offers equal opportunity in its employment, admissions, and educational activities in compliance with Title IX and other civil rights laws. CSU does not discriminate. CSU's Non-Discrimination and Title IX policies are included on CSU's website at <https://www.coppin.edu/hr/title9>. CSU is accredited by the Middle States Commission on Higher Education (<https://www.msche.org/institution/page/6/>), 3624 Market St., Philadelphia, PA 19104. The baccalaureate, master's, post master's certificate, and Doctor of Nursing Practice degree programs are approved by the Maryland Board of Nursing (MBON) and accredited by Commission on Collegiate Nursing Education (CCNE) [CCNE Accreditation \(aacnnursing.org\)](http://aacnnursing.org).

Disclaimer: This HFSON Baccalaureate Nursing Student Handbook is neither a contract nor an offer to make a contract. While every effort has been made to ensure the accuracy of the information enclosed, the Student Handbook is updated only once each year prior to the start of the fall term. HFSON reserves the right to make changes at any time with respect to course offerings, degree requirements, services, policies, procedures, or any other subject addressed in this document. The information enclosed is provided solely for the convenience of the reader, and CSU, CHP, and HFSON expressly deny any liabilities that may otherwise be incurred.

Coppin State University
College of Health Professions
Helene Fuld School of Nursing
Baccalaureate Nursing Education
Student Acknowledgement

This handbook is for the baccalaureate nursing students in the Helene Fuld School of Nursing (HFSON). It contains information about nursing program administrative and academic policies, the curriculum, course work, and clinical experiences. The HFSON Bachelor of Science in Nursing (BSN) curriculum for the Traditional, Accelerated Second degree BSN, dual admission Associate of Science in Nursing (ASN) to BSN, and RN to BSN plans of study are contained within this handbook. This handbook is not a contract. All attempts have been made to ensure that the information contained is accurate. The HFSON reserves the right to make changes to the policies, procedures, and requirements contained herein. Students will be notified of these changes electronically. Every student is required to read, and become familiar with the contents of this handbook. A student is required to sign their Admission Acknowledgement Form as well as the Honor Code, Client and Agency Confidentiality Statement, Release of Information Form, and Photo/Video Release Form located in the Appendices. Plan to upload these signed documents to the designated clinical compliance database system.

I understand that as a student in the HFSON it is my responsibility to read, understand, and abide by all policies, procedures, and requirements listed in the Baccalaureate Nursing Student Handbook for the HFSON, the CSU Catalog, *CSU Eagle Guide Student Handbook*, and the CSU Community Standards. A copy of this signed acknowledgement must be kept on file. A complete copy of this handbook can be found on the CSU CHP HFSON BSN academic program webpage.

By my signature below, I acknowledge that I have read and understand the policies in the attached Handbook and understand that it is my responsibility to abide by the policies, procedures, or guidelines contained within.

Student Name

Student ID Number

Student Signature

Contact Phone Number

Date

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Section I: Overview of Baccalaureate Nursing Program

In 1973, Dr. Calvin W. Burnett, President of Coppin State College (CSC) learned that Provident Hospital had decided to close its diploma program in nursing. Recognizing the need for a continuing source of professional nurses in the Baltimore community, Dr. Burnett negotiated with the State Board of Higher Education, The Board of Trustees, and the Maryland State Board of Examiners of Nurses for approval to establish a baccalaureate nursing program at Coppin State College. By May of 1974, the required approval was obtained and the name of the school, the Helene Fuld School of Nursing, was adopted in honor of the Helene Fuld Health Trust.

The first class, consisting of 49 students, was admitted to the Helene Fuld School of Nursing in September 1974. In 1976, the school admitted registered nurses who wanted to earn baccalaureate degrees in nursing (RN to BSN Plan of Study). On May 11, 1977, Helene Fuld School of Nursing was initially surveyed by the Maryland Board of Examiners of Nurses and subsequently received final approval for its nursing program. The HFSON program began with one pre-licensure plan of study option. Today, there are four plans of study options. The Helene Fuld School of Nursing (HFSON) baccalaureate nursing program is designed to provide individuals with a broad educational background, which builds upon liberal arts, sciences, behavioral and social sciences as well as nursing didactic and experiential learning. Coppin State University (CSU) HFSON BSN curriculum is derived from the mission and governance, philosophy, core values, strategic goals, expected program and student learning outcomes. The CSU HFSON philosophy organizing framework is based on Myra Levine's nursing theory and the nursing process. The curriculum adheres to the professional nursing standards of the *Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing [AACN, 2008]), Quality and Safety in Nursing Education (QSEN), the American Nurses Association (ANA) Standards of Professional Performance, and the National League of Nursing (NLN) to provide a framework for educating nurses at the baccalaureate level.

The HFSON offers a four-year curriculum designed to lead to a Bachelor of Science degree in Nursing (BSN). The curriculum consists of 120 credits of which 41 credits are general education requirements. First-year students and transfer students interested in nursing should follow our Pre-Nursing curriculum subplan aligned with the Bachelor of Science in Health Sciences plan of study, which consist of two years of pre-requisites (67 credits) followed by two years within the Traditional BSN plan of study (pre-licensure). The nursing curriculum is distributed throughout the four years with increased concentration at the junior and senior levels. Students may also consider completing a degree in another major other than nursing while fulfilling pre-requisite courses for the nursing curriculum. Then, the students may graduate with a degree from another major and consider the Accelerated Second-degree BSN plan of study (pre-licensure). In collaboration with the designated community colleges, for non-nurses, a dual admission Associate of Science in Nursing (ASN) degree to BSN plan of study (ATB) is an option (post-licensure). For registered nurses who already have a diploma or Associate of Science degree in Nursing (ASN), the RN to BSN plan of study (post-licensure) is available. The BSN program is approved by the Maryland Board of Nursing (MBON) and accredited by Commission on Collegiate Nursing Education (CCNE) [CCNE Accreditation \(aacnursing.org\)](https://www.aacnursing.org/).

Section II: Mission Statement

Coppin State University Mission Statement

Coppin State University, a Historically Black Institution [CSU Mission Statement | Coppin State University](#) in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

College of Health Professions Mission Statement

The College of Health Professions [College of Health Professions | Coppin State University](#) prepares analytical, socially responsible multi-generational health care professionals as leaders and lifelong learners who demonstrate excellence in scientific inquiry, leadership, social responsibility, civic and community, cultural diversity and inclusion, healthcare innovation and interprofessional collaboration in the promotion of healthy communities while strengthening relationships with local, national and global partners.

HFSON Mission Statement

The Helene Fuld School of Nursing (HFSON) [Helene Fuld School of Nursing | Coppin State University](#) is committed to providing exemplary education that broadens empowered multi-generational nursing students intellectual and scholarly pursuits while promoting healthy communities and strengthening relationships with local, national, and global partners. The HFSON fosters leadership social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

Section III: HFSON Philosophy

The School of Nursing faculty developed statements which reflect their beliefs about the interrelationships among the individual, health, nursing, environment, community, society education, and nursing education. These philosophical statements give direction to the curriculum of the current baccalaureate and graduate degree program in nursing.

Faculty of the Helene Fuld School of Nursing believes that undergraduate and graduate education prepares the nurse with a strong theoretical foundation, provides increased opportunities to utilize analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.

Faculty believe that baccalaureate education prepares the graduate for the emerging roles of the beginning nurse generalist and provides the foundation for graduate study. Professional nursing education is built on theoretical foundations of the humanities, liberal arts, and the basic and applied sciences. These are used in conjunction with nursing science in a creative and disciplined approach to provide nursing care.

Faculty recognize the worth and dignity of the individual as a holistic being incorporating the conservation principles of energy, structural, personal, and social integrity. Faculty believe that there is dynamic exchange and interdependence between the individual and his or her internal and external environments as it relates to the provision of culturally sensitive care.

Faculty believe the organization of individuals into families and communities is the foundation of society, and that society influences the definition of health and illness because of its normative value aspects. Health is an individual perception of one's state of being which each person defines in relation to culture and values. Health is a state of wholeness, dynamic in quality and reflects the client's ability to adapt to the environment.

Faculty believe one important component of the external environment is the health care delivery system and recognize it is impacted by societal trends, demographics, political influences, and technological advances.

Faculty believe that the incorporation of emerging information systems and technology for the improvement and transformation of healthcare is essential to process, manage and evaluate healthcare outcomes and the healthcare delivery system.

Faculty believe that nursing is a scientific and clinical practice discipline, requiring clinical reasoning, which facilitates the health promotion, maintenance, and restoration of clients through therapeutic nursing interventions.

Faculty believe nursing is an interactive process, based on an understanding of the individual's relationship with the environment and adaptive processes, in which the client has a right to participate in their nursing care as a partner. The nurse empowers the client with skills needed to make decisions related to care. In the health care delivery system, the role of the professional nurse includes provider of care, designer/manager and coordinator of care, and member of a profession (AACN, 2021). The professional nurse functions in a collaborative role.

Faculty believe that the learner is self-directed and is involved in active learning, acquisition of knowledge, scientific inquiry, translation of knowledge and personal assessment.

Faculty believes that students from diverse backgrounds bring a commitment to personal and professional growth in serving the urban and global communities adding to their learning experience.

Faculty believe education is a collaborative process in which the educator and student and/or client have shared responsibility.

Therefore, the faculty believes it is vital to serve as professional role models in the classroom and clinical settings and must maintain expertise by engaging in lifelong learning.

Faculty believe that continual evaluation of the curriculum, faculty and students are essential to sustain the integrity of the program.

Graduates address healthcare disparities among individuals, families and communities while respecting individual values, autonomy and promoting self-determination.

Graduates translate research in clinical settings, incorporate advocacy, leadership, and clinical practice with an emphasis on independent and inter-professional practice and collaboration in the management of culturally diverse clients across settings.

Core Values

In conjunction with the core values of the University (<https://www.coppin.edu/procurement/valuesandvision>), the HFSON identifies caring, collaboration, diversity, equity, inclusion, integrity, excellence, leadership, lifelong learning, professionalism, service, and holism as core values. Core Values are the beliefs that describe, define, and direct our work through the university and its operations. Values underlie what are primary to our belief system. Through our mission, philosophy and sharing of experiences, HFSON has discovered and unearthed its Core Values. As a fundamental set of guiding principles, Core Values provide direction and purpose.

Caring is a human state, a moral imperative or ideal, an affect, an interpersonal relationship, and a nursing intervention.

Collaboration is the concerted effort to attain a shared goal, so the health needs of the client and the public may be addressed. Collaboration requires mutual trust, recognition, and respect among the interprofessional healthcare team, shared decision-making about client care, and open dialogue among all parties who have an interest in and a concern for healthcare outcomes (American Nurses Association [ANA], 2015).

Diversity is embracing recognition, acceptance, and respect of human differences. Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; physical, functional, and learning abilities; religious beliefs; and socioeconomic status (American Nurses Credentialing Commission [ANCC], 2017).

Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness (Kranich, 2001). To have equitable systems, all people should be treated fairly, unhampered by artificial barriers, stereotypes, or prejudices (Cooper, 2016). More broadly, equity is interrelated with diversity and inclusion (ANCC, 2017).

Excellence is reflected in evidence-based teaching and learning achieved by both faculty and students where exemplary scholarship, service, teaching, and practice are valued by all stakeholders in the academic and practice environments.

Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them. Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments (ANCC, 2017).

Integrity is acting in accordance with an appropriate professional code of ethics and accepted standards of practice.

Holism is the practice that focuses on healing the whole person through the unity of body, mind, emotion, spirit, and environment.

Leadership is influencing the actions of individuals and organizations in order to achieve desired goals.

Lifelong Learning is the ongoing process by which the quality and relevance of professional services are maintained.

Professionalism is inclusive of attributes, beliefs, and communication that are characterized by respect for others, integrity, responsibility, accountability, courage, humility, advocacy, and an innovative spirit which demonstrate the caring nature of a nurse.

Service is the professional experience in response to the needs of society.

HFSON Conceptual Framework

The HFSON faculty conceptualization of nursing is based on Myra Levine's Model of Adaptation (one of the models, not the only model) as the conceptual-theoretical framework underlying the curriculum. The HFSON conceptual framework of nursing is adapted from Myra Levine's Model, which focuses on the client, which can be an individual, family, or community and its interaction with the environment. In addition, the curriculum incorporates concepts derived from numerous social, behavioral, and nursing theories, including but not limited to those developed by Betty Neuman, Dorothea Orem, Martha Rogers, Sister Callista Roy, Madeleine Leininger, and Hildegard Peplau.

The client is a holistic being who changes due to continual interaction with his internal and external environments. One's internal environment consists of bio-psychosocial and spiritual components, whereas his external environment consists of perceptual, conceptual, and operational dimensions. The perceptual dimension includes perceived stimuli such as sight, sound, odor, taste, and touch, as well as orientation to space. The conceptual dimension consists of value systems, religious beliefs, ethnic and cultural traditions, language, and judgment. Health care delivery is an important component of the conceptual dimension. The operational dimension includes factors, such as radioactivity and microorganisms that cannot be perceived by the sense organs.

There are three nursing client systems: the individual, family, and community. Each client system grows and develops at various levels depending on its bio-psychosocial and spiritual behavior. Growth refers to the biological and structural aspects of behavior, while development encompasses spiritual and psychosocial behavior. Each maintains wholeness through the process of adaptation, which includes client conservation of energy, personal, social, and structural integrity (Levine, 1967).

In the case of an individual, the attempt to attain a balance between energy utilization and energy conservation is a mechanism for maintaining health while interacting with the environment. Through therapeutic nursing intervention, nursing attempts to maximize the energy available to the individual for health by reducing demands on energy and by increasing competence to use energy constructively. An individual's ability to adapt is also

dependent upon the conservation of personal, social, and structural integrity. The individuals' personal integrity includes but is not limited to health promotion, health maintenance, self-perception, self-respect, self-esteem, and identity. Social integrity includes selfhood, beliefs, values, and socioeconomic status. Structural integrity includes healing, biological and pathophysiological processes.

The client exists within the context of a family, which is critical to social integrity, as it provides love, life experiences, support, and encouragement. Relationships with family members help to develop the individual's identity as well as ability to adapt. Like the individual, the family has an internal and external environment. The internal environment includes factors within the family boundaries which influence health, such as biological, psychosocial, and spiritual factors. The external environment of the family consists of perceptual, operational, and conceptual dimensions. The perceptual dimension is the way in which the family receives and responds to the environment as well as selects and tests sensory data. The operational dimension may not be directly perceived by the family since it encompasses visual and aural free elements. These could be life-threatening as is the case with environmental pollutants. Conceptual dimension is the way in which the family uses language, ideas, symbols, and concepts to experience policies, institutions and ethnic or cultural traditions.

The personal integrity of the family refers to its identity, respect, and self-awareness. Social integrity of the family may include relationships within the larger community. The family's structural integrity - which refers to its composition, roles, allocation of tasks and resources, decision making, and communication - is essential to its functioning.

The client or community is defined as a geographical location, group of individuals, or social system, existing for the purpose of meeting the conservation needs of its members. The community, like the individual and family, possesses social, personal, and structural integrity. The personal integrity of the community is defined and fostered by its identity, values, beliefs, and social patterns. Its social integrity is governed by the ethical values of the social system which defines the roles and responsibilities of members. The structural integrity of the community relates to the presence of those components which assist in preserving the function of the community. As a service, and through a variety of settings, the health care delivery system attempts to meet the conservation needs of the community and promote and maintain wellness.

Health and illness are, thus, patterns of adaptive responses to the above-mentioned environmental challenges. Health refers to the state of wholeness of the client; illness represents unsuccessful adaptation which may progress to death. The client's survival depends on the quality of his adaptation.

Nursing is a dynamic, humanistic, purposeful, and interactive process whose goal is to promote, maintain, and restore wholeness of the client. This goal is achieved through therapeutic nursing interventions that conserve the client's energy and his personal, social, and structural integrities in settings such as homes, hospitals, clinics, and the community. To facilitate the client's adaptation, the professional nurse may act as a manager of care,

caregiver, educator, coordinator/collaborator, advocate, leader/manager, change agent, researcher, and socio-political activist.

Additionally, nursing is a scientific discipline with unique values and ideas, which are reflected in the implementation of the nursing process. Nursing interventions, based on scientific and theoretical knowledge, are viewed as supportive and therapeutic.

Supportive interventions are designed to maintain a state of wholeness as consistently as possible, with failing adaptation; the therapeutic interventions are designed to promote prevention, healing, and the restoration of health. In order to provide such interventions, the nurse uses communication processes, practice, and clinical reasoning. The nurse evaluates nursing care using a continuous, cyclic process that involves the assessment and reassessment of client needs and formulation and reformation of goals and intervention strategies to promote client adaptation.

Conceptual Framework Definitions

Active learner - cognitive and behavioral engagement in the learning experience, examples include group discussion, debate, role playing or collaborative learning group.

Adaptation - the dynamic process of change along the continuum whereby the client retains his integrity within the realities of his environments.

Assessment-systematic, dynamic process by which there is collection and analysis of data.

Basic care and comfort – Basic care and comfort provided comfort or security and assistance in the performance of activities of daily living. Examples include assistance devices, elimination, and immobility (NCBSN, 2013).

Client - the individual, family, and community.

Clinical practice – the element of the clinical practice environment in which the advanced practice nurse practices.

Clinical reasoning - is a cognitive process used to understand the significance of patient data, to identify and diagnose actual or potential patient problems, to make clinical decisions to assist in problem resolution, and to achieve positive patient outcomes.

Communication processes - the dynamic verbal/nonverbal interchanges between the nurse and the client.

Conservation principles - fundamental concepts applied by the nurse to maintain a proper balance between active nursing interventions coupled with client participation on the one hand and the safe limits of the client's ability on the other.

Conservation of energy - the principle that in any client the total bio-psychosocial forces remain constant, though it may assume different forms successively and thus requires the balancing of energy inputs and outputs.

Conservation of personal integrity - the principle that cultural, ethnic religious, and socioeconomic influences from the baseline upon which experiences make it possible for the client to develop a sense of identity, self-worth, self-image, and self-respect.

Conservation of social integrity - the principle that the client has meaning only in the context of relationships with other groups-family, friends, church, ethnic group, city, nation, the world-and these relationships influence client behavior.

Conservation of structural integrity - the principle that the client possesses a number of efficient defense systems which protect the client from environmental threats (which have a potential for inflicting injury) and restores anatomical and physiological wholeness.

Culturally-sensitive care – health care reflects cultural universal phenomena and their culturally specific expression (diversity and inclusion).

Diagnosis -the art or act of identifying a disease from the signs and symptoms.

Energy - the capacity to do work that is an identifiable, measurable, and manageable source of power that allows the client to create or use information (Conservation principle). Energy includes but is not limited to: Body Systems, Nutrition/Metabolic, Activity, Exercise, Sleep-Rest Pattern, Pathophysiology, Fluid and Electrolytes, Hemodynamics, Complex Management and Emergencies.

Environment - the internal and external circumstances and conditions that affect the existence and development of the client.

Internal environment - bio-psychosocial factors within the boundaries of the client that influence health and are subject to continuous change as a result of challenges of the external environment.

External environment - perceptual, operational, and conceptual factors outside and distinct from the client that may influence the internal environment.

Conceptual environment - that part of the environment influencing behavior that includes language, ideas, symbols, concepts, invention, value systems, beliefs, ethnic and cultural traditions, and the psychological patterns that come from life experiences.

Operational environment - factors present in the environment, which cannot be perceived by the sensory system and includes such forces as radioactivity, microorganisms, pollutants, and technologic degradation.

Perceptual environment - that portion of the environment to which the client responds with his sensory system-sight, sound, touch, temperature, odor, taste, and orientation to space.

Esthetics - is the sensitive appreciation of the qualities of objects, events and persons that provides satisfaction and promotes a positive image of nursing.

Evaluation– the process of judging the process and/or outcomes/the review and analysis of the extent to which the assessment, diagnosis, planning, and implementation is effective in resolving the client’s health problems or progress toward the attainment of expected outcomes.

Evidence-based practice – practice that is predicated on information that is relevant and valid concerning the meaning, cause, course, assessment, prevention, treatment, or economics of health problems.

Global communities- the interlinking of actions across nations

Goal setting - establishing specific, measurable, attainable, realistic, and time-targeted objectives.

There is an ultimate goal held by all health care workers: the promotion and maintenance of optimum health of individuals and groups. Toward this ultimate goal, there are several subsidiary goals including the prevention of illness, the provision of comprehensive care, the promotion of recovery, improvement in health practices, health status, and expansion of the common body of knowledge of health and disease.

Health -state of wholeness of the client

Healthcare delivery system - In this system, the curriculum model presents the community of providers as independent professionals including nurses, physicians, pharmacists, allied health, and health information management personnel, as well as the level of care in the system (Primary, Secondary, Tertiary and Prevention).

Health policy – the set of governmental decisions that pertain to health

Holistic (holistic) nursing - the processes by which the nurse identifies the patterns of adaptive response for each client and tailors a unique and separate cluster of interventions to promote, maintain, or restore integrity.

Human dignity - is the respectful maintenance of the inherent worth and uniqueness of an individual in addressing, privacy and confidential events.

Illness - an undisciplined and unregulated pattern of change acknowledged through the client's perceptual systems that does not successfully support client adaptation which may result in death.

Independent – ability to form clinical decisions using own knowledge and skills without supervision by others

Information systems –the organization of information, and the nature of knowing the attributes of scholarly knowledge. It includes skills in finding, evaluating, using, and effectively communicating information as well as generalization of knowledge and skills to applied settings.

Interprofessional – a set of professional relationships that depend on each other to achieve a desired goal

Individual - unitary being, greater than the sum of his parts, in constant interaction with the internal and external environments whose major anatomical and functional components are bio- psychosocial and spiritual.

Integrity - one-ness or wholeness.

Personal integrity - perceived wholeness of the client fostered by ownership of identity, respect, and esteem including Personal-Health Perception, Health Management, Health Promotion, Health Maintenance, Coping, Self-Perception, Self-Concept, Stress Tolerance, Stress Management, Mental Health, Values, Belief System, Disease Prevention, Health Screening and Spirituality.

Social integrity - perceived wholeness of the client fostered by the various relationships shared with others including social-sexuality, reproductive, role relationship, abuse, neglect, diversity, end of life care, coping, grief, loss, mental health concepts, support systems, and therapeutic communication.

Structural integrity - perceived wholeness of the client fostered by biological and pathophysiological processes, composition, and functioning, structural-perceptual, comfort, (pharmacology and non-pharmacology), mobility, elimination pattern, cognitive, neurosensory, nutrition, personal hygiene, sleep-rest, and immunity.

Managers (clinical) – designs, implements, and evaluates care delivery.

Nursing - a dynamic, humanistic, purposeful, interactive process involving the nurse and the client with the goal of promoting, maintaining, or restoring the wholeness of the client.

Nursing is a learned profession, an applied science, and a practice discipline, one which includes the rigors of scientific inquiry, and a commitment to service. Nursing, as an applied science, is committed to the task of utilizing knowledge to achieve some well-defined goal. Nursing draws heavily upon basic science to drive its body of knowledge. The goals of nursing must be established in precise terms, to give direction to the search for a body of knowledge.

Nursing care plan-outlines the plan of care for the client.

Nursing diagnosis-is a clinical judgment about individual, family, or community experiences/responses to actual or potential health problems/life processes. Nursing diagnoses are developed based on data obtained during the nursing assessment.

Nursing process - The interaction that occurs between the nurse and the client.

Organismic responses - the four levels of protective responses (response to fear, inflammatory response, response to stress, and sensory response) that are coexistent, physiologically predetermined, and used to permit the client to make a viable adaptation to the environment.

Outcome – an accepted set of beliefs concerning the highest quality in health care processes and results of care.

Practitioner – health care provider who holds a state license and is able to function to the full extent of his/her license.

Primary health care- has been described as “a person’s first contact in a given episode of illness within the health care system that leads to a decision of what must be done to help resolve this problem and ... the responsibility for the maintenance of health, evaluation, and management of symptoms and appropriate referrals.”

Quality – the presence of socially-acceptable and desired attributes.

Risks – possibilities of harm or another hazard.

Supportive interventions - nursing actions that cannot alter the course of the adaptation and are designed to maintain wholeness as consistently as possible with failing adaptation.

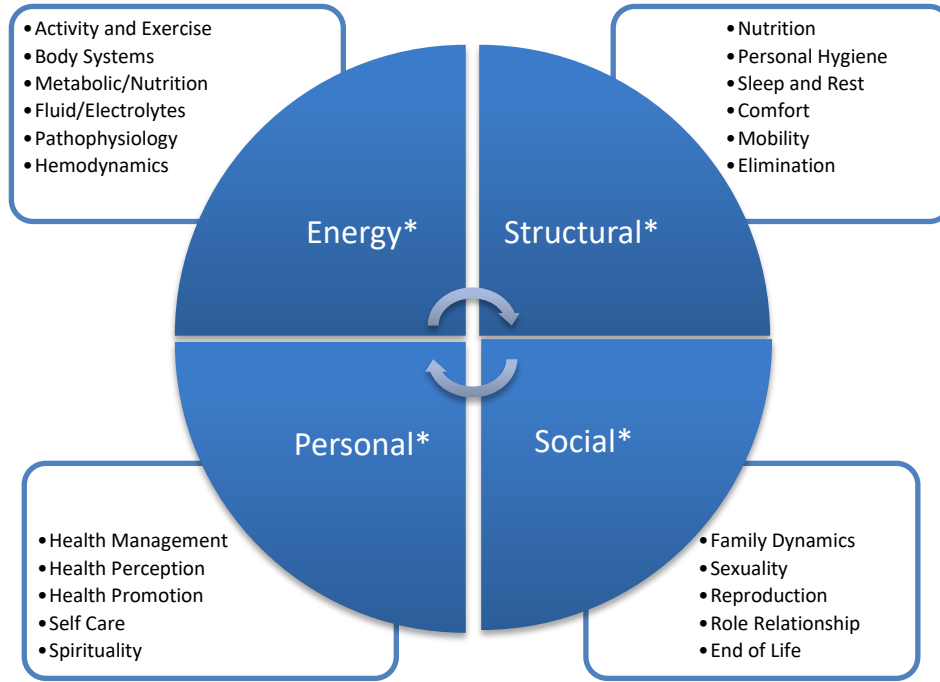
Therapeutic communication - the goal directed dynamic, multi-sensory interchange between the nurse and the individual, family, and community.

Therapeutic interventions - nursing actions designed to promote successful adaptation that contribute to healing, prevention, and restoration of health.

Helene Fuld School of Nursing Conceptual Framework of Nursing Practice
(Modified from Nursing Theory developed by Myra E. Levine)

NURSING
Promoting, Maintaining, Restoring
“WHOLENESS”
OF
CLIENT SYSTEMS

Vertical Thread



Horizontal Thread

Clients	Environment	Health/Illness	Nursing Roles	Nursing Process
Individuals Families Communities	Internal Biological Psychological Sociocultural Spiritual	Wholeness Adaptation	Caregiver Educator Coordinator Collaborator Advocate Leader Manager Change Agent Sociopolitical Agent	Assessment Nursing Diagnosis Outcome Interventions Implementation Evaluation
	External Perceptual Operational Conceptual			

Section IV: Accreditation

Helene Fuld School of Nursing Sub-Specialty Accreditation

Nursing is a complex field which requires knowledge of nursing and knowledge of the humanities, behavioral and natural sciences. Coppin State University Helene Fuld School of Nursing prepares students for professional nursing practice, which includes functioning as members of multidisciplinary health teams when providing care to individuals, families, and groups in a variety of health care settings.

Commission on Collegiate Nursing Education

The Commission on Collegiate Nursing Education (CCNE) is a nationally accrediting agency officially recognized by the United States Department of Education. CCNE engages in the evaluation of nursing programs that utilizes educational standards. encourages nursing programs to perform continuous, self-assessments to be used to improve collegiate nursing education. The BSN program is accredited by CCNE [CCNE Accreditation \(aacnnursing.org\)](http://aacnnursing.org).

Maryland Board of Nursing

Coppin State University Helene Fuld School of Nursing was initially approved by the Maryland State Board of Examiners of Nurses in 1973 (currently known as the Maryland Board of Nursing). Under the Nurse Practice Act, the Board of Nursing is to advance safe quality care in Maryland through licensure, certification, education, and accountability for public protection. The Maryland Board of Nursing is located at 4140 Patterson Avenue, Baltimore, Maryland, 21215-2254, phone 410-585-1900 and toll free 1-888-202-9861. *A Guide to Nursing Education in Maryland* lists the approved registered nurse and practical nurse education programs in Maryland.

Policies of the Helene Fuld School of Nursing are subject to change due to the requirements of external accrediting agencies and clinical affiliates.



Section V: Outcomes Assessment and Evaluation

Program Purpose

The purpose of the baccalaureate in nursing program is to prepare nurse generalists to be providers, designers, leaders, managers, and coordinators of care as well as accountable members of the nursing profession and to pursue graduate level education.

Program Outcomes

Program Outcomes are a combination of the mission, strategic planning outcomes, student learning outcomes, faculty outcomes, and other outcomes as identified by the faculty as documented in the Program Evaluation Plan. The internal evaluation takes place on an annual basis in addition to the Maryland Board of Nursing annual report. Further periodic evaluation is completed as a part of the CCNE Continuous Improvement Progress Report (CIPR), CCNE Periodic Review and Site Visit, State of Maryland requirements, and Maryland Higher Education Commission requirements as a part of the five-year evaluation cycle.

CCNE Accreditation Standards

For evaluation purposes, all planning activities for the Plans of Study have included but are not limited to CCNE Accreditation Standards, AACN *Essentials of Baccalaureate Education for Professional Nursing Practice*, Professional Standards and National Council on State Boards of Nursing (NCSBN) guidelines.

CCNE Accreditation Standards are:

- Standard I. Program Quality: Mission and Governance
- Standard II. Program Quality: Institutional Commitment and Resources
- Standard III. Program Quality: Curriculum and Teaching-Learning Practices
- Standard IV. Program Effectiveness: Aggregate Student and Faculty Outcomes

Program Evaluation

Students are required to participate in continuous evaluation of the program. Students' participation in the evaluation process is essential. The ongoing program evaluation includes:

1. CSU Course Evaluation/Faculty Evaluation (End-of-the-course evaluation)
2. Student's Evaluation of the Clinical Facility
3. Student's Evaluation of the Preceptor (NURS 480 only)
4. Exit Surveys (End of the Program Satisfaction Survey)
5. One- year post graduation survey

Section VI: HFSON Curricular Overview

Nursing students will learn the practical applications of nursing concepts. A student's knowledge will be challenged as she/he is called upon to use inductive and deductive reasoning based on concepts learned in nursing and support courses.

The curriculum is congruent with the mission, philosophy and HFSON Conceptual Framework. *The Essentials of baccalaureate education for professional nursing practice* (AACN, 2008), the American Nurses Association (ANA) Professional Standards for Practice.

The Essentials of Baccalaureate Education for Professional Nursing Practice

1. Liberal Education for Baccalaureate Generalist Nursing Practice

A solid base in liberal education provides the cornerstone for the practice and education of nurses.

2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

3. Scholarship for Evidence Based Practice

Professional nursing practice is grounded in the translation of current evidence into one's practice.

4. Information Management and Application of Patient Care Technology

Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

5. Healthcare Policy, Finance, and Regulatory Environments

Health care policies, including financial and regulatory, directly, and indirectly influence the nature and functioning of the health care system and thereby are important considerations in professional nursing practice.

6. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Communication and collaboration among health care professionals are critical to delivering high quality and safe patient care.

7. Clinical Prevention and Population Health

Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

8. Professionalism and Professional Values

Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

9. Baccalaureate Generalist Nursing Practice

The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the life span and across the continuum of health care environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of health care resources inherent in caring for patients.

The HFSON Professional Standards and Guidelines include but are not limited to:

1. American Association of Colleges of Nursing (AACN). (2008). *The Essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author. Retrieved from www.aacn.nche.edu/education-resources/BaccEssentials08.pdf
2. American Association of Colleges of Nursing. (2008). Recommended baccalaureate competencies and curricular guidelines for the nursing care of older adults. Retrieved from https://AACN_Gerocompetencies.pdf
3. American Nurses Association. (2015). *Code of Ethics for Nurses with Interpretive Statements*. Washington, DC: Author. Retrieved from <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>
4. American Nurses Association. (2021). *Nursing: Scope and standards of practice* (4th ed.). Washington, DC: Author
5. American Nurses Association. (2010). *Nursing's social policy statement: The essence of the profession* (3rd ed.). Washington, DC: Author.
6. Institute of Medicine. (2010). Future of nursing: Leading change, advancing health. Institute of Medicine (IOM) Report. Retrieved from www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx
7. Maryland Department of Health Division of State Documents. (2021). Title 10 Maryland Department of Health, Subtitle 27, Board of Nursing and Nurse Practice Act - Code of Maryland Regulations (COMAR). Retrieved from www.dsd.state.md.us/comar/
8. National Council on State Boards of Nursing (NCSBN). (2021). NCLEX and other exams. Retrieved from <https://www.ncsbn.org/index.htm>
9. National Council on State Boards of Nursing (NCSBN). (2014). Professional Boundaries. Retrieved from https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf
10. National League of Nursing (NLN). (2021). Competencies for Graduates of Nursing Programs: Nursing judgment, Spirit of Inquiry. Retrieved from <http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nln-competencies-for-graduates-of-nursing-programs>
11. Quality and Safety Education for Nurses (QSEN) Institute. (2013). Competencies. Retrieved from <http://qsen.org/competencies/>
12. Quad Council Public Health Nursing (PHN). (2018). Competencies: Analytic assessment skills. Retrieved from http://www.quadcouncilphn.org/wp-content/uploads/2018/05/QCC-C-PHN-COMPETENCIES-Approved_2018.05.04_Final-002.pdf
13. The Joint Commission. (2018). National Patient Safety Goals. Retrieved from https://www.jointcommission.org/hap_2017_npsgs/
14. Content-specific specialty ANA standards, as applicable.

Program Student Learning Outcomes (PSLO)

1. Synthesize knowledge from the humanities, natural, and behavioral sciences as a foundation for safe, client-centered nursing practice.
2. Apply leadership concepts, skills and decision making in the provision of high-quality nursing care in a variety of settings.
3. Demonstrates clinical judgment based on evidence-based practice for individuals, families, and groups.
4. Demonstrates proficiency in information management and patient care technology in the delivery of quality health care.
5. Demonstrates knowledge of healthcare policy and regulations to assist individuals, families, and groups to identify and mobilize resources to meet health care needs.
6. Collaborate with consumers, members of the health care team and others to improve the delivery of health care.
7. Integrate health promotion and disease prevention strategies for individuals, families, and groups to improve health outcomes for individuals, families, and groups.
8. Demonstrates professional, ethical, and legal responsibility for nursing practice.
9. Apply the nursing process to deliver and manage nursing care for culturally diverse individuals, families, and groups across the life span in a variety of health settings.
10. Use clinical reasoning strategies, communication, and other affective skills as well as psychomotor skills to provide therapeutic nursing intervention to culturally diverse individuals, families, and groups in varying health states.

Helene Fuld School of Nursing – Baccalaureate Program Student Learning Outcomes

The program student learning outcomes are the same for the **Traditional, Accelerated Second Degree BSN, ATB, and RN to BSN** plans of study. Each plan of study provides a different schedule for the program progression as per the plan of study. The program student learning outcomes are aligned to *The Essentials of Baccalaureate Nursing Education* (AACN, 2008). Table 1 displays the program student learning outcomes and student learning objectives by year.

Table 1: Baccalaureate Nursing Program Student Learning Outcomes (PSLO)

PSLO	Year One	Year Two	Year Three	Year Four
1	Identify concepts from the natural and behavioral sciences and the humanities which relate to the individual.	Apply knowledge from the natural and behavioral sciences, the humanities and nursing to make nursing practice decisions when providing care to individuals.	Analyze knowledge from the natural and behavioral sciences, the humanities and nursing to implement nursing practice decisions when providing care to individuals and families.	Synthesize knowledge from the natural and behavioral sciences, the humanities into nursing practice.
2	Identify the roles of the professional nurse.	Discuss responsibilities of the professional nurse as caregiver.	Demonstrate an understanding of the responsibilities of the professional nurse as a caregiver.	Apply leadership concepts, skills and decision making in the provision of high-quality nursing care in a variety of settings.
3	Discuss the research process and influences on nursing practice. Identify the roles of the professional nurse.	Describe scientific approaches for assessing the health of individuals.	Employ (evidenced based practice) research findings to affect change in the delivery of nursing care.	Demonstrates clinical judgment based on evidenced based practice, for individuals, families, and groups.
4	Identifies the role of information management and technology in health care.	Identifies strategies for health information retrieval.	Incorporates technology in the nursing care of individuals and families.	Demonstrates proficiency in information management and patient care technology in the

PSLO	Year One	Year Two	Year Three	Year Four
				delivery of quality health care.
5	Recognize health care policy and regulations which may have an effect on the health of individuals.	Identify resources based on health care policy and regulations and to assist individuals and families to meet health care needs.	Assist individuals and families to identify resources based on health care policy and regulations to meet health care needs.	Demonstrate knowledge of health care policy and regulations to assist individuals, families, and groups to identify and mobilize resources to meet health care needs.
6	Define the roles and functions of members of the health team	Recognize the need to function as a beginning member of the health team to deliver health care.	Practice/Participate as a member of the health team to deliver health care with minimum supervision.	Collaborate with consumers, members of the health team, and others to improve the delivery of health care.
7	Identifies the role of health promotion in the roles of the professional nurse.	Identifies health promotion and disease prevention strategies.	Incorporates health promotion and disease prevention strategies in the care of individuals, and families.	Integrates health promotion and disease prevention strategies to improve health outcomes for individuals, families, and groups.
8	Identify personal qualities needed to function in a professional role.	Discuss professional, ethical, and legal responsibilities for nursing practice.	Accept professional and legal responsibilities for nursing practice in structured settings.	Demonstrates professional, ethical, and legal responsibility for nursing practice.
9	Develop clinical reasoning skills which can be used to implement the nursing process.	Use the nursing process with emphasis on assessment, diagnosis, and planning of nursing care for culturally diverse individuals across the life span in	Apply the nursing process with emphasis on planning and implementing nursing care for culturally diverse individuals and	Apply the nursing process to deliver and manage nursing care for culturally diverse individuals, families, and groups across the life span in a

PSLO	Year One	Year Two	Year Three	Year Four
		selected health settings.	families across the life span.	variety of health settings.
10	Demonstrate communication and other affective skills which can support therapeutic nursing interventions	Use clinical reasoning strategies, communication, and other affective skills as well as psychomotor skills to provide therapeutic nursing interventions to culturally diverse individuals in varying health states.	Employ clinical reasoning strategies, communication, and other affective skills as well as psychomotor skills to provide therapeutic nursing interventions to culturally diverse individuals and families in varying health states.	Use clinical reasoning strategies, communication, and other affective skills as well as psychomotor skills to provide therapeutic nursing interventions to culturally diverse individuals, families, and groups in varying health states.

BSN Curriculum (Plans of Study)

The nursing curriculum is distributed throughout the four years with the increased concentration at the junior (Year 3) and senior (Year 4) levels. The baccalaureate nursing program plans of study are available at the designated webpages as noted below.

Traditional BSN Track Program of Study (Pre-licensure)

First-year students and transfer students interested in nursing should follow our Pre-Nursing curriculum subplan aligned with the Bachelor of Science in Health Sciences plan of study, which consist of two years of pre-requisites (67 credits) followed by two years within the Traditional BSN plan of study (pre-licensure). Students can complete the Traditional plan of study in four semesters after admission. [Nursing: Traditional | Coppin State University](#)

Accelerated Second Degree BSN Plan of Study (Pre-licensure)

Students may also consider completing a degree in another major other than nursing while fulfilling pre-requisite courses for the nursing curriculum. Then, the students may graduate with a degree from another major and consider the Accelerated Second-degree BSN plan of study (pre-licensure). Students can complete the Accelerated Second-Degree BSN plan of study in 15 months. [Nursing: Accelerated Second Degree | Coppin State University](#)

Associate of Science in Nursing (ASN) to BSN (Post-licensure)

In collaboration with the designated community colleges, for non-nurses, a dual admission Associate of Science in Nursing (ASN) degree to BSN plan of study (ATB) is an option (post-licensure).

RN to BSN (Post-licensure)

For registered nurses who already have a diploma or Associate of Science degree in Nursing (ASN), the RN to BSN plan of study (post-licensure) is available. Students can complete the RN to BSN plan of study in 2 semesters.

[Nursing: RN to BSN | Coppin State University.](#)

Section VII: HFSON BSN Advising, Admission, Registration, Progression, and Graduation

This section includes content related to admission, registration, progression, the grading scale, and program completion.

Advising

First year or students from high school should have a competitive GPA (minimum cumulative GPA of 3.0 and a science GPA of 3.0). Ordinarily, a prospective student should have enrolled in science and other core prerequisite courses only twice. First-year and transfer students interested in nursing should identify Bachelor of Science (BS) in Health Sciences plan of study, which consist of two years of pre-requisites (67 credits) followed by two years within the Traditional BSN plan of study (pre-licensure). A student may retake the required courses one time to meet the GPA requirement. If a prospective nursing student in the BS in Health Sciences plan of study progresses with a B average, they will remain competitive and continue to apply to the Bachelor of Science in Nursing (BSN) program. While at Coppin, first year students should apply to the BSN program during their second or third year of progression as per the plan of study. A 30-credit and 60-credit evaluation must be completed to evaluate for satisfactory academic progress. If a student is not progressing with the 3.0 GPA or must consistently take courses more than twice, then, the student should continue to program completion in the BS in Health Sciences.

Admission

Students must be admitted to the University and have a competitive* cumulative GPA with a minimum of 3.0 and a science GPA- of 3.0 (Traditional or Accelerated Second Degree (ASD) plan of study); meet the course prerequisite criteria as per the BSN plan of study (Year 1 and Year 2), meet the criteria for the Health Education Systems, Inc. (HESI) A2 (scores of 80 and above), and complete an interview with the nursing faculty to be eligible for admission to the Helene Fuld School of Nursing Baccalaureate nursing program (Traditional or Accelerated Second Degree). The minimum admission GPA for students in the Associate to Bachelors (ATB) and the RN to BSN programs is 2.5. All students admitted to the program will be required to sign the Honor Code, Agency and Clinical Confidentiality agreement, Release of Information form, and complete the health clearance, background check, and drug screen. The Helene Fuld School of Nursing does not discriminate against students based on race, color, ethnicity, age, gender, gender, gender identity and expression, marital status, sexual orientation, religion, creed, handicap, veteran status, or national origin.

Applicants are advised that if they have been convicted of or have pled nolo contendere to a felony or a crime involving moral turpitude, they may not be eligible for licensure as a professional nurse in Maryland.

**Note to all applicants: Admission to the Helene Fuld School of Nursing is highly competitive. The criteria contained here is the minimum criteria; however, it does not guarantee admission if only meet the minimum criteria.*

Admission Grade Point Average (GPA)

Using a competitive admission process, the HFSON BSN Traditional and Accelerated Second Degree BSN prospective students' admission grade point average shall minimally be a 3.0 cumulative GPA and 3.0 science GPA.

Application Process

A prospective student seeking admission should contact the CHP Academic Success Center (ASC) at (410) 951-3970 or by email at healthprofessions@coppin.edu.

A student applying to the BSN program must apply to CSU Admissions office and then through the CHP ASC. Admission to the BSN program is a separate process from admission to CSU. First-year students and transfer students interested in nursing should follow the curriculum plan for the Bachelor of Science in Health Sciences plan of study, which consist of two years of pre-requisites (67 credits) followed by two years within the Traditional BSN plan of study (pre-licensure).

For the Traditional and ASD plans of study, a prospective student must apply the year before desired admission. For the ATB and RN to BSN plan of study, a prospective student may apply in the fall or spring semester.

In general, the application process shall include these components: 1) the review of all transcripts and the prerequisite courses; 2) letters of recommendation written ordinarily by faculty members or professionals in the field; 3) a personal statement/essay regarding interest in nursing; and 4) entrance test (HESI). An applicant may be scheduled for an interview with the faculty. The full admission criteria and procedure for applying for all HFSON programs can also be found at the respective websites listed below:

Traditional BSN (www.coppin.edu/academics/nursingtraditional)

Accelerated Second Degree BSN (www.coppin.edu/acceleratedseconddegree)

RN to BSN (www.coppin.edu/nursingrntobsn)

ADMISSIONS POLICIES Traditional Plan

Procedure for applying

In order to be considered for admission to the plan, applicants must submit a completed application packet and:

1. Receive admissions to the University prior to requesting admission to the Helene Fuld School of Nursing. Complete the application process as required by the University Office of Admissions.
2. Have a minimum cumulative grade point average of 3.0 or better on a 4.0 scale on all college or university courses completed prior to requesting admission to the Helene Fuld School of Nursing. Have a minimum science GPA of 3.0 based on all sciences course completed to date.
3. Complete the application form for the Undergraduate Nursing Program (<http://www.coppin.edu/UndergraduateNursing/Application.pdf>) and all necessary documentation
4. Submit a *letter of good standing* if prior enrollment in a RN program.
5. Successfully complete the pre-requisite courses* with a minimum grade of “C” for the nursing major. Pre-requisite courses must be completed by July 15th prior to the Fall semester.
6. Achieve a passing score as determined by the faculty on the designated HFSON entrance examination.
7. Submit three (3) letters of recommendation on the form required by the Nursing Program. (These forms are [ONLINE](#) or in the HFSON Admission Packet.)
8. If English is the student’s second language, results of Test of English as a Foreign Language (TOEFL) score of 550 (paper-based), 213 (computer-based) or 80 (new internet-based) must be provided, this includes those who are permanent residents of the U.S. The TOEFL requirement may be waived if the student has graduated from a U.S. high school with a minimum of two years’ attendance or if the student is a citizen of a country where English is the native language. Applicants holding degrees from U.S. colleges and/or universities are not required to submit TOEFL scores. Information concerning the TOEFL may be obtained from Educational Testing Service, P.O. Box 899, Princeton, New Jersey 08540, or the website – www.toefl.org.
9. In order to be admitted and assigned into the nursing clinical component, international students must provide documentation for one of the following categories: A) U.S. Citizenship, B) Permanent Residency, C) International Student with F1 Status, or D) Granted Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal,

Deferred Enforced Departure; or Deferred Action Status by the U.S. government.

Procedure Upon Admission

1. Computer skills: Proficiency is expected in word processing (preferably Microsoft Word), presentation software (preferably Microsoft PowerPoint), spreadsheets (preferably Microsoft Excel), Internet use (such as search/browse, access specific web sites), email (including the ability to attach and send documents via e-mail and to retrieve documents from incoming emails), uploading/downloading documents and or attaching files to web enhanced courses management system (Blackboard), ability to access and navigate the official University web site, and the installation and maintenance of anti-virus and firewall software. If students are lacking in any of these skills, it is important that these skills be obtained through, for example, courses offered or via self-study through any of the free on-line tutorials that are available via web. Computer skills as suggested above by CSU Helene Fuld School of Nursing are defined as a demonstrated ability to use technology to access, manipulate, evaluate, use, and present information.
2. Completion of a Medical Terminology course is highly recommended.
3. CPR Basic life support (BLS for Healthcare Professionals) and AED Training – Must be an American Heart Association Certification of CPR (adult, child, infant). The card must include the date of expiration and must be valid for the academic year.
4. Annual training in the principles of Confidentiality, HIPAA, OSHA Blood borne Pathogens Standard, and Joint Commission requirements prior to enrollment including Diversity and Restraints. Must provide certification of this training. An admitted student shall receive instructions on how to meet this requirement.
5. Signed Honor Code, Confidentiality, Release of this Information and Photo/Video Consent. An admitted student shall receive instructions on how to meet this requirement
6. Completion of background check and drug screening prior to enrollment and must use the company selected by the HFSON.
7. Complete the following health requirements:
 - a. Physical Examination with statement by physician or care provider verifying student is in good health and capable of maintaining the rigors of a nursing program. To obtain the physical examination from your personal provider, students must utilize the Coppin State University College of Health Professions Helene Fuld School of Nursing Community Health Center Physical Examination Form. The form must be stamped and dated by the care provider.
 - b. PPD testing ---Initially. If positive, proof of Chest x-ray within a designated period.
 - c. Titers for the following:
 - i. MMR (Measles, Mumps and Rubella): Initially, immunizations or titers

required. If date of birth in 1956 and MMR before then, will not need titers. Immunizations must have been received after 1980. If titers positive or documented proof of immunization, no further testing will be required.

- ii. Varicella
- d. Tetanus: Initially, documented proof. Immunizations are required every 10 years.
- e. Hepatitis (which will include last date of immunization or statement of declination of vaccine): This will provide the School of Nursing with information on whether the student has had three-injection of hepatitis B vaccination series or serologic confirmation of immunity to hepatitis B virus.
- f. Influenza vaccine shall be required each October while enrolled in the program.

All application materials are to be sent to:

**Coppin State University
College of Health Professions
Helene Fuld School of Nursing
CHP Academic Success Center (ASC)
2500 W North Ave, HHSB Room 431
Baltimore, MD 21216**

Note for all applicants: Admission to Coppin State University is not considered automatic admission to the Helene Fuld School of Nursing.

ADMISSION POLICIES ACCELERATED SECOND DEGREE BSN PLAN OF STUDY

Procedure for applying

In order to be considered for admission to the plan, applicants must submit a completed application packet and:

1. Possess a baccalaureate or master's degree in another discipline/major from a regionally accredited institution of higher education. If the college degree is earned from an institution of higher education outside of the United States, the applicant must contact the World Education Services (www.wes.org) and have a transcript evaluation completed and mailed to Coppin State University Office of Admissions and Registration <http://www.coppin.edu/>
2. Receive admissions to the University prior to requesting admission to the Helene Fuld School of Nursing. Complete the application process as required by the University Office of Admissions.
3. Have a minimum cumulative grade point average of 3.0 or better on a 4.0 scale on all college or university courses completed prior to requesting admission to the Second-Degree Plan. Have a minimum science GPA of 3.0 based on science courses completed.
4. Complete the application form for the Undergraduate Nursing Program (<http://www.coppin.edu/UndergraduateNursing/Application.pdf>) and all necessary documentation
5. Submit a *letter of good standing* if prior enrollment in a RN program
6. Successfully complete the pre-requisite courses* with a minimum grade of "C" for the nursing major. Pre-requisite courses must be completed by July 15th prior to the Fall semester.
7. Achieve a passing score as determined by the faculty on the school of nursing entrance examination.
8. Submit three (3) [letters of recommendation](#) on the form required by the Nursing Program. (These forms are [ONLINE](#) or in the HFSON Admission Packet.)
9. If English is the student's second language, results of Test of English as a Foreign Language (TOEFL) score of 550 (paper-based), 213 (computer-based) or 80 (new internet-based) must be provided, this includes those who are permanent residents of the U.S. The TOEFL requirement may be waived if the student has graduated from a U.S. high school with a minimum of two years' attendance or if the student is a citizen of a country where English is the native language. Applicants holding degrees from U.S. colleges and/or universities are not required to submit TOEFL scores. Information concerning the TOEFL may be obtained from Educational Testing Service, P.O. Box

899, Princeton, New Jersey 08540, or the website – www.toefl.org.

10. To be admitted and assigned into the ASD Plan nursing clinical component, international students must provide documentation for one of the following categories: A) U.S. Citizenship, B) Permanent Residency, C) International Student with F1 Status, or D) Granted Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal, Deferred Enforced Departure; or Deferred Action Status by the U.S. government.

Science Courses: Anatomy and Physiology I & II, Microbiology, and Chemistry for Health Professionals are required for admission. The science courses will be accepted in accordance with the University requirements. Required science courses must have been completed within ten (10) years prior to admission to the HFSON. For required science courses a grade of B or better is recommended.

Special note: The applicant is advised that an interview may be required for consideration into the program.

All applicants will be notified of the decision regarding admission or denial to the Nursing Program.

1. Transcripts: Request the Registrar of all colleges and/or other universities attended or currently attending, to send complete official transcripts, regardless of period of attendance. Photocopies or student copies are unacceptable.
2. Science GPA -Review of course grade in Anatomy and Physiology I.
3. Essay - Philosophy of Nursing and Professional Goals. Applicants must submit explanatory statements to include:
 - a. A statement of your philosophy of nursing
 - b. Reason for selecting Nursing as a career, including professional goals. Explain how the Bachelor of Science degree will assist in achieving your professional goals.
 - c. Factors that prompted advancing one's education.
 - d. Reasons for selecting Coppin State University as the higher education institution for completing Bachelor of Science in Nursing degree.
 - e. Discussion of long-term goals/plans.
 - f. A summary of significant work experience, progressing from high school to college to current time.
 - g. A statement detailing how previous work and educational experiences relates to one's philosophy of nursing.
 - h. The final statement is needed because the Accelerated Second-Degree BSN Plan is very intense. Include a statement discussing how you will handle the demands of the academic program as well as outside responsibilities while enrolled in the Accelerated Second-Degree BSN plan of study.
4. Letters of Recommendation: Three (3) letters of recommendation are expected using the designated forms. As the applicant, one must sign the forms in the appropriate space

before submitting. One shall have college/university instructors or employers' complete recommendation forms and return them as directed. Please do not seek recommendations from any individuals who do not know your academic abilities. Such recommendations could result in either a delay of the application or a rejection of the application.

5. Completion of prerequisite courses (refer to the Accelerated Second-Degree BSN plan of study located in the section titled Plans of Study).
6. Resume
7. License
8. Entrance testing
9. Interview - An interview must be completed as a component of the admissions process for the Accelerated Second-Degree BSN plan of study.
10. Acknowledgement Statement - The applicant shall sign an acknowledgement statement indicating that he/she is aware of the requirements of the plan of study.

Procedure Upon Admission

1. Computer skills: proficiency is expected in word processing (preferably Microsoft Word), presentation software (preferably Microsoft PowerPoint), spreadsheets (preferably Microsoft Excel), Internet use (such as search/browse, access specific web sites), email (including the ability to attach and send documents via e-mail and to retrieve documents from incoming emails), uploading/downloading documents and or attaching files to web enhanced courses management system (Blackboard), ability to access and navigate the official University web site, and the installation and maintenance of anti-virus and firewall software. If students are lacking in any of these skills, it is important that these skills be obtained through, for example, courses offered or via self-study through any of the free on-line tutorials that are available via the web. Computer skills as suggested above by CSU Helene Fuld School of Nursing are defined as a demonstrated ability to use technology to access, manipulate, evaluate, use, and present information.
2. Completion of a Medical Terminology course is highly recommended.
3. CPR Basic life support (BLS for Healthcare Professionals) and AED Training – Must be an American Heart Association Certification of CPR (adult, child, infant). The card must include the date of expiration and must be valid for the academic year.
4. Annual training in the principles of Confidentiality, HIPAA, OSHA Blood borne Pathogens Standard, and Joint Commission requirements prior to enrollment including Diversity and Restraints. Must provide certification of this training. Instructions will be provided on how to meet this requirement.
5. Signed Honor Code, Confidentiality, Release of this Information and Photo/Video

Consent. An admitted student shall receive instructions on how to meet this requirement.

6. Completion of background check and drug screening prior to enrollment and must use the company selected by the HFSON.
7. Complete the following health requirements:
 - a. Physical Examination with statement by physician or care provider verifying student is in good health and capable of maintaining the rigors of a nursing program. To obtain the physical examination from your personal provider, students must utilize the Coppin State University College of Health Professions Community Health Center Physical Examination Form. The form must be stamped and dated by the care provider.
 - b. PPD testing ---Initially. If positive, proof of Chest x-ray within a designated period.
 - c. Titers for the following:
 - i. MMR (Measles, Mumps and Rubella): Initially, immunizations or titers required. If date of birth in 1956 and MMR before then, will not need titers. Immunizations must have been received after 1980. If titers are positive or documented proof of immunization, no further testing will be required.
 - ii. Varicella
 - d. Tetanus: Initially, documented proof. Immunizations are required every 10 years.
 - e. Hepatitis (which will include last date of immunization or statement of declination of vaccine): This will provide the School of Nursing with information on whether you have had three-injection of hepatitis B vaccination series or serologic confirmation of immunity to hepatitis B virus.
 - f. Influenza vaccine shall be required each October while enrolled in the program.

All application materials are to be sent to:

**Coppin State University
College of Health Professions
Helene Fuld School of Nursing
2500 W North Ave, HHSB Room 431
Baltimore, MD 21216**

Note for all applicants: Admission to Coppin State University is not considered automatic admission to the Helene Fuld School of Nursing.

Admission Policies RN to BSN Plan of Study

RN to BSN Plan

Procedure for Applying

To be considered for admission to the RN to BSN plan of study, applicants must submit a completed application packet and:

1. Receive admission to the University prior to requesting admission to the College of Health Professions and the Helene Fuld School of Nursing.
2. Complete the application process as required by the University Office of Admissions.
3. Complete the application form for the Baccalaureate Nursing Program (<http://www.coppin.edu/UndergraduateNursing/Application.pdf>) and all necessary documentation for the RN to BSN Plan of Study.
4. Must hold a current unencumbered Registered Nurse License for the State of Maryland and/or Compact state licensure.
5. Must be a graduate of an accredited Associate Degree (ADN) and/or Diploma Nursing Program.
6. Have a minimum cumulative grade point average of 2.5 or better on a 4.0 scale on all college or university courses completed prior to requesting admission to the RN to BSN Plan and submit transcripts from all schools attended.
7. Submit a *letter of good standing* if prior enrollment in a BSN program.
8. Successfully complete the pre-requisite courses*(refer to the RN to BSN Plan of Study located in the section titled Course Descriptions and Plans of Study) with a minimum grade of “C” for the nursing major.
9. Submit a current resume.
10. Submit an essay which addresses the student’s philosophy of nursing and overall professional goals.
11. Achieve a satisfactory score on the designated School of Nursing entrance examination.
12. Submit three (3) letters of recommendation on the form required by the Nursing Program. (These forms are ONLINE or in the HFSON Admission Packet.)

The applicant should be advised that additional requirements of the program include:

1. Maintenance of an unencumbered RN license prior to enrollment and while matriculating in the program.
2. Computer skills: proficiency is expected in word processing (preferably Microsoft Word), presentation software (preferably Microsoft PowerPoint), spreadsheets (preferably Microsoft Excel), Internet use (such as search/browse, access specific web sites), email (including the ability to attach and send documents via e-mail and to retrieve documents from incoming emails), uploading/downloading documents and or attaching files, use of the web enhanced courses management system (Blackboard), ability to access and navigate the official University web site, and the installation and maintenance of anti-virus and firewall software.

If students are lacking in any of these skills, it is important that these skills be obtained through, for example, courses offered or via self-study through any of the free on-line tutorials that are available via the web. Computer skills as suggested above by CSU CHP Helene Fuld School of Nursing are defined as a demonstrated ability to use technology to access, manipulate, evaluate, use, and present information.

3. Health clearance with statement by physician or care provider verifying student is in good health and capable of maintaining the rigors of a nursing program. To obtain the physical examination from your personal provider, students must utilize the Coppin State University Community Health Center's Physical Examination form. The form must be stamped and dated by the health care provider.
4. Complete the health requirements including PPD testing, Immunizations, and titers. Additional requirements may be identified by the Community Health Center administration to follow the agency stipulations.
5. Completion of background check and urine drug screening once admitted and must use the company selected by the HFSON.
6. CPR Basic Life Support (BLS for Healthcare Professionals) and AED Training. Must be an American Heart Association Certification of CPR (adult, child, and infant). This card must include the date of expiration.
7. Completion of the HFSON online training for HIPAA, OSHA, Bloodborne Pathogens standard and Joint Commission requirements including Diversity and Restraints. Instructions will be provided regarding this requirement.
8. Signed Honor Code, Confidentiality, Release of this Information and Photo/Video Consent. An admitted student shall receive instructions on how to meet this requirement.
9. NURS 217 Health Assessment will require a minimum of three (3) additional hours per week of clinical time for a total of 45 hours; NURS 430 Community Health will require a minimum of six (6) hours per week of clinical time each week for a total of 90 hours.

Application/Selection Process

Complete the application form included in the mailed packet of materials or use the Coppin website www.coppin.edu. An applicant may also write to the Office of Admissions, Coppin State University, 2500 W. North Avenue, Baltimore, Maryland 21216. The College of Health Professions Academic Success Center (ASC) Office may be contacted at (410) 951-3970. The application process includes the submission of the following: transcripts with evidence of completion of all pre-requisites, essay to include philosophy of nursing and professional goals, resume, letters of recommendation and satisfactory score on the entrance test.

Science Courses: Anatomy and Physiology I & II, Microbiology, and Chemistry for Health Professionals are required for admission. The science courses will be accepted in accordance with the University requirements. Required science courses must have been completed within ten (10) years prior to admission to the HFSON. For Science courses, a grade of B or better is recommended.

All applicants will be notified of the decision regarding admission or denial to the Nursing Program.

1. Transcripts: Request the Registrar of all colleges and/or other universities attended or currently attending, to send complete official transcripts, regardless of period of attendance. Photocopies or student copies are unacceptable.
2. Science GPA -Review of course grade in Anatomy and Physiology I.
3. Essay - Philosophy of Nursing and Professional Goals. Applicants must submit explanatory statements to include:
 - a. A statement of your philosophy of nursing
 - b. Reason for selecting Nursing as a career, including professional goals. Explain how the Bachelor of Science degree will assist in achieving your professional goals.
 - c. Factors that prompted advancing one's education.
 - d. Reasons for selecting Coppin State University as the higher education institution for completing Bachelor of Science in Nursing degree.
 - e. Discussion of long-term goals/plans.
 - f. A summary of significant work experience, progressing from high school to college to current time.
 - g. A statement detailing how previous work and educational experiences relates to one's philosophy of nursing.
 - h. The final statement is needed because the RN to BSN Plan is very intensive. Include a statement discussing how you will handle the demands of the academic program as well as outside responsibilities while enrolled in the RN to BSN plan of study.
4. Letters of Recommendation: Three (3) Letters of Recommendation are expected using the designated forms. As the applicant, you must sign the forms in the appropriate space before submitting. You should have college/university instructors or employers' complete recommendation forms and return them as directed. Please do not seek recommendations

from any individuals who do not know your academic abilities. Such a decision could result in either a delay in your application of acceptance or a rejection of the application.

5. Completion of prerequisite courses (refer to the Plan of Study)
6. Resume
7. License
8. Entrance testing
9. Interview - An interview may be required as a component of the admissions process for the RN to BSN plan of study.
10. Acknowledgement Statement - The applicant shall sign an acknowledgement statement indicating that he/she is aware of the requirements of the plan of study.

A listing of the BSN program prerequisites is found in Table 2 below.

Table 2: Nursing Courses and Major Support Course Chart (Prerequisites)

Student must receive a grade of “C” or better in all nursing courses and major support course.

Passing Grade “C” or Better	Grade of “C”** Accepted
All Nursing Courses	
Major Support Courses	
*BIOL 101, 104 or 107 – Biology *BIOL 201 – A&P I *BIOL 203 – A&P II *BIOL 308 – Microbiology *CHEM 101 or 103 – Chem Health Science ENGL 101- English Comp I ENGL 102 – English Comp II ENGL 200 or above **MATH 110 – College Algebra MATH 203 – Basic Statistics PHIL 102 – Logic or PHIL 201 – Intro to Philosophy PSYC 201 – Intro General Psychology PSYC 335-Developmental Psychology SOC 201 – Intro to Sociology SPCH 105 – Speech Communication	HIST 201 & 202 – World History I and II HIST 203 & 204 – U.S. History I and II or History I and II HIST 205 & 206 – African American History I and II WLIT 203 - World Literature or WLIT 204 – World Literature II WLIT 207 – World Literature I ART 105 – Introduction to Ceramic Sculpture or IDIS 102 – Music and Dance or IDIS 103 Visual Arts and Theater or LANG – Foreign Language MUSC – Theater and Visual Arts or THEA 211 Fundamental of Acting

* Required science courses must be taken within ten (10) years of admission to the Helene Fuld School of Nursing. * For required science courses, a grade of B or better is recommended.

**MATH 110/MATH 131 College Algebra may not be required if the applicant is transferring with CHEM 103 Chemistry for Health or its equivalent already successfully completed. If this course is not transferred in, a student must have an additional three-credit course option available to meet the 120 credits required for degree completion.

Registration

Registration includes (1) the selection of courses each semester, (2) the completion of all registration processes and (3) the payment of assessed tuition and fees. Students are admitted to classes only after they have completed the steps required for registration and are deemed officially registered. An entering first-year student and any entering transfer students with fewer than twenty-five credits may be required by CSU to take placement tests before registering for courses. A first-year student, sophomore, or transfer student cannot be directly admitted to the nursing program. A student is accepted into the program after the completion of the 67 prerequisite credits.


Cross-referenced: Admission Process

Registration, Pre-Registration

A pre-registration period is scheduled during every regular semester. At that time, matriculating students are expected to consult faculty advisors to make an early selection of course for the following semester. Registration is completed when tuition and fees are paid at the beginning of the regular registration period.

Progression Policies – Traditional BSN Plan of Study

1. Satisfactory progress in the Nursing Program promotes and enhances retention and expansion of knowledge and skills. Therefore, **once nursing courses are begun students are expected to progress each semester sequentially in accordance with the Plan of Study**. Traditional BSN nursing students **will not be allowed to take courses and/or transition between plans of study (ASD* or RN to BSN)**.
2. The student **must** complete the prerequisites of each course prior to enrolling in the next course.
3. A grade of “C” (75% in nursing courses) 70% in science and major support courses or better must be achieved in every nursing and major supporting courses (See Table 1). Courses must not be taken more than twice to achieve a satisfactory grade.
4. A student must **achieve a grade of 75% or greater** in all nursing courses of previous level before enrolling in a subsequent clinical nursing course.
5. If the student **fails** two or more nursing courses, the student will be dismissed from the BSN program.

*A Traditional student who fails a course during the last semester of the matriculation may request to repeat the course in the next semester when the course is offered. **Courses required in the Nursing Program must not be taken more than twice.** 

Progression Policy – ASD BSN Plan of Study

1. Satisfactory progress in the Nursing Program promotes and enhances retention and expansion of knowledge and skills. Therefore, **once nursing courses are begun students are expected to progress each semester sequentially in accordance with the plan of study**.
2. The student **must** successfully complete the prerequisites of each course prior to enrolling in the next course.
3. A minimum grade of C (75%) must be obtained in all nursing courses (Refer to Table 2). In addition to achieving a grade of “C” or better in nursing courses, ASD Plan students must maintain a cumulative grade point average (GPA) of 2.5/semester.
4. For success, ASD students are expected to remain in continuous matriculation and adhere to the sequence of courses as outlined in the plan of study.
5. **ASD student who fail a course for the first time during a sequential course session of the plan will be automatically transitioned and is expected to matriculate in the Traditional* Plan of Study. The Declaration of Major will remain as Accelerated Second degree BSN; however, the student must continue until program completion to progress with the Traditional plan of study.**

*An ASD BSN student who fails a course during the last semester of the matriculation may request to repeat the course in the next semester when the course is offered. **Courses required in the Nursing Program may not be taken more than twice.**


Cross-Reference: Dismissal Policy

Academic Probation

A student may be on academic probation for no more than two consecutive semesters. A student enrolled in the BSN program will be placed on academic probation for any of the following reasons:

1. Earns less than a cumulative grade point average of 2.5.
2. Fails to achieve a grade of “C” (75%) in nursing courses or 70% in a science and required major support course.
3. Fails or withdraws from one nursing or required support course.
4. Repetitive referral to the Chairperson and/or Dean for academic-related issues associated with not adhering with the policies or guidelines specifically contained within the Honor Code.

Graduation Requirements

A student must graduate with a minimum of a 2.5  and 120 credits.

Graduation Requirements –Traditional and Accelerated Second Degree

A senior nursing student is required to take a Standardized Comprehensive Exit Assessment. Successful completion of the assessment within the 95th percentile is mandatory. This assessment shall be completed in the final semester.

A student must have a cumulative GPA of 2.5 to graduate.

A student must achieve satisfactory grades for all courses required in the Plan of Study to be recommended for graduation. To be recommended for graduation clearance the student must achieve at least a passing score on the comprehensive Exit Assessment and be enrolled in the final semester.

Graduation Requirement, Traditional Students and Accelerated Second Degree Comprehensive Examination (Exit Assessment)

Traditional and ASD nursing students must take a standardized comprehensive assessment as a requirement to exit the nursing program and a standardized diagnostic examination in preparation for the comprehensive assessment. This assessment will be utilized to determine overall strengths and deficiencies in preparation for the comprehensive exam. Remediation will be based upon performance on the diagnostic examination.

A student must achieve a score equivalent to the 95th percentile. A student who is not successful on the initial standardized comprehensive examination will be given one opportunity to re-take the examination. A student who is not successful on the Standardize Comprehensive Exit Assessment will be required to enroll in a continuation nursing course in the following semester (NURS 410 Scientific Principles or NURS 412 Special Topics). A student must re-apply for graduation and plan to take the HFSON standardized comprehensive examination. If the student is still not successful, the student must enroll for an additional semester. The student shall be enrolled in this process of the continuation nursing course.

Prior to taking the Comprehensive Exit Assessment, the student shall complete the required remedial work and provide documentation to the Assessment and Remediation (AR) Coordinator. The AR Coordinator will provide the student with an entrance ticket. The student shall submit the entrance ticket to be eligible to enter the scheduled testing area.

The student must not be late to the start of the scheduled Standardized Comprehensive Exit Assessment. Each student will be required to have a valid CSU student picture Identification card. Each student must be aware of his/her password to be able to access the computer system. Once the examination has started, the student will not be allowed to enter the testing area. If a student misses the scheduled testing date and time, this is to be documented as a missed examination.

(Cross referenced with Assessment, Computerized Testing and Missed Examination policies)

Refer to CSU and BSN guidelines for graduation.

Graduation Expenses*

1. All graduates, traditional, accelerated second degree, and RN to BSN and are invited to participate in the pinning ceremony and awards banquet. Each graduate is required to pay a HFSON graduation fee of **\$130.00*** to the CSU Cashier's office. Refer to Table 3 below. The receipt shall be provided to the CSU CHP Business Office located in HHSB 133.

A CSU HFSON stole, to be worn at graduation with academic regalia, may be purchased for \$50.00.

Table 3. HFSON Graduation Fee*

	Graduation Cost
CSU Nursing Cap	\$20.00
Stole	\$60.00
Banquet	\$35.00
Class & Individual Picture	\$25.00
Total	\$130.00

2. A student can anticipate the price of the graduation uniform to be approximately \$50.00.
3. Uniform shoes are approximately \$50.00 (not included in HFSON Graduation fee).
4. A deposit is required to order your pin. The prices range from **\$52.00 to \$145.00** according to the amount of gold alloy used to make the pin. Pin guards and engraving are available at an additional price. This is completed with the designated vendor.

Section VIII: Dismissal and Reinstatement

Dismissal Criteria

A student must be dismissed from the Helene Fuld School of Nursing for any of the following reasons:

1. Failure to achieve a grade of "C" (75% in nursing courses; 70% in science and major support courses) or better a nursing course or major support course. This includes withdrawing from a course or failing the course on the second attempt. A student may enroll in courses in the nursing major only two (2) times.
2. Failure to maintain the cumulative grade point average (GPA) of 2.5 required in the Nursing Program for two (2) consecutive semesters.
3. Failure to successfully complete the Pharmacology and Parenteral Therapies Competency Assessment requirement associated with a course offering the next time the course is offered as per the plan of study.
4. If matriculation extends beyond three (3) years of the initial enrollment in the BSN program from the Year 3 portion of the curriculum except for approved leave due to a documented health issue or emergency.
5. A student who has been determined to have breached academic integrity may be eligible for dismissal.

6. Additional reasons for dismissal from the nursing program include but are not limited to:
 - a. If a student is determined to be unsafe in clinical practice.
 - b. Found to be under the influence of a prescribed medication that might impair the student's safe clinical performance; the use of alcohol and/or illegal drugs while in *class or in* clinical.
 - c. Breaches of *client or agency* confidentiality.
 - d. Action or lack of action that causes an adverse and/or harmful complication in the clinical and classroom setting. Failure to follow agency, University, CHP, or HFSON policies.
 - e. Academic dishonesty or a violation of the HFSON Honor Code and the CSU Student Code of Conduct.
 - f. Unprofessional conduct (Refer to HFSON Honor Code and CSU Student Code of Conduct) including but not limited to threatening or abusive behavior, yelling, excessive aggressiveness, fighting, consistent rudeness, inappropriate clinical dress, excessive tardiness, and provision of nursing care that is outside of the scope of nursing practice as documented through the Nurse Practice Act.
 - g. Failure to demonstrate in the clinical practice setting the ability to be always physically able and mentally competent to provide safe client care.
 - h. An encumbered license (denied, revoked, suspended, surrendered, limited, or placed on academic probation) for a RN to BSN student. (Definition from MBON – encumbered. Retrieved from www.mbon.org)
 - i. Inappropriate use of social media i.e., violation of HIPAA guidelines. Refer to the University Systems of Maryland Policy on Student Social Media Privacy at <http://www.usmd.edu/regents/bylaws/SectionV/V120.pdf>.

Reinstatement

A student who is dismissed from the HFSON BSN program will not be reinstated to the BSN program and the same plan of study. A student who has been dismissed may after five (5) years reapply to be considered for admission to another plan of study. An applicant to another plan of study is not guaranteed admission. The student will be advised to select another major in the College of Health Profession or one of the other colleges at CSU. A student may select automatic admission to the Bachelor of Science in Health Sciences with all acceptable courses considered for transfer to the degree program. If a student has an academic separation of at least five calendar years from the institution, a student may remove or reduce any unsatisfactory or failing grades previously earned in accordance with CSU Academic Clemency. Cross reference: Progression toward degree; Repeating a course; Academic clemency

Summary of potential student fees and expenses (All expenses as listed are subject to change)

In addition to university fees, housing, textbooks and supplies, students in the HFSON Program should anticipate the following approximate expenses:

1. Clothing: A dress code has been established for professional settings in conjunction with the professional practice sites.
2. Transportation and Parking: Transportation to and from professional practice experiences, field trips and workshops must be arranged by the student. Costs for both transportation and parking are the student's responsibility.

3. Meals (professional practice experiences, field trips and workshops): The costs of meals are the student's responsibility.
4. Professional dues: **(as per the National Nursing Student Association annual fees) *:** Payable to the National Nursing Student Association (www.nsna.org). Students must provide a copy of proof of membership to the Faculty Advisor for the NSA by the beginning of the fall semester each academic year. A student shall upload a copy to the database. Failure to do so may jeopardize the student's progression in the program.
5. Students are required to attend a local, state, or national association committee meeting, workshop, annual meeting, business meeting and participate in a Service-Learning Project.
6. Professional Liability Insurance: Paid by to the University.
7. Clinical Fee: \$75.00 for each credit of a clinically associated course.
8. Technology Fee: \$100.00 per semester (CSU fee).
9. Simulation Center Fee: \$200.00 per semester.
10. Computer Charting/Medication Dispensing: included in SimCenter fee.
11. Document Tracking Fee: \$40.00
12. Criminal Background Check Fee (varies from a minimum of \$48.50): Payable to screening agency. Urine Drug Screen: Payable to screening agency.
13. A student will be responsible for the student registration fee, if applicable. This cost can range from \$50 - \$65. A student shall upload a copy of attendance /participation on the database.
14. Assessment and Remediation Services: The fees associated with Health Assessment Modules, Standardized Testing and End-of-Program onsite review sessions shall be included in the student's semester fees while enrolled in the program. This fee is subject to annual adjustment. A student shall be assessed this fee each semester. Currently, the HFSON utilizes HESI.

Section IX: Plans of Study

Traditional BSN Plan of Study

LEVEL I (FIRST YEAR)									
FALL SEMESTER					SPRING SEMESTER				
<u>GER Category</u>	<u>Code</u>	<u>Course Title</u>			<u>GER Category</u>	<u>Code</u>	<u>Course Title</u>		
English Comp	ENGL 101	English Composition I	3	hrs	English Comp	ENGL 102	English Composition II	3	hrs
Natural Sciences	BIOL 107	Comp Preview Life Sciences	4	hrs	Natural Sciences	CHEM 103	Chemistry for Health Sciences	4	hrs
Mathematics	MATH 110	College Algebra	3	hrs	Natural Sciences	BIOL 201	Hum. Anatomy & Physiology I	4	hrs
<i>FRSEM</i>	<i>FRSEM 101</i>	<i>Freshman Seminar</i>	1	hrs	<i>Soc. & Behav. Sci.</i>	<i>SOCI 201</i>	<i>Introduction to Sociology</i>	3	hrs
Arts & Hum.	HIST	201; 203; 205	3	hrs	Arts & Hum.	HIST	202; 204; or 206	3	hrs
<i>IDIS, ART, THEA</i>	<i>IDIS, ART</i>	<i>IDIS, ART, LANG, THEA, MUSC, PHED</i>	3	hrs					
SEMESTER TOTAL			17		SEMESTER TOTAL			17	
SEMESTER GEN ED TOTAL			17		SEMESTER GEN ED TOTAL			17	
LEVEL II (SOPHOMORE)									
FALL SEMESTER					SPRING SEMESTER				
<u>GER Category</u>	<u>Code</u>	<u>Course Title</u>			<u>Major or Electives</u>	<u>Code</u>	<u>Course Title</u>		
Arts & Hum.	SPCH	105; 202 or 204	3	hrs	Mathematics	MATH 203	Statistics	3	hrs
Arts & Hum.	PHIL 102, 103	Intro to Philosophy	3	hrs	Natural Sciences	BIOL 308	Microbiology	4	hrs
Soc. & Behav. Sci.	PSYC 201	General Psychology	3	hrs	<i>Pre-requisite</i>	<i>NURS 221</i>	<i>Nursing as a Profession</i>	1	hrs
Natural Sciences	BIOL 203	Human Anatomy & Physiology II	4	hrs	<i>Pre-requisite</i>	<i>NURS 319</i>	<i>Pathophysiology</i>	3	hrs
<i>Pre-requisite</i>	<i>NURS 213</i>	<i>Normal/Applied Nutrition</i>	3	hrs	Arts & Hum.	WLIT	207 or ENG 200+	3	hrs
					Soc. & Behav. Sci	PSYC 335	Developmental Psychology	3	hrs
SEMESTER TOTAL			16		SEMESTER TOTAL			17	
SEMESTER GEN ED TOTAL			16		SEMESTER GEN ED TOTAL			10	
LEVEL III (JUNIOR)									
FALL SEMESTER					SPRING SEMESTER				
<u>Major or Electives</u>	<u>Code</u>	<u>Course Title</u>			<u>Major or Electives</u>	<u>Code</u>	<u>Course Title</u>		
<i>Major Course</i>	<i>NURS 217</i>	<i>Health Assessment</i>	3	hrs	<i>Major Course</i>	<i>NURS 320</i>	<i>Maternity & Woman Health</i>	5	hrs
<i>Major Course</i>	<i>NURS 310</i>	<i>Pharmacology</i>	3	hrs	<i>Major Course</i>	<i>NURS 321</i>	<i>Nursing Care of Children</i>	5	hrs
<i>Major Course</i>	<i>NURS 323</i>	<i>Medical Surgical Nursing: Adult/Older Adult</i>	6	hrs	<i>Major Course</i>	<i>NURS 329</i>	<i>Nursing Informatics</i>	3	hrs
SEMESTER TOTAL			12		SEMESTER TOTAL			13	
SEMESTER GEN ED TOTAL			0		SEMESTER GEN ED TOTAL			0	
LEVEL IV (SENIOR)									
FALL SEMESTER					SPRING SEMESTER				
<u>Major or Electives</u>	<u>Code</u>	<u>Course Title</u>			<u>Major or Electives</u>	<u>Code</u>	<u>Course Title</u>		
<i>Major Course</i>	<i>NURS 315</i>	<i>Nursing Research</i>	3	hrs	<i>Major Course</i>	<i>NURS 421</i>	<i>Leadership in Nursing</i>	3	hrs
<i>Major Course</i>	<i>NURS 411</i>	<i>Contemporary Issues in Nursing</i>	2	hrs	<i>Major Course</i>	<i>NURS 424</i>	<i>Advanced Medical/Surgical Nursing</i>	6	hrs
<i>Major Course</i>	<i>NURS 430</i>	<i>Community Nursing</i>	4	hrs	<i>Major Course</i>	<i>NURS 415</i>	<i>Special Topics in Nursing</i>	3	hrs
<i>Major Course</i>	<i>NURS 432</i>	<i>Mental Health Nursing</i>	4	hrs	<i>Major Course</i>	<i>NURS 480</i>	<i>Senior Practicum</i>	3	hrs
SEMESTER TOTAL			13		SEMESTER TOTAL			15	
SEMESTER GEN ED TOTAL			0		SEMESTER GEN ED TOTAL			0	
								GRAND GEN ED TOTAL	56
								TOTAL SEMESTER CREDITS	120
Additional Notes: <u>NURS 121 FULFILLS ORIE 101 REQUIREMENT, NURS 121 FULFILLS NURS 221</u>									
<u>NURS 210 FULFILLS MISY 150 REQUIREMENT, NURS 210 or NURS 329 ARE EQUIVALENT</u>									
*Students who are not successful on the 2 nd comprehensive assessment are required to enroll in NURS 410 Scientific Principles in Nursing.									
Submitted to Curriculum Standards and Policies Committee 2019, Approved by Faculty Organization 2019									

Coppin State University
Helene Fuld School of Nursing
Traditional BSN Program of Study
Advisement Form

Student Name: _____ SID: _____

Phone: _____ Email: _____

Program Entry - Fall: _____

Level I (Freshman)						Level II Sophomore					
Fall	Grade	Cr	Spring	Grade	Cr	Fall	Grade	Cr	Spring	Grade	Cr
ENGL 101		3	ENGL 102		3	PHIL 102 <u>or</u> 103		3	MATH 203		3
BIOL 107		4	SOCI 201		3	SPCH: 105 or 202 or 204		3	PSYC 335		3
MATH 110/131		3	CHEM 103		4	PSYC 201		3	BIOL 308		4
FRSEM 101		1	BIOL 201		4	BIOL 203		4	NURS 221		1
HIST 201 <u>or</u> 203 <u>or</u> 205		3	HIST 202 <u>or</u> 204 <u>or</u> 206		3	NURS 213 <u>or</u> HSC 213		3	NURS 319		3
ART 105 <u>or</u> IDIS 102 <u>or</u> IDIS 103 or MUSC 201 <u>or</u> PHED 226 <u>or</u> THEA 211 <u>or</u> LANG		3							WLIT 207 or any 200 level or above ENGL course		3
TOTAL		17	TOTAL		17	TOTAL		16	TOTAL		17
Level III (Junior)						Level IV (Senior)					
Fall	Grade	Cr	Spring	Grade	Cr	Fall	Grade	Cr	Spring	Grade	Cr
NURS 217		3	NURS 320		5	NURS 315		3	NURS 421		3
NURS 310		3	NURS 321		5	NURS 411		2	NURS 424		6
NURS 323		6	NURS 329		3	NURS 430		4	NURS 415		3
						NURS 432		4	NURS 480		3
TOTAL		12	TOTAL		13	TOTAL		13	TOTAL		15

* A student who is not successful on the 2nd comprehensive assessment is required to enroll in NURS 410 Scientific Principles in Nursing.

Comments: _____

Advisor Signature _____

Date: _____

Student Signature _____

Date: _____

ACCELERATED SECOND DEGREE BSN PLAN

Required Nursing Courses Sequence – The following required nursing courses must be taken according to sequence.

Orientation one week before classes convene in August	
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	
Session #1 (Fall I – 4 th wk. of August – 3 rd wk. October 7 ½ weeks)	Credits
NURS 121 Introduction to Professional Nursing Practice	2
NURS 210 Nursing Informatics	3
NURS 217 Health Assessment	3
NURS 411 Contemporary Issues in Nursing	2
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0
Session#1 Total Credits	10
Session #2 (Fall II – 4 th wk. October – December 7 ½ weeks)	
NURS 323 Medical-Surgical Nursing (3 credit hours – Lecture, 3 credit hours –Clinical Total=135)	6
NURS 310 Pharmacology	3
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0
Session#2 Total Credits	9
BREAK 4th week of December – 3rd week of January	
Session #3 (Spring I – January – March 7 ½ weeks)	
NURS 320 Maternity & Women's Health (2.5 credit hours Lecture, 2.5 credit hours Clinical)	5
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0
Session#3 Total Credits	5
Session #4 (Spring II – 4 th week of March – May 7 ½ weeks)	
NURS 315 Nursing Research	3
NURS 321 Nursing of Children (2.5 credit hours Lecture, 2.5 credit hours Clinical)	5
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0
Session#4 Total Credits	8
Session #5 (Summer I –May – July 6 weeks)	
NURS 432 Mental Health Nursing (2 credit hours Lecture, 2 credit hours Clinical)	4
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0
Session#5 Total Credits	4
Session #6 (Summer II - July – August 6 weeks)	
NURS 430 Community Nursing (2 credit hours Lecture, 2 credit hours Clinical)	4
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0
Session#6 Total Credits	4
Session #7 (Fall Semester – August– December [15 weeks])	
NURS 415 Special Topics in Nursing	3
NURS 421 Leadership in Nursing	3
NURS 424 Advanced Medical/Surgical Nursing (3 credit hours Lecture, 3 credit hours Clinical = 135 hours for a 15-week semester)	6
NURS 480 Senior Practicum (clinical=135 hours)	3
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0
Session#7 Total Credits	15
TOTAL CREDITS	55

A student who is not successful on the 2nd comprehensive examination is required to enroll in NURS 410 Scientific Principles in Nursing.

ACCELERATED SECOND DEGREE BSN PLAN ADVISEMENT FORM

Required Nursing Courses Sequence – The following required nursing courses must be taken according to sequence.

Orientation one week before classes convene in August		
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)		
Session #1 (Fall I – 4 th wk. of August – 3 rd wk. October 7 ½ weeks)	Credits	Grade
NURS 121 Introduction to Professional Nursing Practice	2	
NURS 210 Nursing Informatics	3	
NURS 217 Health Assessment	3	
NURS 411 Contemporary Issues in Nursing	2	
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0	Present Absent
Session#1 Total Credits	10	
Session #2 (Fall II – 4 th wk. October – December 7 ½ weeks)		
NURS 323 Medical-Surgical Nursing	6	
NURS 323 Medical Surgical Nursing Clinical	0	Pass Fail
NURS 310 Pharmacology	3	
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0	Present Absent
Session#2 Total Credits	9	
BREAK 4th week of December – 3rd week of January		
Session #3 (Spring I – January – March 7 ½ weeks)		
NURS 315 Nursing Research	3	
NURS 320 Maternity & Women's Health	5	
NURS 320 Maternity & Women's Health Clinical	0	Pass Fail
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0	Present Absent
Session#3 Total Credits	5	
Session #4 (Spring II – 4 th week of March – May 7 ½ weeks)		
NURS 321 Nursing of Children	5	
NURS 321 Nursing Care of Children Clinical	0	Pass Fail
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0	Present Absent
Session#4 Total Credits	8	
Session #5 (Summer I – May – July 6 weeks)		
NURS 432 Mental Health Nursing	4	Pass Fail
NURS 432 Mental Health Nursing Clinical	0	Present Absent
Session#5 Total Credits	4	
Session #6 (Summer II - July – August 6 weeks)		
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0	Present Absent
NURS 430 Community Nursing	4	
NURS 430 clinical 2 credit hours Clinical	0	Pass Fail
Session#6 Total Credits	4	
Session #7 (Fall Semester – August– December [15 weeks])		
NURS 415 Special Topics in Nursing	3	
NURS 421 Leadership in Nursing	3	
NURS 424 Advanced Medical/Surgical Nursing	6	
NURS 424 Advanced Medical Surgical Nursing Clinical	0	Pass Fail
NURS 480 Senior Practicum	3	Pass Fail
2 nd Degree Students' Operation Success Initiative (Attendance Mandatory)	0	Present Absent
Session#7 Total Credits	15	
TOTAL CREDITS	55	

A student who is not successful on the 2nd comprehensive examination is required to enroll in **NURS 410 Scientific Principles in Nursing**.

Advisor Signature _____

Date: _____

Student Signature _____

Date: _____

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING
RN TO BSN PLAN OF STUDY**

LEVEL IV (SENIOR)										
FALL SEMESTER					SPRING SEMESTER					
<u>Major or Electives</u>	<u>Code</u>	<u>Course Title</u>			<u>Major or Electives</u>	<u>Code</u>	<u>Course Title</u>			
Major Course	NURS 210	Nursing Informatics	3	hrs	Major Course	NURS 411	Contemporary Issues in Nursing	2	hrs	
Major Course	NURS 216	Transitions to Professional Nursing Practice	3	hrs	Major Course	NURS 421	Leadership in Nursing	3	hrs	
Major Course	NURS 217	Health Assessment	3	hrs	Major Course	NURS 430	Community Nursing	4	hrs	
	NURS 220	Ethics	3	hrs	Major Course	NURS 470	Nursing and the Law	3	Hrs	
Major Course	NURS 315	Nursing Research	3	hrs			Elective	3	hrs	
SEMESTER TOTAL			15		SEMESTER TOTAL			15		
SEMESTER GEN ED TOTAL			0		SEMESTER GEN ED TOTAL			0		
					ARTICULATION AGREEMENT				35	
					TOTAL CREDITS				30	
					GENERAL EDUCATION REQUIREMENTS (PRE-REQUISITES) TOTAL				41	
					Nursing Core:					
					CREDITS				30	
					TOTAL CREDITS				120	
<i>Additional Notes: NURS 210 FULFILLS MISY 150 REQUIREMENT</i>										

Approved by Faculty Organization August 2011

COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING
RN to BSN Plan of Study
Advisement Form

Student Name: _____ SID: _____

Phone: _____ Email: _____

Program Entry - Fall:

Level I (Freshman)			Level II Sophomore								
Fall	Grade	Cr	Spring	Grade	Cr	Fall	Grade	Cr	Spring		Cr
ENGL 101		3	ENGL 102		3	PHIL 102 or 103		3	BIOL 308		4
BIOL 107		4	SOCI 201		3						
MATH 110		3	CHEM 103		4	PSYC 201		3	PSYC 335		3
HIST 201 or 203 or 205		3	BIOL 201		4	BIOL 203		4	MATH 203		3
ART 105 or IDIS 102 or IDIS 103 or MUSC 201 or PHED 226 or THEA 211 or LANG		3	HIST 202 or 204 or 206		3	SPCH 105 or 202 or 204		3	WLIT 207 or any 200 level or above ENGL course		3
						NURS 213 or HSC 213		3			
Level III			Level IV								
Fall	Grade	Cr	Spring	Grade	Cr	Fall	Grade	Cr	Spring		Cr
NURS 210		3	NURS 320	ART	5	NURS 432	ART	4	NURS 411		2
NURS 216		3	NURS 321	ART	5	NURS 424	ART	6	NURS 421		3
NURS 217		3							NURS 430		4
NURS 220		3							NURS 470		3
NURS 310	ART	3							Elective		3
NURS 319	ART	3							NURS 480		
NURS 323	ART	6									
NURS 315		3									
TOTAL		15							TOTAL		15

Comments: _____

Advisor Signature _____

Date: _____

Student Signature _____

Date: _____

Standardized Testing

A student shall take standardized assessment* within the following courses and/or the program. The student shall be charged the appropriate fees associated with the use of the Curriculum Assessment and Remediation services. A student shall be required to enroll in a commercial review course prior to taking his/her NCLEX assessment.

Table 4: Standardized Testing by Course

Name of Course	Completed within graduation
NURS 310 Pharmacology	Diagnostic
NURS 323 Medical Surgical Nursing: Adult/Older Adult	Proctored assessment
NURS 320 Maternity and Women's Health	Proctored assessment
NURS 321 Nursing Care of Children	Proctored assessment
NURS 421 Leadership in Nursing	Proctored assessment
NURS 424 Advanced Medical Surgical Nursing	Proctored assessment
NURS 430 Community Nursing	Proctored assessment
NURS 432 Mental Health Nursing	Proctored assessment
Diagnostic Nutrition Assessment	Diagnostic
Diagnostic Assessment	Proctored assessment
Standardized Comprehensive Exit Assessment	Proctored assessment

Section X: Academic Policies, Procedures, and Guidelines

This section of the BSN handbook contains academic policies, procedures, and guidelines for nursing didactic and clinical experiences.

Absence

A student is expected to attend all class and clinical sessions. If a student is absent due to illness, then the student must notify the course faculty and submit a written medical clearance from a licensed healthcare professional before continuing in the lecture and/or clinical/practicum course. The medical clearance must be provided to the designated course faculty. A student who is absent from clinical or practicum for any reason must complete make-up hours. The course faculty working collaboratively with the BSN Chairperson shall determine viable options based on the course objectives. For example, the options may include simulation, virtual clinical excursions, Flu/COVID-19 clinic, the Community Health Center, Coppin Clinic at St. Frances, or other clinical agencies. A student in the Traditional and ASD plans of study is expected to complete the required 840 clinical hours to complete the program.

Academic Advisement

Students in the BSN program must contact the assigned HFSON BSN faculty for academic advisement. Students not yet admitted to the HFSON BSN program are encouraged to contact both the academic advisor listed in PeopleSoft and the CHP ASC staff advisor to schedule an appointment for academic advisement or with any questions about the application process and/or admission.

Academic Integrity

Academic integrity is required. A student must display behaviors and actions that maintain the integrity of the assessment. Such behaviors that may be interpreted as compromising the academic integrity of the assessment are roaming eyeballs, excessive body movements, excessive hand movements, uncovered ad/or exposed scantron sheet or documents, dangling test booklets, talking, or mouthing, having unapproved or alternate webpages uploaded or minimized, cell phone possession and/or use, and not ceasing the assessment when time is called to stop. Behaviors interpreted as academic dishonesty at the sole discretion of the testing faculty as academic dishonesty and/or leading to the compromised integrity of an assessment will result in immediate failure of the assessment and is grounds for dismissal from the HFSON, CHP, and/or CSU. Refer to the CSU Adjudication process.

Adult Learning

A student is expected to come to class/clinical prepared to participate, which includes but is not limited to completion of reading assignments, the use of audiovisual aides and virtual simulations identified for the selected course. Completing these tasks will assist the students with contributing to classroom discussions and enriching the teaching/learning process (Knowles, 1984).

Anecdotal Notes

A student must complete observational notes referred to as anecdotal notes (see Appendix F). The notes are used to document and describe student learning regarding the course and/or clinical objectives.

Assessment (Examination)

1. A student who arrives late at the testing site, whether the classroom or other testing site, will **not** be allowed to enter the testing environment.
2. A student is responsible for coming prepared with all items (# 2 pencil and basic non-scientific calculator) required to take the exam. A valid CSU Student ID or state ID is required for admission to take the examination. These are the only items that can be placed on the desk during an exam. All belongings including but not limited to mobile devices, earphones, electronic devices, books, papers, bags, coats, hats, and drink containers must be left in the testing site's designated area and should not be on or near the computer station. Mobile devices carried into the testing site must be placed into the off position.
3. The proctor has the right to terminate the student's assessment (examination) at any time during the assessment. The testing period must begin from the launch of the exam and conclude as stipulated.

Assessment and Remediation Review Program

The HFSON Assessment and Remediation Program prepares students by systematically strengthening their knowledge base throughout the nursing program to increase their pass scores on the NCLEX-RN. In addition, the preparation lowers program attrition rates by identifying students at risk for failure early in their nursing education. This program is divided into three phases – assessment, remediation, and reassessment – each using competency-based assessments and other learning tools to provide students with self-directed, customized study plans for academic progression/success.

A nursing student is required to complete the designated non-proctored and/or proctored assessments, and modules for each enrolled nursing course. The non-proctored assessments identify strengths and weaknesses and facilitate mastery of nursing content areas through repeated and ongoing practice. The proctored assessments confirm that the student has or has not achieved a command of the nursing content area. The requirements are stated on each course syllabus and points are allocated for successful completion of the assessments.

All students are required to take all assigned assessments. Failure to take these assessments will result in a grade of zero (0) for the assessment. A student will have one (1) opportunity to take each the Mandatory assessment for credit. The assessment dates will be scheduled by the course faculty and/or the coordinator. Scores achieved on these assessments will be converted using the HFSON Proficiency Grading Scale or Composite Scale. Refer to Table 5 below for the proficiency grading scale. Further directions for completing these assessments will be given during the first few weeks of the course.

Table 5. HFSON Proficiency Grading Scale or Composite Scale

HESI Score	Performance Level	Grade Book Grade
900 or greater	Recommended Performance	100
890-899	Acceptable Performance	89
880-889		88
870-879		87
860-869		86
850-859		85
840-849		84
830-839		83
820-829		82
810-819		81
800-809		80
790-799	Need More Preparation	79
780-789		78
770-779		77
760-769		76
750-759		75
749 or less	Below Acceptable Performance	0

Attendance, Class and Clinical

A student must be registered for a course to attend classes or clinical to gain access to the electronic learning management system. A student who is not registered cannot sit in on classes.

- 1. Classroom and clinical attendance are mandatory.**
2. When an unavoidable absence is anticipated, the faculty member must be notified in advance. This is considered an excused absence.
3. When an absence is required due to an emergency, the faculty member shall be contacted within 24 hours of the missed class.
4. When appropriate notice is given (and at the discretion of faculty), faculty may contract with students to make up time lost.
5. Students will be automatically dropped from the class rosters if unexcused absences exceed two times the credit hours allocated for the course or there is no evidence of attendance within the first two weeks of the course.

Chain of Command

Students have opportunities to voice their concerns by following the formal administrative process (chain of command). If the course faculty, team leader, or coordinator are the same person, the student may advance the concern forward to the BSN Chairperson. A student may engage his or her advisor at any time during the process. Below is the listing of the Chain of Command within the HFSON and CHP.

1. Course Faculty
2. Course Team Leader
3. Level Coordinator
4. Chairperson
5. Dean

Change of Advisor

The advisement process is between advisor and advisee. At times, it is necessary to change one's advisor. An advisee must send an email to the BSN Chairperson and the Academic Success Center (ASC) staff documenting the reason for the request to change the advisor. Once the identified advisor has accepted the student, then the Chairperson must provide this notification to the ASC staff to provide the name of the new advisor to the advisee. The ASC staff must update the advisor information within the Eaglelinks system. Once verified within the system, the ASC staff must send email notification to the advisee, new advisor, Coordinator and Chairperson.

Cross-referenced: Change of Advisor Form

Change of Grade Procedure

A student who believes that a grade was assigned in error, because of a mistake in calculation or an error in recording the grade should plan to complete the Grade Review process.

Cross referenced: Grade Review

Children in Class and Clinical/Unauthorized Individuals

A student may not bring a child or children, and/or unauthorized individuals into the classroom, SimCenter, Learning Resource Center, computer lab, or clinical setting.

Class Representatives and Participation in Shared Governance

Students are encouraged to participate in Shared Governance. A student may participate as a class representative of the designated plan of study to foster engagement by students with other students in the nursing and allied health programs. To facilitate communication and support, each cohort as per the plan of study must have a designated class representative. The responsibilities of the class representative include:

1. Hold an organizational meeting at the beginning of the Fall semester to establish roles and students' responsibilities and to ascertain the goals of the group concerning need for meetings, study groups, school, and service-learning projects to be undertaken.
2. Elect class representatives.
3. Identify operational modes of communication, such as emails, or Blackboard.
4. Communicate to faculty and administration as needed to gain curricular and co-curricular support and resources specifically related to students' concerns.
5. Monitor progress of class as a group to determine need for intervention through class meetings for airing of problems and reducing tension.
6. Plan for special activities to be held during the year for social purposes.
7. At the beginning of the first semester of senior level, establish committees to assist the faculty to plan for CHP and HFSON-sponsored Pinning and graduation activities.

Classroom Decorum

The Helene Fuld School of Nursing requires the execution of respect and maintenance of a safe learning environment for both faculty and students, while upholding the rights and responsibilities of each individual.

A student is expected to arrive to class/clinical on time and is subject to the attendance policy of CSU. In the event of an emergency that prohibits attendance in class the student must call or email the instructor of the course within 24 hours of the missed class. The student will also be responsible for obtaining the content missed.

A student is expected to exhibit respect to faculty members, fellow students and to be considerate of the learning environment. Behaviors that disrupt or interfere with classroom instruction or the learning environment are subject to disciplinary action. Behaviors such as:

1. Verbal or physical abuse.
2. Profanity.
3. Threats, intimidation, harassment, or any conduct that endangers the health or safety of any person or persons.
4. Theft or damage of personal or public property.
5. Usage, possession, or distribution of narcotics or other controlled substances, or possession of drug paraphernalia.
6. Usage, possession, or distribution of alcoholic beverages; and
7. Illegal or unauthorized possession of firearms, explosives, or other weapons or dangerous chemicals on CSU premises.

At the clinical agency, a student who is considered impaired or disruptive may be immediately dismissed from the premises by the clinical agency partner or designated CSU HFSON BSN faculty. A student must come to the class or clinical site able to and prepared to participate. Impairment may be associated with excessive work hours, or health-related reasons.

Mobile devices must be on vibrate or the off position and securely placed with belongings, as not to be used during class except for academic purposes.

Cross-Referenced-Eagle Guide Student Code of Conduct

Code of Conduct, Student

Coppin State University Code of Academic and Professional Conduct may be found at https://www.coppin.edu/downloads/file/687/student_code_of_conduct.

The HFSON Honor Code is intended to serve as a framework to address personal and professional behaviors. When admitted, a student is required to sign the Honor Code. Plan to refer to the document found within Appendix A. If a student is not continuously enrolled, then the student will be obligated to sign another form upon his/her re-enrollment.

Computerized Assessment Testing, On-Campus

In general, all assessments are completed using computerized software.

Exams will be given via an online format and scheduled outside of class time. A student can take exams only at the designated computer access area. A student must bring and maintain his/her CSU valid picture identification card in a visible location throughout the testing time. Exams will be launched at the designated time. A student must access the exam during this time. Any student who does not access the exam at the date and time posted will be considered absent and will be considered to have missed the exam. Once a student opens an exam, the student must complete the exam. If a student encounters a computer problem during the examination, they must contact the proctor immediately. **One point will be deducted from the exam grade for every minute the student exceeds the allocated time limit.**

Permission must be obtained from the faculty in advance to take the examination at another time. An alternate exam in an alternate format will be administered to the student at the designated time.

If a student is unable to take an examination or quiz on the scheduled date and time, the Team Leader, and/or the faculty member responsible for administering the examination must be notified at least 24 hours before the scheduled time of administration.

A student with American Disability Act (ADA) accommodations requirements, approved through the University's Disability Support Services Program (DSSP) must notify the Team Leader or the faculty designee responsible at the beginning of the academic semester for administering the examination in accordance with the ADA guidelines.

Cross-referenced: Missed Assessment/ Examination and Examination Policy

Computerized Assessment Testing, Remote Testing

Students will be using out-of-class time to test.

1. Exams and or quizzes will be launched at the designed time and will be available for a limited time. Students must access the exam during this time. Any student that does not access the exam at the time of availability will be considered absent and has missed the exam.
2. Once a student opens an exam, the student must complete the exam.
3. Students have approximately **1 minute per question** from the designated start time of the exam to complete the exam. Disability Support Services Program (DSSP) test accommodation time limits will be honored.
4. Exams are set for forced completion. Once a student begins the test, a student will have to complete the examination. A student's exam must be set with an ending time and a request to submit one's responses within the set time as designated by the instructor.
5. A student cannot pause the exam once the exam begins. A student must use the restroom **BEFORE** beginning the exam.

6. It is the student's responsibility to make sure all the necessary software to effectively use the on-line testing format of Blackboard has been uploaded to the computer that will be used for the examination in sufficient time **PRIOR TO ACTUAL TESTING**. A student must test one's system software by completing the practice test on the course website. If a student encounters any testing problems with the software or platform, plan to contact the Office of Instructional Technology (OIT) Help Desk or use the student user manual posted under the "tools" button of Blackboard.
7. If a student encounters a computer or testing problem during the exam, the student must contact the faculty proctor **immediately** (by email or by phone).
8. Resetting of online assessments will be at the discretion of the instructor/ proctor. There may be events that occur that will require resetting at no fault of the student. If the student continues to have difficulty accessing the online test, when permissible the student must come to campus to complete the exam in the designated CSU computer lab. The student may be required to take all subsequent exams or quizzes on campus to ensure quality and consistency in testing.
9. At the discretion of the faculty, a student who is experiencing testing problems may take an alternate exam in an alternate format such as a paper test.

These policies apply to all college, program, level, and courses examinations including but not limited to the Pharmacology and Parenteral Therapies Competency Assessment, computations, exit exams, and specialty exams.

Cross-referenced: Computerized Testing, Academic Integrity/Dishonesty

Early Alert System/No Show Reporting

The **Early Alert System** is a proactive approach to address student issues such as missed classes, missed assignments and/or low quiz or test grades. A student must be advised to seek the appropriate University, College of Health Professions and/or HFSON resource.

In the **No Show Reporting**, a student's name is verified based on the class rosters of students who are registered for classes. For face-to-face courses, the student must be visualized by the faculty member; for online courses, the student must engage in the required course orientation and introduction within the Learning Management System (Blackboard). A student is responsible for being registered for the course.

Electronic Messaging (Email)

Coppin State University's electronic messaging (e-mail) system is an official means of communication (coppin.edu email address) for students and faculty. Therefore, a student must use Coppin's electronic messaging system when communicating information electronically.

Email Protocol

A student is encouraged to email course-related questions, comments, or concerns to the faculty and/or advisor throughout the semester. Student Coppin email accounts must be open and accessible throughout the course enrollment. A student is encouraged to communicate through

the class list serve email system. A student must include his/her student identification number (SIN) and appropriate contact information within the body of the email. The subject of the message must include the purpose of the communication.

Emergency Management/Fire Drill Procedure/Disaster

The preparedness of this campus in case of an emergency incident is a high priority issue. Information about Coppin's Emergency Management and Emergency Management plan may be found at <https://www.coppin.edu/emergency>.

1. What to do when the fire alarm sounds:
 - a. Students are to leave the building by the nearest exit.
 - b. Students are to leave the building in silence.
 - c. Students must take their personal belongings when evacuating the building.
 - d. Students must keep moving quietly and calmly out of the building until it is evacuated.
 - e. Students must keep at least 300 feet from the building if possible.
 - f. Students are not permitted to block roadways.
 - g. Students must not re-enter the building until the second bell is sounded or until instructed to do so by the Building Safety Coordinator of the Campus Police.
 - h. Students must not use elevators in any evacuation; and
 - i. Students must use emergency exits during emergencies.
2. The above procedures are to be followed for drills, false alarms, and actual fire situations. All students, faculty and staff are expected to leave the building.
3. If one sees a fire, sound the fire alarm immediately. Then, call the Campus Police Department.
4. Safety suggestions: do not wait until an emergency arrives to:
 - a. know beforehand the location of all exits.
 - b. know the location and how to use all building emergency equipment, such as fire alarms, fire extinguisher and hoses.

Evaluation (Program Evaluation)

Students are required to participate in continuous evaluation of the program. The ongoing program evaluation includes:

1. CSU Course Evaluation/Faculty Evaluation (End-of-the-course survey)
2. Student's Evaluation of Clinical Facility
3. Student's Evaluation of the Preceptor (NURS 480 only)
4. Exit Surveys (End of the Program Satisfaction Survey)
5. Post-graduation survey/Alumni survey

Evaluation of Student Performance

The evaluation plan for assessing student performance is a critical aspect for each course. Criteria for evaluating theoretical and clinical components are described in each course syllabus, which is

provided to students at the beginning of the semester. A student's participation in the evaluation process is essential. Faculty are to review clinical performance with students on a weekly basis.

Examination Review

Examination /Assessment reviews are an important and expected part of instruction. Faculty will make every effort to complete Assessment (Examination) reviews within one week after the assessment/examination is administered. During the Examination /Assessment reviews, areas that require remediation and test taking strategies will be discussed.

The method of exam review chosen by faculty should be stated on the syllabus. The method in which the assessment/examination review occurs may differ on a course-by-course basis.

Examination /Assessment review may be completed in one of several formats: (a) a tutor may review exams items with students, (b) faculty may use class time to review exams; or (c) faculty may choose to review exams outside of class times.

Exit Exam Process

Prior to taking the Standardized Comprehensive Exit Examination, a student must complete the required remedial work and provide documentation to the Assessment and Remediation (AR) Coordinator or designee. A student is expected to arrive at the designated testing location prior to the start of the scheduled Standardized Comprehensive Exit Assessment. Each student will be required to have a valid CSU student picture identification card. Each student must be aware of his/her password to be able to access the computer system sign on and the testing software. Once the examination has started, a student will not be allowed to enter the testing area. If a student misses the scheduled testing date and time, the missed examination will be recorded with a grade of zero.

Fees

Fees are billed through the University. The HFSON BSN fees include assessment and remediation, clinical, and simulation fees associated with designated course. Individual fees including but not limited to (standardized make-up exams, graduation fees including the graduation application, and the cost of Pinning) must be paid at the Bursar office. NCLEX-RN fees are to be paid directly to State Board of Nursing and Pearson Vue. Students are also responsible for background checks fees to the approved vendor. These fees are not collected within the CHP or HFSON.

Grading

Students must attain a final grade of "C" in all nursing and support courses required in the Nursing Program as per the plan of study. The criteria for determining acceptable performance are included in the syllabus of each didactic/clinical nursing course. Students' performance in the clinical practice components will be graded on a pass/fail basis. Satisfactory clinical performance is required to earn a passing grade in a clinical nursing course. Students who are not performing at a satisfactory level will be so advised at midterm in the course. Students must pass both didactic and clinical components to pass the course.

The grading scale for all nursing courses:

- A = 90 - 100
- B = 80 - 89
- C = 75 - 79
- D = 69 - 74
- F = 68 or below

Clinical Courses: **PASS/FAIL**

Faculty **will not round student grades** on test and assignments throughout the semester. Final course grades of 74.5, 79.5, 89.5 and 99.5 will be rounded up to the nearest whole number.

The grade of "A" designates work of superior quality, "B"--work of good quality, "C"--work of satisfactory quality, grade "D" or below not satisfactory quality, but allowable for CSU academic credit. The grade of "D" or "F" indicates failure (a final grade of "D" or "F" is not acceptable in nursing and support courses).

At each midterm period, course faculty submit interim grades of A, B, C, D or F to indicate the quality of the student's work at that time. These midterm grades are used only for advising students and for referring them to appropriate academic support services. They do not become part of a student's permanent record. Students who are not performing at a satisfactory level must be so advised at midterm in the course.

Cross-referenced: Grading System

Grade Review Process

The integrity of the grading system is essential to a quality academic program at Coppin State University. The University community also acknowledges that sometimes grades may be given inappropriately. If this situation occurs, a student has a right to voice his/her opinion about a specific course grade. The faculty is responsible for the assessment of a student's work and the grading process. If a student has a concern about a final grade posted in Eaglelinks, plan to use the Grade Review form found at https://www.coppin.edu/downloads/file/14/grade_review_form

If a student believes that a grade was assigned in error, because of a mistake in calculation or an error in recording a grade, the student should consult the designated faculty/team leader via email before the Friday of the second full week of class in the regular semester following the semester of the contested grade to resolve the discrepancy. If the student is in their final semester, the student must notify the designated faculty/team leader via email within 48 hours (about 2 days) of posted grade in Eaglelinks. Please note that once the transcript has become official from the Office of Records and Registration, the grades cannot be changed.

Cross-referenced: CSU Grade Grievance Process in Eagle Guide 2020-2021, page 8

Graduation Requirements –Exit Examination Process (Traditional and ASD nursing students)
Traditional and ASD nursing students **must take a standardized comprehensive assessment as a requirement to exit the nursing program and a standardized diagnostic examination in**

preparation for the comprehensive assessment. This assessment will be utilized to determine overall strengths and deficiencies in preparation for the comprehensive exam. Remediation will be based upon performance on the diagnostic examination.

A student must achieve a score equivalent to the 95th (900) percentile. A student who is not successful on the initial standardized comprehensive examination will be given one opportunity to re-take the examination. A student who is not successful on the Standardized Comprehensive Exit Assessment will be required to enroll in a continuation nursing course in the following semester (NURS 410: Scientific Principles) in order to remain engaged in the program and to re-take the examination. A student must re-apply for graduation and plan to take the HFSON standardized comprehensive examination. If the student is still not successful, the student must enroll for an additional semester. A student must be eligible to enroll only twice. The student must be enrolled in this process of the continuation nursing course.

The Live Review and Computerized Adaptive Testing (CAT) are mandatory. A student must be scheduled to take the Computerized Adaptive Test (CAT) and achieve a CAT classification of “meets minimal standards.” A student who receives a CAT classification of “needs remediation” will be required to enroll in NURS 410: Scientific Principles.

A graduate must sit for the NCLEX – RN within 2 months of graduation. If the graduate **does not** test within 2 months, he or she must complete an approved commercial NCLEX – RN test preparation at his or her expense before being allowed to sit for the NCLEX – RN exam. The documentation of the completed review must be submitted to the offices of the BSN Chairperson and Dean.

A student must have a cumulative GPA of 2.5 to qualify to graduate from the HFSON program. Cross-referenced: Assessment, Computerized Testing and Missed Examination Policies

Graduation Requirements – RN to BSN, Portfolio (RN to BSN students)

A student completing the RN to BSN Plan of Study is required to complete an electronic Portfolio as a Graduation requirement. A student must complete this requirement during his/her final semester. The student must submit the document to the RN to BSN Coordinator and/or designee who will review the Portfolio for adherence to the guidelines. A student must achieve an overall grade of 95 on a scale of 0 to 100 to successfully complete this Graduation Requirement. A student who fails to submit the portfolio or who fails to meet the requirement will be allowed one (1) resubmission. The guidelines for the portfolio are included within Appendix H of the HFSON Baccalaureate Nursing Student Handbook.

A student who does not achieve a satisfactory score must be required to enroll in a continuation nursing course in the following semester. A student must reapply for graduation and plan to submit the portfolio. The student may engage in this process only two (2) times.

The student must have a cumulative graduation GPA of 2.5 to qualify to graduate from the RN to BSN Program of Study.

Incident Reporting

An Incident Report is required for any internal and/or external reporting process for circumstances to include injuries, accidents, illness, harm to self-and/or client in the Simulation Center, classroom, and affiliate agencies. Students must refer to the Incident Reporting document found within Appendix G.

Inclement Weather Policy

A student must adhere to the University's Policy and Procedures Governing Closing and Delays during inclement weather.

By way of clarification, in the instances where classes and/or clinical are canceled due to inclement weather, a student is not to report to the class or clinical site. If classes and/or clinical are delayed due to inclement weather, the faculty member has the option to delay and/or cancel the session with a plan to make up missed content. If the University closes early due to inclement weather, the faculty member will end class or clinical early. For up-to-date information on closings or delays, a student should sign up for the CSU text alert system.

Regardless of any cancellation of clinical or class due to inclement weather, a student must complete all clinical hours as established in the syllabus. When clinical are cancelled or delayed due to closures, the faculty must provide opportunities for the student to make-up the missed clinical. A student who misses clinical due to personal extenuating circumstances must, in conjunction with the faculty member, Team Leader, Chairperson, and the Dean, develop a plan to make up the missed session(s). A student who misses more than one clinical session in each course will be advised that they are in jeopardy of a course failure.

Cross-referenced: Attendance Policy

Illegal Class Attendance Policy

Class rosters are the official document used by Coppin State University to verify a student's enrollment in a course. A student who is not on the official Class Roster cannot be allowed to attend class.

Licensure Requirement

All licensed students including RN to BSN students must hold a current unencumbered licensure in Maryland or Compact State prior to enrolling or applying in the program. Licensure must be maintained in good standing throughout enrollment in the Helene Fuld School of Nursing. The Dean and Chairperson must be notified immediately if the status of licensure changes for any reason.

Missed Assignments

A student must submit the assignment on the scheduled date and time (using Eastern Standard Time). A student must have an approved documented reason for the missed assignment or examination.

NCLEX Licensing Application Process

A student who has successfully passed the Comprehensive Exit Assessment must apply to take the NCLEX-RN a minimum of one week after completing the assessment. The NCLEX-RN

application will be available online at State Board of Nursing websites. The student is responsible for submitting the NCLEX-RN application, as well as payment of any fees to the testing entity. After students have completed all program requirements (i.e., Live Review, CAT, and the End-of-Program Survey), the online nursing application will be signed by the Dean/Chief Academic Nursing Officer.

Licensure by Exam (NCLEX-RN) in Maryland

Step 1: Applying with the Maryland Board of Nursing

This link takes a student to the Maryland Board of Nursing Home page. A student can refer to this website, if needed, for more details.

Start Here: Go to the Licensure by Exam Information Page and choose the appropriate application form. Read instructions

International Students: Instructions for those educated or endorsed from foreign schools can be found on the same page linked above.

Board of Nursing Contact:

- Address: 4140 Patterson Avenue; Baltimore, Maryland, 21215-2254
- Phone: 410-585-1900

Follow the instructions on the application closely. Click [here](#) to access the Online Application for NCLEX-RN.

Required: **Criminal History Record Checks for NCLEX** and upload a passport photo to the NCLEX application.

Step 2: Register with Pearson Vue (NCLEX)

A student should read the NCLEX Candidate bulletin before registering and taking the test. It can be found on the NCSBN NCLEX Portal. From there, a student should click on "Register" to register for the NCLEX.

Quick Facts:

Pearson Vue is the company that hosts the NCLEX. They run the testing centers and the computerized testing facilities.

The NCSBN is the nursing organization who creates the NCLEX questions and regulations.

Pearson Vue is also responsible for sending the Authorization to Test letter. They will only send it after receiving approval from the State Board of Nursing (to which the student applied by Step 1). The registration fee is about \$200 for students in the U.S.

Step 3: Receive the Authorization to Test (ATT) and Schedule the NCLEX-RN

A student must complete the dual application process. If a student's Board of Nursing application has been approved, a student's ATT will arrive by e-mail within 2 weeks after registering. Remember, after a student turns in all the materials to the State Board of Nursing (from Step 1) and sends approval to Pearson Vue (from Step 2). Pearson Vue, then sends the ATT. A student can check the status of both applications. A student can check the status of one's Board of Nursing application by contacting the Maryland State Board of Nursing. Once the ATT letter arrives, the student can schedule the test from the Pearson Vue website. If a student needs to check the status of one's registration with Pearson Vue, or have ANY QUESTIONS at all, refer to the candidate bulletin.

Step 4: Prepare for the NCLEX-RN

Picture Release/Video Consent

Photos and videos must be used for educational and marketing purposes. A student must complete the Photo Releases/Video Release consent upon admission. The Photo Release/Video Release consent is in Appendix C.

Pinning and Awards Ceremony, Participation Requirements

Students must adhere to the uniform and dress code requirements of the program while in attendance at all activities wherein students are in the HFSON uniform. Requirements for participation in the Pinning and Awards Ceremony are as follows: 1) have applied for graduation; and 2) be in the final semester of the program.

Plagiarism

It will be taken for granted that any work, oral or written, that a student does for any course is his/her original work. Any violation of this rule constitutes plagiarism. Plagiarism includes any form of cheating on examinations, tests, quizzes and any unacknowledged and/or undocumented use of another's writing or ideas published or unpublished, including copying or rewording information found on the internet. A student who plagiarizes will receive a failing grade for the designated assignment.

If found responsible for committing plagiarism, the student may be subject to being dismissed from the School of Nursing, the College of Health Professions, and/or the University. Refer to the section titled Dismissal Criteria within the HFSON and the Coppin State University Student Handbook.

Professional Attire

A student must be cognizant that he/she represents the profession of nursing. A student engaged in any activity representing Coppin State University, College of Health Professions, Helene Fuld School of Nursing must be professionally attired. Jeans, tennis shoes (sneakers), jogging suits, halter tops, or midriiffs, spandex pants, tube tops, shorts and dangling jewelry are prohibited. For clinical experiences, a student must be dressed in the school uniform or when applicable the HFSON white lab coat over professional attire. Professional attire must be clean, neat and of the appropriate size and length. Wearing of visible tattoos and visible body jewelry which includes piercing of the nose, lip, eyebrow, and/or tongue is prohibited.

Hair must be well groomed and worn above the shoulder. A student must keep his or her hair neatly secured above the shoulders. Facial hair must be well groomed. **Hair color must be as close to the student's natural base color.**

A student is permitted to wear one pair of small stud/post earrings (ear lobes) not to exceed 1mm in size. A watch and/or a wedding ring is allowable. No other jewelry may be worn.

Examples of activities regarding professional attire include on-site experiences, seminars, student presentations, field experiences, and the presence of guest speakers during regularly scheduled class sessions.

Professionalism

A student must exhibit professional and/or non-aggressive behaviors to his or her classmates, faculty, or staff.

Remediation

The process of remediation is to address areas that the student did not fully understand. Through the assessment within courses and throughout the curriculum, the student can discuss a remediation plan with faculty. The remediation plan must be individualized to correct any deficiency areas. The method of remediation may be different on a course-by-course basis. If a student does not complete remedial activities, then the student may be in jeopardy of failing the course.

Safe Practice

A student must always engage in safe clinical practice. The combined amount of class and clinical contact hours per week must not exceed 36 hours. **A student must not exceed 16 hours for a class/clinical course day; the interval between one clinical day and the next clinical day must be a minimum of 8 hours.** A student must be enrolled in clinical courses as per the plan of study.

Scholarships and Grants

A student may obtain information about scholarships and grants from the scholarship bulletin board, University website, from his/her nursing advisor, and from the Academic Success Center.

School Pin

A graduating senior is responsible for the purchase of the Coppin State University Helene Fuld School of Nursing pin during the semester when he/she anticipates graduation. There is an additional charge for having initials engraved on the back of the pin. The exact cost of the pin will be provided by the vendor at the time of purchase.

Simulation

Students are required to participate in simulation as a part of their learning experience. Students may be videotaped. Briefing and debriefing are vital aspects involved in this learning experience. *Jeffries Simulation Model* is used to deliver simulation experiences to students.

Cross referenced the following policies:

- Clinical Attendance
- Professional Attire
- Confidentiality
- Latex-free Environment
- Locker Usage
- Photo Release Statement
- Clinical Policies

Standardized Testing

All students are required to take standardized assessments identified by HFSON faculty and administration. Failure to take these assessments will result in a grade of zero for the assessment for the course. Within the designated course, students will have one (1) opportunity to take the assessment for credit. The assessment dates will be scheduled by the faculty. Scores achieved on these assessments will be converted using a Standardized Testing Grading Scale (Refer to Table 2); raw scores will not be used.

Student Complaints and Concerns

The student who believes he/she has a legitimate concern must initiate the **Academic Student Concern Form** within ten school days of learning the basis of the concern. The form may be found at https://www.coppin.edu/downloads/file/1288/student_academic_concern_form or the form may be found at [Student Complaints and Concerns | Coppin State University](#)

Student Rights

Coppin State University (Coppin) recognizes that differences of opinions, complaints or grievances may arise between its students, faculty, and staff. It is the responsibility of all Coppin students, faculty, and staff to establish and maintain an educational environment within which a problem or complaint by a student can be promptly identified, presented, discussed, given fair and timely consideration, and successfully resolved.

In many instances, complaints can be successfully resolved informally through meaningful dialogue between the student and the other individuals involved. In addition, or as an alternative means, complaints may also be successfully resolved formally using the grievance procedures.

Any Coppin State University student must have the right to make known a problem or complaint without fear of reprisal or coercion. Complaints by students arising out of allegations of inappropriate, unlawful, or unauthorized behavior by Coppin staff or faculty (including, but not limited to, discrimination, intimidation, and verbal, or physical abuse) may be brought to the attention of the University for resolution through the grievance procedures. These policies and procedures are addressed in the following university-based documents and can be found in the CSU Student Handbook:

- Privacy Rights of Students
- Student Grievance Procedures
- Policy Prohibiting Sexual Harassment and Procedures for Complaints of Sexual Harassment
- Student Academic Due Process

Testing, Missed Examinations, and Quizzes

If a student is unable to take an exam or quiz on the scheduled date, the faculty member responsible for administering the exam or quiz must be notified electronically using the Coppin email system at least 24 hours before the scheduled time of administration. The student must have a documented reason for the missed examination, quiz and/or assignment and must provide that documentation to course faculty.

The exam or quiz must be taken by the student no later than the next scheduled class day. The decision to give or make-up an exam or quiz is at the discretion of the faculty. The format, content and complexity of the alternate exam or quiz is also at the discretion of the faculty.

Cross-referenced: Assessments and Examination, Computerized Assessment Testing Policy

Transfer Credit

Any course for transfer evaluation must be reviewed at the time of initial application to CHP HFSON. Pre-requisite courses including nutrition and pathophysiology can be transferred.

Nursing core courses in the major (300 + 400) as per the Plan of Study must not be transferred.

Turnitin Policy

To avoid being charged with self-plagiarism, a student is advised to ask faculty members if repurposed work is allowed. A student must use the electronic surveillance system Turnitin. A student who submits work with a Similarity Index of thirty (30) percent or higher must receive a grade of zero (0). In circumstances when there is evidence of Plagiarism; however, the Similarity Index is less than thirty (30) percent the student must receive a grade of zero (0). Failure to use the Turnitin surveillance system must also result in a grade of zero (0). A student may request a review of the Similarity Index (SI) within ten (10) business days from receiving the failing grade to ensure that poor referencing, citations, and quotations did not falsely contribute to the SI.

Writing Standards, Written Papers and Projects

While ideas, findings and conclusions put forth in each student's paper are of primary importance, conclusions by the reader depend on an orderly presentation, appropriate documentation, and freedom from typographical errors. Carefully review the paper/presentation/assignment grading criteria as indicated in each course

Students should note the following:

1. The writing style manual to be used when preparing a written paper in the School of Nursing is the American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
2. *Plagiarism* (Refer to Plagiarism Policy)
3. Turnitin Policy (Refer to Turnitin Policy)
4. Standards for a “C” Paper

A. Content

The “C” paper fulfills the assignment, meeting all specified requirements, such as subject, organization, and length, and reflects the author’s awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, quotations, or other details). The reasoning is sound; arguments are supported with adequate evidence. Other points of view are acknowledged and responded to as appropriate. Sources of information are accurately presented and fully attributed.

B. Organization

The “C” paper has a discernible and logical plan. It has a focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be weak. The writer promotes coherence through the logical order of paragraphs and the use of some or of the following devices: thesis statement, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.

C. Style / Expression

The “C” paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose. As a rule, the paper has smooth transitions between paragraphs, although some transitions may be missing or ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns. Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional associations such as the Modern Language Association and the American Psychological Association.

D. Grammar / Mechanics

The “C” paper follows the conventions of standard written U.S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. What errors are present must not impede meaning nor overly distract the reader. The paper reflects current citation and documentation of sources as specified in relevant guidebooks.

Section XI: Clinical Policies and Procedures

Agency Clearance for Clinical

Annually, a student must register for the clinical/practicum by August 1st. Minimally, a student's agency clearance for clinical must include the **completion and documentation** of the following:

1. Release of Information
2. Honor Code (relates to the classroom and clinical settings)
3. Confidentiality
4. Video/Photo Release
5. Maryland or compact RN Licensure for RN-to-BSN students (must be active and unrestricted)
6. Health and Physical Assessment/Medical Health Form
7. Health Clearance, including tuberculosis screening and Immunization Record
8. CPR (American Heart Association Healthcare Provider)
9. **HIPAA, OSHA, Fire Safety, Joint Commission requirements including Diversity and Restraints**
10. Infection Control update
11. Background Check from the agency designated by the HFSON
12. Drug Screen

A student is responsible for the costs associated with the clinical clearance. A student must be notified electronically when the clearance for clinical has been validated by the CHP Clinical Coordinator and is notified. During enrollment in the nursing program, all documents must be current and correct. The documentation will be uploaded through Castle Branch (<https://discover.castlebranch.com/>). Failure to complete the agency clinical requirement will result in an administrative withdrawal from the course and clinical section. **The clinical requirements must be completed by August 1st. Refer to the appendix for these forms.**

Cross-referenced: Health Clearance

Agency Guidelines for Invited Guest (A student is considered an invited guest).

A student **must** comply with all the clinical affiliate policies, procedures, and guidelines. Failure to comply will result in disciplinary action, dismissal from the agency site* and failure for the clinical day, and/or for the course.

*A student may be asked to leave the premises. If the student refuses, he/she may be escorted from the premises by the agency's designated officials.

Background Check

The agencies associated with the HFSON clinical education require background checks for students who will be engaged in clinical. A student must complete the background check prior to the start of clinical courses (**no later than August 1**).

If the agency, at its sole discretion, determines that information in the Background Check will prohibit the student from clinical; then, the HFSON is not obligated to place the student at an

alternate clinical agency. If the HFSON is not able to place the student at the initial agency, then the student may be advised that he/she will have to withdrawal from the designated course and/or the HFSON.

If there is an interruption in attendance at the University, then a student must complete a new background check prior to resuming any clinical courses.

Cell Phone Use

Cell phones must be kept in the off position while students are in assigned clinical areas. A student shall not record in the clinical area.

Change in Health Status

A student that has a change in their health status must submit documentation from his/her healthcare provider that clearly states that the student can safely fulfill all the duties and requirements of the Plan of Study. After the change of status, the student must submit documentation from his/her primary healthcare that it is safe to return to the Nursing Program and fulfill all requirements.

A student who is absent from nursing courses due to medical reasons, including but not limited to, surgery and other health reasons, i.e., pregnancy, must submit written documentation from their health care provider for any time the student stops attending classes. A student should submit a copy of the documentation to the School of Nursing by giving it to the Team Leader of the designated course.

A student who plans to return to nursing courses after having been out for a health-related reason (with appropriate submitted documentation as noted above) should submit documentation from their health care provider acknowledging that the student is able to complete the duties of a nursing student as identified by the school curriculum. The documentation should clearly state that a student can fulfill all duties or clearly state what duties a student cannot perform. This documentation should be submitted prior to resuming nursing courses. Reasonable accommodations will be made in accordance with the Americans with Disabilities Act (ADA) through the Office of Disability Support Services found at <https://www.coppin.edu/dss/generalinformation>

Cross-referenced: ADA Policy.

Clinical Assignment Procedure

To obtain the clinical assignment for the designated clinical course, a student must report on the unit in a lab coat and dressed professionally (no shorts, dangling earrings, halter tops, etc.). In some instances, a student may report to the unit from 12-8 pm the day prior to the assigned clinical day (as per the clinical agency). **A student is not to make client contact during this unsupervised time or any time wherein the designated clinical faculty member is not present on the unit.**

Clinical Attendance

Clinical attendance is mandatory. A student is not allowed to miss clinical experiences.

Attendance in class and clinical is mandatory to meet the course/clinical objectives. A student

must not leave the clinical unit without the faculty's knowledge. Faculty are not obligated to provide opportunities for students to make up missed class and clinical time. Failure to achieve course/clinical objectives will result in course/clinical failure.

In cases of documented illness of self/child/immediate family member, and other extenuating circumstances, a slip from the healthcare provider and other requested documents must be presented to the faculty by the next class/clinical session attended or date given. In cases of death of a family member, the student is required to submit documentation to the faculty by the next class/clinical session.

A student must notify the appropriate faculty member at least **twenty-four hours** prior to the scheduled experience. (Faculty members will give students specific instruction on how to contact them and the clinical agency in case of an emergency). If the student is unable to reach the clinical faculty member, send an email to the course Team Leader and Coordinator designated on the course syllabus.

Lateness will not be tolerated. *A student who arrives late will receive an unsatisfactory evaluation for the clinical day. In some instances, the student may be dismissed from the clinical site and required to report to the Learning Resource Center or to go home.*

Failure to comply with the above will result in the student receiving an **unsatisfactory** evaluation for the clinical day and dismissal for lateness could lead to failure of the course.

Clinical Grade

Clinical grade is pass/fail. Students must achieve a passing score on criteria as outlined on the clinical evaluation tool. This score signifies satisfactory achievement of clinical objectives. All behaviors/criteria are critical. Students must pass clinical to pass any theory/clinical course.

Clinical Preparation Guidelines

A student must review patient specific information in advance prior to caring for the client(s). Faculty members must conduct a pre-conference session to determine the individual student's pre-clinical preparation. Faculty members must have a post-conference session with students to review the activities of the clinical day. Anecdotal notes are to be completed daily and signed by the student (refer to Appendix F).

Communicable Diseases

A student has an obligation to prevent the spread of infection. A student who has not mastered the use of Standard Precautions or other agency Isolation techniques will not be permitted to attend the professional practice site. In addition, if after an examination of the facts demonstrate that a student can no longer perform as required due to exposure, or that a student presents a health risk to self or to that of others, the student may be dismissed from the clinical site or from the program for failure to adhere to safe clinical practices. The intention is to address times when students do not demonstrate the infection control competency in patient care and to address when a student has a communicable disease/illness and the student was advised to avoid patient care; however, the student participates in clinical care.

Competency

Competencies are required for each level of the curriculum. Each student must demonstrate skills

at the introductory, application, and competency level. A student must successfully complete designated competencies in the Learning Resource Center, SIM Center, and/or clinical area.

Course Completion

A student must achieve a passing grade in both **course components, theory and clinical** to successfully complete the clinical courses.

CPR Certification Policy

A student is required to maintain a current certification in Cardiopulmonary Resuscitation by the American Heart Association Healthcare Provider.

Drug Screen

The clinical affiliation agencies associated with the CHP HFSON require that a student who will be engaged in clinical completes a drug screen. The aim is to ensure the safety of the patients treated by students. Annually, a student must complete the drug screen prior to the start of one's clinical courses (**no later than August 1st**).

If the clinical affiliation agency determines that information in the Background Check will prohibit the student from being accepted to attend the clinical site; then, the HFSON is not obligated to place the student at an alternate clinical agency. If the HFSON is not able to place the student at the initial agency, then the student may be advised that he/she will have to withdrawal from the designated course and/or the HFSON. If there is an interruption in attendance at the University, then the student must be required to complete a new drug screen prior to resuming any clinical courses.

Cross-referenced: CSU Student Handbook: Drug Policy Statement and Drug Testing Program.

Fees

Fees are billed through the University. These include assessment curriculum, clinical and lab fees associated with designated courses. Individual fees (i.e., graduation fees including application and cost of Pinning and Awards, standardized make-up exam) must be paid at the Bursar office. NCLEX-RN fees are to be paid directly to State Board of Nursing and Pearson Vue. A student is also responsible for any background check fee to the approved vendor. No fees will be collected by the HFSON.

Flu

Annually, a student must be required to have a flu vaccine in the month of October. An exemption from vaccination requirements may inhibit the student's ability to attend required clinical activities at agencies affiliated with CSU CHP HFSON. The affiliated clinical agencies have the right to deny access to their institution because of vaccination exemption. Further, if available affiliated agencies deny student access because of vaccination exemption, then the student may not be able to meet program completion requirements, and any absences incurred because of vaccination exemption or immunity status will count against the maximum absences allowed in the course. The student must submit all original forms through the designated database system. A student must keep a copy of these documents to produce on request to a clinical agency as required.

Health

A student must demonstrate that they are physically and mentally in good health to participate in the professional practice experience. If faculty determines that an individual student does not meet this standard, the faculty member is responsible for taking appropriate action that will provide maximum benefit for the student, as well as safeguard the health of clients and others. If a student is dismissed due to health reasons, the student must provide additional documentation of health status clearance.

Health Clearance

Including Center for Disease Control (CDC) Guidelines for Health Care Workers Guidelines for Students

CSU follows the CDC guidelines for Health Care Workers (HCW). CSU also contracts with affiliate agencies to provide clinical access to students in the College of Health Professions. A student enrolled in a clinical or practicum course must adhere to the policies and procedures as specified in the contract between Coppin State University and the affiliate agency. A student enrolled in a clinical/practicum course in the CHP HFSON is required to submit a complete Medical History Form, a tuberculosis screening or tuberculosis skin test (PPD), provide proof of immunity (titers) to Measles, Mumps, Rubella (MMR), Varicella and Hepatitis B. A student is required to provide proof of immunization to Polio and Tetanus. Annually, a nursing student must provide proof of Influenza (seasonal flu vaccine).

If vaccination is medically contraindicated, the student and licensed health care provider must sign a statement to that effect. If vaccination conflicts with the student's moral or religious tenets, the student must sign a written waiver. The supporting documentation must be submitted to the designated health clearance portal.

An exemption from vaccination requirements may inhibit the student's ability to attend required clinical/practicum learning experiences at agencies affiliated with the Coppin State University, College of Health Professions. The affiliated clinical agencies have the right to deny access to their institution because of vaccination exemption. Further, if available affiliated agencies deny student access because of vaccination exemption, then the student may not be able to meet program completion requirements, and any absences incurred because of vaccination exemption or immunity status will count against the maximum absences allowed in the course.

The student must upload all original forms on the designated College of Health Professions platform. The student must keep a copy of these documents to produce on request to a clinical agency as required. All students, whether returning or newly admitted, must complete the required health clearance updates by no later than August 1st and register for the required clinical course/courses.

If the student is not in compliance by August 2nd, the student will be placed on a waitlist until the last day of Add, Drop, and Swap. Placement from the waitlist is not guaranteed. A student may be denied the ability to register for a clinical/practicum course. If a student has registered and is deemed to not meet the health clearance requirements, then a student shall be administratively withdrawn from the clinical/practicum course/courses. Note that if any

additional personal or health information is requested by a clinical/practicum facility, the student is responsible for complying with the requirements.

Refer to CSU Community Health Center webpage for the specific form and the designated database.

Health Insurance

A nursing student is required to have health insurance when registering for courses having a clinical component. An insurance group plan is available annually through the University for students who do not have individual coverage. The cost of the insurance will be charged to the student's account.

Health Insurance Portability Accountability Act (HIPAA)

A student must complete HIPAA instruction upon admission and may also be required to complete HIPAA training provided by the health care facility.

Identification/Selection of the Clinical Site and/or Preceptor

Students cannot identify their own clinical/practicum site and should not contact the clinical affiliate directly. Students should not pay for the clinical site and/or the preceptor.

Licensure

A RN to BSN student must ensure that has a current unencumbered Maryland or compact RN license.

Orientation, Clinical

A student shall participate in clinical orientation to receive a formal, structured orientation to his or her assigned clinical site/facility. Ordinarily, the first day of the clinical experience must be devoted to orientation to the unit. A student should become familiar with unit/facility specific policies and procedures. A student may need to complete a scavenger hunt or tour of the unit/facility.

At the end of the orientation process, a student should be able to 1) discuss the policies and procedures unique to the clinical site/facility and unit; 2) locate relevant documents and equipment [Crash cart, policy and procedure book, physician desk reference (PDR)]; and 3) identify and utilize specialized equipment (monitors, intravenous pump, pulse oximeters, etc.).

1. Students will be introduced to the unit manager, staff, and clients.
2. Use of specialized equipment will be demonstrated by the faculty member or designated staff member.
3. Samples of charting materials will be distributed to students
 - i. Charting procedures should be reviewed
 - ii. Students will be given opportunities to engage in an actual charting exercise.
4. Role-playing of procedures traditionally deemed as a "stress-provoking," will be implemented where possible, (suctioning, trach care, placing clients on monitors, use of IV pumps, pulse oximeters, etc.)
5. Students are to submit written copies of the evaluation of their orientation to their Team Leader.

Pharmacology and Parenteral Therapy Competency Assessment

Traditional and Accelerated Second degree BSN students are required to take a Pharmacology and Parenteral Therapy Competency Assessment once each academic year when enrolled in a clinical course. Students enrolled in Year 3 have three (3) opportunities to achieve a minimum score of 90% on the assessment as scheduled but **before the last day to withdraw from classes**. Students enrolled in Year 4 will have two (2) opportunities to achieve a minimum score of 90% on the assessment as scheduled but before the last day of Add, Drop, and Swap. A student who fails to achieve a grade of 90% on the final retake cannot attend clinical and therefore will not be able to meet the course objectives and must be administratively withdrawn from the course. Students enrolled in Year 3 test in **October and returning students either in October or January depending on the semester when returns**. Students enrolled in Year 4 students test annually, in August or upon return in January.

The exam will be given prior to the beginning of the semester in which the student is enrolled in a clinical course. A student who does not receive a passing score on the first exam will be referred for assistance and remediation. The retake of the exam will ordinarily be given within one week of the first exam and the second retake (for Year 3 students) will be given one week after the first retake. Absence from an exam without prior notification to the faculty will constitute a failure for that exam. Plan to refer to the “Missed Examination Policy.”

In some instances, the clinical agency may require an additional Pharmacology and or computations assessment; the student must be required to meet the standards of the clinical agency. Failure to meet the standard must result in removal from the clinical site, the CHP HFSON will not guarantee placement at another site.

Physical Assessment

A physical assessment is required upon admission and will be maintained while enrolled in clinical nursing courses. Health records and documents must be submitted to and maintained in the designated database. Failure to comply with these policies will result in denial of admittance to clinical and administrative withdrawal. By **August 1st** and annually thereafter, a Tuberculosis screening and/or negative PPD test is required. If positive, proof of a chest x-ray within 6 months of employment/entering school and then every 4 years must be presented or evidence of two consecutive negative chest x-rays within five years must be presented.

Safe Administration of Medications

A student must engage in the safe administration of medications as it is a critical learning behavior requiring a high degree of accuracy and skill.

Safe Administration of Medication, Procedures and Guidelines

Always look on the actual medical record to verify the physician order for name of medication, dosage amount, route of administration, time of administration and identification of patient. Never allow students to pour medicine from a Kardex or any other transcription of the physician order.

1. Verify physician order and patient’s name.
2. All narcotics are to be double signed prior to administration with hospital RN.
3. All Insulin administrations are to be double signed with hospital RN prior to administration.

4. All blood products, lipids, Total Parenteral Nutrition (TPN), all anti-coagulants such as heparin and Coumadin; all chemotherapeutic drugs are to be double signed with hospital RN – prior to administration. Plan to adhere to the agency guidelines.
5. All other medications are to be checked by the clinical instructor prior to student administration.
6. All medications are to be co-signed by faculty.
7. All medications are to be checked with the assigned primary nurse prior to administration.
8. Student must ask the patient his/her name & check the arm band prior to administration.
9. Always inform the patient of the name of the medication and purpose of medication prior to administration (Joint Commission requirement).
10. All medications requiring dosage calculations must have those calculations checked by the clinical instructor prior to the dispensing and administration of the medication.
11. Clinical instructor must be present to supervise the students actual dispensing and administration of all medications (up to and inclusive of the junior level).
12. Students must demonstrate basic/ core knowledge of the medication to be administered:
 - a. Name
 - b. Classification
 - c. Indication
 - d. Contraindication
 - e. Dosage
 - f. Route(s) of administration
 - g. Side effects
13. All nursing students and nursing faculty are prohibited from administering Synergist, IV push medications and/or hanging blood.

*If unknown a student must consult the Physician’s Desk Reference (PDR) prior to administration.

School of Nursing – Clinical Telephone Contact Numbers

1. The telephone numbers of all students in the assigned clinical group should be obtained by the faculty member on the first clinical day.
2. A telephone tree should be established.
 - a. The faculty member should possess a copy of the telephone roster.
 - b. Each student should possess a copy of the telephone roster
 - c. Faculty may select one of the following options for “operationalizing” the telephone tree.

Option I

- The nursing faculty member will notify every student in her assigned clinical group

Option II

- The nursing faculty member will notify the first student on the roster.
 - Subsequent student(s) will contact the next student on the roster
 - The last student notified will inform the faculty member of the success or failure in contacting all students on the roster.
 - The faculty member will attempt to reach those students not contacted by their fellow classmates.
3. On the day of inclement weather faculty and students should listen to the specified radio and/or television stations for announcements of school closures.
 4. Faculty are to use discretion relative to the decision to cancel clinical if the University remains open. The safety of the students themselves and the location of the facility should be taken into consideration.
 5. Should cancellation of clinical be decided by the nursing faculty members, the “telephone tree” should be activated to notify all students.
 6. Make-up of the missed clinical(s) when decided by the faculty member and must be forwarded to the program chairperson.
 7. Should a weather emergency develop while the students and faculty are in the clinical area, faculty are to contact the School of Nursing to determine the status of the closing of the University and to identify appropriate action to safeguard the students.

Student Clinical Supervision Policy

A student must make sure that any records placed in a patient’s chart, including essential and critical patient indicators, by a student are to be co-signed by the faculty member. The student must be under the supervision of a faculty member. A student under clinical supervision must not leave the nursing unit without the faculty member’s knowledge.

Transportation - Clinical Sites

A student is responsible for their own transportation and parking to and from clinical sites. Any fees associated with transportation, including parking, are the responsibility of the student. Students will not be reimbursed for mileage.

Uniforms

A student must be cognizant that they represent the profession of nursing. A student engaged in any activity representing Coppin State University, Helene Fuld School of Nursing must be professionally attired. Jeans, tennis shoes (sneakers), jogging suits, halter tops, or midriffs, spandex pants, tube tops, shorts and dangling jewelry are prohibited. For clinical experiences, students must be dressed in the school uniform or when applicable the HFSON white lab coat over street clothes professional attire. Street clothing must be clean, neat and of the appropriate size and length.

Other Aspects of Appearance

In order to present a professional appearance to our customers, the following aspects of appearance are outlined below.

1. Hair of unnatural color (i.e., red, blue, purple, green, etc.) is unacceptable. **Hair color must be as close to the student's natural base color.** Hair must be well groomed and ordinarily worn above the shoulders. For hair beyond shoulder length, students must keep the hair neatly secured. Facial hair must be well groomed.
2. Contact lenses or other eyewear lenses of unnatural color (i.e., red, purple, designs, etc.) are unacceptable.
3. The use of metallic sprays, glitter, or sequins on skin, hair or clothing is not permitted.
4. No more than two visible earrings are permitted in each ear. All other visible piercings (i.e., tongue, nose, eyebrow, lip rings, etc.) must be removed while in the work environment. A student is permitted to wear one pair of small stud/post earrings not to exceed 1mm in size.
5. Visible tattoos may offend some customers and co-workers while at the workplace and therefore these shall not be visible if possible. Tattoos that are unable to be covered must be appropriate in content and in keeping with a professional image.
6. Extended eye lashes are prohibited.
7. The use of earphones, headphones, music players, mobile phones or other devices in public or patient care areas is not permitted, unless approved by management or required.

A student must go online to DOVE Apparel at www.doveapparel.com. The school code is COPPIN or COP-SR.

Uniforms, Guidelines

1. Every student is required to wear appropriately fitting uniforms as designated by the cooperating agency as approved by the Faculty Organization.
2. Every uniform is required to have pockets.
3. Both males and females are required to wear the school identification patch on the left upper sleeve of the uniform.
4. Every student is required to wear his/her name pin a valid CSU identification card on the front of the uniform.
5. Attire
 - a. White dress or
 - b. White slacks worn with tunic top (optional)
 - c. White shoes and white hosiery or socks
 - d. White lab coat
 - e. Patch on the upper side of left sleeve
 - f. Polo shirt and navy-blue pants (Community and Psychiatric Mental Health)
 - g. Navy blue or white sweater
6. A white full-length lab coat, professional attire and closed toe shoes are required for practice in the Learning Resource Center/Simulation Center and when visiting clinical sites for assignments.

7. Hair should be worn out of the face, off the collar and in a style that does not interfere with the student's activities or client comfort and/or safety.
8. Nails should be clean and not so long as to interfere with performance of nursing tasks or be a potential source of injury to clients. They should be short, not extending beyond the tips of the fingers. If nail polish is worn it should be clear, or pale in color, no chips, or rhinestones. Nail extensions (tips) and gel overlay are not permitted.
9. Uniforms, including shoes, should always be clean and in good repair.
10. Shoes should provide adequate support and not interfere with the performance of nursing tasks. They should be of professional design no "clogs" or athletic shoes. Clogs, athletic shoes with holes or exposed heels are not permitted. The shoes must be white, leather and without design. (All white leather sneakers without logos are permitted).
11. Dresses or pants should be of sufficient length and size to be stylish and at the same time "protect the modesty of the wearer" during the performance of nursing tasks.
12. Undergarments worn under uniforms must cover all anatomical structures and be a solid color closest to the skin tone. Ankle socks and knee-high socks are not to be worn with the dress uniform.
13. Jewelry worn should be limited to a watch and a plain wedding band. Engagement rings with raised stones should be removed or covered with tape.
14. Blue pants (not scrub pants) and white polo are the clinical attire required for Community Health and Psychiatric Mental Health Nursing. The white polo style short sleeve shirt embossed with Coppin State University and blue solid pants/trousers in good repair with dark clean nursing shoes and/or clean white leather style sneakers.
15. The following equipment is a part of the uniform: stethoscope, blood pressure cuff, watch that measures time in seconds, black pen, and small spiral notebook.

Unsafe Clinical Performance

1. The faculty and administration are aware that the safety of clients and their families is of the highest priority. A student who demonstrates unsafe nursing practice which jeopardizes the physical and emotional welfare of a client or of a family may be dismissed at any time from the clinical area. Unsafe clinical practice is defined as any behavior determined by faculty to be actually or potentially detrimental to the client or to the health care agency. This behavior may be related to many factors, including mental or physical health problems, knowledge deficits, nursing skills deficits, problem solving skill deficits, anxiety, and substance abuse.
2. The faculty member will identify and document unsafe behavior of a student and counsel the student concerning the behavior. The faculty member must determine when a student has demonstrated unsafe behaviors and the student will be temporarily dismissed from

clinical practice and referred to the appropriate resources for evaluation and/or assistance. Once the decision has been made to dismiss the student, the faculty member will notify the Team Leader and Chairperson of this action. The student has the option to appeal the decision following the due process as outlined in the Coppin State University Student Handbook.

3. Documentation of the unsafe student performance by faculty and a clearly delineated and specific written evaluation from the appropriate referral source will be provided to the Dean of the School of Nursing. Clinical agency report (i.e., incidence report) must be completed, if appropriate to the situation. Faculty must maintain daily anecdotal notes which are reviewed and signed by the student.
4. Students must have the opportunity to respond to the circumstances resulting in suspension or dismissal by submitting any relevant data pertaining to the incident(s) and seeking appropriate recourse through usual administrative channels. Refer to the Student Academic Due Process regarding decisions related to suspension or dismissal from the clinical area can be appealed by the student, using the usual administrative channels of communication delineated in the CSU Student Handbook (Student Academic Due Process).
5. The CHP Dean and the HFSON BSN Chairperson in conjunction with the course faculty will make the ultimate decision regarding continuation in the clinical area and any conditions placed on that continuation. This decision will be made within the appropriate timeframe from the time of removal from the clinical area.

Cross-referenced: CSU Student Handbook- Academic Due Process

Section XII: Student Services and Resources

Learning Resource Center and SimCenter Policies and Procedures

Nursing students need to be familiar with the HFSON's policies and procedures regarding use of school lockers during SimCenter operational hours.

- A. Lockers are in the Sim Center Clinical Laboratory area for student use.
- B. Consistent with the safety of the student's personal belongings, the SimCenter lockers will be kept open and accessible whenever possible.
- C. **The Director of the SimCenter** will make the removal of personal lock decision based on the available documentation regarding the locker arrangement with the Director of the SimCenter and whether 24-hours of locker occupancy use has occurred wherein there was no contact with the Director of the SimCenter. If the Director of the SimCenter is not available, the clinical faculty member will collect the student use information on which to base the removal of personal lock decision and relate this information appropriately to the CHP Dean.
- D. A student shall receive an email notification prior to the removal of the lock. The Director of the Sim Center will notify the Office of Public Safety and Facilities Locksmith of the decision to remove personal lock. If a student fails to schedule pick-up via email to the LRC within three business days, items will be released to the Campus Office of Public Safety.
- E. Removal of a student's personal lock more than once within a semester will establish an ineligible status for the SimCenter locker use during the same academic year.
- F. Long term semester use of a locker is granted with permission of Director of the Sim Center.

Standard Operational Use of the SimCenter

- A. CHP SimCenter/Learning Resource Center hours of operations will be established to facilitate regular scheduling for student use.
- B. CHP Simulation Center/Learning Resource Center general rules for conduct in the virtual hospital clinical teaching environment are as follows:
 - 1. No food, drink, or cell phone use in the lab.
 - 2. Do not use pens or markers around the manikins or task trainers.
 - 3. Wear student name tag to lab.
 - 4. Dress in clinical attire: lab coats, scrubs (any type, not clinical uniform) closed toed shoes, hair up and back.
 - 5. Personal items should be stored in the School Lockers on the South corridor prior to entering the assigned Simulation Center room for class and removed from locker immediately upon completion of scheduled class. Students are expected to provide their own key or combination locks. Locks must be removed from the used locker at the end of each scheduled class.
 - 6. If the student puts anything on a manikin (tape, topical meds, etc.), it is the responsibility of the student to clean off the manikin at the end of class.
 - 7. Beds should be in a low position at the end of class. Straighten the bed linens and if a manikin is in the bed side rails should be up.

8. All used items that can be reused should be returned to the front table or re-wrapped for the storage cart.
9. All make-up labs are to be completed within one week of the missed lab.
10. Leave the lab on time and the used area cleaned.
11. No equipment or supplies should leave the lab unless it is properly checked out using the appropriate request form and equipment should not be left in windowsills or on beds.
12. Report any damage to equipment or operating problems immediately to the lab staff.

Personal items that are left in the SimCenter will be taken to HHSB 433E for Lost and Found. At the end of each month remaining items will be taken to the Lost and Found at the Campus Police facility desk.

Reference and Media Use-Learning Resource Center

Nursing students need to be familiar with the HFSON's policies and procedures regarding process for requesting closed reference holdings, media viewing for class assignments, and/or clinical task trainers for demonstration observational learning.

- A. An enrolled student requesting print materials must provide a valid CSU (meets the criteria) or state ID to be held by the LRC staff until the materials are returned.
- B. Reference Holdings may only be checked out for use in the LRC.
- C. A student who fails to return media or task training equipment holdings will be held financially liable for replacement cost of the material loaned.
- D. No equipment will be released from the LRC without the completion of the appropriate request and approval by the Director of the SimCenter.

University Resources and Services

Computer Availability

Computers are available in the Learning Resource Center and Computer Center for use with computer assisted instruction. Additionally, computers are available in the University's Computer Laboratory.

Coppin State University Student Handbook

A copy of the Coppin State University Student Handbook may be obtained from Coppin's website. This handbook includes university policies and academic information and information on university, college, and the Helene Fuld School of Nursing. Coppin State University handbook prevails unless otherwise addressed or stated in the HFSON Handbook/policies and procedures.

Student Information Technology (IT) HELPDESK

The primary focus of the Center is to assist students to broaden their knowledge and continue use of the information technology infrastructure available to them at Coppin State University. The Center will assist the students with hardware and software questions and needs and acquaint new students with information technology services available to them at CSU.

The IT Student Services Center offers the following:

1. Computer Usage Services
2. Student Application Software Orientation
3. Support for the Student Laptop Initiative
4. Hardware Configuration and Wireless Connectivity
5. Password Resets
6. Support for Blackboard and Tegrity Usage

Cross-referenced: IT Student Service Center

The Parlett L. Moore Library

The Parlett L. Moore Library's facilities and resources provide excellent support for scholarship, inquiry, and research for the students and faculty of the Helene Fuld Nursing School. The library has a diverse collection of print, non-print, and electronic items. The library is equipped to support increasing use of web-based collections/electronic resources and web-based services. The library offers over 40 electronic databases, providing full text and indexing and abstracts for more than 35,000 journals. There is extensive indexing for books, monographs, conference papers and other sources.

The library is a member of the University System of Maryland and Affiliated Institutions (USMAI), a collaborative effort that permits 13 state higher education institutions to share resources. Global circulations functions permit registered patrons to borrow from the members of USMAI. If a student cannot locate the book in the Moore Library and it is available at another institution, the student can either pick the book up from that institution or have the book sent to the Moore Library. The document delivery service, having the book sent and returned from a member library, is available to students at no cost.

Materials, including books, copies of periodical articles, dissertations, etc., which are not in the USMAI catalog or cannot be accessed in our full-text online databases are obtained from other libraries through the Interlibrary Loan (ILL) process. Monographs are usually borrowed in returnable hard copy. Newspaper and periodical requests are received as PDF whenever possible and accessed online through an ILL Express Account. ILL Express, which is an electronic service, processes students' requests and when the material arrives, it is sent via e-mail to the student. There is no fee for interlibrary loan services.

The Moore Library has over 43 public workstations to allow access to the internet and various other networked resources. Two staffed computer laboratories have a combined 54 workstations. Also, in the Moore Library there are two smart classrooms, these rooms integrate computer, multimedia, and network technologies. All library computers print to networked printers. Wireless connectivity is available throughout the library. The library also has document scanners and a high-speed color laser printer. For collaborative work, the library has six collaboration rooms and two collaboration areas. These spaces are available to do active group work and study. The library's online catalog, e-books and databases are accessible 24 hours a day to all registered users.

Cross-referenced: Parlett L. Moore Library

Residence Life

There are two Residence Halls on Coppin's campus. These living/learning facilities are located adjacent to the Francis J. Murphy Research Center on the north end of the campus.

Why Live on Campus?

Residence Hall living enhances the university experience by providing many benefits that include

- Convenient access to classes' campus resources and events.
- The opportunity to meet new people; the opportunity to make many new friends and cultivate new interests are endless. Many lifelong friendships come from living in the Residence Hall.
- The ability to participate in an array of student leadership and development opportunities.

Cross-referenced: Office of Residence Life

CSU Bookstore

The CSU Bookstore supports the academic mission of the University. The CSU Bookstore offers new, used, and e-textbooks for purchase. Over 50% of textbooks are also available to rent for a single semester. In addition to required textbooks, the bookstore carries school supplies, emblematic clothing and gifts, general reading books, reference books, and study guides. Greeting cards, personal care items, and a large variety of snacks and drinks are also available. The CSU Bookstore is in the Tawes University Center.

Cross-referenced: CSU Bookstore

Nursing Student Resources and Services

Community Health Center

The Coppin State University Community Health Center, a nurse-managed clinic located on the University's campus in the Health and Human Services Building (HHSB) at 2500 West North Avenue, is a primary care facility which is operated by the Dean of the College of Health Professions. The Community Health Center is aligned to the CSU mission [CSU Mission and Goals Statement | Coppin State University](#). The Center provides readily accessible, low-cost, high-quality care to Coppin State University students, faculty, staff, administration, and residents of the neighborhood surrounding the University. Services of the Center emphasize health promotion and disease prevention. The goal of the Center is to improve the health of persons who reside in areas adjacent to the University. Services are provided by nurse practitioners, faculty, and students at the College of Health Professions in clinical placements, and in some instances, by a physician. All professional personnel are properly licensed by the State of Maryland. The Community Health Center serves as a clinical placement for both graduate and undergraduate students.

Cross-referenced: Community Health Center

Coppin Clinic at St. Frances

The Coppin State University College of Health Professions Helene Fuld School of Nursing Coppin Clinic at St. Frances, a nurse-managed clinic located on St. Frances High/Elementary Parochial School campus, is a primary care facility which is operated by the Helene Fuld School of Nursing. The Center provides readily accessible healthcare to St. Frances administration, faculty, students, staff, and residents of the neighborhood. Services of the Center emphasize health promotion and prevention of disease. The goal of the Center is to provide access while removing barriers to care with an end outcome on optimal healthcare outcomes. Services provided include physicals, Women's health services, immunizations, and management of acute and/or chronic health problems. Services are provided by nurse practitioners, and in some instances, by a physician. All professional personnel are properly licensed by the State of Maryland. The clinic serves as a clinical placement for both graduate and undergraduate students.

Junior and Senior Coaching

A model of instruction (rooted in cognitive coaching theory) where the faculty is a guide and collaborator in the nursing student's learning, not the sole director. Participation is voluntary.

Chi Eta Phi Sorority, Inc.

The Chi Eta Phi Sorority, Inc., an organization of registered nurses and nursing students, chartered its Gamma Alpha Beta Chapter to Coppin State University Helene Fuld School of Nursing on March 23, 1991. Nursing students, meeting specific criteria, are eligible to seek membership in the organization while in the Nursing Program at Coppin.

Criteria

Interested individuals are required to meet all the following requirements:

1. Grade point average (GPA) as specified by the university 2.5.
2. Demonstrate school and community leadership.

3. Displays acceptable personal character.
4. Maintains a high moral reputation in the community.
5. Exhibits dependability, reliability, and accountability.
6. Participates in school, community, nursing, and Sorority activities/functions when appropriate.
7. Shows interest in Chi Eta Phi Sorority, Incorporated
8. Provides a transcript of previous semester grades.
9. Demonstrates the ability to work harmoniously with others.
10. Provides a one-page typed letter stating why the student desires to be a member of this organization.

Mary Mahoney Nursing Honor Society

The Mary Mahoney Nursing Honor Society is a not-for-profit, non-political organization named after **Mary Mahoney** for her untiring efforts in the field of nursing on behalf of the African American community and inter-group relations in her era.

The purposes of the Mary Mahoney Nursing Honor Society are to:

1. Recognize superior achievement.
2. Recognize the development of leadership qualities.
3. Foster high professional standards.
4. Encourage creative work; and
5. Strengthen commitment to the ideals and purposes of the profession.

Membership is by invitation, only to students who have completed half of the nursing curriculum, have a grade point average of 3.0 or higher, maintain the highest level of integrity, and demonstrate excellence in scholarship are considered. In addition, qualified university graduates of nursing who demonstrate exceptional achievement in nursing are invited to be members.

Nursing Departmental Honors Program

The Nursing Departmental Honors Program is an adjunct of the University Honors Program. To be eligible for any Departmental Honors Program, students must meet one of three criteria:

1. They must have accrued at least sixty credits and must have earned a minimum cumulative grade point average of 3.0.
2. They must have successfully completed the Honors Program.
3. They must have accrued at least sixty credits and must have demonstrated outstanding ability in their fields of study.

Upon completion of the first two years of matriculation in the Honors Program and with the Dean's approval, nursing students may earn departmental honors through participation in the Honor's program.

Nursing Students' Association (NSA)

The Maryland Association of Nursing Students (MANS) is the local branch of the National Student Nurses' Association (NSNA). Through these organizations a student will have an opportunity to exchange formation with students enrolled in other nursing programs throughout the state and nation. The state and national conventions provide opportunities to participate in

discussions of current issues in nursing and to shape the direction of professional practice through political action. Applications for membership are available through the president of the Nursing Students' Association of Coppin State University. The membership entitles the student to receive the NSNA News and the Magazine Imprint which is published eight times yearly.

Membership is available to all students enrolled in the Nursing Program, as well as sustaining members. To be eligible to serve on a Standing HFSON Committee, the students must be in good academic standing.

Cross-referenced: NSNA; Standing Helene Fuld School of Nursing Committees

Standing Helene Fuld School of Nursing Committees

Students are encouraged to participate in any of the following College of Health Professions and/or HFSON Committees. Participation is based on being a member of the Nursing Student Association.

1. **Faculty and Student Affairs Committee:** The Faculty and Student Affairs Committee, a standing subcommittee of the Helene Fuld School of Nursing Faculty Organization for Governance, coordinates faculty and student activities that support and complement nursing students' educational program and academic life with the School of Nursing. Student members may participate in all committee meetings concerning student matters, except grievance proceedings. The Committee is made up of nursing faculty and must ordinarily include three (3) baccalaureate nursing students representing each plan of study.
2. **Curriculum Committee:** The Curriculum Committee, a standing subcommittee of the Helene Fuld School of Nursing Faculty Organization for Governance, reviews and makes recommendations on proposals for adding, expanding, deleting, or modifying programs and courses offered by the School of Nursing. The Committee is made up of academic faculty and must ordinarily include three (3) baccalaureate nursing students representing each Plan of Study.
3. **Evaluation Committee:** The Evaluation Committee, a standing subcommittee of the Helene Fuld School of Nursing Faculty Organization for Governance, has the overall responsibility for program evaluation design. The Committee is made up of academic faculty and must ordinarily include three (3) baccalaureate nursing students representing each Plan of Study.
4. **Program Committee:** The Program Committee, a standing subcommittee of the CHP and HFSON Faculty Organization for Governance Executive Committee, who in collaboration with the organization as appropriate (such as Mary Mahoney Honor Society representatives, Pre-Clinical Ceremony, Pinning, and special events), plan and implement all the official programs of the College. The Committee is made up of academic faculty and must ordinarily include at least three (3) baccalaureate nursing students representing each Plan of Study.

Cross-referenced: Helene Fuld School of Nursing Faculty Organization for Governance Bylaws (2021)

Simulation

Simulation is an integral part of the clinical experience in which realistic situations are utilized for the learner to gain knowledge and skills. Simulation is grounded in experiential learning theory; holistic learner-centered learning created through transformation of experiences (Kolb, 1984). Simulation is identified as focused clinical strategies using low, medium, or high-fidelity simulation. Low-range experiences include focused case studies, role playing, virtual clinical excursions and/or task-trainers. Medium range experiences include increased realism, screen-based simulators, synthetic models, moulage and live actors. High range fidelity experiences may include the use of simulators. Medical Education Technologies Incorporated (METI) and/or Laerdal simulators including the SimMan, SimBaby and additional technologies may be used. The simulation experiences serve as relevant strategies for achieving the program objectives (Aebersold, 2018).

Students are actively engaged in the simulation experience in the role of participant or observer. Participant roles may include Charge nurse, Medication nurse, Educator, Researcher or Family Member. With diminishing clinical sites and the needs to foster clinical competence (American Association of Colleges of Nurses, 2007), especially among technologically-confidence students, the use of simulation aims to blend traditional course delivery styles with technologic advances.

Simulation Center (SimCenter)

Inaugurated in 2009, the Simulation Center (SimCenter) for advancing and enhancing clinical practices and patient safety, gives Coppin's future healthcare providers extraordinary opportunities to indulge in the real-world hospital environment, practice quality patient safety, and learn and apply clinical teaching practices – before they treat real patients or interface with health information.

Located in the Health and Human Services Building (HHSB), this state-of-the-art facility houses the Learning Resource Center, and the six (6) Health Assessment Simulation Laboratories in the building's 4th floor. This allows students to sharpen their clinical skills and patient safety practices using simulators (representation of human patients) alongside innovative technology with the direct guidance of the exceptional and experienced Helene Fuld School of Nursing faculty. Each simulation laboratory is fully equipped with various operational equipment and high-fidelity (electronic reproduction of sound and physiology action) simulators that allow the environment to be a realistic depiction of a real hospital.

These simulation labs are utilized by undergraduate and graduate nursing students. There are two medical surgical high-fidelity simulation labs (SimCenter Rooms 403 & 404), one simulated home setting (SimCenter Room 403), two high-fidelity pediatrics/obstetrics simulation labs (SimCenter Rooms 406 & 410), and two high-fidelity advanced medical surgical simulation labs (SimCenter Rooms 409 & 413). The Learning Resource Center, located in Room 433 with adjoining conference study area in Room 432, is used by faculty and students for scheduled reviews, tutorial sessions and/or teaching practicum learning activities.

Appendix A

Coppin State University College of Health Professions Helene Fuld School of Nursing

Honor Code

Code Preamble:

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. The code of academic and clinical conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

Nursing Student Honor Code:

I, _____ believe that ethical principles are a necessary guide to professional development. Therefore, I agree to commit myself to uphold the honor code as follows:

- Demonstrate academic integrity by being honest in academic work, assuring that everything I identify as my own work actually is my work. Refrain from (cheating) on quizzes and/or exams in any format (pen & paper, take-home exams, electronic or oral) and all other written assignments.
- Demonstrate academic integrity by properly identifying references from any and all sources while refraining from plagiarizing other students or my own work.
- Seek guidance from the faculty/instructor when confronted by uncertainty on assignments, class work, tests, and or policies.
- Uphold school policies and regulations related to academic and clinical performance.
- Use appropriate language in the classroom, LRC, and clinical sites at all times.
- Demonstrate at all times conduct and language that is respectful and honorable in the classroom and is associated with the characteristics of the nursing profession.
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
- Advocate for the rights of all clients and maintain client confidentiality.
- Take appropriate action to ensure the safety of clients, self, and others.
- Provide care for the client in a timely, compassionate, therapeutic, and professional manner.
- Actively promote the highest level of moral and ethical principles and accept responsibility for my actions.
- Promote excellence in nursing by encouraging lifelong learning and professional development.
- Treat others with respect and promote an environment that respects human rights, values and choice of culture and spiritual beliefs.
- Refrain from performing any technique or procedure for which the student has not been adequately trained.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
- Voluntarily remove myself from client care duties and seek professional help if I experience any mental, physical, or emotional problems that could impact client care.

And I fully understand that any unlawful manufacture, distribution, dispensation, possession, or use of controlled substances at Coppin State University or an assigned clinical site or activity is prohibited.

Appendix A

Functioning as a student under the influence of alcohol or illicit substances is prohibited. Disciplinary action will be taken against students for violation of such prohibitions.

Violation of any of the aforementioned articles will result in disciplinary action that may include up to but not be exclusive to failure of class, dismissal from the Helene Fuld School of Nursing and/or the University.

Print Name: _____
Student Signature: _____ Date: _____

Reference: American Nurses Association. (2015). *Code of Ethics for Nurses with Interpretive Statements*. Washington, DC: Author.; Coppin State University Values and Standards of Excellence; and the Center for Academic Integrity.

Cross-referenced: Family Educational Rights and Privacy Act (FERPA); Health Information Privacy (HIPAA)

Appendix B

**Coppin State University
College of Health Professions
Helene Fuld School of Nursing**

Client, Agency, Clinical/SimCenter Confidentiality Agreement

The goal of clinical simulation is to ensure that nursing students at HFSON can practice and learn in a supportive environment.

A student is required to maintain client, agency, and clinical/SimCenter confidentiality about the clinical experience at the agency and in the SimCenter. Confidentiality is the right to expect that communication with healthcare professionals will only be shared with individuals that have a need to know. Any violation of confidentiality will result in disciplinary action as deemed necessary by the faculty in consultation with the Admission, Progression and Retention committee and the CHP Leadership. If faculty becomes aware that students have violated confidentiality at any time, action will be taken through a formal process. Student breaches of confidentiality can affect the clinical agency contracts with the HFSON. Students are reminded that clients can pursue legal action should any health professional, including nursing students, violate confidentiality in any setting.

As a nursing student at HFSON, I (print your name) _____ will participate in clinical simulations. I understand that the content of the simulation and clinical experiences will be kept confidential to maintain the integrity of the learning experience for me and my fellow students. I further understand it would be inappropriate to share information regarding student performance with people outside the simulation and clinical experience.

Signature: _____ Date: _____

Appendix D

**Coppin State University
College of Health Professions
Helene Fuld School of Nursing**

Photo Release/Video Release

I, _____, agree to grant to Coppin State University and its authorized representative's permission to record on photography film and/or video, pictures of my participation in the activities within the CHP and HFSON curriculum. I further agree that any or all the material photographed or videoed may be used, in any form, as part of any future publications, brochure, or other printed materials or media used for educational purposes and/or to promote Coppin, and further that such use must be without payment of fees, royalties, special credit, or other compensation.

Signature: _____ Date: _____

Appendix E

**Coppin State University
College of Health Professions
Helene Fuld School of Nursing**

Faculty Referral Form for Coaching and Supplemental Sessions

To: Coaching Faculty
Supplemental Learning Faculty
Advisor
Sim Center Coordinator
LRC Coordinator

Date: _____

Student's Name: _____ Student ID: _____

Name of Course/Section: _____

Referring Faculty Member: _____

Please identify the specific area needing remediation: Check the area (s) listed below.

<input type="checkbox"/>	Writing Skills	<input type="checkbox"/>	Note-Taking	<input type="checkbox"/>	Pathophysiology-Specify
<input type="checkbox"/>	Reading Skills	<input type="checkbox"/>	Process Recording	<input type="checkbox"/>	Medication Review
<input type="checkbox"/>	Computation	<input type="checkbox"/>	Nursing Care Plans	<input type="checkbox"/>	Medication Administration
<input type="checkbox"/>	Test Taking Strategies	<input type="checkbox"/>	Teaching Plans	<input type="checkbox"/>	Laboratory Review
<input type="checkbox"/>	Communication	<input type="checkbox"/>	Patient Education	<input type="checkbox"/>	Physical Assessment
<input type="checkbox"/>	Documentation	<input type="checkbox"/>	Knowledge of Related Pharmacology	<input type="checkbox"/>	Patient Safety, Personal Protection & Infection Control
<input type="checkbox"/>	Content specific	<input type="checkbox"/>		<input type="checkbox"/>	

Comments: _____

Follow Up: _____

Outcome:

1. Skills achieved. Completion date. _____
2. Needs more practice. _____
3. Did not attend. Date and time. _____
4. Next appointment. Date and time. _____
5. Other. _____

Signature: _____

Date: _____

Student Signature: _____

Date: _____

Appendix F

**Coppin State University
College of Health Professions
Helene Fuld School of Nursing**

Faculty Referral Form for Student Enrichment-Pharmacology and Parenteral Therapies

To: Coaching
Supplemental Learning
Advisor
Sim Center
LRC

Date: _____

Student's Name: _____ Student ID: _____

Name of Competency: Pharmacology and Parenteral Therapies Competency Assessment

Referring Faculty Member: _____

Please identify the specific area needing remediation: Check the area (s) listed below.

<input type="checkbox"/>	Drug dose calculation	<input type="checkbox"/>	Intake and Output Measurements	<input type="checkbox"/>	Temperature Conversion
<input type="checkbox"/>	IV Calculations	<input type="checkbox"/>	Household Measurements	<input type="checkbox"/>	Weight Conversion
<input type="checkbox"/>	Patient Rights	<input type="checkbox"/>	SQ Sites, IM Sites	<input type="checkbox"/>	Placing the preceding zero
<input type="checkbox"/>	Terminology	<input type="checkbox"/>	Reading Labels	<input type="checkbox"/>	Diagramming the syringe
<input type="checkbox"/>	Abbreviations	<input type="checkbox"/>	Rounding	<input type="checkbox"/>	

Comments: _____

Follow Up: _____

Outcome: _____

1. Skills achieved. Completion date. _____
2. Needs more practice. _____
3. Did not attend. Date and time. _____
4. Next appointment. Date and time. _____
5. Other. _____

Signature: _____

Date: _____

Faculty: _____

Student Signature: _____

Date: _____

Appendix G

**Coppin State University
College of Health Professions
Helene Fuld School of Nursing**

Clinical Progress Notes/Anecdotal Note

Date: _____

RE: Clinical

Name: _____,

The following checked areas should be addressed as strengths (S) and/or areas for improvement (I) during this clinical rotation. If improvements are not made, then a student may be subject to a clinical failure due to critical behaviors related to clinical performance. Periodic evaluations will be provided.

Clinical Attendance		Health Promotion and Assessment		Infection Control	
Clinical Preparation		Establishing Nursing Diagnosis		Patient Safety	
Attendance at Clinical Skills Sessions		Short-term/Long-term Goals		Documentation	
Communication: Verbal and written report		Identifying interventions		Time management	
Daily Goal Setting		Physiologic Adaptation: Knowledge of Disease Process		Caring, Cultural Awareness, Respect for Others	
Accurate Vital Signs		Laboratory Review		Ethical and legal practices	
Clinical Preparation		Elimination including intake and output		Evaluation of the patient	
Professionalism		Medication Review		Effective documentation	
Health Clearance		Medication Administration			
Patient Education					

Additional Faculty/Student Comment

Student Comment/Goals for Next Clinical Experience

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

Signature on the documentation provides evidence that the comments and/or enclosed information has been reviewed with the student and the student has been provided with the appropriate follow-up mechanism and/or referral. As a faculty member, I am committed to helping students. Please let me know if I can be of any assistance. Should you have any questions, please feel free to contact me either by telephone/email or during the clinical time to arrange for a mutually convenient conference time.

Appendix H

**Coppin State University
College of Health Professions
Helene Fuld School of Nursing**

Professional Practice Incident Report Form

Name and title of Person Completing form Date and time of Incident _____

Name of Clinical Instructor _____

Semester of incident

Fall _____ Spring _____ Name of Facility _____

Place of Incident _____

Unit Name or address and room number _____

Date and time form are being completed _____

Who was notified of the incident at the Facility? _____

Is any follow-up necessary before the student or faculty member involved can return to clinical? _____

Who was notified of the incident at the School of Nursing? _____

Please describe type of injury or incident (fall, medication error etc.): _____

Place of injury or incident (building, floor, room, grounds, parking lot etc.): _____

Name of person involved in incident (faculty, student, patient name): _____

Academic policies violated: _____

Please describe the incident:

Please indicate whether or not the facility's incident report form was completed?

Yes ___

No ___

Print Name Title _____

Signature Date _____

Graduation Requirement – Professional Portfolio RN to BSN

The portfolio is a purposeful compilation of work reflecting progressive development of the student's growth based on the Program Objectives of the Bachelor of Science program.

Documents for Inclusion for Student's Guidance Developing a Professional Portfolio

Definition:

A portfolio is a contemporary, self-directed learning strategy that incorporates student-based assessment. The portfolio is a purposeful compilation of work reflecting progressive development of the student's growth based on the Program Student Learning Outcomes of the Bachelor of Science program. The portfolio provides students an opportunity to reflect on their academic experiences and to synthesize their learning and accomplishments and is used as an outcome measurement. This method of program evaluation provides more in-depth data than standardized objective tests. The Professional Portfolio will serve as the Nursing Milestone Exit Assessment. A student must successfully complete this requirement to graduate from the Helene Fuld School of Nursing. In addition, portfolio should be helpful as a review of your accomplishment, goals, and future directions as a professional nurse.

Purpose of Portfolio Development

This nursing portfolio serves as a Graduation Requirement for students enrolled in the RN to BSN program. The nursing portfolio is a formative and summative evaluation tool from which faculty and/or student can measure a student's personal and professional progress and accomplishment over time. The portfolio provides a framework for self-assessment, reflection, and evaluation.

Additional purposes of the portfolio are that it is a:

- Framework for collaborative assessment and evaluation for student and faculty
- Developmental record and display of goals, growth, and achievements over time.
- Foundation for career-long self-directed professional development.

Primary Objectives:

The development of the student's portfolio will enable the student to:

1. Demonstrate completion of the Institutional and Program Student Learning Outcomes for the Helene Fuld School of Nursing.
2. Demonstrate communication competencies, nursing competencies and nursing roles.
3. Reflect on personal achievements and professional accomplishments.
4. Recognize areas of strengths and weaknesses and develop based on these areas.
5. Provide a purposeful collection of the RN to BSN student's endeavors from the classroom, clinical, work, and community settings.

Portfolio Development Guidelines

The RN to BSN Portfolio is a personal reflection of the student's achievement and professional growth; thus, each portfolio will be unique. All components must be submitted by uploading in the designated platform for review by the completion date which is provided by the RN to BSN Coordinator. All assignments must be uploaded in the student's e-portfolio after the assignments have been graded by course faculty and revised by the student to reflect the faculty's recommendations. Completion of the portfolio is a graduation requirement (Met/Not Met) will be indicated, utilizing the e-portfolio grading rubric. The following guidelines are intended to assist the student in the development of the portfolio. The student must begin this process during the first semester of enrollment. The portfolio should be organized to include the following:

- A. Academic Profile - Provide academic accomplishments that support clinical reasoning, community engagement, leadership, research, technology, and policy. This may include presentations, posters, papers etc.
- B. RN Competence (Nursing License)
- C. Professional Development (resume, awards, competencies, workshops etc.)
- D. Personal Philosophy of Nursing- Indicate one's nursing philosophy which addresses the metaparadigm (man, health, nursing, and the environment). References are required to support statements. Must include a reference page. This is a required assignment in NURS 411 Contemporary Issues in Nursing.
- E. Program Outcomes -The student will describe how he/she has achieved each objective. The student's explanation must reflect the personal activities the student has experienced and achieved. The student must provide a reflective and concise self-evaluation with supporting literature. Students may be able to evaluate their achievement of the Program Learning Outcomes by using one to two paragraph(s) for each objective. Next, the student must identify the assignments, projects and/or learning activities which contributed to the achievement of each of the objectives. Terminal objective document is a required assignment in NURS 421 Leadership in Nursing.
- F. Professional Goals (Two short term and two long term goals using SMART format)
Students must reflect on "What were the student's goals and what has been accomplished?"
- G. Exemplars – This section must highlight exceptional work in community engagement, leadership, research, clinical reasoning, policy, or technology
The student must summarize the accomplishments and growth that has resulted throughout the HFSON BSN program.
 1. **Program Learning Outcomes.** List these under each objective. This supporting documentation may take many forms. Students must include the final submission of the assignment rather than draft versions. Each objective must have supported evidence. A reference page is required at the end of the Program Outcomes evaluation
 2. **Philosophy of Nursing** – Indicate one's nursing philosophy which addresses the metaparadigm (man, health, nursing, and the environment). References are required to support statements. Must include a reference page.
 3. **Academic Accomplishments** – Provide academic accomplishments that support clinical reasoning, community engagement, leadership, research, technology, and policy.
 4. **Goal Statement** – Provide short term and long-term goals that are specific,

measurable, achievable, realistic, and timely.

5. **Exemplars** – This section must highlight exceptional work in community engagement, leadership, research, clinical reasoning, policy, or technology. The student must provide one (1) written paper meeting this criterion and one (1) supporting document.

Evaluation Criteria

During the first semester in which the RN to BSN student enters the program, it is the student's responsibility to submit the portfolio for an initial evaluation. The student is responsible for submitting the portfolio for a midterm and final evaluation at the designated time frames. The portfolio will be reviewed by the designated faculty. The faculty will evaluate the portfolio for completion and evidence of adherence to the Portfolio criteria. A student may select the electronic or hard copy binder professional portfolio option.

General Guidelines for Organizing a Professional Portfolio

1. Use a quality three ring binder, either blue, white, or black.
2. Include a Table of Contents that identifies the overall organization of the portfolio.
3. Begin with the cover page.
4. Do not damage any item to include it. For example, **do not hole punch a certificate or degree. Students must provide copies of items included and must retain his/her original certificates.**
5. If using journals or reflections, supervisors' observations, and/ or other written documents, highlight the sentence or two you want emphasized.
6. If the student selects a paper, then the student must include the final version of the document.
7. Arrange the portfolio according to the guidelines so the reviewer can identify the goals set based on the criteria and one's achievement.

Format for Professional Portfolio

- A. Cover Page
- B. Table of Contents
- C. Professional Portfolio
 - 1. Professional Letter
 - 2. Professional Highlights
 - a. Resume
 - i. Education
 - ii. Professional credentials
 - iii. Professional experience
 - iv. Honors and awards
 - v. Publications
 - vi. Research
 - vii. Presentations
 - viii. Professional Associations
 - ix. Continuing education
 - x. Community activities
 - b. RN License
 - c. Continuing Education Certificates
 - ~~3.~~ Program Outcomes
 - 4. Philosophy of Nursing
 - 5. Academic Accomplishments
 - 6. Goal Statement
 - 7. Exemplars

Appendix K

Coppin State University College of Health Professions Helene Fuld School of Nursing

RN to BSN Exit Assessment e-Portfolio

Student Name: _____

E-Portfolio	Met (M)	Not Met (Not Met)	Comments
Criteria			
<ul style="list-style-type: none"> Academic profile (Presentations, papers etc.) 	Academic accomplishments that support clinical reasoning, community engagement, leadership, research, technology, and policy provided. This may include presentations, posters, papers etc.	Academic accomplishments not provided or do not support clinical reasoning, community engagement, leadership, research, technology, and policy.	
<ul style="list-style-type: none"> RN competence (License) 	Proof of Nursing license issued from the Board of Nursing provided.	No nursing license provided.	
<ul style="list-style-type: none"> Professional Development Accomplishments 	Professional resume. At least two documents that reflect an award, competency completion certification, or workshop attendance.	Professional resume not provided. Less than two or no documents that reflect an award, competency completion certification, or workshop attendance provided.	
<ul style="list-style-type: none"> Baccalaureate Nursing Program Learning Outcomes (4) Professional Goals (SMART Goals) ISLO #1- Analytical Reasoning ISLO #2 Written Communication AACN Essentials # 1 	A description of how each program outcome was achieved, reflecting the activities experienced and achieved. A reflective and concise self-evaluation with supporting literature is provided. The student provides the description of achievement in at least one paragraph for each Baccalaureate Program Learning	A description of how each program outcome was achieved, reflecting the activities experienced and achieved. A reflective and concise self-evaluation with no supporting literature is provided. The student provides the description of achievement in less than one paragraph for each Program Student Learning Outcome.	

Appendix K

<ul style="list-style-type: none"> QSEN 	Outcome. Assignments, projects and/or learning activities which contributed to the achievement of each of the program learning outcomes are provided.	Assignments, projects and/or learning activities which contributed to the achievement of each of the program outcomes are not provided.	
<ul style="list-style-type: none"> Exemplars 	Two short term and two long term goals that are specific, measurable, achievable, realistic, and timely. Students must reflect on “What were the student’s goals and what has been accomplished?”	Less than two short term and/or less than two long term goals are provided. Goals are not specific, measurable, achievable, realistic, and timely. No reflection or explanation as to “What were the student’s goals and what has been accomplished?”	
	Exceptional work in community engagement, leadership, research, clinical reasoning, policy, or technology is provided.	Exceptional work in community engagement, leadership, research, clinical reasoning, policy, or technology is not provided.	
Submission			
The completed e-portfolio must be uploaded in the designated electronic repository by the due date provided.	The e-Portfolio uploaded by the due date	The e-Portfolio was uploaded more than one day post the due date	
Total			
Students must meet all criteria to fulfill graduation requirements. Students are provided the opportunity to make revisions based on comments in areas not met.			