



**CEDARVILLE UNIVERSITY**  
Department of Nursing  
**NURSING STUDENT HANDBOOK**

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***A message from the Department Chair:***

*The faculty and I welcome you to the Cedarville University Department of Nursing!*

*Our desire for you is to fulfill God's purpose for your life through the ministry of nursing. We are eager to prepare you to work effectively to meet the needs of individuals, families and populations locally and throughout the world. Your personal spiritual growth in Christian character is a priority for us.*

*Your Lord, you, your family, friends, church family and others have prepared you to accomplish the goals set before you. The faculty and I will coach you, encourage you, love you as you keep these thoughts before you:*

*Everything you accomplish is truly  
by His grace  
through His power and  
for His glory (a)*

*So "Praise the Savior you who know Him  
Who can tell how much we owe Him." (b)*

*Empowered by His goodness,*

*Irene B Alyn, R.N., Ph.D.  
Chair, Department of Nursing*

(a) Isaiah 26:12

(b) Hymn by Thomas Kelly, Praise the Savior

## **HISTORY OF THE CEDARVILLE UNIVERSITY DEPARTMENT OF NURSING**

In the late 1970's the President, the Board of Trustees, and prominent stakeholders of Cedarville College developed a vision for an educational program that prepared nurses to have a global ministry for Christ. To that end, a feasibility study was begun in 1979. With support both nationally and locally, the Board of Regents gave Cedarville College the authority to grant a baccalaureate degree in nursing to qualified graduates. Dr. Irene Alyn began the work to develop curricular and governance foundations in 1981. The first nursing class began their clinical experiences in the fall of 1983 with 30 students. Full National League for Nursing accreditation was granted in 1986 retroactive to the first class which was graduated, June 1985. Jan Conway, Mark Klimek, Lois Baker and Irene Alyn were members of the faculty.

In the 1980's, new faculty were added as class size doubled. A major curricular revision occurred in the middle of the decade in order to more fully integrate Biblical principles. In response to professional trends and health care needs, the concept of community as client/partner was emphasized. The Department still had no permanent facilities and was housed in a variety of buildings on campus.

In the early 1990's, four major developments occurred. First, the University constructed a new addition onto the science building, which resulted in a state-of-the-art facility for the Department of Nursing. Second, the Department developed a Cross-Cultural Nursing Emphasis to fulfill the desire to prepare nurses to minister for Christ in diverse populations. Strengthening of the community focus within the curriculum was continued. Third, the Department adopted II Peter 1:5-8 as the Biblical basis for a growth in godly living/curriculum organizer. Fourth, a Wellness Center was begun to address the health education needs of faculty and staff.

In September 2000, the name was changed from Cedarville College to Cedarville University. The Department has 338 students enrolled, with 15 full-time faculty and more part-time faculty. Plans are finalized to begin graduate education May 2005. The Department of Nursing received a ten year accreditation with no recommendation from the Council for Collegiate Nursing Education in 2002. The next Council for Collegiate Nursing Education site visit for re-accreditation is scheduled for Fall 2011

## NURSING FACULTY AND STAFF

| Faculty / Staff     | Office Phone | Office Location |
|---------------------|--------------|-----------------|
| Alyn, Irene         | 7716         | ENS 380A        |
| Baker, Lois         | 7721         | ENS 374         |
| Barnett, Carolyn    | 7706         | ENS 350D        |
| Callan, Karen       | 7706         | ENS 350D        |
| Carlson, Carolyn    | 7720         | ENS 368         |
| Cave, Linda         | 7718         | ENS 372         |
| Christman, Sharon   | 7580         | ENS 363         |
| Conway, Janet       | 7722         | ENS 376         |
| Cross, Lois         | 7664         | ENS 380         |
| Ford Bierly, Connie | 7727         | ENS 373         |
| Higginbotham, Kim   | 3208         | ENS 367         |
| Huang, Chu Yu       | 7726         | ENS 379         |
| Klimek, Mark        | 7719         | ENS 378         |
| Larson, Sara        | 7715         | -----           |
| Lefever, Suzanne    | 3295         | ENS 343         |
| Martin, Denise      | 7706         | ENS 350D        |
| Mickles, Angela     | 7715         | -----           |
| Parrill, Rachel     | 6219         | ENS 246C        |
| Sallady, Susan      | 7724         | ENS 369         |
| Sharp, David        | 7717         | ENS 377         |
| Sharp, Kimberly     | 7723         | ENS 370         |
| Shortt, Sandy       | 7656         | ENS 344         |
| Shrubsole, Judi     | 7725         | ENS 371         |
| Smith, Rhonda       | 7706         | ENS 350D        |
| Traylor, Rhonda     | 7715         | ENS 380         |
| Trefz, Lisa         | 7715         | -----           |
| Voris, Amy          | 7709         | ENS 341         |

17 Full-time  
8 Part-time

## **STUDENT SERVICES DIRECTORY**

| <b><u>Department</u></b>           | <b><u>Phone</u></b> |
|------------------------------------|---------------------|
| <b>Bookstore</b>                   | 7894                |
| <b>Cafeteria</b>                   | 7890                |
| <b>Campus Activity Board</b>       | 7955                |
| <b>Campus Security</b>             | 7992                |
| <b>Christian Ministries</b>        | 7600                |
| <b>Computer Services</b>           | 7905                |
| <b>Counseling Services</b>         | 7855                |
| <b>Enrollment Management</b>       | 3200                |
| <b>Financial Aid</b>               | 7866                |
| <b>Office of the Registrar</b>     | 7710                |
| <b>Library</b>                     | 7840                |
| <b>Residence Life</b>              | 7872                |
| <b>Student Organizations</b>       | 4492                |
| <b>University Medical Services</b> | 7862                |

## I. GUIDING STATEMENTS

### **Vision Statement**

*We, the Department of Nursing at Cedarville University, are called to educate nursing students who fulfill God's purpose for their lives in local communities and throughout the world. Through the power of the Holy Spirit, we are leaders in promoting the health of people in a variety of settings. We are devoted to God's service through the ministry of nursing.*

### **Cedarville University Mission Statement**

Cedarville University is a Christ-Centered learning community equipping students for lifelong leadership and service through an education marked by excellence and grounded in biblical truth.

### **Objectives:**

1. To undergird the student in the fundamentals of the Christian faith, and to stimulate the student to evaluate knowledge in the light of scriptural truth.
2. To encourage growth in Christian character in each student, and to help the student accept responsibility in faithful Christian service.
3. To increase the student's awareness of the world of ideas and events which are influencing our contemporary culture, and to prepare the student to knowledgeably participate in our society.
4. To enable the student to develop sound critical and analytical reasoning.
5. To provide sufficient opportunities for students to practice the skill of communication.
6. To offer opportunities for academic specialization and preparation for graduate study, and to assist the student in selecting and preparing for a vocation.
7. To foster the student's appreciation of, and participation in, wholesome avocational and cultural activities.

## **Philosophy**

The faculty of the Department of Nursing support the mission of Cedarville University and the profession of nursing by offering a Biblically based baccalaureate nursing education. The faculty believe that Godly living is foundational for nursing practice based upon biblical truth.

People are created to have a relationship with God (Romans 8:29). People have a choice to affirm or reject this relationship. By choosing to affirm a relationship with God, through Jesus Christ as personal Savior, the individual has a potential for growth in Godly living (I Pet. 2:1-3). The impetus for growth comes from immutable Biblical principles (Romans 12:2). Therefore, the Christian's moral and ethical values do not fluctuate with changes in society and culture.

People have intrinsic value because each person is a unique creation in the image of God. As such, a person has material and nonmaterial dynamic interrelated dimensions: physical, intellectual, emotional, spiritual, and social. Created human life is also given the capacity to learn, make choices, and influence life's events. These abilities enable people to take action to establish health balance.

Health is defined as a dynamic state reflecting the ability and actions to alter demands and/or manage resources to achieve contextually appropriate balance within and across the five dimensions. The term balance implies a state of operating (both internally and externally) in a manner most consistent with the principles that guide function of the human being. Health imbalances in the interrelated dimensions result when demands exceed resources. A lifestyle, which affirms the sovereignty of God in life's events, increases resources and facilitates health.

Nursing is an intellectual, interactive, caring process, the goal of which is to assist individuals, families, and communities to attain, maintain, or regain health balance. Nurses function to enhance resources and diminish demands in promoting health balance within and across the five dimensions. "The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or peaceful death) that he would perform unaided if he had the necessary strength, will, or knowledge" (Henderson, 1969). To that end, nurses employ a systematic problem-solving approach in providing client-centered care. The scope of nursing is comprised of, but not limited to, education, administration, clinical practice, and research.

Culture is the context in which nursing activity occurs. It is the broadest concept by which human endeavor is identified and interpreted. People are created with choice and an active creative intellect with which they formulate views of the world. Presuppositions about the world form the world view and shape the culture. Members of a culture follow the prescriptions of the culture because they share a similar system of presuppositions. Culture is thus defined as the shared set of values, beliefs, norms, role expectations, and social structures that produces a patterned, common way of life. In order to be meaningful and acceptable to the recipient of health care, nursing care must be appropriate within the context of the culture. Nurses are members of at least three cultural systems: the nursing professional culture, the health care

delivery system, and the culture at large. Nurses adhere to standards of practice as outlined by these cultural systems. Nurses are accountable to practice in a manner consistent with their own value system and within the ethical and legal parameters sanctioned by the profession and culture. For the Christian nurse, the value system must result from application of Biblical principles to moral/ethical issues. This value system influences the manner in which information is processed.

Information management is the innate and unique ability to gather, encode and decode information. It is an ability which is God-given through creation. Maturation of this ability requires learning and involves facilitating the interpretation and use of information. It also requires a world view and knowledge base which provide a framework for acquiring and organizing information. Things which affect the conclusion and outcome of information management are the thinker's value system, sociocultural background, and the assumptions included in the world view. The nurse uses the information management skills of critical thinking, decision-making, research methodology, and communication to provide care.

In a generic sense, care is the expression of the attitudes and the performance of behaviors on behalf of others to meet human needs. Professional care is a learned process in three domains: psychomotor, cognitive, and affective. The focus of this process is on the actions, thoughts, and feelings that assist people to maintain or improve present or future health balance. The Christian nurse provides care as an expression of Godly living.

Godly living is continuous growth in faith, moral excellence, knowledge, self-control, perseverance, godliness, brotherly kindness, and love (II Peter 1:5-9). Foundational to Godly living is a personal relationship to Jesus Christ as Savior and Lord. Godly living results from application of Biblical truth in one's personal life.

The faculty of the Department of Nursing believe that the purpose of human beings is to glorify God. In the context of professional nursing, God is glorified by a practice that is based upon biblical truth. Nursing practice passed upon biblical truth demonstrates principles of Godly living as information management skills are used to provide care that addresses the health balance of people in a manner congruent with the cultural context.

# Department of Nursing



## DEFINITIONS

- Godly Living:** Living a life approved by God and acknowledging God in all things. Growing to be like Christ in faith, moral excellence, knowledge, self-control, perseverance, godliness, brotherly kindness and love. (II Peter 1:5-9)
- Care:** The demonstration of actions and behaviors performed with or on the behalf of another to meet needs within or across the human dimensions: physical, emotional, social, intellectual, and spiritual. Professional care is a learned process using psychomotor, cognitive, and affective skills directed at demonstrating empathetic concern for and attention to meeting the needs of individuals, families and groups.
- Culture:** The shared sets of values, beliefs, norms, role expectations, and social structures that produce a patterned, common way of life.
- Information Management:** The God-given ability of humans to manipulate thoughts and ideas and experience God's creation through cognition.
- Critical Thinking:** The information management skill of generating valid conceptualizations of phenomena using both creativity and rigor. Examples of rigor include the ability to accurately comprehend information, clearly analyze situations, and synthesize and apply valid conclusions. Creativity is demonstrated by application of basic knowledge in new situations.
- Health:** A dynamic state reflecting the ability and actions to alter demands and/or manage resources to achieve contextually-appropriate balance within and across the five dimensions.
- Balance:** A state of operating (both internally and externally) in a manner most consistent with the principles that guide function of the human being.
- Resources:** Physical, spiritual, intellectual, social and emotional supports to which one has recourse when needed.
- Demands:** Requirements that must be addressed by internal and/or external resources to achieve health balance.

**Nursing:**

An intellectual, interactive caring process, the goal of which is to assist individuals, families and communities to attain, maintain or regain health balance. The intellectual nature of nursing is based upon understanding of Biblical truth, the biopsychosocial and nursing sciences, nursing theories, and the skill of critical thinking. The interactive nature of nursing involves the communication with individuals, families and communities in the process of establishing mutual goals that will promote the achievement of health balance. The caring nature of nursing is characterized by a sensitive, compassionate approach that recognizes and respects the uniqueness and worth of each individual.

# **END-OF-PROGRAM OBJECTIVES**

## **Curricular Outcomes**

### **GODLY LIVING:**

#### **1. Applies Biblical principles to nursing practice and personal growth.**

- 1.1 Articulates a Biblical world view including its relationship to nursing practice.
- 1.2 Promotes the uniqueness, integrity, and value of each individual as being created in the image of God.
- 1.3 Synthesizes a position on ethical issues in nursing using the Bible as a framework for analysis.
- 1.4 Defines selected Biblical character qualities and gives examples of growth in acquiring these qualities.

### **CARE:**

#### **2. Provides care to individuals, families, and communities to maintain or improve present or future health balance in and across all dimensions (physical, social, emotional, intellectual and spiritual).**

- 2.1 Delivers care based on knowledge from the Bible, the art and science of nursing, the biological and behavioral sciences, and the humanities.
- 2.2 Takes action to enhance resources and diminish demands to promote health balance in and across the five dimensions.
- 2.3 Demonstrates empathetic concern when providing care for individuals, families, and communities.
- 2.4 Coordinates components of the health care system in delivering nursing care.

### **CULTURE:**

#### **3. Utilizes the concept of culture to function effectively within the profession of nursing, the health care system, and cultures at large.**

- 3.1 Demonstrates nursing practice that exhibits an awareness of and sensitivity to cultural expressions of diverse and/or vulnerable populations.
- 3.2 Describes the influence of political, economic, social, and legal factors on the practice of nursing.
- 3.3 Values the responsibilities and roles for professional nurses within the culture of his/her practice.

## **INFORMATION MANAGEMENT**

### **4. DEMONSTRATES INFORMATION MANAGEMENT SKILLS.**

- 4.1 Utilizes critical thinking in planning, providing, coordinating and evaluating nursing care.
- 4.2 Demonstrates proficiency in utilizing the nursing process and various decision making models to achieve outcomes of nursing care.
- 4.3 Applies teaching and learning principles in nursing practice.
- 4.4 Evaluates a variety of theories and models utilized in nursing practice.
- 4.5 Utilizes leadership/management principles in the planning, provision, coordination and evaluation of nursing care.
- 4.6 Utilizes information and health care technology effectively to collect data and to manipulate thoughts and ideas.
- 4.7 Communicates effectively with individuals, families, communities, and health care professionals.
- 4.8 Applies research findings in nursing practice.

Revised and Adopted: 4/03

### **Addendum to End-of-Program Objectives:**

These objectives recognize and are consistent with The Essentials of Baccalaureate Education for Professional Nursing Practice (1998).

Cedarville University Department of Nursing  
**CURRICULUM PLAN**

| ID #:   | Date Admitted:                               | Advisor: |  |  |  |    |
|---|--|----------|--|--|--|----|
| Fall  | Hr   | Sem      | Gr   | Spring   | Hr   | SG |
| <b>Freshman</b>   |  |          |  |  |  |    |
| Christian Life and Thought  | 3  |          |  | BEGE 1720 Spiritual Formation                    | 3  |    |
| English Composition   | 3  |          |  | CHEM 1010 Prin of Biochemistry                   | 5  |    |
| Prin of Chemistry 1   | 5  |          |  | COM 1100 Speech                                  | 3  |    |
| Member of Nursing Profession 1  | 1  |          |  | HUM 1400 Introduction to Humanities              | 3  |    |
| CL  | 1  |          |  | PYCH 1600 General Psychology                     | 3  |    |
| Politics and American Culture   | 3  |          |  | NSG 1020 Provider of Nursing Care 1              | 2  |    |
| <b>Sophomore</b>  |  |          |  |  |  |    |
| Old Testament Literature  | 3  |          |  | BEGE 2740 New Testament Literature               | 3  |    |
| Human Anatomy & Physiology  | 4  |          |  | BIO 2020 Advanced Clinical Physiology            | 4  |    |
| Microbiology  | 4  |          |  | PYCH 2610 Statistics                             | 3  |    |
| World Literature  | 3  |          |  | HIST 3750 Social Movements                       | 3  |    |
| Health & Society  | 1  |          |  | NSG 2150 Nutrition                               | 2  |    |
| Member of Nursing Profession 2  | 1  |          |  | NSG 2020 Provider of Nursing Care 2              | 2  |    |
| <b>Junior</b>   |  |          |  |  |  |    |
| Christian Worldview Development   | 2  |          |  | BEGE 3760 Christian Worldview Integration        | 2  |    |
| Provider of Nursing Care 3  | 2  |          |  | NSG 3150 Concepts in Gerontological Nursing      | 2  |    |
| Pharmacology  | 3  |          |  | NSG 3070 Nursing Care of Diverse Populations     | 2  |    |
| Clinical Courses (4 rotations - 2 taken each semester - earning 6 hours each) |  |          |  |  |  |    |
| Medical Surgical NSG  | NSG 3010<br>Maternity & Women's Health       |          | NSG 3050<br>Nursing in Relationships         |  | NSG 3090<br>Public Health Nursing            |    |
| Women's Health  | NSG 3050<br>Nursing in Relationships         |          | NSG 3090<br>Public Health Nursing            |  | NSG 3080<br>Concepts in Medical Surgical NSG |    |
| Relationships   | NSG 3090<br>Public Health Nursing            |          | NSG 3080<br>Concepts in Medical Surgical NSG |  | NSG 3010<br>Maternity & Women's Health       |    |
| Nursing   | NSG 3080<br>Concepts in Medical Surgical NSG |          | NSG 3010<br>Maternity & Women's Health       |  | NSG 3050<br>Nursing in Relationships         |    |
| <b>Senior</b>   |  |          |  |  |  |    |
| Adult/Child Health Nursing  | 14   |          |  | NSG 4830 Theory in Nursing                       | 2  |    |
| (5) Child class (3) Clinical (6)  |  |          |  | NSG 4050 Leaders As Managers in Clinical Nursing | 10   |    |
| Research in Nursing   | 3  |          |  | NSG 4950 Seminar in Nursing                      | 3  |    |

## Nursing Major

Bachelor of Science in Nursing Degree Requirements

Nursing Major Requirements (73 credit hours)

Total: \_\_\_\_\_

| Course No.                    | Course Title                            |    | Hrs | Sem/Yr | Grade |
|-------------------------------|---|----|-----|--------|-------|
| <i>Freshman/Sophomore (8)</i> |   |    |     |        |       |
| NSG-1010                      | Member of Nursing Profession I          | 1  | ___ | ___    | ___   |
| NSG-1020                      | Provider of Nursing Care I              | 2  | ___ | ___    | ___   |
| NSG-2010                      | Member of Nursing Profession II         | 1  | ___ | ___    | ___   |
| NSG-2020                      | Provider of Nursing Care II             | 2  | ___ | ___    | ___   |
| NSG-2150                      | Nutrition                               | 2  | ___ | ___    | ___   |
| <i>Junior (33)</i>            |   |    |     |        |       |
| NSG-3010                      | Maternity and Women's Health Nursing    | 6  | ___ | ___    | ___   |
| NSG-3020                      | Provider of Nursing Care III            | 2  | ___ | ___    | ___   |
| NSG-3050                      | Nursing in Relationships                | 6  | ___ | ___    | ___   |
| NSG-3070                      | Nursing Care of Diverse Populations     | 2  | ___ | ___    | ___   |
| NSG-3080                      | Concepts in Medical Surgical Nursing    | 6  | ___ | ___    | ___   |
| NSG-3090                      | Public Health Nursing                   | 6  | ___ | ___    | ___   |
| NSG-3110                      | Pharmacology                            | 3  | ___ | ___    | ___   |
| NSG-3150                      | Concepts in Gerontological Nursing      | 2  | ___ | ___    | ___   |
| <i>Senior (32)</i>            |   |    |     |        |       |
| NSG-4010                      | Adult/Child Health Nursing              | 14 | ___ | ___    | ___   |
| NSG-4050                      | Leaders As Managers in Clinical Nursing | 10 | ___ | ___    | ___   |
| NSG-4830                      | Theory in Nursing                       | 2  | ___ | ___    | ___   |
| NSG-4930                      | Research in Nursing                     | 3  | ___ | ___    | ___   |
| *NSG-4950                     | Seminar in Nursing                      | 3  | ___ | ___    | ___   |

General Education & Cognate Requirements (64 credit hours)

Total: \_\_\_\_\_

Bible (16 credit hours)

|           |                                 |   |     |     |     |
|-----------|---------------------------------|---|-----|-----|-----|
| BEGE-1710 | Christian Life and Thought      | 3 | ___ | ___ | ___ |
| BEGE-1720 | Spiritual Formation             | 3 | ___ | ___ | ___ |
| BEGE-2730 | Old Testament Literature        | 3 | ___ | ___ | ___ |
| BEGE-2740 | New Testament Literature        | 3 | ___ | ___ | ___ |
| BEGE-3750 | Christian Worldview Development | 2 | ___ | ___ | ___ |
| BEGE-3760 | Christian Worldview Integration | 2 | ___ | ___ | ___ |

Communication (6 credit hours)

|          |                     |   |     |     |     |
|----------|---------------------|---|-----|-----|-----|
| COM-1100 | Speech              | 3 | ___ | ___ | ___ |
| ENG-1400 | English Composition | 3 | ___ | ___ | ___ |

Humanities (6 credit hours)

|           |                              |   |     |     |     |
|-----------|------------------------------|---|-----|-----|-----|
| HUM- 1400 | Introduction to Humanities   | 3 | ___ | ___ | ___ |
| HUM-_____ | Elective (NSG-3050 fulfills) | - | ___ | ___ | ___ |
| LIT-_____ | _____                        | 3 | ___ | ___ | ___ |

Physical Education (2 credit hours)

|           |  |   |     |     |     |
|-----------|--|---|-----|-----|-----|
| PEF- 1990 | Physical Activity and the Christian Life | 1 | ___ | ___ | ___ |
| PEA-_____ | Physical Education Elective_____         | 1 | ___ | ___ | ___ |

Psychology (6 credit hours)

|            |                    |   |     |     |     |
|------------|--------------------|---|-----|-----|-----|
| PYCH- 1600 | General Psychology | 3 | ___ | ___ | ___ |
| PYCH-2610  | Statistics         | 3 | ___ | ___ | ___ |

Social Science (6 credit hours)

|               |                               |   |     |     |     |
|---------------|-------------------------------|---|-----|-----|-----|
| GSS-1100      | Politics and American Culture | 3 | ___ | ___ | ___ |
| SOC/HIST-3750 | Social Movements              | 3 | ___ | ___ | ___ |

Science & Math (22 credit hours)

|           |                              |   |     |     |     |
|-----------|------------------------------|---|-----|-----|-----|
| BIO-201 0 | Human Anatomy and Physiology | 4 | ___ | ___ | ___ |
| BIO-2020  | Advanced Clinical Physiology | 4 | ___ | ___ | ___ |
| BIO-2210  | Microbiology                 | 4 | ___ | ___ | ___ |
| CHEM-1000 | Principles of Chemistry I    | 5 | ___ | ___ | ___ |
| CHEM-1010 | Principles of Biochemistry   | 5 | ___ | ___ | ___ |

\*Capstone Course

GPA:  
 Freshmen Fall    Spring \_\_\_\_\_    Junior Fall \_\_\_\_\_    Spring \_\_\_\_\_  
 Sophomore Fall    Spring \_\_\_\_\_    Senior Fall \_\_\_\_\_    Spring \_\_\_\_\_

**Cedarville University Department of Nursing  
Cross-cultural Minor Curriculum Plan**

| FALL   |  |   |   | Hr                   | Sem  | Gr | SPRING   |  |   |   | Hr                   | Sem | Gr |
|--|--|---|---|----------------------|--|----|--|--|---|---|----------------------|-----|----|
| <b>FRESHMAN</b>  |  |   |   |                      |  |    |  |  |   |   |                      |     |    |
| BEGE 1710 Christian Life and Thought   |  |   |   | 3                    |  |    | BEGE 1720 Spiritual Formation  |  |   |   | 3                    |     |    |
| ENG 1400 English Composition   |  |   |   | 3                    |  |    | CHEM 1010 Prin of Biochemistry II  |  |   |   | 5                    |     |    |
| CHEM 1000 Prin of Chemistry I  |  |   |   | 5                    |  |    | COM 1100 Speech  |  |   |   | 3                    |     |    |
| NSG 1010 Member of Nursing Profession I  |  |   |   | 1                    |  |    | NSG 1020 Provider of Nursing Care I  |  |   |   | 2                    |     |    |
| PEF 1990 PACL  |  |   |   | 1                    |  |    | <b>BEPH 2260 Religion and Culture</b>  |  |   |   | 3                    |     |    |
| GSS 1100 Politics and American Culture   |  |   |   | 3                    |  |    | <b>BEPT 2400 Evangelism</b><br><i>(see back of page for other options)</i>           |  |   |   | 3                    |     |    |
| <b>SOPHOMORE</b>   |  |   |   |                      |  |    |  |  |   |   |                      |     |    |
| BEGE 2731 Old Testament Survey   |  |   |   | 3                    |  |    | BEGE 2741 New Testament Survey   |  |   |   | 3                    |     |    |
| BIO 2010 Anatomy & Physiology  |  |   |   | 4                    |  |    | BIO 2020 Advanced Clinical Physiology  |  |   |   | 4                    |     |    |
| BIO 2210 Microbiology  |  |   |   | 4                    |  |    | <b>ANTH 1800 Cultural Anthropology</b><br><b>BEPT 3470 Cross-cultural Ministries</b> |  |   |   | 3                    |     |    |
| PEAI PE Elective   |  |   |   | 1                    |  |    | NSG 2150 Nutrition   |  |   |   | 2                    |     |    |
| NSG 2010 Member of Nursing Profession II   |  |   |   | 1                    |  |    | NSG 2020 Provider of Nursing Care II   |  |   |   | 2                    |     |    |
| PYCH 1600 General Psychology   |  |   |   | 3                    |  |    | PYCH 2610 Statistics   |  |   |   | 3                    |     |    |
| HUM 1400 Introduction to Humanities**  |  |   |   | 3                    |  |    | LIT xxxx Literature**  |  |   |   | 3                    |     |    |
| <b>JUNIOR</b>  |  |   |   |                      |  |    |  |  |   |   |                      |     |    |
| BEGE 3750 Christian Worldview Development  |  |   |   | 2                    |  |    | BEGE 3760 Christian Worldview Integration  |  |   |   | 2                    |     |    |
| NSG 3020 Provider Nursing Care III   |  |   |   | 2                    |  |    | NSG 3150 Concepts in Gerontological Nursing  |  |   |   | 2                    |     |    |
| NSG 3110 Pharmacology  |  |   |   | 3                    |  |    | NSG 3070 Nursing Care of Diverse Populations   |  |   |   | 2                    |     |    |
|  |  |   |   |                      |  |    | <b>NSG 2200 Crosscultural Interactions</b>   |  |   |   | 1                    |     |    |
| NSG 3080<br>Concepts<br>in Med<br>Surg Nsg   | NSG 3010<br>Maternity<br>and<br>Women's<br>Health or | NSG 3050<br>Nursing<br>in<br>Relations<br>hips or | NSG 3090<br>Public<br>Health<br>Nursing | 6<br>hrs<br>eac<br>h |  |    | NSG 3080<br>Concepts<br>in Med<br>Surg Nsg   | NSG 3010<br>Maternity<br>and<br>Women's<br>Health or | NSG 3050<br>Nursing<br>in<br>Relation<br>ships or | NSG 3090<br>Public<br>Health<br>Nursing | 6<br>hrs<br>eac<br>h |     |    |
| <i>Any two of these courses will be taken in one semester, with all four completed by years end.</i> |  |   |   |                      | <i>Any two of these courses will be taken in one semester, with all four completed by years end.</i> |    |  |  |   |   |                      |     |    |
| <b>SENIOR</b>  |  |   |   |                      |  |    |  |  |   |   |                      |     |    |
| NSG 4010 Adult/Child Health Nursing  |  |   |   | 14                   |  |    | NSG 4830 Nursing Theory  |  |   |   | 2                    |     |    |
| (Adult Class-5, Child Class-3, Clinical-6)   |  |   |   |                      |  |    | NSG 4050 Leaders as Managers in Clinical Nursing                                     |  |   |   | 10                   |     |    |
| NSG 4930 Nursing Research  |  |   |   | 3                    |  |    | NSG 4950 Seminar   |  |   |   | 3                    |     |    |
| <b>NSG 4200 Culture and Health</b>   |  |   |   | 3                    |  |    | HIST 3750 Social Movements**   |  |   |   | 3                    |     |    |

\*\*Crosscultural Minor students have the option to lighten the semester load by taking Introduction to Humanities, Literature and History during a summer session or by CLEP.

\*\*Crosscultural Internship or Independent Study may be taken anytime during or after the Junior year.

**Cedarville University  
Department of Nursing**

**Cross-cultural Minor**

1. BEPH-2260 Religion and Culture..... 3
2. ONE of the following:  
ANTH-1800 Cultural Anthropology..... 3  
BEPT-3470 Cross-cultural Ministry..... 3
3. ONE of the following:  
BEPT-2400 Personal Evangelism..... 3  
BEPT-2000 Introduction to Missions..... 3  
BEPT-3450 Contemporary World Missions..... 3  
BEPT-3510 Introduction to Urban Ministry..... 3  
BEPT-3410 Discipleship..... 3
4. NSG-2200 Cross-cultural Interaction..... 1
5. NSG-4200 Culture and Health.....2-4
6. Three semester hours from one or both of the following:  
NSG 3200 Cross-cultural Nursing Internship..... 3  
NSG 4800 Independent Study (optional).....1-2

\*\*Crosscultural Minor requires that student obtain credit for Literature, History, and Introduction to Humanities outside the academic year schedule– as summer course, CLEP, out-of-class, web, or transfer course.

\*\**Independent Study* is typically taken the summer prior to senior year.

\*\**Crosscultural Internship* may be taken anytime during or after the junior year.

## H. Christian Character

Each semesters of the Bachelor of Science in Nursing curriculum students explore one of the Christian character qualities outlined in 2 Peter 1:3-8.

“As we know Jesus better, his divine power gives us everything we need for living a godly life. He has called us to receive his own glory and goodness! And by that same mighty power, he has given us all of his rich and wonderful promises. He has promised that you will escape the decadence all around you caused by evil desires and that you will share in his divine nature.

So make every effort to apply the benefits of these promises to your life. Then your faith will produce a life of moral excellence. A life of moral excellence leads to knowing God better. Knowing God leads to self-control. Self-control leads to patient endurance, and patient endurance leads to godliness. Godliness leads to love for other Christians, and finally you will grow to have genuine love for everyone. The more you grow like this, the more you will become productive and useful in your knowledge of our Lord Jesus Christ.



## II. ORIENTATION AND ADVISEMENT

### A. Purpose:

The academic advisement process in the Department of Nursing provides the student an opportunity to develop a professional relationship with a Department of Nursing faculty member.

The purposes of this relationship include:

1. Facilitating adjustment to university life and academic rigor.
2. Providing the student with an empathetic, yet prescriptive listener.
3. Promoting adherence to curricular requirements.
4. Providing opportunity for the student to observe Biblical principles modeled in decision-making and priority setting.

The advising process involves seven areas: orientation, university life adjustment, preregistration, academic progress, admission to clinical courses, graduation audit, and career advisement.

### B. Orientation:

Within the first week of school, all new students meet for an orientation meeting with the Chair and faculty of the Department of Nursing. The mission, philosophy, end-of-program objectives, and curricular design are presented. Faculty are introduced. Students meet with their designated advisors to become acquainted and to finalize initial class schedules. The same advisor assists the student during all four years of the program. Office hours and telephone numbers are distributed to the student at this time.

### C. Early Registration:

Each semester, the student is expected to schedule an early registration appointment with the advisor. The purpose of this appointment is to develop a schedule of approved classes for the following semester. The student assumes all accountability for errors in scheduling if this procedure is not followed. This meeting is to occur several days prior to the student's set time for registration.

### D. Academic Progress

#### 1. Each student is responsible for:

- a. Following the curriculum guide.
- b. Seeking advisement when substitutions and variations are contemplated.
- c. Requesting assistance when progress in current coursework is not satisfactory.

The faculty advisor is responsible for monitoring academic progress by tracking the grade reports each semester and for initiating contact with the student when these reports reflect a pattern which jeopardizes the student's ability to meet program objectives.

#### 2. Faculty/student Communication

- a. The student is to keep all appointments or notify the faculty in advance when possible of cancellation.
- b. The students may request a change of advisor by making a written request outlining their rationale. Such requests may be honored when faculty workload and student growth issues are considered.
- c. Faculty must clearly communicate to students how to make appointments and the office

hours during which appointments are scheduled.

- d. Students are encouraged to E-mail their advisors to schedule appointments, or to inform them of scheduling conflicts and/or special needs.

#### E. Admission to Clinical Courses

The advisor will periodically inform freshmen, sophomores, and transfer students of the criteria for admission to clinical nursing courses. In November of the sophomore year, the student is responsible for obtaining an application to the Department of Nursing. The faculty advisor assists the student in completing the application when questions arise. The advisor makes a recommendation to the general faculty on behalf of the applicant. The student is encouraged to keep the advisor informed of extracurricular activities, Christian service ministries, and any relevant work experience. The faculty advisor is an advocate for his/her advisees during application evaluation meetings.

#### F. University Life Adjustment

During the first four semesters of the Cedarville University experience, the student and advisor will meet at least once per semester to discuss adjustment to university life. Time management, roommate relations, growth in godly living, character development, career management, decision-making, and family concerns are topics typically discussed. Issues of privacy and confidentiality of material are mutually agreed upon, except in areas of safety and standards of conduct.

#### G. Graduation Audit

In the fall of the senior year, students who plan to be graduated the following May must meet with their faculty advisor to audit coursework. Application for graduation is made at this time. It is the responsibility of the students to monitor their own progress in meeting curriculum requirements for graduation. It is the responsibility of each student to seek employment, to complete an application for graduation, and to register to take the licensure examination (NCLEX-RN).

#### H. Career Advisement

Throughout the program, the student and advisor discuss career goals. During the sophomore year, the student may seek the advisor's assistance in formulating goals for post graduation career development. Senior nursing majors are encouraged to discuss interview strategies, job application issues, and resume preparation with the advisor. If requested, the advisor writes letters of recommendation.

### III. ACADEMIC POLICIES

#### A. Admission to Clinical Courses

The application process to clinical courses is begun during spring semester each year. All potentially qualified students with sophomore, junior, or senior status, will receive an application form to be completed and returned to the Department of Nursing office during the first week after spring break. All qualified students will be permitted to enroll in the Department of Nursing clinical courses depending upon the availability of faculty as well as clinical sites. Criteria for enrollment in the Department of Nursing clinical courses include:

1. Grade Point Average:

The cumulative grade point average at the time of entry into the first clinical nursing course must be 2.8 or greater.

2. Grades C- or better:

The grades in all general education, cognate, and nursing courses must be C- or better. Students are required to earn a C average for ENG 1400.

3. Completion of General Education Courses:

The student may have no more than three general education courses uncompleted prior to enrolling in the first course in the Department of Nursing clinical sequence (NSG 3020, NSG 3110).

4. Considerations:

A. The student's ACT or converted SAT score

B. The student's statement of career goals. A career goal essay must include:

- 1) Definition of nursing and the role of the Christian nurse.
- 2) Description of the area and setting of nursing in which the student would like to initially practice.
- 3) Reason/s why nursing was chosen as a profession.
- 4) A list of character qualities the student is developing in preparation for service in the profession of nursing.
- 5) Goals for nursing practice five years after graduation.

C. Faculty advisor recommendation. The advisor recommendation is based on: GPA trend, volunteer experience, ministries, non-academic campus activities and reliability/dependability.

#### B. Progression

A cumulative GPA of 2.5 must be maintained. In order to progress through nursing courses, the student must earn at least a C- in each nursing course. Students must earn a passing average on examinations and quizzes to pass each clinical nursing course. Student progression is also based upon vote of the faculty. Progression can be denied for failure to demonstrate growth in godly living, unprofessional behavior, unsafe clinical practice, or for significant immoral or unethical action.

### C. The Department of Nursing Grading Scale

|    |              |
|----|--------------|
| A  | 95-100       |
| A- | 93-94        |
| B+ | 91-92        |
| B  | 87-90        |
| B- | 85-86        |
| C+ | 82-84        |
| C  | 78-81        |
| C- | 75-77        |
| D+ | 73-74        |
| D  | 69-72        |
| D- | 66-68        |
| F  | 65 and below |

### D. Examinations

All students are expected to take examinations as scheduled. Make-up exams will only be allowed because of illness or major family crisis and may be in any form determined by the course coordinator. Make-ups will be permitted **ONLY with PRIOR consent** of the course coordinator.

No handheld electronic devices of any kind are permitted in the classroom or laboratories during testing. For exams administered by computer, sign-up sheets will be available for students to schedule to take the exams in the Multi-Media Lab. Students are NOT to discuss or ask questions regarding exam information until exams are scored. Failure to follow this policy will be considered as a matter of academic dishonesty and will result in failure of the exam and the course.

### E. Repeating Courses

Any course for which the minimal grade requirement is not achieved must be repeated. If a student is enrolled in a nursing course and receives a grade lower than C-, he/she may not test out of this same course and receive credit. All nursing courses must be taken for a grade only; they may not be taken as credit/non-credit. Students must have a cumulative passing average (75%) on course examinations and quizzes in order to pass the course.

### F. Late Assignments/Papers

Students are expected to submit coursework to the faculty when it is due. Any late papers/careplans will receive a deduction of five percentage points per day from the grade, including weekend days.

#### G. University Retention and Dismissal

University and Department policies regarding retention and dismissal/suspension are published in the University Catalog and University Student Handbook. A grade point average of 2.0/4.0 is required to maintain good academic standing within the university. Students not in good academic standing are notified by the Dean of the School, and/or Academic Vice President of their probation status. Any student on academic probation for two successive semesters is subject to academic suspension. Suspended students may apply for readmission. Faculty members and other counselors are available to discuss academic progress with students.

#### H. Departmental Probation

Students who are unable to maintain a GPA of 2.25 in nursing courses will be placed on probation within the nursing program and required to register for a reduced number of credit hours. After one semester probation the faculty may dismiss a student from the BSN program if the GPA is not raised to 2.5. These students will not be permitted to register for nursing courses, but may register for other courses in the University. They may reapply for admission to nursing courses following completion of all faculty-determined requirements, including correction of unsatisfactory cumulative GPA. Students may be dismissed for non-academic reasons as well. Readmission in such cases is based both on University and Department policies.

#### I. Advanced Placement

Students transferring from other educational institutions may request advanced placement. Personnel in the Office of the Registrar conduct an evaluation of non-nursing courses, and Faculty in the Department of Nursing make an individual review of nursing courses.

The policy guiding the acceptance of credit for nursing courses is as follows: 1) transfer credit for 1000 and 2000 level nursing courses is accepted, 2) credit for 3000 level nursing courses must be validated; except for student transfers from Bob Jones University, Liberty University, or Pensacola Christian University, and 3) transfer credit is not given for 4000 level nursing courses.

#### J. Validation

##### 1) Course Credit:

A variety of validation options are available to students. Students may complete University Level Examination Program tests and validate a maximum of 40 semester hours of general education credit. Validation of knowledge in physiological alteration, critical thinking, clinical judgment and decision-making may be accomplished by computer clinical simulation, nationally validated achievement tests of specific nursing content currently selected by the faculty, and/or teacher-made examinations (Test-Out). Transfer students who learned physical assessment skills as content of a clinical nursing course may validate this knowledge and skill by performing these skills for the faculty in the clinical laboratory.

## 2) Skills Validation and Mandatory Practice:

In most nursing courses students are required to practice psychomotor skills in the Barrett Clinical Lab prior to skills validation. Each student keeps record of skills practice, and only when the mandatory practices have been completed is the student allowed to validate the skill with instructor/faculty. Adding this requirement has greatly increased student confidence and competence. Junior and senior nursing students also have mandatory skills reviews (see course syllabi).

3) Test-Out. Students may validate knowledge in a variety of ways; testing out is one method. University Testing Out procedure is described in the University catalog. Also in most Department of Nursing courses Test-Out will involve a triangulation of methods to evaluate the learner's knowledge and skill.

Examinations for Test-Out are available for:

|   |                  |
|---|------------------|
| NSG 1020 Provider of Nursing Care 1*          | 2 semester hours |
| NSG 2510 Nutrition                            | 2 semester hours |
| NSG 3020 Provider of Nursing Care 3           | 2 semester hours |
| NSG 3010 Maternal & Women's Health Nursing    | 6 semester hours |
| NSG 3050 Nursing in Relationships             | 6 semester hours |
| NSG 3110 Pharmacology                         | 3 semester hours |
| NSG 4930 Research in Nursing                  | 3 semester hours |
| NSG 3080 Concepts in Medical-Surgical Nursing | 6 semester hours |
| NSG 3070 Nursing Care of Diverse Populations  | 2 semester hours |
| NSG 3090 Public Health Nursing                | 6 semester hours |
| NSG 3150 Concepts in Gerontological Nursing   | 2 semester hours |

(\*Test-Out only available to those with STNA credentials)

Test-Out is **not** available for:

|  |                   |
|--|-------------------|
| NSG 4050 Leaders as Managers in Clinical Nursing | 10 semester hours |
| NSG 4010 Adult/Child Health Nursing              | 14 semester hours |
| NSG 4830 Theory in Nursing                       | 2 semester hours  |
| NSG 4950 Seminar in Nursing                      | 3 semester hours  |

4) Additional placement decisions will be made by the Department of Nursing faculty on an individual basis. Generally transfer students licensed as RN's may receive credit for NSG-1010 Member of Profession 1, for NSG-1020 Provider of Nursing Care 1, for NSG-2010 Member of Nursing Profession 2, for NSG 2020 Provider of Nursing Care 2 (physical assessment required must be met), and for NSG 3080 Concepts in Medical-Surgical Nursing. Persons licensed as LPN/LVN's will be evaluated on an individual basis.

## K. Graduation

Degree requirements for the Bachelor of Science in Nursing are listed in the University Catalog. Candidates for the BSN degree must complete the required 137 SH, earn a grade of "C-" or better in all courses, maintain a grade point average of 2.25 or higher, register for admission to the NCLEX-RN examination, earn a passing score on a national standardized nursing examination selected by the faculty, successfully complete a NCLEX preparation (which may include remediation), and receive a positive recommendation from the Department of Nursing faculty.

#### L. Non-Discrimination

The University policy for affirmative action is published in the University Catalog. The Department policy of Non-Discrimination is based on the University's policy published in the University Student Handbook. No student is hindered in admission or progression nor given unfair advantage because of age, disability, ethnicity, marital status, race or gender. The Department's requirements for admission and progression are more rigorous than Cedarville University policies. The Department faculty have documented that students with sophomore standing who have earned a GPA of 2.8 or greater generally are successful in the BSN program.

#### M. Rights and Responsibilities

Student rights and responsibilities are outlined in the University Student Handbook. These include the right to receive a quality education, to be given accurate information, to privacy, to be treated justly, and to contribute to policy and guideline development of the Department. Formal and informal sessions are scheduled specifically for student discussion of issues related to their education. Students are asked to provide both oral and written comments regarding their educational experience with the Department of Nursing.

#### N. Attendance in Class, Laboratory, and Clinical

Attendance at lectures and seminars is expected in order to achieve course objectives.

There are **no excused clinical or skills lab absences**. When absences from lecture occur or are predicted, the student is expected to contact the course coordinator prior to class or as soon as possible. If the student will be absent from clinical experience due to illness or emergency, the student must contact the clinical faculty and assigned clinical agency prior to the scheduled time, as arranged by the clinical instructor. Absences may require additional assignments or may result in failure to meet course objectives. It is the student's responsibility to contact the appropriate faculty to arrange for completing course requirements. Absences from assigned skills laboratory must be made up in cooperation with the laboratory instructor.

#### O. Evaluation of Student Clinical Performance:

End-of-program objectives have been used to guide the development of course objectives for theory and clinical learning. Students must meet objectives at a minimum C- level while maintaining overall GPA of 2.25/4.0 in order to pass the clinical and theory components of the course and in order to progress to the next course in the program. Each student receives a written and oral summative performance evaluation at the end of each clinical course. It is the responsibility of the student to monitor their progress toward clinical objectives.

The course objectives are designed to relate the theories and knowledge base from nursing, other disciplines, life experiences, and God's Word, to nursing practice. The primary purpose of clinical experience is to provide opportunity for the student to apply his/her knowledge and theoretical concepts to nursing situations. The goal is quality nursing care that glorifies God.

## P. Safe Nursing Practice

### 1. SCOPE OF NURSING PRACTICE

The Ohio Board of Nursing (2005) defines the scope of nursing practice for a registered nurse (including registered nursing students) as including the following independent and dependent functions:

1. Identifying patterns of human responses to actual or potential health problems amenable to a nursing regimen;
2. Assessing health status for the purpose of providing nursing care;
3. Developing, implementing, and evaluating plans of care;
4. Providing health counseling and health teaching;
5. Teaching, administering, supervising, delegating, and evaluating nursing practice;
6. Administering medications, treatments, and executing regimens prescribed by licensed physicians, dentists, optometrists, and podiatrists.

### 2. PREVAILING STANDARDS OF SAFE NURSING PRACTICE

As members of the health care team, registered nurses (including students) and licensed practical nurses have a responsibility to:

- Maintain current knowledge of duties, responsibilities and accountabilities of safe nursing practice (including student);
- Maintain individual competence and accountability in all areas of nursing practice in which the nurse is engaged;
- Verify an order prescribed for a patient or client to ensure that the order is appropriate, properly authorized, and not contraindicated by other documented information;
- Question an order, and if necessary to ensure the safety of the patient or client, refuse to implement the order;
- Implement the orders of physicians (and other authorized professionals) that are within the scope of practice of the RN
- Implement the nursing regimen as appropriate;
- Communicate, collaborate, and consult with and make appropriate referrals to other members of the health care team;
- Accept responsibility for individual nursing actions and nursing judgments;
- Maintain confidentiality of patient or client information unless obligated by law or rule to disclose the information;
- Display and identify (on a pin, identification, or similar item) the licensure title of RN (student) at all times while providing care;
- Delegate nursing tasks only in accordance with the rules of the Board that specifically address delegation;
- Report and document assessments, care, and evaluation in a complete, accurate, and timely manner;
- Keep accurate records;
- Implement measures to promote a safe environment for the patient or client;
- Maintain professional boundaries (not involved in personal lives and personal issues of patients);
- Providing privacy and respect for each person;

- Refrain from sexual conduct with a client or conduct that may reasonably be interpreted by the client as sexual, or in any verbal behavior that is seductive or sexually demeaning to a client or verbal behavior that may be interpreted by the client as seductive or sexual. (The client is always presumed incapable of giving free, full, or informed consent to sexual activity with a nurse).

(Source: Standards for Safe Nursing Practice for Registered Nurses and Licensed Practical Nurses, OBN website, 2005).

### 3. GUIDELINES FOR APPLICATION TO CLINICAL PRACTICE AS A NURSING STUDENT

- A nursing student is held to the same legal standards as a registered nurse according to the level of education within the program of study. Students are accountable for current and prior content and knowledge offered by the program at the time of the clinical experience.

To function safely the student must be prepared for the intended clinical experience:

- Review expectations of clinical assignment
- Apply classroom content to clinical practice
- Practice clinical skills in the Nursing Lab prior to assigned clinical experiences
- Be prepared for knowledge based care (i.e.- Know pathophysiology, medications to be administered, diagnostic tests, priorities of care, possible complications, etc.) prior to the clinical experience; look up any new unfamiliar information obtained after receiving your clinical assignment.
- Provide for a safe care environment
  - Prevention of falls
  - Appropriate use of siderails or other safety devices
  - Appropriate use of restraints
  - Follow five rights of medication administration
  - Follow guidelines for administering IV medications
  - Follow OSHA guidelines for Body Substance Precautions and other requirements
  - DO NOT recap a needle following use with the client/patient
- Repeated errors in judgment are considered unsafe nursing behavior.
- Failure to seek appropriate guidance, supervision, or follow the Ohio Board of Nursing Scope of Practice and/or Prevailing Standards of Safe Nursing Practice is considered unsafe nursing behavior.

#### Q. Academic Integrity

An important aspect of life is academic integrity. Students are expected to maintain academic integrity which is consistent with a Christian worldviews and values. The following policies are provided to assist students in maintaining this integrity.

1. Electronic devices are not permitted in the multimedia lab. Electronic devices such as cell phones, pagers, and text messengers **MUST NOT** be taken into the lab. They should be turned off and left outside the lab or given to the lab tech until the student completes his/her exam. Even if your device does not receive any inappropriate information during the exam, having one turned on during the exam can be considered cheating. Calculators, PDAs, and personal organizers can also contain inappropriate materials and they should be kept out of the exam lab during test taking.

2. Communication in any form with others is not permitted during an examination. Communication with others during the exam is not allowed. This includes communication through: (a) logging on to the student's own or others' email; (b) the internet; (c) written paper memos; (d) class notes; (e) turning the computer screen so others may read the screen; (f) instant messaging; (g) chat rooms; (h) games; or (i) verbal exchange. Students are prohibited from taking notes or cutting/pasting content of the exam in any form. The teaching assistants will answer questions about accessing the exam but are unable to answer questions about the exam content. Those students who have completed their examinations are to not reveal the questions and content to those students who have yet to take their exams. If such an event were to occur, both students would be considered to be cheating.

3. Start your examination at the specified time. Promptness for starting the exam at the assigned time is required. Students who arrive at the lab more than 5 minutes after the assigned time will be asked to sign up for another time slot. Once students complete their exam, they must leave the media lab immediately. **Do not** log into **any** other computer applications while the lab is being used for computerized testing, but when your examination is completed you must log off the system and leave the lab. While the exam is in progress, under no circumstances will students be allowed back into the lab once they have left the lab.

Extra time for test taking will be given to students with special needs. If students have specific medical or other disabilities which require extra time or special provisions for test taking, documentation must be submitted to the academic assistance center. This information should also be provided to course faculty in the first week of the semester. Web-CT will not allow late submissions. Therefore, all other students should plan their time accordingly.

4. Plagiarism is academic dishonesty. "Plagiarism is turning or passing off someone else's work as your own." Sometimes the line between borrowing and stealing is gray. Most intellectual inquiry occurs by using ideas from others. Responsible scholars demonstrate integrity by correctly citing information they borrow from other sources (DePauw University, Chicago, IL).

Recently, numerous sites for purchasing college essays have become available. Please note that the use of work not your own without proper referencing is academic dishonesty and will be penalized.

5. The consequences for academic dishonesty will be determined individually following exploration of the incident. Punishment includes failing grade or a paper, and/or course and in repeat episodes, dismissals from the Department of Nursing and/or the university. Students will be supported by the faculty, encouraged or required to obtain biblical counseling prior to any consideration for re-admittance.

Proverbs 4: 23: Guard your heart for it is the well spring of life

James 4: 7-8. Therefore, submit to God. Resist the devil and he will flee from you. Draw near to God and He will draw near to you.

I Corinthians 10:12. Therefore let him who thinks he stands take heed lest he fall. No temptation has overtaken you except such is common to man.

## V. LEGAL / ETHICAL GUIDELINES

### A. Patient Rights of Confidentiality

All patients of any health care service have a right to the confidentiality of their health records. Any communications pertaining to patient condition or care are to remain in the health care setting. This includes written documents and conversations.

Any written material containing actual patient information must maintain patient confidentiality.

Obtaining information from the Medical Records Department of all hospitals requires a permission slip. Permission slips will be signed by the clinical instructor. Student's name pin and University identification should be available when they go to the Medical Records Department. An appointment time with the Medical Records Department is advisable.

Health Information Portability Protection Act (1996) requires patient confidentiality.

### B. Grievance and Appeal Process

The written procedure for both informal and formal resolution of grievances is outlined in the University Student Handbook. Faculty and students within the Department of Nursing attempt to respond to conflict Biblically and find just solutions to our differences. Students may initiate a grievance for a grade or other procedures of the faculty not related to a grade, i.e. class attendance or assignments. The process is to progress through the following steps:

Step 1: Talk directly with the concerned individual. If the conflict is not resolved satisfactorily to the griever, then:

Step 2: Talk with the faculty coordinator of your course (if this person is not involved in the conflict). The coordinator will mediate between the student and the faculty member in a three-way meeting called by the coordinator. If the conflict is not resolved satisfactorily, then:

Step 3: The Department Chair will be consulted. The Chair may call a hearing board of faculty and students if the issue is determined to be major.

If this last step is not effective in facilitating a conflict resolution, the griever may appeal to the University system of due process if he/she chooses to do so. (See Cedarville University Student Handbook)

### C. Student Representation on Department Committees:

The Faculty of the Department of Nursing encourage student representation and participation in the governance of the department. Students' placement on committees is an important right in that it provides a voice on the activities of the department. Student representation and participation is encouraged through:

### 1. Faculty-Student Committee

Composition: The Faculty-Student Committee shall consist of six (6) members plus a chair—two faculty elected at large, four students (one from each class) and an alumnus (may be one of the faculty members). The chair shall be appointed by the Department Chair.

Functions: The functions of the Faculty-Student Committee shall be to:

- a. Advise the faculty in matters of student welfare.
- b. Plan and initiate programs which will promote mutual understanding between students and faculty.
- c. Provide a forum for matters of mutual concern to students and faculty.

### 2. Curriculum Committee

Composition: The Curriculum Committee shall consist of a minimum of six (6) members plus a chair: four faculty, two students and an alumnus (may be one of the faculty members). The Chair shall be appointed by the Chair in the Department of Nursing.

Functions: The functions of the Curriculum Committee shall be to:

- a. Review and formulate statements of philosophy and objectives.
- b. Recommend for approval new courses and major course revisions.
- c. Evaluate textbooks and recommend their selection for courses.
- d. Ensure the congruence of philosophy, end-of-program and course objectives.
- e. Review and recommend curricular revisions and additions.
- f. Assist the Evaluation Committee members with the evaluation of the curriculum.
- g. Identify resources required to implement the curriculum.
- h. Forward all recommendations to the Department of Nursing faculty.

### 3. Evaluation Committee

Composition: The Evaluation Committee shall consist of a minimum of six (6) members plus a chair: four (4) faculty members, a student and an alumnus (may be one of the faculty members). The chair shall be appointed by the Department Chair.

Functions: The functions of the Evaluation Committee shall be to:

- a. Revise and implement the ongoing evaluation plan for systematic assessment of the Department goals, curricula, resources and facilities.
- b. Interpret outcome assessment data, draw conclusions, and make recommendations to the faculty and Department Chair.
- c. Provide consultation to the Curriculum Committee in evaluating the curriculum.
- d. Recommend procedures for evaluation of faculty performance.
- e. Recommend and implement procedures for evaluation of student selection and promotion.
- f. Revise and implement an ongoing, systematic evaluation of clinical facilities.

- g. Contribute to the University outcome assessment.
- h. Conduct surveys of graduates and their employers.
- i. Analyze evaluation data and report findings to the Faculty.

#### D. Faculty Rights

The faculty are responsible for the nursing care administered by the student and will select appropriate learning experiences for the student's level of ability and educational goals.

The faculty have the right to expect that the student's work will reflect the skill level appropriate to their current status in the program. (See Section III)

Files maintained by the faculty are confidential and only a signed waiver by the student will allow others to open and review them.

The faculty has the right to impose Cedarville University regulations of academic conduct in cases of academic dishonesty. (See Cedarville University Student Handbook)

#### E. Standard Precautions

Standard precautions as established by the Centers for Disease Control and Prevention (CDC) are to be maintained when caring for all patients. (See Cedarville University AIDS Policy on the University Web page)

#### F. Needle Stick Policy

In the event of a needle stick, the student should report to the nursing faculty on site at the clinical agency and to the University Health Services. The clinical faculty will then take steps to assure that the clinical institution's policy is followed:

##### 1. Needle Stick with Potential HIV Risk:

If the institution's policy does not mandate HIV testing, the student will be informed of the need for baseline and serial HIV testing and will be referred to an infectious disease specialist who can advise appropriate treatment. The student's medical insurance company will be billed for medical services rendered.

##### 2. Needle Stick with Non-HIV Infectious Disease Risk; e.g. Hepatitis

In the event of a needle stick with a non-HIV infection risk, the student will be referred to a qualified physician who can advise regarding gamma globulin administration or other treatment to decrease risk. The student's medical insurance company will be billed for medical services rendered.

#### G. Sexual Harassment

Students have a right to be free of sexual harassment. Please refer to the University Policy on Sexual Harassment on the University Web page.  
(<http://www.cedarville.edu/departments/sso/handbook0405/handbook.htm>)

## H. Health Care Advice

Nursing students are responsible for maintenance of their own health, but not that of their roommates and peers. Nursing students in the Department of Nursing at Cedarville University do not hold a current license in nursing nor in medicine. State law makes no provision for nursing students to function independently in the role of nurse or physician. Therefore, nursing students are not to diagnose, treat or recommend treatment for medical conditions. The Department of Nursing does not condone the giving of medical advice by a student. Students are encouraged to reinforce teaching and recommend a visit to a health care professional.

## CLINICAL FACILITIES

| <b>ACUTE CARE AGENCIES</b>  | <b>NSG 3080<br/>CMS</b> | <b>NSG 3010<br/>MFH</b> | <b>NSG 3050<br/>NIR</b> | <b>SR. NSG<br/>4010 &amp;<br/>4050</b> |
|---|-------------------------|-------------------------|-------------------------|--|
| <b>Clinton Memorial Hospital</b><br>610 West Main<br>Wilmington, OH<br>937-382-6611   | <b>X</b>                |                         |                         |  |
| <b>Mercy-Community Health Partners<br/>Community Hospital</b><br>2615 E. High Street<br>Springfield, OH 45501<br>937-325-0531 |                         | <b>X</b>                |                         | <b>X</b>                               |
| <b>Mercy-Community Health Partners<br/>Mercy Medical Center</b><br>1343 North Fountain Boulevard<br>Springfield, OH 45501     | <b>X</b>                |                         |                         | <b>X</b>                               |
| <b>Greene Memorial Hospital</b><br>1141 N. Monroe Drive<br>Xenia, OH 45385<br>937-372-8011                                    | <b>X</b>                |                         | <b>X</b>                | <b>X</b>                               |
| <b>Kettering Medical Center</b><br>3535 Southern Blvd.<br>Kettering, OH 45429<br>937-298-4331                                 |                         | <b>X</b>                | <b>X</b>                | <b>X</b>                               |
| <b>Miami Valley Hospital</b><br>One Wyoming Street<br>Dayton, OH 45409<br>937-208-8000  |                         | <b>X</b>                | <b>X</b>                | <b>X</b>                               |
| <b>Mount Carmel West</b><br>793 West State Street<br>Columbus, Ohio 43222<br>614-234-5000                                     | <b>X</b>                |                         |                         |  |
| <b>Children' s Medical Center</b><br>One Children's Plaza<br>Dayton, OH 45404<br>937-641-3000                                 |                         |                         |                         | <b>X</b>                               |

| <b>AGENCY</b>  |  |
|--|--|
| <b>Community Health Home Agencies</b>  |  |
| <b>Community Home Care</b><br>530 Burnett Road<br>Springfield, OH 45505<br>937-328-8513              | <b>Mercy Home Care/Hospice</b><br>1343 Fountain Boulevard<br>Springfield, OH 45501<br>937-390-9670(HC), 9665(Hosp) |
| <b>Greene Memorial Hospital Home Care</b><br>1141 N. Monroe Drive<br>Xenia, OH 45385<br>937-376-6739 | <b>Children's Medical Center Home Care</b><br>One Children's Plaza<br>Dayton, OH 45404<br>937-463-5343             |
| <b>Kettering Hospital Home Care</b><br>2150 Leiter Road<br>Miamisburg, OH 45342<br>937-865-8750      | <b>Community Network</b><br>454 W. Market Street<br>Xenia, OH 45385  |

| <b>Community Health Agencies</b>   |  |
|--|--|
| <b>Clark County Combined Health District</b><br>East Home Road<br>Springfield, OH 44503          | <b>Madison County/London City Combined Health District</b><br>13 North Oak Street<br>London, OH 43140    |
| <b>Community Hospital Health Care Center</b><br>1 East Pleasant Street<br>Springfield, OH 45506  | <b>Madison County Board of MRDD/Fairhaven School</b><br>1501 State Route #38 SE<br>London, OH 43140      |
| <b>Greene County Combined Health District</b><br>360 Wilson Drive, PO Box 250<br>Xenia, OH 45385 | <b>Health Ministries</b><br>Grace Baptist Church<br>109 N. Main Street<br>Cedarville, OH 45314           |
| <b>Rocking Horse Center</b><br>651 S. Limestone Street<br>Springfield, OH 45506                  | <b>Wellness on Wheels</b><br>3535 Southern Boulevard<br>Kettering, OH 45429                              |
| <b>Xenia City Schools</b><br>1087 W. Second Street<br>Xenia, OH 45385                            | <b>Patterson-Kennedy Elementary School</b><br>258 Wyoming Street<br>Dayton, OH 45402                     |
| <b>Ridgeville Christian School</b><br>946 Lower Springboro road<br>Springboro, OH 45066          | <b>Community Hospital Center for Occupational Health</b><br>2501 E. High Street<br>Springfield, OH 45505 |
| <b>Pregnancy Resource Center of Clark Co.</b><br>2612 Elmore Drive<br>Springfield, OH 45505      | <b>Twin Valley Behavior Healthcare</b><br>2611 Wayne Avenue<br>Dayton, OH 45420                          |
| <b>St. John's</b><br>100 W. McCreights Ave.<br>Springfield, OH 45504                             | <b>CedarCliff Schools</b><br>248 North Main Street<br>Cedarville, OH 45314                               |

## VI. STUDENT RESPONSIBILITIES

### A. Uniforms and Appearance

1. Uniform: Students are expected to look professional in the clinical setting. The official student uniform consists of navy slacks (optional pre-approved navy skirt for women), a white embroidered polo shirt, and an optional white embroidered lab coat as sold in the Cedarville University bookstore. No sweaters, undershirts, or other shirts may be worn under or over your uniform while on duty; if you are cold at clinical you will need to wear the Cedarville University lab coat. Uniform may only be purchased from the CU bookstore or from a prior CU nursing student. Additional uniform standards may be set by the clinical sites.

Uniform must be pressed. No frayed or slit pant legs.

\*In an effort to reduce the number of nosocomial infections, students should be aware that uniforms should ONLY be worn to and from clinicals and not on campus.

Hair: Neat and in place (not hanging in the face when bending forward). Adhere to hospital standards.

3. Nails: Clean, use discretion according to clinical site. No artificial nails.
4. Perfume, cologne, or aftershave: None is to be worn to clinical- (potentially irritating to patient/client).
5. Jewelry: Only wedding band and engagement ring if permitted by clinical site. No chains, necklaces or bracelets may be worn of any kind may be worn. A watch with a second hand is to be worn.
6. Identification: Department of Nursing/University photo ID must be worn in the clinical site for identification.
7. Shoes: Shoes must be white, uniform style, leather with no open toes or heels. Canvas shoes do not meet requirements of standard precautions.
8. Faculty has the option of dismissing students from clinical for unprofessional dress and/or appearance with a zero given for the clinical assignment for the day.

**B. Professional Liability Insurance**

All students enrolled in the clinical courses must carry their own professional liability insurance. The plan must include \$1,000,000-\$3,000,000 professional limits of liability and \$1,000,000 personal limitation of liability. A copy of the face page of the policy showing the policy number and expiration date will be on file in the Department of Nursing office prior to the junior year, and before clinicals during the senior year. The cost per student is \$13, payable to Cedarville University.

**C. Health Requirements for Clinical Practice**

Prior to participating in the first nursing/clinical course, each student must present a statement from a physician that he/she is in good health. The students are required to document the results of a physical examination and laboratory tests including: Negative Two Step Mantoux intermediate strength TB test (If Tuberculosis test is positive, a negative chest x-ray is needed one time.), Urinalysis, Hemoglobin, Rubella and Rubeola Titer, evidence of Chickenpox immunity, Tetanus Booster (within past 10 years), and Hepatitis B vaccine. Students may sign a declination form refusing Hepatitis B immunization. An annual one step Mantoux TB test is required thereafter.

**D. CPR Certification**

Current certification in Basic Life Support for Healthcare Providers is required of all students participating in clinical nursing courses. Evidence of certification must be presented prior to the beginning of both the junior and senior year.

**E. Supplies for Nursing Practice**

Each student is required to purchase his/her own: stethoscope, penlight, bandage scissors, resuscitation mask, and wrist watch with second hand.

**F. Students are responsible for knowing the contents of the Nursing Student Handbook.**

## **VII. STUDENT ORGANIZATIONS**

### **A. Christian Nurses' Association**

The mission of the Christian Nurses' Association (CNA) is to promote the spiritual and professional development of students who seek to serve God and their communities through the ministry of nursing. In fulfilling their mission, members of CNA seek to:

1. Practice a Biblical world view that matures members as nurses, students and individuals;
2. Provide educational encounters that contribute to the development of the students as health professionals; and
3. Collaborate with health professionals and other citizens in promoting the health of the community.

By-Laws of the CNA: see Appendix

### **B. Chi Theta Pi**

Chi Theta Pi is a campus organization with the purpose of providing advice and relevant experiences for students interested in health sciences professions.

### **C. Other**

Numerous student organizations, sports and music performance teams invite student participation. Faculty in the Department of Nursing encourage and facilitate active participation in these activities yet require students to fully meet Department of Nursing academic and godly living goals

## VIII. AWARDS AND SCHOLARSHIPS

### A. Honors Day

At the Cedarville University Honors Day program, awards are given to students from each department. The Department of Nursing Awards include:

1. The Pat Yoder Amstutz Nursing Award: This endowed annual award is granted to a deserving junior majoring in nursing and has been provided by Mr. and Mrs. Myron E. Amstutz.
2. The Kimberly Kerr Memorial Scholarship: Established in memory of Kimberly Kerr '75, this endowed fund provides scholarships to junior or senior nursing students based on demonstrated financial need and scholastic achievement.
3. The Lillian Kresge Award: Established in memory of Lillian Kresge, a resident of Cedarville who devoted her life to a career as a Christian nurse, this fund provides a scholarship for a junior or senior nursing student based on demonstrated need and scholastic achievement.
4. The Dorothy Hilma Leininger Nursing Award: This endowed annual award was established by Dr. Wayne E. Leiniger in honor of his wife, Dorothy Hilma Leiniger, in gratitude for her life and ministry. The award is granted to a full-time nursing student, sophomore or above, preparing to enter the nursing profession as a career missionary. The recipient demonstrates well-rounded interests and involvements, an exemplary Christian testimony, active Christian service, Christian principles, compassion and care for others, and financial need.
5. The Taylor Scholarship Award: Established in honor of Ruel B. and M. Ethel Taylor by their children and grandchildren, this endowed scholarship award is granted to a full-time junior nursing student in the top ten percent of the nursing class. The recipient demonstrates financial need, is committed to honoring and serving the Lord and Savior Jesus Christ, and is an excellent prospect for a successful career in nursing.
6. The Alumni Scholarship in Nursing Award: Offered due to the generosity of BSN graduates to outstanding freshman, sophomore, or junior (or, in rare circumstances, an outstanding senior applicant). The recipient demonstrates high academic ability and potential for reflecting the purposes of the Department of Nursing and Cedarville University.

### B. Scholarships

Department of Nursing students are eligible for a variety of scholarships and awards through the campus Financial Aid office. Students should contact the Director of Financial Aid, your advisor and staff in the Department of Nursing for more information. A list of various scholarships available in the Department of Nursing office. Check on line at [www.aacn.nche.edu](http://www.aacn.nche.edu).

Appendix A

By-Laws  
of the Cedarville University Department of Nursing  
Christian Nurses Association

# **CEDARVILLE UNIVERSITY DEPARTMENT OF NURSING CHRISTIAN NURSES ASSOCIATION BYLAWS**

## **ARTICLE I. NAME**

The name of this organization shall be the Christian Nurses Association, hereafter referred to as the CNA.

## **ARTICLE II MISSION STATEMENT**

The mission of the Christian Nurses Association (CNA) is to promote the personal and professional development of students who seek to serve God and their communities through the ministry of nursing. In fulfilling that mission, members of the CNA seek to:

- a. practice a Biblical world view that matures members as nurses, students, and individuals;
- b. provide educational encounters that contribute to the development of the students as health professionals; and
- c. collaborate with health professionals and other citizens in promoting the health of the community.

## **ARTICLE III MEMBERS**

Section 1. Members in the Christian Nurses Association (CNA)

Every declared Cedarville University nursing major with a minimum grade point average (GPA) of 2.5 or above is considered to be a member of the CNA.

Section 2. Dues

There will be no regular collection of dues from members of the CNA. However, the CNA reserves the right, at the discretion of the officers, to collect monies from participants as the activities may demand. Additional financial needs of the CNA will be met principally through the fund-raising efforts of the Association.

## **ARTICLE IV OFFICERS**

Section 1. Officers of the CNA and Faculty Advisor

Officers of the CNA shall be a president, a vice president, a secretary, a treasurer, a publicity chairperson, a chaplain, a computer administrator, and additional officers to ensure two representatives from each nursing class (freshman, sophomore, junior and senior). A representative of the Department of Nursing faculty will be appointed as an advisor to the CNA.

Section 2. Eligibility

1. All officers of the CNA shall be declared Cedarville University nursing majors with a GPA of 2.8 or above.

2. The president of the CNA shall be a member of the senior nursing class.
3. The vice president of the CNA shall be a member of either the senior or the junior nursing class.
4. The remaining offices shall be filled by members from either the freshman, sophomore, junior, or senior nursing classes.

### Section 3. Term of Office

The term of office shall be one academic year in length.

### Section 4. Duties of the Officers

1. **The president shall:**
  - a. Serve as the principal officer of the CNA and preside at all officers' meetings and all activities of the CNA.
  - b. Be responsible for seeing that the decisions of the CNA officers are carried out.
  - c. Appoint committees and chairpersons of these committees, subject to the approval of the CNA officers, and make other appointments as necessary.
  - d. Represent the CNA in matters relating to the association.
  - e. Represent the CNA to the SGA's Presidents' Council and attend their required meetings.
  - f. Have such other powers and perform such other duties as may be necessary for the office of the CNA president.
2. **The vice president shall:**
  - a. Assume the duties of the president in the absence or disability of the president.
  - b. Assume the role of the president, in case of a vacancy in the office, until such vacancy has been filled.
  - c. Serve as ex-officio member of all the CNA committees.
3. **The secretary shall:**
  - a. Prepare and distribute the minutes of all meetings of the CNA officers.
  - b. Keep inventory of supplies available to CNA.
4. **The treasurer shall:**
  - a. Oversee the funds of the CNA, and be responsible for the preparation of an annual financial report.
  - b. Serve as chairperson of the fund-raising committee, if such a committee is deemed necessary by the officers of the CNA.
5. **The publicity chairman shall:**

Promote and publicize the planned activities of the CNA.
6. The chaplain shall:

Encourage the spiritual growth of members in the CNA.

7. The computer administrator shall:  
Update and keep current the CNA home page.

#### Section 5. Overall Responsibility

All officers, regardless of specified responsibilities, will work together for the overall good of the CNA, and will perform duties as assigned by the president. Officers of the CNA will have the following responsibilities:

1. Plan, coordinate and implement activities designed to fulfill the mission of the CNA;
2. Approve any commitment in the form of action or financial obligation involved in the CNA's relationship with other organizations;
3. Approve the budget and oversee the financial status of the CNA accounts.

#### Section 6. Vacancies

A vacancy of any of the CNA offices will be filled by election of an officer by the class which that officer represents.

### ARTICLE V NOMINATIONS AND ELECTIONS

#### Section 1. Nominations

Nomination for officers will be received from sophomore, and junior classes the eighth week of spring semester. Nursing majors in each of the three classes will be asked to nominate the persons that are deemed eligible for the CNA leadership positions. Nominations from the freshmen class will be received during the first three weeks of the fall semester.

The three persons from each class receiving the most votes will be considered as the nominees from that class. In the case of tie votes, more than three persons may be considered as nominees. Nominees' records will be examined for eligibility, and nominees will be contacted personally by the faculty advisor to the CNA to determine their willingness to have their names submitted as candidates for an officer of the CNA.

#### Section 2. Elections

The election of officers for the CNA from the list of candidates will be by ballot voting from each of the three classes: freshman, sophomore, and junior. Elections will be held the sixth week of spring semester. A plurality vote shall elect officers of the CNA. In the case of a tie vote, the current CNA officers and the faculty advisor shall determine an appropriate course of action.

#### Section 3. Election of incoming freshman representatives

Incoming freshmen shall nominate and elect two representatives to the CNA within the first six weeks of the academic year. The term of office for the freshman representatives will be until the end of that academic year.

## ARTICLE VI MEETINGS

### Section 1. Meetings/activities of the CNA membership

Meetings for the members of the CNA shall be in accordance with the stated mission of the CNA and shall be a minimum of two meetings/activities each semester.

### Section 2. Meetings of the CNA officers

Meetings of the CNA officers shall be a minimum of one meeting each month during the school year; other meetings will be called at the discretion of the president of the CNA in consultation with the faculty advisor.

The quorum for voting during meetings of the CNA officers shall consist of at least half of the CNA officers and shall include the president or vice president.

## ARTICLE VII COMMITTEES

The officers of the CNA shall establish committees as deemed necessary and beneficial to aid in the planning and implementation of CNA meetings and activities. The officers of the CNA shall determine the specific functions, terms, and membership of the committees. The vice president of the CNA will serve as an ex-officio member of all CNA committees.

## ARTICLE VIII AMENDMENTS

These bylaws may be amended at a meeting of the CNA officers by a 2/3 vote of the officers, provided that notice of the proposed amendments has been sent to the CNA officers at least two weeks prior to the meeting during which the vote on the amendment will take place.

Appendix B  
Stewardship of the Nursing Department Facilities

## **STEWARDSHIP OF NURSING DEPARTMENT FACILITIES**

1. Students are welcome as guests in the Department of Nursing office.
2. Students are asked not to go into the workroom adjacent to the Department of Nursing office, where tests and other confidential materials are being processed. The copy machine is designated for Department use rather than for individual student use.
3. Multimedia Lab: See guidelines for use of Multimedia Lab. Feel free to use the computers for your assignments unless they are being used for testing. Please limit the amount of printing you do in the Multimedia Lab.
4. Barrett Clinical Lab: See guidelines for use of Clinical Lab. Careful use of equipment and thrifty use of supplies is very important. Certain items may be borrowed from the lab with permission, but must be signed out and returned in a timely manner. For example, wheelchairs are sometimes used by disabled guests of the university for a day or a weekend.
5. Faculty offices and appointments: Each Cedarville University faculty typically has 5 hours per week designated for student appointments. Department of Nursing faculty are off-campus two days each week for clinicals. Faculty may be contacted by e-mail or phone to make appointments.
6. CNA Room: This room has reference books and tables for study, a bulletin board for memos from faculty and other pertinent information, faculty boxes for assignments.
7. Certain other rooms may be scheduled by appointment. See Department of Nursing office for more information.
8. Fitness Room: reserved for faculty and staff.

