



Coppin State University

Helene Fuld School of Nursing

Student Handbook

2004 - 2006



COPPIN STATE UNIVERSITY

HELENE FULD SCHOOL OF NURSING

Dear Undergraduate Student,

You have made a decision that will shape the rest of your life. Because of your decision to become a nurse you will soon be joining the ranks of individuals who are caring, sensitive, giving and who want to make a difference. More importantly you have chosen Coppin State University and will become a part of the legacy of excellence in nursing education and practice.

The information contained in this handbook will prove to be an invaluable resource as you progress towards your goal. Good Luck in all you strive to do and remember “We Care.”

Sincerely,

Marcella A. Copes, RN, PhD
Dean and Professor



Dr. Marcella A. Copes
Dean and Professor



Coppin State University Undergraduate Student Handbook



TABLE OF CONTENTS

| | |
|---|----|
| Greetings from the Dean of Nursing..... | ii |
| Mission | 1 |
| History of the University | 1 |
| Historical Time Line | 2 |
| Alma Mater | 3 |
| Curriculum | 5 |
| Philosophy..... | 6 |
| Program Objectives | 8 |
| Level Objectives | 10 |
| Conceptual Framework..... | 11 |
| Conceptual Framework Glossary | 13 |
| Conceptual Model of Nursing Practice..... | 16 |
| Generic Program of Study..... | 17 |
| Course Descriptions | 19 |
| RN-BSN Program of Study | 24 |
| Direct Transfer Credits | 25 |
| Accelerated Program of Study RN to BSN Track Accelerated) | 26 |
| Nursing Departmental Honors Program | 27 |
| Admission Policies | 29 |
| Admission Policies for Nursing Students..... | 30 |
| Registration | 34 |
| Pre-Registration | 34 |
| Nursing Entrance Test Policies and Procedures..... | 34 |
| Academic Policies | 37 |
| Progression and Retention Policies..... | 38 |
| Grading..... | 39 |
| Computation Test Policy..... | 39 |
| Evaluation of Student Performance | 40 |
| Grading Policy Grid | 40 |
| ATI | 41 |
| Mid-term Warning Procedure | 42 |
| Mid-term Counseling Sheet..... | 43 |
| Grade Point Average | 44 |
| Incomplete Grades..... | 44 |
| Grade Changes | 45 |
| Missed Examination, Quizzes and Assignment | 45 |
| Change of Grade Form | 46 |
| Criteria for Written Papers and Projects..... | 47 |

| | |
|---|----|
| Classroom Decorum | 48 |
| Classroom Attendance | 48 |
| Facility Orientation Procedure for Faculty/Students..... | 50 |
| Student Orientation..... | 51 |
| Evaluation of Facility Orientation | 52 |
| Policies on Clinical Rotation Schedule | 55 |
| Policy on Clinical Attendance | 55 |
| Nursing Student Clinical Assignment Procedure..... | 56 |
| Policy on Unsafe Clinical Performance | 62 |
| Clinical Site Incident Report Form..... | 63 |
| Academic Advisement Process | 65 |
| Student Class Requirement Form..... | 66 |
| Student Academic Due Process | 67 |
| Probation and Dismissal Policies | 69 |
| Process For Requesting Re-Admission | 69 |
| Withdrawal Process..... | 70 |
| Voluntary Withdrawal..... | 70 |
| Withdrawal Form..... | 71 |
| Dress Code..... | 72 |
| Guidelines for Student Uniforms..... | 72 |
| CAP Policy | 73 |
| Drug Policy Statement & Drug Testing Program..... | 73 |
| Sanctions..... | 75 |
| Consent to the Testing of Urine Sample and Authorization for Release of Information | 76 |
| Health Policies..... | 78 |
| Student Clinical Supervision Policy | 79 |
| Student Medical & Administrative Clearance for Clinical | 81 |
| External Affairs Policies and Procedures..... | 83 |
| Physical Examinations | 84 |
| Vision Screening..... | 84 |
| Tuberculin Tests | 84 |
| Inoculations | 84 |
| Communicable Diseases | 84 |
| Health Insurance | 85 |
| Pregnancy | 85 |
| Medical Withdrawal/Faculty Notification | 85 |
| Americans with Disabilities Act..... | 86 |
| Cardiopulmonary Resuscitation | 86 |
| General Policies..... | 88 |
| Honor Code: Academic and Clinical Matters | 89 |
| Professionalism..... | 89 |
| Characteristics..... | 89 |
| Student Codes | 90 |
| Unlawful Acts | 90 |
| Confidentiality | 90 |
| Resources And Organizations..... | 91 |
| USM Policy on Call-up to Active Military Duty | 92 |
| Implementation Procedures | 95 |
| Policy & Procedures Governing the Closing of the University | 96 |
| Transportation - Clinical Sites | 99 |

| | |
|---|-----|
| Other General Policies..... | 99 |
| Requirements for Participation in Pinning Ceremony..... | 99 |
| School Pin | 99 |
| Graduation Requirements..... | 99 |
| Senior Comprehensive Examination Policy | 100 |
| University Resources and Professional Nursing Organizations | 101 |
| Coppin State University Student Handbook | 102 |
| Availability of Computers..... | 102 |
| The Parlett L. Moore Library | 103 |
| Residence Life..... | 104 |
| Why Live on Campus | 104 |
| Room Assignments..... | 104 |
| University Bookstore..... | 105 |
| Cafeteria..... | 105 |
| Coppin Center: Sports Facility | 105 |
| Nursing Resource Center | 106 |
| Nursing Student Enrichment Program..... | 106 |
| NSEP Criteria for Student Referral..... | 106 |
| NSEP Tutorial Contract..... | 107 |
| Nursing Student Organizations | 108 |
| Chi Eta Phi Sorority, Inc | 108 |
| Criteria (Undergraduate) | 108 |
| Mary Mahoney Nursing Honor Society..... | 108 |
| Scholarship, Grant, and Loan Information..... | 109 |
| Ethel Gordon Scholarship Fund..... | 114 |
| Scholarships for Disadvantaged Students (SDS) Program..... | 115 |
| Nursing Student's Association (NSA) | 116 |
| Student Bill of Rights..... | 117 |
| Nursing Students' Association By-Laws | 119 |
| Student Participation in Division Governance..... | 130 |
| Points of Interest in Baltimore and Suburban Areas | 131 |
| University Libraries | 132 |
| Public Libraries | 133 |
| Other Libraries..... | 133 |
| Points of Interest in Baltimore and Surrounding Area..... | 134 |
| Dining..... | 136 |
| Downtown Baltimore | 136 |
| Alphabetic Index..... | 137 |

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING**

MISSION

The primary mission of Coppin State University is to provide high quality undergraduate and graduate education in the arts and sciences and in pre-professional and professional areas including teacher education and nursing. Within the University System of Maryland, Coppin State University has the unique mission of focusing on the problems, needs, and aspirations of the people of Baltimore's central city and its immediate metropolitan area. As a part of that community, the University faces and addresses many challenges. In order to meet these challenges, Coppin State University will continue to develop as a model comprehensive, urban, liberal arts university offering innovative, career-oriented instructional programs designed to serve the needs of the central city, the metropolitan area, the State, and the nation.

HISTORY OF THE UNIVERSITY

In 1900, at Douglass High School on Pennsylvania Avenue, the Baltimore City School Board initiated a one-year training course for the preparation of African-American elementary school teachers. In 1902 the training program was expanded to a two-year Normal Department within the high school, and seven years later it was separated from the high school and given its own principal.

In 1926 this facility for teacher training was named Fanny Jackson Coppin Normal School in honor of an outstanding African-American woman who was a pioneer in teacher education. By 1930 the curriculum was lengthened to four years, authority was given for the granting of the Bachelor of Science degree, and the name of the Normal School was changed to Coppin Teachers College.

A twelve-year struggle for survival culminated in 1950 when Coppin became part of the higher education system of Maryland under the State Department of Education and was renamed Coppin State Teachers College. Two years later the College moved to its present 38-acre site on West North Avenue.

In acknowledgement of the goals and objectives of the College, the Board of Trustees ruled in 1963 that the institution's degree-granting authority would no longer be restricted to teacher education. Following this ruling, Coppin was officially renamed Coppin State College, and in 1967 the first Bachelor of Arts degree was conferred. In 1988, the College became part of the newly organized University of Maryland System. (Now the University System of Maryland)

Coppin provides an academic program which includes the Division of Arts and Sciences, the Division of Education, the School of Nursing, and the Division of Graduate Studies and the Division of Honors.

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING**

HISTORICAL TIME LINE

| | |
|-----------|--|
| September | 1974 - First class of 49 students admitted to the School of Nursing 1974 - The Nursing Students Association was chartered 1975 - Faculty increased to 10 and freshmen enrollment to 62 students. 1976 - Registered Nurses seeking a baccalaureate degree admitted to the School of Nursing |
| May | 1977 - School of Nursing received final approval by the Maryland State Board of examiners of Nursing 1977 - First Capping and Pinning Ceremony was held. 1977 - First class of four students was graduated 1979 - School of Nursing awarded full accreditation by the National League for Nursing |
| November | 1981 - Dr. Loretta M. Richardson named Dean 1987 - Newsletter, The Mentor, was initiated 1989 - Newly remodeled Nursing Resource Center dedicated in name of Ethel Gordon |
| February | 1990 - First pre-clinical ceremony held |
| Spring | 1991 - Chi Eta Phi Gamma Alpha Beta Chapter Chartered |
| Summer | 1991 - Dr. Doris Starks appointed Dean |
| July | 1995 - Coppin State College Nurse Managed Clinic opened |
| October | 1995 - Coppin State College Nurse Managed Clinic officially dedicated 1996 - Mary Mahoney Nursing Honor Society founded by Karen E. B. Evans 1998 - Mrs. Frances Gordon appointed Acting Dean |
| June | 1999 - Family Nurse Practitioner program approved by the Maryland State Board of Examiner of Nurses |
| June 23 | 1999 - Family Nurse Practitioner Masters of Science Program approved by Maryland Higher Education Commission |
| August | 1999 - Ten students admitted to the Family Nurse Practitioner Master's Program |
| August | 1999 - Dr. Marcella A. Copes appointed Dean |
| April | 2004 - Name Officially Changed to Coppin State University - Division of Nursing became a School of Nursing |

COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING

ALMA MATER



Hail to Thee, Coppin, our Alma
Mater true,
We raise our song to thee with hearts
anew;

Thy name has been our pride,
Thy light has been our guide,
Leading us ever on
Through all the years.

Hail to Thee, Coppin, our Alma Mater true,
Emblem of Light and Love, our Gold and Blue.
Here at thy shrine we bow,
Gladly to make our vow
That we shall always stand loyal to thee.

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING**

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING**

CURRICULUM

CURRICULUM

PHILOSOPHY

The School of Nursing, as an integral part of Coppin State University, is committed to the academic goals of the Parent Institution. Through its Program of Study and outreach service, the School of Nursing fosters the University's unique mission of focusing on the problems, needs and aspirations of the people of Baltimore's Central City, which is acknowledged as a vulnerable population. Faculty are committed to providing resources needed to expand the margin of success of students from the University's service area.

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

Faculty recognize the worth and dignity of the individual as a holistic being with bio-psychosocial and spiritual needs. Faculty believe there is a dynamic exchange and interdependence among the individual, his/her internal, and external environments. The internal environment relates to the homeostatic functioning of the bio-psychosocial and spiritual aspects of the client, which is defined as individual, family, and community. The external environment is composed of perceptual, conceptual, and operational dimensions.

Faculty believe one important component of the external environment is the health care delivery system. Because of its dynamic state, the health care delivery system influences the individual's ability to protect integrity, conserve energy, and maintain balance. Through the process of adaptation, the individual responds in an integrated fashion to internal and external environmental forces in order to protect integrity and maintain balance. When adapting to the environment, the individual uses multiple levels of responses. Nursing, an interactive process, is based on an understanding of the individual's relationship with the environment and adaptive processes, and right to participate in nursing care as a partner. The nurse empowers the client with skills needed to make decisions related to 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 individual's ability to adapt to the environment. When adaptation is unsuccessful, the client's health will decline and it can continue to decline until death occurs. Health care delivery requires sensitivity to societal needs, demands and values, also a culturally sensitive provider, and responsiveness to changing trends and needs of the client. The professional nurse functions in the health care delivery system in a collaborative role, as well as an interdependent and independent provider.

CURRICULUM

Philosophy (cont'd.)

Faculty believe nursing is a scientific and interactive discipline which facilitates the promotion, maintenance and restoration of adaptive responses in clients, through therapeutic nursing interventions. The goal of professional nursing is to maximize the adaptation level achieved by individuals, families and groups, whose health status influences the health of communities. The professional nurse manages nursing services delivered to clients in a variety of settings including hospitals, homes, and community based health care centers. The professional nurse utilizes critical thinking, psychomotor, communication, and other affective skills to perform the nursing process through which therapeutic nursing interventions are delivered.

Faculty believe education is an individual process in which the instructor and student have shared responsibility for promoting growth in the cognitive, psychomotor and affective domains. Experiences are provided which enhance students' development of self-direction as they become increasingly responsible for their own learning. Faculty stimulate students' motivation toward achieving professional attributes of intellectual inquiry, analytical thinking, judgment, creativity, caring, appreciation of values, and positive self-regard. As students develop critical thinking skills, they demonstrate increased ability to make reasoned decisions, and judgments to solve clinical practice problems and use new technology.

Baccalaureate education, with a major in nursing, is the minimum preparation for professional practice in nursing. 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 under conditions of change.

Baccalaureate education provides students with the opportunity to acquire nursing skills and knowledge and to establish patterns of intellectual inquiry. These are essential competencies for the professional nurse who will effectively anticipate needed changes in health care delivery systems in an evolving society. Baccalaureate education promotes self-assessment and a belief in continued personal and professional growth through learning experiences. The faculty believe that baccalaureate education prepares the graduate for the emerging roles of the beginning nurse generalist and provides the foundation for graduate study.

Based on the preceding statements, faculty have identified Myra Levine's Nursing Theory Model as the organizing framework for the curriculum.

CURRICULUM

PROGRAM OBJECTIVES

Upon completion of the Program, the graduate will be able to:

1. Synthesize knowledge from the natural and behavioral sciences, the humanities and nursing to implement nursing practice decisions.
2. 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.
3. Use critical thinking 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.
4. Assist individuals, families and groups to identify and mobilize resources to meet health care needs.
5. Collaborate with consumers, members of the health care team, and others to improve the delivery of health care.
6. Use research findings in nursing practice.
7. Use leadership strategies while functioning as a caregiver and manager of nursing care.
8. Accept professional and legal responsibility for nursing practice.

CURRICULUM

LEVEL OBJECTIVES

| LEVEL I | LEVEL II | LEVEL III | TERMINAL OBJECTIVES |
|---|--|---|--|
| <ol style="list-style-type: none"> 1. Identify concepts from the natural and behavioral sciences and the humanities which relate to the individual. 2. Develop critical thinking skills which can be used to implement the nursing process. 3. Demonstrate communication and other affective skills which can support therapeutic nursing interventions. | <ol style="list-style-type: none"> 1. Apply knowledge from the natural and behavioral sciences, the humanities and nursing to make nursing practice decisions when providing care to individuals. 2. Use the nursing process with emphasis on <u>assessment</u>, <u>diagnosis</u>, and <u>planning</u> of nursing care for culturally diverse individuals across the life span in selected health settings. 3. Use critical thinking strategies, communication, and other affective skills as well as psychomotor skills to provide therapeutic nursing interventions to culturally diverse individuals in varying health states. | <ol style="list-style-type: none"> 1. Analyze knowledge from the natural and behavioral sciences, the humanities and nursing to implement nursing practice decisions when providing care to individuals and families. 2. Apply the nursing process with emphasis on <u>planning</u> and <u>implementing</u> nursing care for culturally diverse individuals and families across the life span. 3. Employ critical thinking 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. | <ol style="list-style-type: none"> 1. Synthesize knowledge from the natural and behavioral sciences, the humanities, and nursing to make nursing practice decisions. 2. 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. 3. Use critical thinking 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. |

CURRICULUM

LEVEL OBJECTIVES (Cont'd)

| LEVEL I | LEVEL II | LEVEL III | TERMINAL OBJECTIVES |
|--|--|--|--|
| <p>4. Identify environmental factors which have an affect on the health of individuals.</p> <p>5. Describe the roles and functions of members of the health team</p> <p>6. Discuss the research process and influences on nursing practice.</p> <p>7. Identify the roles of the professional nurse.</p> <p>8. Identify personal qualities needed to function in a professional role.</p> | <p>4. Recognize resources to assist individuals and families to meet health care needs.</p> <p>5. Function as a beginning member of the health team to deliver health care.</p> <p>6. Describe scientific approaches for assessing the health of individuals.</p> <p>7. Discuss responsibilities of the professional nurse as caregiver.</p> <p>8. Discuss professional and legal responsibilities for nursing practice.</p> | <p>4. Assist individuals and families to identify resources to meet health care needs.</p> <p>5. Participate as a member of the health team to deliver health care with minimum supervision.</p> <p>6. Employ research findings to affect change in the delivery of nursing care.</p> <p>7. Demonstrate an understanding of the responsibilities of the professional nurse as a caregiver.</p> <p>8. Accept professional and legal responsibilities for nursing practice in structured settings.</p> | <p>4. Assist individuals, families, and groups to identify and mobilize resources to meet health care needs.</p> <p>5. Collaborate with consumers, members of the health team, and others to improve the delivery of health care.</p> <p>6. Use research findings in nursing practice.</p> <p>7. Use leadership strategies while functioning as a caregiver and manager of nursing care.</p> <p>8. Demonstrate professional and legal responsibilities for nursing practice.</p> |

CURRICULUM

CONCEPTUAL FRAMEWORK

The 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.

The individual is a holistic being who changes due to continual interaction with his internal and external environments. His 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 and personal, social and structural integrity.

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 preservation of personal, social, and structural integrity. The individual's personal integrity includes self-perception, self respect, self-esteem, and identity. Social integrity includes selfhood, beliefs, values, and socioeconomic status. Structural integrity includes healing, biological and patho-physiological processes.

The individual 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.

CURRICULUM

Conceptual Framework (cont'd.)

The personal integrity of the family refers to its identity, respect, and self-awareness. It is the family's relationship with its social environment-the community-that helps the family to define itself. Social integrity of the family may include relationships with church, school, or 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 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. Among the various functions of the community is its ability to provide the goods and services needed to conserve the energy and integrity of its members. 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, teacher/counselor, 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, critical thinking, affective and psychomotor skills. The nurse evaluates nursing care using a continuous, cyclic process that involves the reassessment of client needs and reformulation of goals and intervention strategies to promote client adaptation.

CURRICULUM

CONCEPTUAL FRAMEWORK GLOSSARY

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

Altruism: is the burdensome concern for the welfare of the client system.

Client: the individual, family, and community.

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 intervention 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 remains 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 form 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.

Development: a qualitative change in psychosocial and spiritual functioning that follows a universal sequence and is measured by standardized tests and observations of the client's ability to function and perform certain tasks.

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.

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

CURRICULUM

Conceptual Framework (cont'd)

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.

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.

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.

Equality: is providing proficient nursing care to the client system based on needs irrespective of personal characteristics, privileges or status.

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

Freedom: is the confident capacity to allow choice in treatment modalities and controversial issues impacting on the nursing profession.

Growth: a quantitative change; an increase in size.

Health: a pattern of orderly, sequential adaptive change accomplished with the least expenditure of energy in as economic and expeditious a manner as possible.

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.

CURRICULUM

Conceptual Framework (cont'd)

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.

Instructive interventions: nursing actions designed to promote successful adaptation that emphasize health promotion, disease prevention, and anticipatory guidance.

Integrity: one-ness or wholeness.

Personal integrity: perceived wholeness of the client fostered by ownership of identity, respect, and esteem.

Social integrity: perceived wholeness of the client fostered by the various relationships shared with others.

Structural integrity: perceived wholeness of the client fostered by biological and pathophysiological processes, composition, and functioning.

Justice: is the objective upholding of moral and legal principles when interfacing with the health care delivery system.

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.

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.

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.

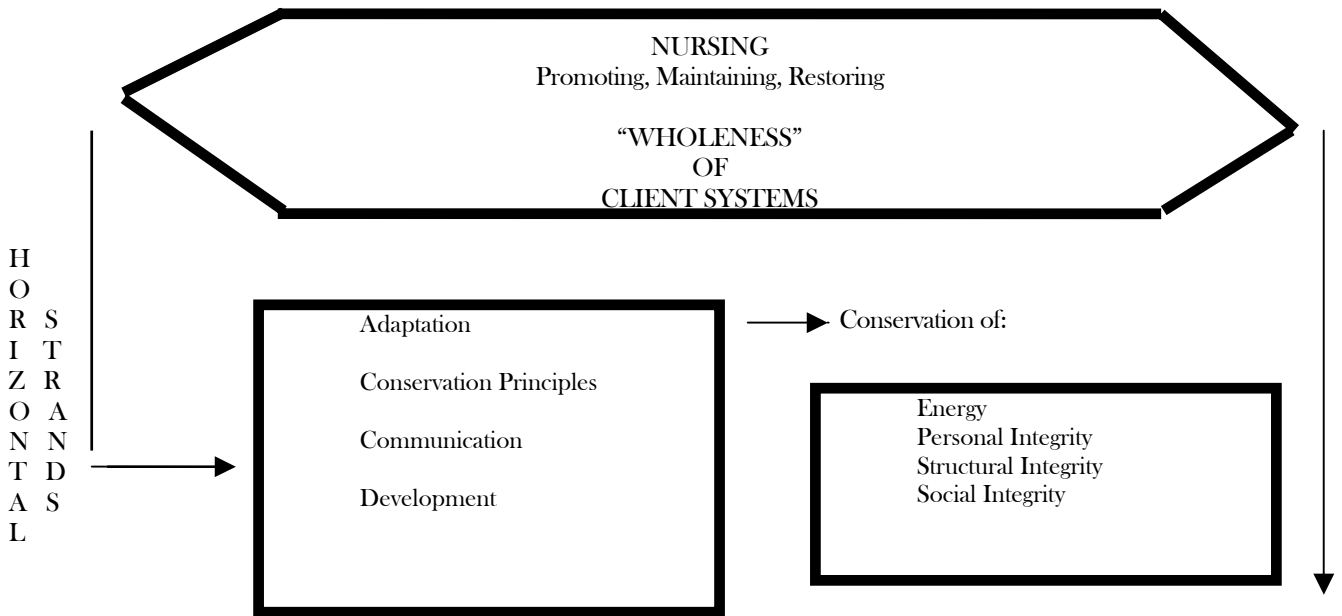
Therapeutic communication: the goal directed dynamic, multi-sensory interchange between the nurse and the individual, family, and community.

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

Truth: is the accountable faithfulness to facts or reality when participating in professional efforts to protect the client system.

CURRICULUM

CONCEPTUAL MODEL OF NURSING PRACTICE (Modified from Nursing Theory developed by Myra E. Levine)



| CLIENTS | ENVIRONMENT | HEALTH/ILLNESS | NURSING_ROLES | NURSING_PROCESS |
|--|--|---|---|--|
| Individuals Families Communities | <u>Internal</u> Biological Psychological Socio-cultural Spiritual <u>External</u> Perceptual Operational Concept ional | Wholeness Unsuccessful adaptation of client | Direct Caregiver Teacher/Counselor Coordinator/ Collaborator Advocate Leader/Manager Change Agent Researcher Socio-Political Activist | <u>Assessment</u> 1. Health Perception-Management pattern 2. Nutrition-Metabolic Pattern 3. Clinication Pattern 4. Activity-Exercise Pattern 5. Sleep-Rest Pattern 6. Cognitive-Perceptual Pattern 7. Self-Perception /Concept Pattern 8. Role-Relation Pattern 9. Sexuality-Reproduction Pattern 10. Coping-Stress Pattern 11. Value-Belief Pattern <u>Diagnosis Plan</u> 1. Client goals 2. Interventions/rationale <u>IMPLEMENTATION/RATIONAL EVALUATION</u> |

Vertical Strands

CURRICULUM

GENERIC PROGRAM OF STUDY

The School of Nursing offers a Bachelor of Science Nursing to generic nursing students and to RN to BSN students. This degree offers a great deal of mobility and high earning potential increasing opportunities for upward mobility and professional growth.

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.

As a generic student, a total of 126 credit hours are required to earn a Bachelor of Science in Nursing.

CURRICULUM

COPPIN STATE UNIVERSITY HELENE FULD SCHOOL OF NURSING TRADITIONAL BSN PROGRAM OF STUDY

LEVEL I (Freshman)

| Fall Semester | Spring Semester |
|---|---|
| ENGL 101 English Composition I 3 | ENGL 102 English Composition II 3 |
| NURS 120 Academic Success in Nursing 3 | SOCI 201 Intro. to Sociology 3 |
| HIST 201 World History I <u>or</u> | SPCH 105 Speech Communication <u>or</u> |
| HIST 203 U.S. History I <u>or</u> | SPCH 202 Principles of Interviewing <u>or</u> |
| HIST 205 African-American History I 3 | SPCH 204 Critical Listening 3 |
| BIOL 201 Human Anatomy and Physiology I 4 | BIOL 203 Human Anatomy and Physiology II 4 |
| PSYC 201 General Psychology 3 | MATH 110 College Algebra 3 |
| Semester Total 16 | Semester Total 16 |

LEVEL II (Sophomore)

| | |
|--|--|
| PHIL 102 Logic <u>or</u> | NURS BIOL 308 Microbiology 4 |
| PHIL 201 Intro. to Philosophy 3 | NURS 208 Clinical Computations 1 |
| WLIT 203 World Literature I <u>or</u> | NURS 212 Intro. to the Nursing Process II 4 |
| WLIT 204 World Literature II 3 | NURS 213 Normal/Applied Nutrition 3 |
| NURS 211 Intro. to the Nursing Process I 4 | NURS 214 Nursing Care to Promote Urban Family Health 3 |
| CHEM 103 Chemistry for Health Sciences 4 | |
| HIST 202 World History II <u>or</u> | |
| HIST 204 U.S. History II <u>or</u> | |
| HIST 206 African-American History II 3 | |
| Semester Total 17 | Semester Total 15 |

LEVEL III (Junior)

| | |
|--|---|
| ART 105 Intro to Ceramic Sculpture <u>or</u> | ENGL Elective (200 level or above) 3 |
| IDIS 102 Music and Dance <u>or</u> | MATH 203 Basic Statistics 3 |
| IDIS 103 Visual Arts and Theater <u>or</u> | NURS 314 Nursing For Urban Family 9 |
| MUSC 201 Survey of Jazz Music <u>or</u> | NURS 316 Pathophysiology and Therapeutic Regimen II 3 |
| PHED 225 Fundamentals of Choreography <u>or</u> | |
| THEA 211 Fundamentals of Acting <u>or</u> | |
| LANG Any Foreign Language Course 3 | |
| NURS 311 Medical Surgical Nursing 9 | |
| NURS 313 Pathophysiology and Therapeutic Regimen I 3 | |
| Semester Total 15 | Semester Total 18 |

LEVEL IV (Senior)

| | |
|---|---|
| NURS 405 Med-Surg./Psychiatric Nsg. 9 | NURS 415 Special Topics in Nursing 3 |
| NURS 315 Introduction to Nursing Research 3 | NURS 416 Urban Health Care within the Community 6 |
| NURS 318 Nursing Informatics 2 | NURS 420 Social, Political Action/Leadership 6 |
| NURS 412 Special Practicum in Nursing * (4) | |
| Semester Total 14 | Semester Total 15 |

Lower Division Nursing Credits = 18
Upper Division Nursing Credits = 53
Total Nursing Credits = 71

General Education Credits = 55
(3 Elective credits included)
Total Credits = 126

* Course is mandatory for those individuals who have not passed one out of two comprehensive exams 1/05- Revised/Trad. BSN Program of Study DAB

CURRICULUM

COURSE DESCRIPTIONS

NURS 120 ACHIEVING ACADEMIC SUCCESS IN NURSING (3 credits)

A course during which nursing students are guided in forming the "psychology of success" which will enhance achievement and retention in subsequent courses. In addition, selected basic concepts which are relevant to nursing practice, such as medical terminology, are introduced. *(Prerequisite: admission to the nursing program)

NURS 208 CLINICAL COMPUTATIONS (1 credit)

A course that develops skill in calculating dosage of medications and preparation of solutions used in health care delivery systems. *(Prerequisites: Completion of all Level I courses and MATH 110, fall semester level II courses; Co-requisites: BIOL 308, NURS 212, NURS 213 and NURS 214)

Students who have completed all Level I courses may take NURS 120 & NURS 211 concurrently
Second degree students are exempted from **NURS 120**.

NURS 211 INTRODUCTION TO THE NURSING PROCESS I (4 credits)

A course that introduces the conceptual bases of nursing with emphasis on curriculum strands and the nursing process. Basic assessment, interpersonal and psychomotor skills are the focus of this course. *(Prerequisite: Completion of all Level I courses in the Nursing Program of Study; Co-requisite: MATH 110 and CHEM 103; WLIT 203 or 204; HIST 202, 204 or 206.)

NURS 212 INTRODUCTION TO THE NURSING PROCESS II (4 credits)

A course that focuses on the bio-psychosocial, spiritual and cultural concepts of the individual which are basic to nursing practice. Initial clinical experience in the application of health assessment skills and the conservation principles in the care of well individuals across the life cycle is provided. (Prerequisite: Completion of all Level I courses and fall semester Level II courses in the Nursing Program of Study. WLIT 203, 204, HX 202; Co-requisites: BIOL 308, NURS 208, NURS 213 and NURS 214.)

NURS 213 NORMAL/APPLIED NUTRITION (3 credits)

A course that focuses on normal and applied nutrition involving clients with ability/inability to conserve energy and maintain structural, personal, and social integrity. Emphasis is placed on nutritional adaptation. (Prerequisite: Completion of all Level I courses and all fall semester level II courses in the Nursing Program of Study; Co-requisites: BIOL 308, NURS 208, NURS 212 and NURS 214.)

**** NURS 120 REPLACES FRESHMEN ORIENTATION.**

CURRICULUM

Course Descriptions (cont'd)

NURS 214 NURSING CARE TO PROMOTE URBAN FAMILY HEALTH (3 credits)

A course that introduces concepts of healthy family development and dynamics for urban families. Includes family assessment, growth and development of individuals, and nursing strategies to promote urban family health and family functioning. (Prerequisites: Completion of all Level I courses and all fall semester Level II courses in the Nursing Program of Study; Co-requisites: BIOL 308, NURS 208, NURS 212, and NURS 213.)

NURS 217 HEALTH ASSESSMENT (4 credits) (R.N.s only)

A course that provides theoretical and clinical experiences to develop assessment skills which determine the client's status in the conservation of energy and the maintenance of structural, personal, and social integrity. *(Prerequisites: Completion off all fall semester Level I courses in the Nursing Program of Study; Co-requisites: NURS 220 CHEM 103 and SPCH 105).

NURS 218 NURSING THEORY (3 credits) (R.N.'s only)

A course for registered nurses that enhances prior learning. Includes philosophical and historical perspectives of nursing education and practice, conceptual framework, and nursing theories. Competency in using the nursing process and teaching - learning theory will be developed. *(Prerequisites: Admission to the University and the RN-BSN Completion Track. Valid license to practice in Maryland.. Co-requisites: ENGL 102, PHIL 201 or 102, MATH 203, and SOCI 402).

NURS 220 HEALTH PROMOTION AND MAINTENANCE (3 credits) (R.N.'s only)

A course designed to assist registered nurse students to develop increased knowledge of concepts related to health promotion and maintenance needs of clients across the health continuum. Environmental and cultural concepts explored are selected aspects of acute and chronic health problems and related pathophysiology, pharmacology, and rehabilitation. (Prerequisites: all fall semester Level I courses in the Nursing Program of Study; Co-requisites: NURS 217, NURS 318, SPCH 105, CHEM 103.)

NURS 311 MEDICAL SURGICAL NURSING (9 CREDITS)

A course that explores and provides clinical experiences in nursing management of specific acute and chronic health behaviors and patterns used by clients to conserve energy and integrity. *(Prerequisites: Completion of all Level I and Level II courses in the Nursing Program of Study: Co-requisite: NURS 313, ART 105 or IDIS 102, 103 or MUSC 206 or PHED 225 or THEA 211 or LANG).

CURRICULUM

Course Descriptions (cont'd)

NURS 313 PATHOPHYSIOLOGY AND THERAPEUTIC REGIMEN I (3 credits)

A course that introduces basic principles and concepts related to pathophysiologic processes, including biochemical concepts. The inability of client's of all age groups to conserve energy and maintain structural integrity. Pharmacologic management will be discussed concurrently with each disease process with specific emphasis on therapeutic actions and adverse effects. (Prerequisites: Completion of all Level I, and Level II courses in the Nursing Program of Study; Co-requisite: NURS 311, ART 105 or IDIS 102, 103 or MUSC 206 or PHED 225 or THEA 211 or LANG)..

NURS 314 MATERNAL CHILD HEALTH NURSING FOR URBAN FAMILIES (9 credits)

A course that continues exploration of the family with a focus on the childbearing and the child rearing family experiencing mild to moderate health variations. Students will use nursing strategies directed toward conserving energy and the integrities of clients. *(Prerequisites: Completion of all Level I and Level II and fall semester Level III courses in the Nursing Program of Study; NURS 316, MATH 203, ENGL Elective - 200 level or higher; Co-requisites: MATH 203 and NURS 316).

NURS 315 NURSING RESEARCH (3 credits)

A course that introduces research design and methods of gathering, analyzing, and interpreting data most commonly utilized in nursing research, with emphasis on the application of the research process to a nursing problem. *(Prerequisites for R.N.'s only: Completion of all Level I courses in the RN-BSN Nursing Program of Study; Co-requisite: NURS 416, IDIS 102, 103, or WLIT 203 or 204.) Prerequisites: for Generic Students, Completion of all Level I, II and III courses in the Nursing Program of Study; Co-requisite: NURS 318 and NURS 405).

NURS 316 PATHOPHYSIOLOGY AND THERAPEUTIC REGIMEN II (3 credits)

A course continuing of exploration of pathophysiology across the life span. The course of study directed toward analyzing the etiology, physiologic processes, related treatment and pharmacologic approaches to illnesses as they interfere with the client's ability to conserve energy and maintain structural integrity. (Prerequisite: Completion of all Level I, II and fall semester Level III courses in the Nursing Program of Study; Co-requisites: NURS 314 and MATH 203).

NURS 318 INFORMATICS (2 credits)

A course designed to provide nursing students with knowledge in design, use and management of Health Information Systems. Expected competencies in nursing informatics practices are discussed. Issues associated with the use of computers in nursing practice are explored. (Prerequisites: R.N.'s: for RN's only. Completion of all fall semester Level II courses; Co-requisites: CHEM 103, SPCH 105, NURS 217, NURS 220, CHEM 103 and SPCH 105).

CURRICULUM

Course Descriptions (cont'd)

NURS 405 MEDICAL SURGICAL/PSYCHIATRIC NURSING (9 credits)

In this course theoretical and clinical experiences provide opportunity to explore concepts relative to conserving the structural, personal, social integrity and energy of clients receiving selected medical and surgical therapies, and with clients experiencing disorders in personal and social integrity in inpatient psychiatric facilities. * (Prerequisites: Completion of all Level I and level II courses, in the Nursing Program of Study, NURS 314 and NURS 316; Co-requisites: NURS 315 and NURS 318).

NURS 408 LEGAL, POLITICAL, AND SOCIAL ISSUES IN NURSING (3 credits) (R.N.'s only)

A course designed for registered nursing students to study selected legal, political and social issues influencing the nursing profession. Emphasis is placed on the responsibility and accountability inherent in professional practice. Students are assisted in identifying strategies to effect creative problem-solving approaches to issues.

* (Prerequisites: Completion of all Level I courses in the RN-BSN Completion Program of Study, NURS 315 and NURS 416; Co-requisites: NURS 409 and NURS 411).

NURS 409 PREPARATION FOR PROFESSIONAL NURSING PRACTICE (6 credits) (R.N.'s only)

A course for registered nurses designed to provide learning experiences applying concepts of leadership and management to clinical nursing practice. Nursing strategies that promote maintenance of personal, social, and structural integrity in health care organizations will be explored. (Prerequisites: Completion of all Level I courses in the RN-BSN Completion Program of Study, NURS 315 and NURS 416; Co-requisites: NURS 408 and NURS 411.)

NURS 411 SEMINAR IN NURSING (2 credits) (R.N.s only)

During this course registered nurse students are encouraged to investigate forces which influence health status of clients and families and gain increased knowledge of current issues confronting nursing using research findings in problem solving. Prerequisites: Completion of all Level I courses, NURS 315 and NURS 416; Co-requisites: NURS 408 and NURS 409).

CURRICULUM

Course Descriptions (cont'd)

NURS 412 SPECIAL PRACTICE IN NURSING (4 credits)

A course designed to offer diagnostic and prescriptive activities for students needing supplementary instruction in nursing theory and practice. This course is mandatory for students who do not pass the comprehensive exam and have completed all of the nursing curriculum. This course is offered in the fall semester only. The student is not permitted to take the comprehensive exam until passing this course. Student(s) who is/are unsuccessful in Nursing 412 must repeat Nursing 412 until success has been achieved. Students who were unsuccessful in Nursing 412 will need to complete an approved NCLEX review course to resolve any deficits prior to repeating 412.

*(Prerequisites Failure to pass the Comprehensive Exit Examination after the completion of the four levels of study in the Nursing Program).

NURS 415 SPECIAL TOPICS IN NURSING (3 CREDITS)

A course that assists nursing students to synthesize knowledge from previous courses with clinical experiences to enhance their functioning in society as professional nurses. Opportunity is provided for in-depth study of clinical issues or problems related to the nursing care of clients across the life span. A standardized National Examination is given for the final examination in this course.

*(Prerequisites: All Level I and II and III, and first semester level IV courses.

NURS 416 URBAN HEALTH CARE WITHIN THE COMMUNITY (6 credits)

A course that focuses on the role of the nurse in assisting families and groups in the Urban community to conserve its integrity and energy. The Levine model and related theories are utilized to evaluate care to the client groups and community. Clinical experiences facilitate assessment of a community, implementation of a teaching/learning project with a selected group and beginning skills in coordination of health care through collaboration with a multi-disciplinary team. *(Prerequisites RN's only: Completion of all Level I courses; Co-requisite: NURS 315.) (Prerequisite for Generic Students: Completion of all Level I, II, and III courses in the Nursing Program of Study, and completion of the of the first semester courses in level IV; Co-requisites: NURS 415 and NURS 420).

NURS 420 SOCIOPOLITICAL ACTIVISM IN NURSING/LEADERSHIP (6 credits)

A course designed to examine environmental factors influencing the integrities of the nursing profession. Emphasis is placed on the responsibility and accountability inherent in professional practice and identifying strategies to effect creative problem solving approaches to health related issues. Experiences include application of concepts of organization, management, and leadership in health care setting. *(Prerequisite: All level I, II and III courses and first semester level IV courses.)

(Prerequisite: All level I, II and III courses and first semester level IV courses.; Co-requisites: NURS 415 and NURS 416).

CURRICULUM

COPPIN STATE UNIVERSITY HELENE FULD SCHOOL OF NURSING PROGRAM OF STUDY - REGISTERED NURSES

The School of Nursing offers a flexible program of study for RNs interested in pursuing a baccalaureate degree in Nursing. The faculty believes RN to BSN students come into the program with diverse educational backgrounds and experiences from a variety of traditional and non-traditional clinical settings. They also are on different levels of the clinical or management ladder in their practice. The RN to BSN completion track is designed to facilitate diploma or associate degree students' movement through a process that promotes their personal and professional growth. Teaching strategies that facilitate adult learners' ability to be self directed and actively involved in their learning are the Hallmarks of the RN/BSN completion track.

Please be advised that the RN to BSN Program of Study is currently under review and revisions. Please feel free to contact Ms. Johnmye Johnson, RN to BSN Coordinator at (410) 951-3983 for additional information.

Fall Semester

Spring Semester

LEVEL I

Semester One (Fall)

| | | |
|----------|-------------------------|---|
| ENGL 102 | English Composition | 3 |
| PHIL 201 | Intro. to Philosophy or | 3 |
| PHIL 102 | Intro. to Logic | 3 |
| MATH 203 | Basic Statistics | 3 |
| NURS 218 | Nursing Theory | 3 |
| SOCI 402 | Family Studies | 3 |

Semester Two (Spring)

| | | |
|----------|------------------------------|-----------|
| SPCH 105 | Speech Communications | <u>or</u> |
| SPCH 202 | Principle of Interviewing | <u>or</u> |
| SPCH 204 | Critical Listening | 3 |
| NURS 217 | Health Assessment | 4 |
| NURS 220 | Concepts of Health | 3 |
| | Promotion and Maintenance | |
| CHEM 103 | Chemistry for Health Science | 4 |
| NURS 318 | Nursing Informatics | 2 |

Semester Total

15

Semester Total 16

LEVEL II

Semester One (Fall)

| | | |
|----------|---|-----------|
| ART 105 | Intro to Ceramic Sculp. | <u>or</u> |
| IDIS 102 | Music and Dance | <u>or</u> |
| IDIS 103 | Theater and Visual Arts | <u>or</u> |
| MUSC 201 | Survey of Jazz Music | <u>or</u> |
| PHED 225 | Fund. of Choreography | <u>or</u> |
| THEA 211 | Fundamentals of Acting | <u>or</u> |
| LANG | Foreign Language | 3 |
| WLIT 203 | World Literature I or II | 3 |
| NURS 315 | Nursing Research | 3 |
| NURS 416 | Urban Health Care in Community Setting | 6 |

Semester Two (Spring)

| | | |
|----------|---|--------|
| HIST | World History or U.S. History or African Amer. History | 3 |
| NURS 408 | Legal, Political, Social Issues in Nursing | 3 |
| NURS 409 | Preparation for Professional Nursing Practice | 6 |
| NURS 411 | Seminar in Nursing Elective | 2 3 |

Semester Total 15

Semester Total 17

Total Credits = 63

Nursing Credits = 32

General Education Credits = 31

Approved by Fac. Org. 4/22/96

Approved by College-wide Curriculum, Standards, and Policy 5/15/96

Revised 2/19/96 - Updated 6/25/02

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING**

DIRECT TRANSFER CREDITS

Listed below are the nursing course requirements met by the 31 nursing credits awarded to RN students entering the RN to BSN completion program at Coppin State University. These credits are based on the articulation plan mandated by the Governor's Task Force on Nursing Education. The articulation plan was approved by the Maryland Higher Education Commission in 1985.

According to the RN to BSN Validation Committee RN students graduating, after September 1980 from approved Maryland Schools, should receive direct transfer of nursing credits. These credits should be counted as the following Coppin Nursing transfer credits:

| TITLE OF COURSE | CREDITS |
|--|----------|
| NURS 211 Introduction to the Nursing Process I | 4 |
| NURS 311 Medical Surgical Nursing | 9 |
| NURS 314 Maternal/Child Health Nursing | 9 |
| NURS 405 Medical-Surgical/Psychiatric Nursing | <u>9</u> |
| | 31 |

General Education and Support courses included in the awarding of university transfer credit from a basic associate degree or hospital diploma nursing program:

| | | |
|----------|----------------------------|----------|
| ENGL 101 | English Composition | 3 |
| BIOL 201 | Anatomy and Physiology I | 4 |
| BIOL 203 | Anatomy and Physiology II | 4 |
| BIOL 308 | Microbiology | 4 |
| PSYC 201 | Introduction to Psychology | 3 |
| PSYC 335 | Developmental Psychology | 3 |
| SOCI 201 | Introduction to Sociology | 3 |
| ENGL | Introduction to Literature | 3 |
| | Elective | <u>3</u> |
| | | 30 |

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING**

ACCELERATED PROGRAM OF STUDY

The RN to BSN Track provides the educational mobility for registered nurses to continue their academic progression from the associate degree or diploma nursing programs to completion of the baccalaureate degree in nursing. Building upon previous learning and diverse clinical experiences of adult registered nurse learners the baccalaureate curriculum prepares nurse graduates for the increased complexity of the changing health care delivery system through in-depth study of social and management sciences, public and community health, nursing research, and the analysis and communication of health-related data.

RN to BSN Track (Accelerated)

General Education Requirements:

| <u>Prerequisite Courses</u> | <u>Credits</u> |
|---|----------------|
| English Composition | 6 |
| Chemistry for Health Sciences | 4 |
| Human Anatomy and Physiology w/Laboratory | 8 |
| Microbiology w/Laboratory | 4 |
| General Psychology | 3 |
| Introduction to Sociology | 3 |
| History | 6 |
| Mathematics (College Algebra or Higher) | 3 |
| Basic Statistics | 3 |
| Humanities | 12 |
| Philosophy 3 | 3 |
| World Literature 3 | 3 |
| Art 3 | 3 |
| Speech 3 | 3 |
| Sociology (Family Studies) | 3 |
| Normal/ Applied Nutrition | 3 |
| Total | 58 |

Advanced Placement in Nursing:

| | |
|--|----|
| Nurs 208 Clinical Computations | 1 |
| Nurs 211 moo. To Nursing Process I | 4 |
| Nurs 212 moo. To Nursing Process II | 4 |
| Nurs 311 Medical Surgical Nursing | 9 |
| Nurs 314 Maternal-Child Nursing For Urban Families | 9 |
| Nurs 405 Med-Surg/ Psychiatric Nursing | 9 |
| Total | 36 |

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING**

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 General Studies 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 General Studies Honors Program and with Divisional approval, nursing students may earn departmental honors through participation in the Honor's program.

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING**

ADMISSION POLICIES

Admission Policies

The School of Nursing admits students in the fall semester. Students must be admitted to the University prior to admission to the Nursing Program. The (NET) is required of all UNDERGRADUATE applicants. Applicants that meet the requirements take the NET under the instruction and guidance of the Nursing Admissions /Recruiter. The Admission, Progression, and Retention Committee and the Dean of Nursing review applicant records for minimum GPA required of 2.5, academic readiness, and a passing NET score. (See p. 32 for an explanation of the NET)

The School of Nursing admits applicants without regard to race, color, religion, national origin, age, or gender.

Applicants are advised that if they have been convicted of or have pled no contest to a felony or to a crime involving moral turpitude, they may not be eligible for licensure as a professional nurse in Maryland. (as per the Maryland Board of Nursing.)

Applicants are divided into three groups based upon their college history, experience, and/or preparation.

Group I Applicants without previous college experience

Criteria

1. Qualify for admission to the University.
2. Have a minimum 2.50 cumulative grade point average
3. Achieve a passing score on the a Nursing Entrance Test (NET) as specified above.

Procedure:

1. Apply for admission to Coppin State University.
2. Identify "Nursing" as the major choice of study on the Application for Undergraduate Admission form.
3. Complete the application form for the Nursing Program and all necessary documentation.
4. Complete the application process as required by the Office of Admissions.
5. Submit three (3) letters of recommendation on the form required by the Nursing Program. (These forms are in the Admission packet.)
6. The Office of Admissions will send applicant's record to the Division of Nursing for review.

Admission Policies

Admission Policies for Nursing Students (cont'd)

7. The Nursing Admission, Progression and Retention Committee and the Dean of Nursing will review the records and determine applicant eligibility to declare Nursing as a major.
8. **Candidates will be invited and required to take the NET based on their eligibility. Candidates must wait until they receive that invitation from the School of Nursing and may only take the NET twice.** The NET Study Guide can be purchased from the Bookstore located in the Tawes Center.
9. Remediation before taking the NET for the second time is required. The student's performance on the NET is reviewed with the student. Areas of weakness are identified and the student is referred to either the University's Academic Resource Center or NSEP.
10. The School of Nursing Recruiter will notify the applicant of their performance on the NET.
11. Applicants will be notified of their admission or denial to the Nursing Program. Counseling where appropriate will be conducted by the Nursing Division and/or the Office of Undeclared Majors and Academic Advising.
12. The School of Nursing will notify the Office of Admissions and the Office of Undeclared Majors and Academic Advising of applicant's admission or denial to the Nursing Program.

Denial of admission to the School of Nursing or nursing as a major does not mean denied admission to the University.

Group II. Applicants who have current or prior enrollment at Coppin in another major, or as unknown.

Criteria

1. Satisfactory completion of any required developmental courses, ENGL 101 English Comprehension and ENGL 102 English Comprehension.
2. A cumulative grade point average of at least 2.5.
3. A passing score as determined by the faculty on the Nursing Entrance Test.

Procedure

1. Complete and submit the application for the School of Nursing and all required documentation.
2. Obtain and complete an Undergraduate Declaration of Major and Minor Form from the Office of Undeclared Majors and Academic Advisement.
3. Submit three (3) letters of recommendation in the form required by the Nursing Program.

Admission Policies

Admission Policies for Nursing Students (cont'd)

4. The Nursing Admission, Progression and Retention Committee and the Dean of Nursing will review the application, performance on NET and academic record to determine the applicant's eligibility to declare Nursing as a Major.
5. **Candidates will be invited and required to take the NET based on their eligibility. Candidates must wait until they receive that invitation from the School of Nursing and may only take the NET twice.** The NET Study Guide can be purchased from the Bookstore located in the Tawes Center.
6. The Nursing Recruiter will notify the applicant of their performance on the NET.
7. Applicants will be notified of their admission or denial to the Nursing Program. The applicant will be advised of his/her admission status by Admission, Progression and Retention Committee of the School of Nursing and /or the Office of Undeclared Majors and Academic Advising counseling from the Nursing School and /or the Office of Undeclared Majors and Academic Advising. **Group III** - (Applicants who have 25 or more acceptable transfer credits from another college.
8. The School of Nursing will notify the Office of Admissions and the Office of Undeclared Majors and Academic Advising of applicant's admission or denial to the Nursing Program.

Group III. Applicants who have 25 or more acceptable transfer credits from another University. Acceptable transfer credits are determined by the Coppin State University Office of Admissions

Criteria

1. Complete and submit the application for the School of Nursing and all required relevant documentation. Upon review of application packet student will be notified of an additionally required documents.
2. Have 25 or more acceptable transfer credits with a grade point average of 2.5 or better. **(NOTE a "D" is not acceptable for transfer credit for any courses listed on the Nursing Program of Study):** except those identified on page 43.
3. Achieve a passing score as specified by the faculty on the Nurse Entrance Test.

Procedure:

1. Complete an Application of Undergraduate Admission for Coppin State University.
2. Obtain and complete an Undergraduate Declaration of Major and Minor Form from the **Office of Undeclared Majors and Academic Advisement.**

Admission Policies

Admission Policies for Nursing Students (cont'd)

3. Submit three (3) letters of recommendation on the form required by the Nursing Program.
4. The Admissions Office will send your records to the School of Nursing for review.
5. The Nursing Admission, Progression and Retention Committee and the Dean of Nursing will review the application, performance on NET, and academic record to determine applicant's eligibility for admission to the Nursing major.
6. **Candidates will be invited and required to take the NET based on their eligibility. Candidates must wait until they receive that invitation from the School of Nursing and may only take the NET twice.** The NET Study Guide can be purchased from the Bookstore located in the Tawes Center.
7. The Nursing Recruiter will notify the applicant of their performance on the NET.
8. Applicants will be notified of their admission or denial to the Nursing Program. This will be done by the School of Nursing and/or the Office of Undeclared Majors and Academic Advising.

Admission Policies

REGISTRATION

Registration includes (1) the selection of courses each semester, (2) the completion of all registration forms, and (3) the payment of assessed tuition and fees. Students are admitted to classes only after they have officially registered. An entering freshmen and any entering transfer students with fewer than twenty-five credits are required by the University to take placement tests before registering for courses.

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. Pre-registration is required for all clinical nursing courses. Students who have not pre-registered will be enrolled in clinical nursing courses only if there is a vacancy. Students are encouraged to pre-register.

NURSING ENTRANCE TEST POLICIES AND PROCEDURES

All applicants are required to take the Nursing Entrance Test (NET) designated by the Nursing Program. The minimum accepted score is established by the Coppin State University Nursing Faculty. Applicants are only permitted to take the examination twice. The NET Study Guide can be purchased from the Bookstore located in the Tawes Center. Students seeking readmission to the Nursing Program may be required to pass the NET, if so determined by recommendation of the Nursing Admission and Progression Committee to the Dean of Nursing. Standardized tests are developed and scored by Educational Resources, Inc.

Examination Dates

The NET will be offered several times during each semester. The schedule of dates and times of the test will be announced during each semester from the Admission's Counselor/Nurse Recruiter.

Cost

Applicants are required to pay the cost of having their answer cards scored by the testing service. Applicants are to pay the fee to the test administrator prior to the start of the NET. Applicants should keep the receipt of their payment and bring it to the test.

Test Content

Data from the test is used to provide current information about applicants' ability to be successful in the nursing program. The test areas of essential math skills and reading comprehension will provide information needed to assess readiness to use nursing and science texts and readiness to learn to perform nursing functions. Additionally, the test areas of social interaction and stress level will help students who are admitted to be successful by giving them information that will make their learning more efficient.

Admission Policies

This information will also assist faculty in planning to meet students' needs. Applicants who are not admitted will be able to use this information to assist them in meeting the requirements for admission to the School of Nursing or other programs in the future.

Test Results

Test results are used to counsel applicants so that their chances of success in the Nursing Program are enhanced.

Admission Policies

ACADEMIC POLICIES

ACADEMIC POLICIES

PROGRESSION AND RETENTION POLICIES

General Progression and Retention Policies

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 in accordance with the Program of Study.

* The student must complete prerequisites of each course prior to enrolling in the next course. A grade of “C” or better must be achieved in every nursing and major supporting courses see page 37 for list of nursing courses and major support courses. The student who fails a nursing course must pass the failed course in the next semester it is offered before enrolling in higher courses in the sequence. If the student does not successfully complete the failed course the next semester it is offered, the student will be dismissed from the Program. Courses required in the Nursing Program may not be taken more than twice. Students must adhere to the sequence of courses as outlined in the Program of Study.

A student who earns less than the required cumulative grade point average will be placed on probation for the next semester. Additionally, a student will be placed on probation for failure to achieve a grade of “C” or better in any nursing course and required major support course.

A student will be dismissed from the School of Nursing for any of the following reasons:

1. Failure to achieve a grade of “C” or better when repeating a nursing course or major support course. This includes withdrawing from a course while failing, then failing the course on the second attempt.
2. Failure to maintain the cumulative grade point average (GPA) of 2.5 required in the Nursing Program.

ACADEMIC POLICIES

Progression and Retention Policies cont'd

GRADING

The grading scale used for all nursing courses is: *

| | |
|-----------|--------------|
| A | 90 - 100 |
| B | 80 - 89 |
| C | 75 - 79 |
| D | 74 - 69 |
| F | 68 and below |
| Pass/Fail | Clinical |

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 credit. The grade of "D" or below indicates failure (a final grade of "D" is not acceptable in nursing courses and support courses): except those identified on page 37.

The "AU" grade represents auditing students and has no grade-point value. Such students must pay the appropriate fees and register for the course(s) to be audited.

At each mid-semester period, instructors submit interim grades of "S" (satisfactory), "D" (barely passing), and/or "F" (failing) to indicate the quality of the student's work at that time. These mid-semester 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' performance in the Clinical Practice Component will be graded on a pass/fail basis. Students who are not performing at a satisfactory level must be so advised at mid-point in the course. See mid-term warning policy page.

Computation Test Policy

Students will be given a computation test in every clinical course. Students are required to achieve a passing grade of 90% or higher. Students who do not achieve a grade of 90% or higher will be referred for remediation and will be allowed only one re-take. This re-take test will be administered within 2-4 weeks after the initial test. Students who do not successfully achieve a passing grade of 90% or higher on the retake will not be permitted to administer medications in the clinical area and will not be able to fulfill that clinical objective. The inability to fulfill the medication administration clinical objective will result in a failure in clinical.

Safe administration of medications is a critical learning behavior requiring a high degree of accuracy and skill.

A grade average of at least 90% must be achieved in Nursing 208 - Clinical Computations for successful course completion.

Students must achieve a passing grade in both course components, theory and clinical to successfully complete the course.

ACADEMIC POLICIES

Students must pass both clinical components of Nursing 314, (Obstetrics and Pediatrics) and Nursing 405, (Medical-Surgical and Psychiatric Nursing). Failure in any one clinical component of these courses constitutes a failure for the entire course.

EVALUATION OF STUDENT PERFORMANCE

The evaluation plan for assessing student performance is developed by the faculty team responsible for each course. Criteria for evaluating theoretical and laboratory components are described in each course syllabus, which is provided to students at the beginning of the semester. Student participation in the evaluation process increases as they progress through the curriculum. Faculty are to review clinical anecdotal notes with students on a weekly basis. Both the student and faculty member must sign the note(s).

GRADING POLICY GRID

Student must receive a grade of “C” or better in all nursing courses and major supporting course with exceptions as noted below.

| Passing Grade “C” or Better | Grade of “D” Accepted |
|---|---|
| <p><u>All Nursing Courses</u></p> <p><u>Major Support Courses</u> Eng 101- English Comp I Eng 102 - English Comp II *Bio 201 - A&P I *Bio 203 - A&P II *Bio 308 - Microbiology *Chem 103 - Chem Health Science Psych 201 - Intro General psychology Spch201 - Intro Sociology Spch105 - Speech Communication Phil 102 - Logic or Phil 201 - Intro to Philosophy Math 110 - College Algebra Math 203 - Basic Statistics</p> | <p>Hist 202 - World History Hist 203 - U.S. History I or Hist 205 - African American History I Wlit 203 - World Liturature or Wlit 204 - World Literature II Hist 202 - World History II Hist 204 - U.S. History II or Hist 206 - African American History II Idis 102 - Music and Dance Or Idis 103 Visual Arts and Theater Or Lang - Foreign Language</p> |

* Required science courses must be taken within five (5) years or less of admission to the Nursing Program.

ACADEMIC POLICIES

ATI

Assessment Technologies Institute

ATI's Comprehensive Assessment and Review Program prepares students for the NCLEX exam by systematically strengthening their knowledge base throughout the nursing program. Designed not only to increase pass scores on the NCLEX, but also to lower program attrition rates by identifying students at risk for failure early in their nursing education. This unique program is divided into three phases – assess, remediate, and reassess – each using competency-based assessments and other learning tools to provide students with self-directed, customized study plans for NCLEX review.

Nursing students are required to complete the designated non-proctored and/or proctored ATI examinations, modules and assessments 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. ATI requirements are stated on each course syllabus and points, as designated by the faculty, are allocated for successful completion of the assessments. Failure to complete the assessments will result in a loss of those points.

Senior nursing students are required to take the RN Comprehensive Predictor 3.0. This assessment predicts whether nursing students are likely to pass the NCLEX examination. The benchmark established for the Helene Fuld School of Nursing is 95%. At the 95% benchmark students must achieve correctly answer 64 – 65% of the questions on the RN Comprehensive Predictor 3.0.

ACADEMIC POLICIES

COPPIN STATE UNIVERSITY HELENE FULD SCHOOL OF NURSING

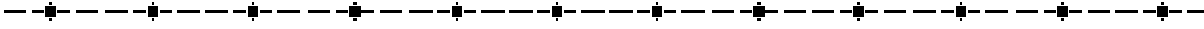
Mid-term Warning Procedure

1. Team leaders are to submit to faculty advisors the names of advisees who have received mid-term warnings.
2. Advisors are to arrange a meeting with their designated advisees to discuss the current academic status, possible causative factors and mutually agreed upon strategies to resolve academic difficulties/deficits.
3. The student is to receive a written copy of the counseling/advisement session. It should be signed and dated by the student and the advisor.
4. The student is to be referred to NSEP.
5. Copies of the counseling session and NSEP referral form should be submitted to the Associate Dean and placed in the student's file.

Approved
Fac Org
4/11/01

ACADEMIC POLICIES

COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING



Mid-term Warning
Counseling Sheet

Course: _____

Grade to Date: _____

Name of Student: _____

Date of counseling: _____

Advisor: _____

Causative factors:

Individual Plan:

Student's signature

Date

Advisor's signature

Date

Approved
Fac Org
4/11/01

ACADEMIC POLICIES

GRADE POINT AVERAGE

In determining grade-point averages points are assigned for grades as follows:

| | | |
|--------------|--------------|--------------|
| A - 4 points | C - 2 points | F - 0 points |
| B - 3 points | D - 1 point | |

The grade-point average is computed by multiplying the credits in a course by the quality points assigned to the grade earned in the course. Totaling the quality points for all courses taken in the semester, and dividing the total number of points by the total number of credits, yields the grade-point average for the semester. For example, Student Jones' performance current semester:

| | |
|-----------------------------------|-----------------|
| A 4 credit course of A (4 points) | 16 points |
| A 4 credit course of B (3 points) | 12 points |
| A 3 credit course of C (2 points) | 6 points |
| A 3 credit course of D (1 point) | 3 points |
| A 2 credit course of F (0 point) | 0 points |
| 16 Total Credits | 37 Total Points |

Semester grade-point average 2.31

The student's grade point average for this semester, 2.31, is the result of dividing 37 points for grade by 16 credits.

The student's cumulative grade-point average is found by dividing the total points earned in all courses completed at Coppin by the total number of credits attempted at Coppin

INCOMPLETE GRADES

An instructor may submit a grade of "I" for a student who has failed to complete one or more requirements of a course by the end of the semester if: (1) the student has successfully completed most of the course requirements and (2) the instructor believes that the student has a legitimate reason for not completing all assignments. The incomplete must be satisfied by the last day of the drop/add period of the semester following the semester in which the incomplete was incurred, not including the summer session. When assigning a grade of "I", the instructor submits to the Associate Dean, the Dean and student an explanation of the incomplete grade and the requirements that must be met to satisfactorily complete the course. The student's academic history in the course is also submitted. If the work is not satisfactorily completed in the time period allotted the student will receive a grade of "F" for the course. This policy differs from the policy of the university.

ACADEMIC POLICIES

GRADE CHANGES

An instructor may change a grade already submitted to the Registrar's Office only after approval by the department head if applicable and the Division Dean. A grade change must be submitted with a written justification, no later than four weeks after the grade is originally submitted.

MISSED EXAMINATIONS, QUIZZES and ASSIGNMENTS

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 at least 24 hours before the scheduled time of administration.

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. This grading policy also applies to the final examination for a course.

ACADEMIC POLICIES

COPPIN STATE UNIVERSITY
CHANGE OF GRADE FORM

CHANGE OF GRADE

STUDENT'S SOCIAL SECURITY NUMBER _____

STUDENT'S NAME: _____
Last First Middle

ACADEMIC YEAR TO BE CORRECTED _____ SEMESTER _____

GRADE CHANGE

1) COURSE CODES _____

DISC CODE / COURSE NO. / SECT. NO. / CREDIT HRS.

2) GRADE CHANGE FROM _____ TO _____

INSTRUCTOR'S SIGNATURE

CHAIRPERSON'S SIGNATURE

DEAN'S SIGNATURE

REGISTRAR'S SIGNATURE

PLEASE INDICATE THE REASON FOR THE CHANGE HERE

ACADEMIC POLICIES

ACADEMIC CLASSROOM POLICIES CRITERIA FOR WRITTEN PAPERS AND PROJECTS

Formally written papers and projects provide the student with the opportunity to demonstrate the ability for self-expression through a written format. The ability to communicate in both verbal and written form is considered a prerequisite to effective professional practice.

General Guidelines:

1. The writing style manual to be used when preparing a written paper in the Division of Nursing is:

American Psychological Association (latest edition). Publication Manual of the American Psychological Association. Washington, DC: APA Publishers.
2. Papers are to be typewritten, double spaced, and in size 12 font. Two copies of the paper should be submitted to the course faculty. Students shall retain a copy of their paper for their files.
3. Papers and projects must be submitted in person to a faculty member teaching the course or to a secretary in the Division of Nursing, who will record the date and time the papers were received. Five (5) points will be deducted for each day or fraction thereof that the paper is late. Late papers and projects will be read and graded as usual and then have the late points subtracted. Papers and projects will not be accepted more than 1 week after due date.
4. The term paper will comprise the percentage of the total course grade as listed in the course syllabus. Students not submitting a paper will not receive credit for the written assignment.
5. Unless specifically designated by an instructor, each term paper and project is to be done by the individual student and not by groups of students.
6. The topic and outline for a term paper and project must be approved by the designated faculty. These are due as listed in the course syllabus. Following approval of the topic it is the student's responsibility to seek further faculty assistance as needed.
7. The minimum and maximum number of pages for the paper is determined by the instructor of the course. These numbers are exclusive of title pages, abstract, and reference list. One point will be deducted for each page under the minimum or over the maximum.
8. Remember:
 - a. In a formal paper, the use of the pronouns, I, we, us, and you, are inappropriate except when used in direct quotes.
 - b. Use initials to identify clients, personnel, etc.

ACADEMIC POLICIES

Academic Classroom Policies (cont'd)

9. Plagiarism:

Plagiarism is the presenting of ideas, words, writing, etc. of another as one's own. Failing to give credit for information obtained from a published reference is plagiarism. Extreme care should be exercised to cite one's authority for statements included in a written paper. References will be randomly checked. Plagiarized assignments will be given a grade of zero. (Coppin State University Student Handbook)

Rules for Avoiding Plagiarism:

- a. Statements taken verbatim from any source should be enclosed in quotation marks and the source identified according to Division of Nursing's approved writer's manual.
 - b. Information from any source that has been reviewed or summarized should likewise have the source identified within the paper and listed on the reference list at the end of the paper. If the idea, plan of development, or conclusion is that of another, credit should be given.
 - c. Material that is created as a paraphrase (and therefore not enclosed in quotation marks) should not be essentially the same as the actual quotation. Changing a few words does not make the material presented your own. Enclose in quotation marks those significant phrases or parts quoted exactly from the source used.
 - d. Information or facts need to be documented from reputable sources.
 - e. Never cite material as being from a certain source when the material is not from the source named or is not found on the exact page listed. While taking notes, exercise extreme care to record the exact page reference each time a note is made. This will eliminate the need to re-check sources.
10. Differentiate between a reference list and a bibliography - they are not the same. Each paper must contain a reference list containing different references. The instructor will inform students how many references are allowed.
- a. Popular magazines, such as Good Housekeeping and Ebony, cannot be used as references; only professional journals are acceptable. Classical and on-line citations must be approved by course faculty before being referenced in scholarly work.
 - b. This faculty does not recognize Lippincott Manual, Merck Manual, or The PDR as acceptable works to be used as references. Medical dictionaries should not be used as a primary resource for medical information. Seek faculty approval before using these references as resources.

ACADEMIC POLICIES

Academic Classroom Policies (cont'd)

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

CLASSROOM DECORUM

- Cellular phones and beepers must be turned to vibration during class time.
- At no time is a student to leave class and clinical to answer his/her phone or beeper.
- As per the University policy, eating and drinking in class is prohibited.
- Students are expected to come to class rested and fully able to participate in the teaching/learning process.
- Students are to exhibit professional behavior in the classroom.
- Students are expected to be attentive and alert.

CLASS ATTENDANCE

1. When an unavoidable absence is anticipated, the instructor must be notified in advance. This is considered an excused absence.
2. When an absence is required due to an emergency situation, the instructor must be contacted within 24 hours of the next class day.
3. When appropriate notice is given, faculty may contract with students to make up time lost.
4. Students will be automatically dropped from the class rosters if unexcused absences exceed two times the credit hours allocated for the course.

ACADEMIC POLICIES

COPPIN STATE UNIVERSITY HELENE FULD SCHOOL OF NURSING

Facility Orientation Procedure for Faculty/Students

Goal:

To provide every faculty member and student with a formal, structured orientation to his or her assigned clinical site/facility.

Objective:

At the end of the orientation process every faculty member/student should be able to:

1. Discuss the policies and procedures unique to the clinical site/facility and unit.
2. Locate key documents and equipment (Crash cart, procedure book, PDR)
3. Identify and utilize specialized equipment (monitors, intravenous pump, pulse oximeters, etc.).

New Faculty

1. All new faculty must engage in a week long orientation to his/her assigned unit
2. New faculty, under the guidance of the team leader and/or the Coordinator of Faculty Development, are to contact the unit manager and arrange a meeting. During that meeting a document should be provided to the facility which contains:
 - a. Clinical learning objective for students.
 - b. Days and hours students are assigned to unit.
 - c. Name of Facility.
 - d. Name of Faculty.
 - e. Semester utilizing the facility.
 - f. Unit name and phone number.
 - g. Unit manager name and phone number.
 - h. Beginning and ending dates of the clinical experience.
 - i. Days of the week and the hours of the clinical experience.
 - j. Student name.
 - k. Procedure for assigning students to clients.
3. A tour of the facility/unit is to be provided.
4. Faculty are to engage in direct client care for at least four days, under the auspices of a preceptor or assigned professional staff member
5. Faculty are to submit a written evaluation of their orientation experience to the Coordinator of Faculty Development and the Associate of Dean of Baccalaureate Education.

Returning Faculty

1. All faculty previously assigned to a unit will arrange a meeting with the unit manager.
2. A day will be designated to review old policies and procedures 2) re-visit client demographics, and 3) acquire information regarding new policies and procedures.
3. Faculty will spend at least one day on the unit for re-orientation.

ACADEMIC POLICIES

4. Faculty are to submit written copies of their evaluation of the orientation experience to the Coordinator of Faculty Development and the Associate Dean of Baccalaureate Education.

Student Orientation

1. The first one to two days of the clinical experience must be devoted to an orientation to the unit.
2. Unit/facility policies and procedures will be reviewed.
3. A tour of the unit/facility will be reviewed.
4. Students will be introduced to the unit manager, staff and clients.
5. Use of specialized equipment will be demonstrated by the faculty member or designated staff member.
6. Samples of charting materials will be distributed to students
 - a. Charting procedures should be reviewed
 - b. Students will be given opportunities to engage in an actual charting exercise.
7. 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.)
8. Students are to submit 3 written copies of the evaluation of their orientation to their clinical faculty member. One is to be submitted to the Curriculum Committee as a part of course reports, one to the Associate Dean and one is to be placed in the student’s file.

ACADEMIC POLICIES

EVALUATION OF FACILITY ORIENTATION

A copy of the student’s evaluation of the facility orientation should be included in the course reports submitted to the Curriculum Committee.

The Division of Nursing want to assure that every student and new/adjunct faculty member receive an adequate orientation to their assigned clinical site. To ascertain that this goal has been achieved or determine areas of improvement, we are asking you to take a few minutes to complete this survey.

Please select from the following.

SA - Strongly agree

A - Agree

D - Disagree

SD - Strongly Disagree

NA - Not Applicable

1. Orientation to the Physical plant was adequate

SA A D SD N/A

| | | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Pharmacy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Operating Room | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Physical Therapy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Occupational Therapy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Emergency Room | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F. Dietary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G. Cafeteria | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H. Library | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I. Social Work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J. Laundry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K. Other Area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACADEMIC POLICIES

| | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2. | I am familiar with the physical layout of my assigned clinical unit | SA | A | D | SD | N/A |
| | a. Emergency equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b. Medication book/sheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c. Emergency exits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d. Fire extinguisher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e. Client's rooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | f. Nurse's station | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | g. Conference room | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | h. Policies and Procedure Book | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | i. Physician's Desk References | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | j. Utility rooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | k. Other Area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Charting and documentation materials were adequately reviewed | SA | A | D | SD | N/A |
| | a. Nurse's Notes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b. Doctor's Order Sheets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c. Flow Sheets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d. Kardex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e. Care Plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | f. Critical Pathways | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | g. Progress Notes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Library | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Lengths of the orientation was adequate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | There was an opportunity to meet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACADEMIC POLICIES

Staff on the unit

The one thing I **would change** about the orientation would be _____

The best feature of the orientation was _____

ACADEMIC POLICIES

COPPIN STATE UNIVERSITY HELENE FULD SCHOOL OF NURSING

POLICY ON CLINICAL ROTATION SCHEDULES

Effective Fall 2001

At least six weeks prior to the start of the clinical experience the team leader of each clinical nursing course is to prepare a clinical rotation schedule for the semester. The Clinical Rotation Schedule is to contain:

1. student names
2. dates
3. times for patient care and conferences
4. faculty assigned

Clinical objectives are to be attached to the Clinical Rotation Schedule. This information is to be forwarded to the Director of Legal Affairs and copied to the Dean and the appropriate Associate Dean. The Director of Legal Affairs will transmit this information to the clinical agency.

POLICY ON CLINICAL ATTENDANCE

Clinical attendance is mandatory. Every effort should be made to attend each clinical experience. No more than one clinical absence is permitted per course per semester.

In cases of documented illness of self/child/immediate family member, and other extenuating circumstances, a slip from the physician or emergency room 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 from the funeral director to the faculty by the next class/clinical session.

Students must notify the clinical instructor and the clinical facility at least two hours prior to the scheduled experience. (Clinical instructors will give students specific instruction on how to contact them and the clinical agency in case of an emergency). If you are unable to adequately reach your clinical instructor, leave a message with the course team leader at the telephone number designated on the course syllabus.

In case of emergencies and the student cannot attend the assigned clinical, the student is to notify the clinical instructor and agency as soon as possible.

Lateness will not be tolerated.

Failure to comply with the above will result in the student receiving an unsatisfactory evaluation for the clinical day and could lead to failure of the course. The faculty reserve the right to determine if a clinical make-up experience is warranted.

Cell phones and pagers must be kept off while students are in assigned clinical areas.

ACADEMIC POLICIES

COPPIN STATE UNIVERSITY HELENE FULD SCHOOL OF NURSING

NURSING STUDENT CLINICAL ASSIGNMENT PROCEDURE

The procedure for obtaining clinical assignments varies with the designated clinical courses:

Clinical Course:

Nursing 211 Introduction to Nursing Process I

1. Students are assigned clients during the initial clinical site orientation and allotted time during the experience to obtain assessment data from the client and the agency's records.
2. Subsequent client assignments are obtained as follows:
 - ❖ To avoid having students return to the agency on non-clinical days, students will receive client assignments one week prior to the assigned clinical day. Time following the post conference will be allotted for students to retrieve needed client data.
 - ❖ This process allows students to obtain needed client data while under the direct supervision of the clinical instructor.
3. **In the event students need to return to the agency for additional information during non-clinical days, they are to report in their lab coats and dress professionally (no shorts, dangling earrings, halter tops, etc.). Students may report to the unit Monday - Friday during the hours of 8:00 a.m. - 4:00 p.m.**
4. Students must obtain permission from the designated contact person and the unit's nurse manager to review client records. Students are not to make client contact during this unsupervised time.
5. On the assigned clinical day, students must be prepared to discuss the client's plan of care prior to the provision of that care.

ACADEMIC POLICIES

NURSING 212 - INTRODUCTION TO NURSING PROCESS II

1. Assignments will be made on Wednesday mornings. Students are to pick up their assignments on Wednesdays from 12:00 noon to 8:00 p.m. This time is provided to research the client's chart, assess the client, and begin preparation of a care plan.
2. The student will prepare a written plan of care daily for each assigned client. It will be given to the instructor on the morning of each clinical day. Before beginning client care, the student will briefly discuss with the instructor the plan of care for the client.
3. In order to care for assigned clients, the student must prepare for complete client care. As a part of the clinical preparation process the student must review the following client data.

The Chart

1. History and Physical: Be familiar with pertinent past and present medical history, primary and secondary diagnoses, normal and abnormal findings
2. Surgical procedures: Demonstrate an understanding of the procedure, the medical and nursing care required in the post-operative period, possible complications, indications and rationale for the procedures.
3. Physician's orders: Be familiar with all orders pertaining to the present care of assigned clients.

NURSING 311 - MEDICAL SURGICAL NURSING

1. Assignments will be made on Wednesday mornings. Students are to pick up their assignments on Wednesdays from 12:00 noon to 8:00 p.m. This time is provided to research the client's chart, assess the client, and begin preparation of a care plan.
2. The student will prepare a written plan of care daily for each assigned client. It will be given to the instructor on the morning of each clinical day. Before beginning client care, the student will briefly discuss with the instructor their plan of care for the client.
3. In order to care for assigned clients, the student must prepare for complete client care. As a part of the clinical preparation process the student must review the following chart data:

ACADEMIC POLICIES

A. The Chart

1. History and physical: Be familiar with pertinent past and present medical history, primary and secondary diagnoses, normal and abnormal finds.
2. Laboratory values: Demonstrate an understanding of the reasons for the abnormalities.
3. Diagnostic studies: Demonstrate an understanding of the individual procedures, their findings, and their relevance to the client.
4. Surgical procedures: Demonstrate an understanding of the procedure, the medical and nursing care required in the post-operative period, possible complications, indications and rationale for the procedures.
5. Physician's orders: Be familiar with all orders pertaining to the present care of assigned clients.

“Preparing for Clinical Guidelines for Student Success” – By: A. Denyce Watties- Daniels, RN, MSN

Each student must review this document in preparation for the clinical experience (see attached document).

NURSING 314

1. Due to the maternity/newborn clients short length of hospital stay nursing students are assigned clients on the day of clinical during pre-conference.
2. Students are allotted time to review client data and pertinent documents prior to the provision of nursing care.

ACADEMIC POLICIES

Process for Nursing Student Clinical Assignment

MEDICAL-SURGICAL NURSING 405

1. The faculty member will select the client care assignments on the day before or the morning of the clinical assignment.
2. Clinical faculty is strongly encouraged to select clients for assignment the day before the client care experience.
3. In all clinical groups the students must arrive at least 1 hour prior to client care to determine assigned client and the specific care needs of the client.
4. Student who come to clinical on the day prior to client care must come with lab coats; identification badges and must come only during the specific times determined by the agency.
5. All clinical students must come prepared to clinical by reviewing general care content relative to all clients in the ICU setting prior to each clinical day including dysrhythmia assessment, hemodynamic monitoring, ventilator therapy, acid base value interpretation, and medication dose calculation. All students must come with knowledge of commonly used meds in the ICU. These medications have been discussed in the theory portion of class.
6. All clinical students must individually or collectively bring to the clinical agency the following books at all times:
 - a. Current med surg text
 - b. Laboratory text.
 - c. Pharmacology text.
 - d. Nutrition text.
 - e. Nursing diagnosis text.
 - f. Nursing skill and procedure text.
7. All clinical students must receive client care report from the nurse leaving at 7 am and must receive additional care directions from the primary day nurse assigned to the client and the clinical instructor.
8. If there are any discrepancies in the care directions given to the student via the 2 staff nurses the clinical instructor will make the final decision concerning course of action.
9. Assessment of the student's individual readiness to provide care to a client will be made by the clinical instructor prior to any student/client interaction.

ACADEMIC POLICIES

10. If the instructor determines that a student is not adequately prepared to provide care to a client then the student will not be allowed to provide care and an alternate assignment will be given.
11. Clinical instructors will evaluate students each clinical day based on the critical behaviors identified for the course on the Division Clinical Evaluation Tool.

P. Thweatt, 9/01

ACADEMIC POLICIES

COPPIN STATE UNIVERSITY HELENE FULD SCHOOL OF NURSING

NURS 405 MEDICAL-SURGICAL/PSYCHIATRIC NURSING

REQUIREMENTS FOR PSYCHIATRIC CLINICAL COMPONENT

Clinical assignments are provided the day of the clinical experience

A. CLINICAL ATTIRE

- Civilian Clothes
- Flat Heel Shoes (recommended)
- Name Pin
- Short Finger Nails
- Pants/Appropriate length dress or Skirt

B. EQUIPMENT

- Ink Pin (writes black ink)
- Three Ring Vinyl Loose Leaf Notebook
- Stethoscope

C. AVOID

- Wearing Long Dangling Earrings
- Chewing Gum On Unit
- Smoking On Unit
- Having Cell Phone turned on (it is preferred that you give out the telephone number on the clinical rotation sheet in case of an emergency.
- Having pagers turned on (should be on vibration and out of view)
- Wearing Jeans/Jogging Pants
- Returning to the unit after termination of clinical (student will be assigned clients/patients during regularly clinical hours)
- Bringing scissors or other sharp items on the unit
- Giving out personal address and telephone number to client/patient

The student is to adhere to all policies of Spring Grove Hospital as given in orientation

CLINICAL ASSIGNMENT - NURS 416

Community health nursing students are assigned to individuals, families or other aggregates located within the community. Nursing students “visit” clients on their designated clinical day.

ACADEMIC POLICIES

POLICY ON UNSAFE CLINICAL PERFORMANCE

1. The faculty and administration believe 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 shall determine when a student has demonstrated unsafe behaviors and the student will temporarily be 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 Associate Dean 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 Division 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 shall 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. (See Student Academic Due Process) Decisions regarding suspension or dismissal from the clinical area can be appealed by the student, using the usual administrative channels of communication delineated in the CSC Student Handbook (Policy on Academic Due Process).
5. The Dean of the Division of Nursing will make the ultimate decision regarding continuation in the clinical area and any conditions placed on that continuation. This decision will be made within two weeks from the time of removal from the clinical area.

ACADEMIC POLICIES

COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING
2500 WEST NORTH AVENUE
BALTIMORE, MARYLAND 21216

CLINICAL SITE 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 is 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

Please describe the incident:

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

Yes ___

No ___

Print Name

Title

Signature

Date

Print Name

Title

Signature

Date

ACADEMIC POLICIES

ACADEMIC ADVISEMENT PROCESS

Upon admission to the Coppin State University Helene Fuld School of Nursing, each student receives notification, in their acceptance letter, of their assigned faculty advisor. The faculty advisor is assigned to the student throughout the student's tenure in the program. The Division of Nursing approaches academic advisement from a holistic perspective. Nursing faculty serve as mentors, advisors, counselors and role-models. The academic status and progress of each mentee is carefully monitored. Assistance with registration and course selection is also provided. The mentee is actively involved in goal-setting and decision-making his/her individual program of study.

Tracking of the student's course of study is provided by the designated class advisor. These tracking documents are maintained in the students file and reviewed with the student at the time of registration (see Coppin State University Student Class Requirement Form)

ACADEMIC POLICIES

Nursing Faculty Advisors
Please use for advising students

Coppin State University
Helene Fuld School of Nursing
Student Class Requirement Form

Student Name: _____ SID: _____

Address : _____

Ph#1: _____ Ph#2: _____ Ph#3: _____

Email: _____

Initial cumulative GPA - _____ as of _____

Advisor: _____ Began Program: Fall _____ Graduated: _____

General Education Requirements

| Class | Grade | Level | Class | Grade | Level | Class | Grade | Level |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| ENGL 101 | | 1 | BIOL 201 | | 1 | CHEM 103 | | 2 |
| ENGL 102 | | 1 | BIOL 203 | | 1 | BIOL 308 | | 2 |
| HIST 1 | | 1 | SOCI 201 | | 1 | PHIL | | 2 |
| HIST 2 | | 2 | WLIT | | 2 | ARTS/LANG | | 3 |
| PSYC 201 | | 1 | MATH 110 | | 1 | ENGL OPT | | 3 |
| SPCH | | 1 | MATH 203 | | 3 | | | |

Nursing Courses

| Class | Grade | Level | Class | Grade | Level | Class | Grade | Level |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| NURS 120 | | 1 | NURS 311 | | 3 | NURS 405 | | 4 |
| NURS 211 | | 2 | NURS 313 | | 3 | NURS 412 | | 4 |
| NURS 208 | | 2 | NURS 314 | | 3 | NURS 415 | | 4 |
| NURS 212 | | 2 | NURS 315 | | 4 | NURS 416 | | 4 |
| NURS 213 | | 2 | NURS 316 | | 3 | NUSR 420 | | 4 |
| NURS 214 | | 2 | NURS | | 4 | | | |

ACADEMIC POLICIES

| | | | | | | | | |
|--|--|--|-----|--|--|--|--|--|
| | | | 318 | | | | | |
|--|--|--|-----|--|--|--|--|--|

T - Transfer

P - Pass

F - Fail

ACADEMIC POLICIES

STUDENT ACADEMIC DUE PROCESS

PURPOSE

The purpose of the academic due process procedure at Coppin State University is to ensure the protection of the rights of all students in academic matters. The objective of the academic due process is to provide a channel for students to air grievances.

Grievance

A grievance is any legitimate complaint or dissatisfaction expressed by the student in connection with his/her academic studies. Such grievances could include disputes as to evaluation of scholarship, or suspension or dismissal from an academic major, or from the University for reasons that are not disciplinary in nature.

Initiating a Grievance

The student who believes he/she has a legitimate complaint must initiate the grievance within fifteen school days of learning the basis of the grievance. The following procedure must be followed:

I. Instructor

The student who has a grievance will arrange a meeting with the instructor involved to resolve the matter.

II. Course Team Leader

If the student believes that his/her academic complaint has not been justly resolved, the student will arrange to meet with the Team Leader of the Course (if a Team Leader is involved in the course).

III. Associate Dean

A. If the student believes that his/her academic complaint has not been justly resolved, the student will arrange to meet with the Associate Dean in Nursing, within five school days following his/her meeting with the Team Leader.

B. Following the meeting with the student or meeting with the instructor or both, the Dean or Associate Deans will make a decision on the grievance within five school days.

* General complaints or dissatisfaction with non-academic matters are to be referred to the Associate Dean or the Dean as appropriate.

ACADEMIC POLICIES

Due Process (cont'd)

IV. Dean

If resolution has not been achieved at the Associate Deans' level, the student will arrange to meet with the Dean of the School of Nursing within ten days of the meeting with the Associate Dean.

V. Vice President for Academic Affairs

If the student is not satisfied with the outcome of his/her grievance matter at the school level, he/she will file a written appeal with supporting documentation to the Vice President for Academic Affairs within five school days following the notification of the decision of the Dean. The Vice President for Academic Affairs, in addition to the Dean of the specific school, will issue a decision on the appeal to all parties involved within ten school days of receipt of the appeal.

VI. President of the University

If the student believes that his/her grievance was not satisfactorily resolved, the student may file an appeal in writing with the President of the University within five school days following the notification of the decision of the Vice President for Academic Affairs/School Dean. The President shall approve or disapprove this decision within fifteen days, and the decision of the President shall be final.

ACADEMIC POLICIES

PROBATION AND DISMISSAL POLICIES

A student who fails any required nursing course or major support course in the Nursing Program of Study or whose GPA falls below 2.5 will be placed on probation for the next semester.

A student who fails any nursing course or major support course required in the Nursing Program of Study twice, or who withdraws during the second attempt with a failing grade in any required course will be dismissed from the Nursing Program. In addition, a student will be dismissed for failure of any two nursing or major support courses required in the Program of Study.

A student shall be dismissed from the Nursing Program if matriculation extends beyond 5 years of the initial enrollment in nursing courses, including any withdrawal time.

Students shall be dismissed from the Nursing Program because of academic failure, unprofessional conduct or unsafe clinical nursing practice in accordance with policies of the University and the School of Nursing.

Students suspected of academic dishonesty may be dismissed from the Nursing Program upon review and recommendation to the Dean by the Admission, Promotion and Progression Committee.

Any student who is dissatisfied with a dismissal decision of the School of Nursing, has the right to follow the Academic Due Process Procedure of the University.

PROCESS FOR REQUESTING RE-ADMISSION

The applicant seeking re-admission to the School of Nursing must write a letter of request addressed to the Admission, Progression and Retention Committee. The letter must discuss activities done since dismissal, which will help the applicant be successful. Such as: working in area of nursing, studying, tutorial, removal of distraction which caused failure and decreasing work hours.

The Admission, Progression and Retention Committee will review the letter of request and the applicant's transcript to decide if the request for re-admission will be granted. Additionally, the Committee may request that the applicant come in for an interview. The Committee recommendation will be forwarded to the Dean. The Dean will review the recommendation and may choose to concur or disagree with the committee's recommendation. The applicant will receive a letter from the Office of the Dean about the final decision.

If an applicant is re-admitted the applicant cannot withdraw nor fail any other nursing courses. Additionally, the applicant will be required to have interaction with an advisor and a NSEP Specialist on a regular basis as stipulated by members of the Admission, Progression and retention Committee.

ACADEMIC POLICIES

WITHDRAWAL PROCESS

Objectives:

1. To enhance tracking of students
2. To assist students in making appropriate decisions regarding withdrawal.

Process

1. At the first forum of the school year, the withdrawal process will be reviewed with students.
2. The withdrawal process is included in the Nursing Student Handbook.
3. The student seeking to withdraw must first consult with his/her advisor.
4. The student and advisor should discuss issues surrounding the decision to withdraw a feasibility of exploring other options.
5. The advisor, where possible, should refer the student to appropriate resources, i.e., social worker, counselor, financial aid.
6. Following the student-advisor interview, the student should meet with the appropriate Associate Dean to ascertain that all other options have been exhausted.
7. If the decision to withdraw is final, the student must meet with the Dean of the School for an exit interview.
8. The withdrawal form must be completed by the student's advisor:
 - a. The final outcome should be documented
 - b. A copy of the form should be placed in the student's file.
 - c. The information should also be maintained in a database by the Admission, Progression and Retention Committee.
9. Follow-up:
 - a. A letter from the Dean will be sent to the student prior to the next semester to determine the student's future academic plans.
 - b. The student's advisor will make a follow-up phone call at least two weeks after the letter is sent.

VOLUNTARY WITHDRAWAL

General withdrawal and transfer policies are found in the University Catalog. Students who withdraw from a clinical nursing course must complete the course successfully the next time it is offered. Failure to do so will result in dismissal from the Nursing Program. Students seeking to withdraw from the nursing program must follow the withdrawal process.

ACADEMIC POLICIES

WITHDRAWAL FORM

Date: _____

Name of Student: _____ SS#: _____

Address: _____ / _____ / _____
Street City State Zip Code

Phone No. (H): (____) _____ (W): (____) _____ (P): (____) _____

ADVISOR/STUDENT INTERVIEW

Date: _____

Major issues discussed: _____

Outcome(s): _____

Name of Advisor

ASSOCIATE DEAN/STUDENT INTERVIEW

Date: _____

Major issues discussed: _____

Outcome(s): _____

Name of Associate Dean

EXIT INTERVIEW WITH DEAN

Date: _____

Major issues discussed: _____

Outcome(s): _____

Dean's Signature

DIVISION USE ONLY

Date of Official Withdrawal:

Reason for Withdrawal:

Date of Associate Dean's Follow-up Letter:

Date of Associate Dean's Follow-up Phone Call:

Outcome of Follow-up:

ACADEMIC POLICIES

DRESS CODE

Students must be cognizant that they represent the profession of nursing. Students engaged in any activity representing Coppin State University Helene Fuld School of Nursing must be professionally attired. Jeans, tennis shoes, jogging suits, halter tops, or midriffs, spandex pants, tube tops, shorts and dangling jewelry are prohibited. Students must be dressed in the school uniform or where applicable a lab coat over street clothes. Street clothing must be clean neat and of the appropriate size and length. Wearing of visible jewelry which pierces the nose, lip, eyebrow, and/or tongue is prohibited. Students must be dressed in the school uniform or where applicable, a lab coat over street clothing. Students are permitted to wear one pair of small stud/post earrings not to exceed 1mm in size.

GUIDELINES FOR STUDENT UNIFORMS

1. Every student is required to wear appropriately fitting uniforms as designated by the cooperating agency or nursing faculty.
 1. Every uniform is required to have pockets.
 2. Both males and females are required to wear the school identification patch on the left upper sleeve of the uniform.
 3. Every student is required to wear his/her name pin on the front of the uniform.
 4. Female:
 - a. White dress or
 - b. White slacks set with tunic top (optional)
 - c. White shoes and white hosiery
 - d. White school cap - "C" on the left side of the cap
 - e. Patch on the upper side of left sleeve
 5. Males:
 - a. White slacks with a white tunic top
 - b. White shoes with white hosiery
 - c. Patch on the upper side of left sleeve
 6. Students may purchase the school uniform(s) from the uniform company designated by faculty.
 7. A white full-length lab coat is required for practice in the Nursing Resource Center and when visiting clinical sites for assignments.
2. Hair should be worn in a style that does not interfere with the student's activities or client comfort and/or safety.
3. Nails should be clean and not so long as to interfere with performance of nursing tasks or be 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.

ACADEMIC POLICIES

Uniforms (cont'd)

4. Uniforms, including shoes, should always be clean and in good repair.
5. Shoes should provide adequate support and not interfere with the performance of nursing tasks. They should be of professional design no “clogs” or “sneakers”.
6. 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.
7. Undergarments worn under uniforms must cover all anatomical structures and be a solid color closest to the skin tone. Knee high socks are not to be worn with the dress uniform.
8. Jewelry worn should be limited to a plain wedding band. Engagement rings with raised stones should be removed or covered with tape.
9. Blue skirts/ pants and white blouses/shirts are required for the community health clinical rotation.
10. The following equipment is a part of the uniform: stethoscope, watch with smooth back and second hand and small spiral notebook.

CAP POLICY

Students are not required to wear a nursing cap as a part of the professional uniform.

DRUG POLICY STATEMENT AND DRUG TESTING PROGRAM

Coppin State University recognizes that the use of certain drugs (other than a physician’s care) is not the best interests of the student-athlete or the Coppin athletic program.

Use of these drugs:

1. Can affect the physical and mental health and well-being of the student-athlete;
2. Can alter the athletic and academic performance of the student-athlete
3. Can be dangerous to the student-athlete or to other, especially during any athletic activity; and
4. **Compromises the integrity ad spirit of intercollegiate athletic competition and is in most cases, illegal.**

For these reasons, Coppin operates a mandatory drug testing program. The purpose of the program is to:

- a. Educate student-athletes about the physical, metal and legal consequences of illegal drug use.
- b. Prevent and deter drug abuse by student-athletes.
- c. Detect student-athletes who may be involved in drug use or abuse through testing methods.

ACADEMIC POLICIES

- d. Assist in the treatment and rehabilitation of a student-athlete who tests positive for drug use as part of this program.
- e. Provide reasonable safeguards assuring that every student-athlete is able to participate in athletics competition unimpaired by illegal or banned drugs.
- f. Provide a common mechanism for the detection, sanction and treatment of specific cases of drug use or abuse. (You may wish to delete the since letter c. covers this.)

THE DRUG TESTING PROGRAM

1. Each student-athlete who has been declared eligible for practice and/or competition by NCAA and MEAC standards is required to participate in the drug testing program.
2. Each student-athlete is required to sign a drug testing consent form as a condition of participation in the athletic program.
3. Testing will be done by urinalysis. The urinalysis may include procedure for detection of any one or any combination of the following drugs: (the existing Coppin policy at Section D could be used or you could attach as an appendix the of the Coppin Student-Athlete Handbook or NCAA Banned Drugs list (which I attach to this memo.) College Park uses that and so do others.)
4. The testing program will be under the control and supervision of the Coppin State University Division of Nursing Community Health Clinic (hereafter Health Clinic). The number, timing, and the procedures for testing shall be determined by the Health Clinic in consultation with the Department of Athletics (or do you want it to be in consultation with the Athletic Director or designee?)
5. All student-athletes shall be subject to unannounced, random tests during the course of the academic year. The Athletic Director or designee will determine the percentage of each team that will be subject to testing. The Athletic Director or designee shall provide the Health Clinic with team rosters and student-athletes will be randomly selected for testing by the Health Clinic consistent with the tea percentages prescribed by the Athletic Director.
6. Student-athletes who demonstrate symptoms or behaviors which are indicative of substance abuse may be tested individually or as a part of a regularly scheduled test. These cases will be anonymously reviewed by the Director of Health Clinic or designee to determine if testing is warranted. No notice of testing is required.
7. Student-athletes who have a history of a prior positive for prohibited drugs through Coppin's drug test program or any other reliable testing program may be required to submit to drug-testing.
8. Student-athletes may be tested as mandated by the NCAA. For example, the NCAA mandates that all track and field and football athletes be randomly tested each year.

ACADEMIC POLICIES

SANCTIONS

The following sanctions are adopted by Coppin State University for positive drug testing.

General: A student-athlete who fails to report for a scheduled drug test after notification shall be treated as having a first positive test result. Any attempt to adulterate or any actual adulteration of a urine specimen will be treated as a positive test result.

First Positive: After a confirmed positive test, the student athlete will be subject to mandatory counseling at the health Clinic or in a program approved by the Director. Failure to attend mandatory counseling sessions, submit to drug testing, and/or comply with any other activities specified by the Health Clinic will result in a second offense status. In addition to attendance at counseling sessions, the student-athlete will be required to undergo further drug testing as determined by the Health Clinic. This is in addition to any NCAA imposed penalty.

Second Positive: After a confirmed second positive test, the student-athlete will be suspended from team practice and scheduled events for two weeks plus any NCAA imposed penalty. Continued counseling and Drug testing as determined by the Health Clinic are also required. Failure to attend mandatory counseling, submit to drug testing, and/or comply with any other activities specified by the Health Clinic will result in a third offense status.

Third Positive: After a confirmed third positive test, the student-athlete will be suspended from their team indefinitely, may lose their athletic housing and use of athletic facilities, may have their financial assistance terminated at the completion of the current academic year, and/or may have further sanctions imposed upon them, including suspension or expulsion and NCAA sanctions. Continued counseling and drug testing as determined by the Health Clinic are required. Reinstatement will be considered by the Athletic Director in consultation with the Health Clinic.

ACADEMIC POLICIES

**CONSENT TO THE TESTING OF URINE SAMPLE AND AUTHORIZATION FOR
RELEASE OF INFORMATION**

To: Coppin State University School of Nursing, Community Health Clinic

I, _____ in consideration of being permitted to participate in intercollegiate athletics, voluntarily consent to be governed by the Coppin State University Drug Policy Statement and Drug Testing Program (Drug Policy). I acknowledge that I have been provided with a copy of this Drug Policy and that I have read it. I understand that the Drug Policy was implemented to protect the health and welfare of student athletes, other members of the Coppin State University community, and other persons who may be adversely affected as a result of improper use of drugs. In particular, I voluntarily consent to drug detection testing by urinalysis made under the auspices of Coppin State University, which may or may not be announced in advance. I understand that a positive test may lead to a sanction against me by the Coppin State University pursuant to the procedure set out in the Drug Policy.

I further authorize you to make a confidential release to Coppin officials and my parent(s) or legal guardian(s) or spouse of all information and records, including test results, you may have relation to the screening or testing of my urine sample(s) in accordance with the provisions of the Drug Policy. To the extent set forth in this document, I waive ay privilege I may have in connection with such information. I understand that such records may be released if judicially compelled by legal subpoena or summons.

I understand that any urine sample(s) will be sent to a laboratory outside Coppin for actual testing. (I am assuming this an accurate statement since I have been told that the Clinic did not have the capability of doing urinalysis.)

Coppin State University, its Board of Regents, its officers, employee and agents are hereby released form legal responsibility or liability for the release of such information and records as authorized by this form.

Date

Print Name

Signature

Date

Signature of Parent or Guardian if student is under the age of 18

ACADEMIC POLICIES

Health Policies

HEALTH POLICIES

Health Policies

HELENE FULD SCHOOL OF NURSING STUDENT CLINICAL SUPERVISION POLICY

Medication Administration System

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, TPN, all anti-coagulants such as heparin, atropine, all chemotherapeutic drugs are to be double signed with hospital RN – prior to administration.
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. Always have student 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. Student must demonstrate basic/ core knowledge of the medication to be administered:
 - Name
 - Classification
 - Indication
 - Contraindication
 - Dosage

Health Policies

- Route (s) of administration
- Side effects

*If unknown student must consult PDR prior to administration

13. All nursing students and nursing faculty are prohibited from administering Synagist.

STUDENT CLINICAL SUPERVISION POLICY

Flow Sheets

1. Intake and Output (Fluid intake intravenously & orally; urinary output)
2. Bowel movement
3. Vital signs
4. Physical assessment
5. Treatments
6. Diet - Amount Solid Food intake and/or Tube feeding
7. Patient activity - such as leaving the unit
8. Oxygen administration
9. Ventilators' settings
10. Laboratory tests collected

All of the above critical indicators are to be co-signed by the instructor. All other pertinent critical clinical data is to be recorded and co-signed by the clinical instructor.

Nurses' Notes

All Nursing documentation and entries entered by students are to be co-signed by the clinical instructor.

Recommendation: Limit number of students assigned to administration of medication to 4 or less depending upon the acuity of the patients and nature of medication. At the end of the shift a complete audit review is to be made of the medical records of patients assigned to students.

Health Policies

External Affairs Policies and Procedures

Student Medical and Administrative Clearance for Clinical

Students

- I. Medical and Administrative Clearance must occur on an annual basis.
- II. The Associate Deans for the Undergraduate and Graduate Programs will forward a list of all Nursing Students who will need Medical and Administrative Clearance for the Upcoming **academic year** by **June 1st** to the Associate Director of the Nursing Center.
- III. Medical and Administrative Clearance for students will occur by **July 15th**. **PLEASE NOTE: STUDENTS WHO ARE ADMITTED AFTER JUNE 1ST WILL BE GIVEN ADDITIONAL TIME FOR HEALTH AND ADMINISTRATIVE CLEARANCE.**
- IV. Medical Clearance will include the following:
 - a. Physical Examination with statement by physician verifying students is in good health and capable of maintaining the rigors of a nursing program. Students must utilize the Coppin State University Nursing Center's Physical Examination Form. The form must be stamped and dated
by the care provider.
 - b. PPD testing —Initially and then yearly. If positive, proof of Chest x-ray within 6 months of employment/ entering school and then q 4 years.
 - c. Titers for
 - i. MMR (Measles, Mumps and Rubella)— Initially, immunizations or titers required. 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 required every 10 years.
 - e. Hepatitis (which will include last date of immunization or statement of declination of vaccine.)— date of last immunization or declination statement.
- V. Administrative Clearance will include the following:
 - a. RN License number and expiration date
 - b. CPR Card - Must be an American Heart Association Course. The card must include date of expiration.
 - c. Annual training in the principles of Confidentiality and OSHA's Blood borne Pathogens Standard and certification of this training
 - d. Signed Release of this Information
- VI. Associate Director of the Nursing Center will communicate to the Associate Dean of the Graduate and Undergraduate Program those students who have not been medically or administratively cleared by **July 15th**.
- VII. The information will be distributed in the form of a memo for each student who is not in compliance. The memo will contain the name and address of the student and what information needs to be supplied to the Associate Director of the Nursing Center.
- VIII. This information will be sent to each student by July 20th.

Health Policies

- IX. If the student is not in compliance by July 30th, the student will be denied admittance to clinical until clearance is obtained.
- X. Each course team leader will forward the following administrative information to the Department of External Affairs:
 - a. Release of Information
 - b. Certification of Training in OSHA's Blood borne Pathogen Standard and Confidentiality.
Instruction in these topics should occur by the fourth Friday of August.
 - c. Any other facility specific requirements
- XI. Please note that if any additional personal or health information is requested by a clinical facility other than the information stated above, an additional release must be obtained from the student.

Health Policies

External affairs Policies and Procedures

Faculty Medical and Administrative Clearance for Clinical

- I. Medical and Administrative Clearance must occur on an annual basis.
- II. The Associate Deans for the Undergraduate and Graduate programs will forward a list of all Nursing School Faculty who will need Medical and Administrative Clearance for the upcoming academic year by April 1st to the associate Director of the Nursing Center.
- III. Medical and Administrative Clearance for Nursing School Faculty will occur by May 1st.
PLEASE NOTE: FACULTY WHO ARE HIRED AFTER MAY 1ST WILL BE GIVEN ADDITIONAL TIME FOR HEALTH AND ADMINISTRATIVE CLEARANCE.
- IV. Medical Clearance will include the following:
 - a. Physical Examination with statement by physician verifying Nursing School Faculty is in good health and capable of maintaining the rigors of a nursing program.
 - b. PPD testing
 - c. Titers for
 - i. MMR (Measles, Mumps and Rubella)
 - ii. Varicella
 - d. Signed Release of Information
- V. Administrative Clearance will include the following:
 - a. RN License number and expiration date
 - b. CPR Card - Must be an American Heart Association Course and date of expiration
 - c. Annual training in the principles of Confidentiality and OSHA's Blood borne Pathogens Standard and certification of this training
 - d. Signed Release of Information
- VI. Associate Director of the Nursing Center will communicate to the Associate Dean of the Graduate and Undergraduate Program those faculty who have not been medically or administratively cleared by May 15th.

Health Policies

Students shall demonstrate that they are physically and mentally competent to provide safe patient care at all times (see policy on Unsafe Clinical Performance). 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 may appeal the decision as delineated in the Academic Due Process procedure found in the University Catalog and the Nursing Student's Handbook.

PHYSICAL EXAMINATIONS:

A physical assessment is required prior to the first clinical course and will be required for the academic year annually while enrolled in clinical nursing courses. Health records and documents must be submitted to and maintained by the Coppin State University Nursing Center. Failure to comply with these policies will result in denial of admittance to clinical and such absences will result in a clinical failing grade.

VISION SCREENING

Vision screening is required as a part of the admission procedure. Findings of vision screening will be used for health counseling.

TUBERCULIN TESTS

Prior to the first clinical nursing course and annually thereafter, a 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.

INOCULATIONS

Evidence of current tetanus immunity is required. If tetanus booster was received prior to 10 years ago, tetanus toxoid inoculation must be obtained.

For all students enrolling in 200 clinical level courses, MMR titer (Measles, Mumps, Rubella) is required if born after 1957. Tetanus and Varicella titers, and a hepatetitis B vaccine series are also required. Evidence of these tests must be produced before assignment for clinical practice. (See memo) for consistency.

COMMUNICABLE DISEASES

In situations of direct client contact, faculty and students have an obligation to prevent the spread of infections. Consequently, faculty shall limit student contact with clients, when a student has an infectious condition.

* Initially, immunizations or titers required. Immunizations must have been received after 1980. If titers positive or documented proof of immunizations, no further testing will be required.

Health Policies

Communicable diseases (cont'd)

In certain situations faculty and students are not to be assigned care of clients having AIDS (acquired immune deficiency) or CMV (cytomegalovirus).

These situations are:

1. a pregnant student.
2. a student with an infection that is communicable to a client with AIDS, or who is immuno-suppressed, or
3. a student who is immuno-suppressed.

Students who have not mastered the use of Universal Precautions or other agency Isolation techniques will not be permitted to pre-clinical area.

After reasonable accommodations have been made and an examination of the facts demonstrate that a student can no longer perform as required, or that a student presents a health risk to himself or to that of others, the student may be terminated from the program.

HEALTH INSURANCE

All nursing students are required to have health insurance. Coverage may be obtained through the group plan of the University or individually.

PREGNANCY

Pregnant students must submit documentation from their care provider that clearly states that the student can safely fulfill all the duties and requirements of the Program of Study. After delivery, the student must submit documentation from her care provider that it is safe to return to the Nursing Program and fulfill all requirements.

MEDICAL WITHDRAWAL/ FACULTY NOTIFICATION

Students who withdraw from nursing courses due to medical reasons such as pregnancy, surgery and other health reasons must submit written documentation from their health care provider before or at the time they stop attending classes to the registrar's office and their advisor within the School of Nursing. Students should submit a copy of the documentation to the School of Nursing by giving it to their nursing advisor.

A student who plans to return to nursing courses after having been out for a medical withdrawal (with appropriate submitted documentation as noted above) should submit documentation from his/her 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 student can fulfill all duties or clearly state what duties student can not perform. This documentation should be submitted prior to registration for any nursing courses.

Reasonable accommodations will be made if by health care provider in accordance with ADA for students having limitations.

Health Policies

AMERICANS WITH DISABILITIES ACT

In compliance with the provisions of Section 504 of the rehabilitation Act of 1973, Coppin State University is committed to the policy of nondiscrimination of students and employees on the basis of handicap.

Section 504

Section 504 states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

Any student who is qualified under the Americans With Disabilities Act should contact the Associate Dean to ascertain that appropriate accommodations are made.

CARDIOPULMONARY RESUSCITATION

Cardiopulmonary Resuscitation (CPR) Training, American Heart Association Health Care Providers required of all nursing students in accordance with affiliating clinical agency requirements.

All students must show proof (training card) of successfully completing American Heart Association Health Care Provide Course. Certification is required while enrolled in the Nursing Program. Failure to provide validation will result in the student not being allowed to attend clinical and subsequently failing to meet the clinical objectives of the course.

Note: The Health Care Provider Course should include 1 and 2 man CPR, airway obstruction of the adult, child, and infant, child and infant CPR, mask-valve ventilation, and Automated External Defibrillator (AED). Training involves passing a written test and demonstrating the ability to satisfactorily perform each skill before a Basic Life Instructor.

Health Policies

General Policies

GENERAL POLICIES

General Policies

HONOR CODE ACADEMIC AND CLINICAL MATTERS

Professional Behavior

I agree to :

- Abstain from Academic Dishonest (cheating) on quizzes, exams in any format (pen & paper, electronic or oral).
- Abstain from plagiarizing references and other students' work;
- Exhibit self-restraint by not copying from other students' answer sheets during exams or quizzes;
- Refuse to take part in violation of the above by either giving or receiving written work, test questions, and/or answers to test questions;
- Seek guidance from the instructor when confronted by uncertainty in assignments, class work, and/or policies;
- Complete all nursing care required per assignment or promptly report the inability to do so;
- Administer all medications per order and in accord with hospital policy;
- Accept responsibility for attendance in the clinical area;
- Promptly report all errors;
- Seek the instructor's guidance when confronted by difficulties or new procedures;
- Honestly communicate with all faculty regarding all clinical and classroom matters;
- Adheres to the characteristics of professionalism.

PROFESSIONALISM

Demonstration of conduct/characteristics associated with the nursing profession.

CHARACTERISTICS

1. Capable of knowing right from wrong in the decision making process.
2. Possesses critical thinking ability.
3. Maintains confidentiality and respects the privacy of clients.
4. Demonstrates respectfulness of self and others.

General Policies

5. Adheres to patient's rights.
6. Adheres to conduct rules and regulations set forth in the Coppin State University Student Handbook, p. 51
7. Displays altruism- placing patient/others before self.
8. Use's appropriate language.
9. Possesses cultural sensitivity and awareness.

STUDENT CODES

Refer also to the Coppin State University Student Handbook - Student Code

UNLAWFUL ACTS

I understand

- Unlawful manufacture, distribution, dispensation, possession, or use of controlled substances at Coppin State University or any assigned clinical site or activity is prohibited.
- Functioning as a student under the influence of alcohol or illicit substances is prohibited
- Disciplinary actions will be taken against students for violation of such prohibitions
- Violation of any of the aforementioned articles could resort in disciplinary action up to and including expulsion

Signed: _____

Date: _____

CONFIDENTIALITY

Students are required to maintain strict client confidentiality at all times. Confidentiality is a client right to expect communication with healthcare professionals to remain unshared. Any violation of confidentiality will result in disciplinary action as deemed necessary by the instructor, agency and/or school of nursing. If faculty became aware that students violate clients' confidentiality at any time, action will be taken through formal clinical evaluation tools. Student's breaches of confidentiality can affect the clinical agency contracts of the School of Nursing. Students are reminded that clients can pursue legal action should any health professional, including nursing students, violate confidentiality in any setting.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

**VII 7.24 USM POLICY ON CALL-UP TO ACTIVE MILITARY DUTY DURING
A NATIONAL OR INTERNATIONAL CRISIS OR CONFLICT FOR USM
EXEMPT AND NONEXEMPT STAFF EMPLOYEES ON REGULAR STATUS.**

(Approved by the Board of Regents, October 5, 2001)

I. Purpose and Applicability

The purpose of this policy is to provide procedures consistent with the health and retirement benefits programs administered by the State of Maryland, USM policy on return to work, and USM policies on tuition remission upon call-up to active military duty during a national or international crisis or conflict by order of the President of the United States. The policy is not intended to take precedence over Article 65, Section 42, of the Annotated Code of Maryland and Federal law for orders to active military duty made by the Governor of the State of Maryland.

The policy applies to full-time and part-time USM Exempt and Nonexempt Staff employees on Regular Status.

II. Continuation of Health Benefits

A. Military Reserves Paid Leave

1. Upon call-up to active military duty during a national or international crisis or conflict, an employee may elect to use accrued leave to remain on the payroll. In the absence of such an election, or upon the exhaustion of accrued leave, an employee will be placed upon leave without pay status.

2. While on the active payroll, a reservist will have the same benefit deductions, unless the reservist files an Active Employee Enrollment Form to cancel any or all benefits within 60 days of entry into Active Duty. A copy of the military papers must be submitted with the Active Employee Enrollment Form. If the Active Employee Enrollment Form is not completed to cancel any or all deductions, the same deductions will continue as long as the employee remains on active payroll.

3. Personal Accidental Death and Dismemberment (PA&D) plan will not provide benefits to anyone injured in military service. Benefits will be provided, as appropriate, to a spouse or child if the employee has family coverage. A military reservist with PA&D "individual" coverage should cancel deductions while on paid leave status, as PA&D plan will not honor any claims for the employee while on military duty. The employee can elect to continue PA&D "Family" coverage.

4. While in active military service, any medical care provided to the employee is through the military. All of the State medical plans have blanket exclusions for medical care rendered while a person is on active duty while serving in the military; this is a standard exclusion clause.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

5. Dependents of military personnel on active duty are automatically covered by CHAMPUS, a federal military health program. An employee called to active duty may elect to discontinue state health benefits coverage for his or her dependents, relying upon CHAMPUS for dependent health care coverage. In the alternative, the employee may elect to continue state health benefits coverage for his or her dependents. As the dependents are not on active military duty, the state health benefits coverage shall be the primary coverage for these dependents.

B. Military Reserves - Leave without Pay

1. When the military reservist goes on a "Leave Without Pay" status, the employee may elect to continue benefits as a "Military LAW" employee. The employee should complete the "COBRA/LAW/Contractual/Part-time" Enrollment Form. The Institution Benefits Coordinator and Fiscal Officer should complete the agency verification portion of the form and identify the employee as "Military LAW" on the form. The Fiscal Officer should also complete the appropriate fiscal designation portion of the form.

2. Subsidization for Health, Prescription and Dental Plans: While on active military duty, the employee contribution and State contribution for health benefits will continue if the reservist elects to continue health, prescription and dental plans. Accordingly, the employee will not be billed for these three types of benefits plans, if they choose to continue them while on Military LAW. Therefore, it is critical that the Fiscal Officer completes the fiscal designation portion of the form, as the USM will be charged for the full amount of the premiums (employee plus State portions) for the health, prescription and dental plans.

3. Employee-Pay-All Plans (MetLife, Flexible Spending Accounts, PA&D, Unum Long Term Care): These types of benefits plans are "Employee-Pay-All." and are not subsidized. An employee who elects to continue these benefits will be billed by the State and coupons will be provided for payment to the State. Unum Long-Term Care continuation payments will be paid directly to Unum. The premium payments while on the Military LAW will be post-tax and will not affect the employee's W-2 status.

4. When active duty is completed and the employee returns to USM employment, the employee must file an Active Employee Enrollment Form (with the discharge papers attached to the form) within 60 days of the discharge date to start benefit deductions from his/her University paycheck.

III. State Retirement and Pension Systems

A. All employees called up for military service should complete MD Retirement Agency Form 46, "Application to be Placed on a Qualified Approved Leave of Absence." Although Form 46 is not formally a leave of absence, it should be used to notify the Retirement Agency of the member's military activation. If a member has already been called up and cannot complete the form, the USM institution can submit it on behalf of the called-up employee.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

B. If an employee returns to work within one year of release from active duty and did not accept other permanent employment, the employee will be reinstated in the pension/retirement system and will receive service credit for the term of the military service. The employee does not need ten years of creditable service to claim service for military action that interrupts membership. The employee shall submit Form 3, "Claim of Retirement Credit for Active Duty Military Service" with the proper military documentation when the employee returns to work.

C. Service credit will be given for up to five years of military service that interrupts membership. This is in addition to the five years for military credit for service prior to membership.

D. An employee is not required to make up missed contributions. The member's missed contributions and employer's contribution costs are included in the annual evaluation done by the actuary to determine the cost to employers.

E. Filing Date for Form 46 "Application to be Placed on a Qualified Approved Leave of Absence"

1. Military Leave without pay - the filing date on Form 46 shall be the date that the employee begins active duty.
2. Military Leave with pay - the filing date on Form 46 shall be the date that the employee has exhausted all accrued leave and begins leave without pay.

G. Military Reserves Killed in the Line of Duty or Disability while on Leave with Pay

An employee who is killed in the line of duty or who sustains serious injuries, making it impossible for the member to return to work, and such death or injury occurs while on leave with pay status, is entitled to the same death and disability benefits as an active employee. Surviving beneficiaries shall receive a lump sum payment of the annual salary plus contributions or, if the spouse law comes into effect a monthly check for life. If disabled during active duty military service, an employee still on leave with pay status, may file for an ordinary disability benefit but not an accidental disability benefit.

H. Military Reserves Disability or Killed in the Line of Duty while on Leave without Pay

An employee killed in the line of duty, or who sustains serious injuries making it impossible to return to work, and such death or injury occurs while on leave without pay status, will not receive a death benefit or have the right to file for a disability benefit from the State Retirement Agency. If the employee should die, only the employee's contributions with interest will be paid to the beneficiary.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

IV. Optional Retirement Program Leave with and without Pay

- A. The activation date on Form 46 should be the date that the employee is activated.
- B. As a condition of membership in the Optional Retirement Program, no death benefit or right to file for a disability benefit from the State Retirement Agency is available.
- C. While still on the payroll, employer contributions to the employee's ORP will continue.
- D. No retirement service credit will accrue, nor employer contributions be made, while the employee is on leave without pay. Upon return to work, USM employer contributions will resume.

V. USM Tuition Remission Benefit

- A. An employee who is currently in a degree-seeking program and using tuition remission may continue to use tuition remission if called to active duty and stationed locally.
- B. An eligible spouse/dependent currently in a degree-seeking program and using tuition remission may continue to use tuition remission.
- C. If an employee is killed in the line of duty, spouse/dependent tuition remission benefits shall be provided in accordance with the USM Policy on Tuition Remission for Spouse and Dependents.
- D. If an employee does not return to USM service, tuition remission for the employee, spouse and dependents will terminate.

IMPLEMENTATION PROCEDURES

Each Chief Executive Officer shall develop procedures as necessary to implement this policy and shall forward a copy of such procedures to the Chancellor.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

**POLICIES AND PROCEDURES GOVERNING THE CLOSING OF THE UNIVERSITY
DURING INCLEMENT WEATHER AND EMERGENCIES**

I. POLICY

- A. **The President of the University will make the final decision as to whether all elements of the institution will be closed. Administrative offices may remain open even though classes are cancelled.**
- B. The sole criteria for school closing is to ensure the safety of the students, faculty and staff.
- C. Consistent with the safety of the students, faculty and staff, offices and classrooms will be kept open whenever possible.
- D. **The Provost/Vice President for Academic Affairs**, in consultation with the President, will make the class cancellation decision based on the available information: The office of the Vice President for Institutional Advancement (Public Relations Designee) will collect the weather forecast information on which to base the class cancellation decision and relate this information to the Provost and Vice President/Vice President for Academic Affairs by **5:00 a.m.** of the inclement weather day.
- E. After consultation with the President and Provost and Vice President/Vice President for Academic Affairs, the PR Designee (Dr. Lassiter) will notify the radio and television stations of class cancellation and/or campus closing. The PR Designee will then notify the Office of Public Safety and the Office of Business and Finance of the decision.

II. PROCEDURE DURING OFFICE HOURS

- A. President through the Institutional Advancement Office (Public Relations Designee) will notify all personnel that the University is closing.
- B. Radio and television stations will be notified by the Office of Institutional Advancement (PR Designee) so that evening school students and staff may be notified.
- C. In the case of satellite events, the PR Designee should give a complete list of cancellations and postponements (obtained from the president, Provost, and Vice Presidents) to the media at least two to three hours before hand in order to keep the number of calls to the media to a minimum. The objective is to utilize the media during emergencies.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

III. PROCEDURE DURING EVENING AND NIGHT HOURS

- A. The decision as to whether the school will be closed or will open late will be made and furnished to the radio and television stations no later than 6:00 p.m.
- B. The Public Relations Designee will notify the campus office of Public Safety and Facilities of the decision at the same time as the radio and television stations.

NOTE: If you miss either the radio station and/or television station announcements regarding Coppin State University, a safe rule of thumb will be, if the State Office Building, located at 201 - 301 West Preston Street is closed, then Coppin will be in effect.

IV. RADIO & TELEVISION STATIONS TO BE USED FOR ANNOUNCEMENTS.

| | |
|-----------------------|----------------------|
| WCBM Radio (680 AM) | WXYV Radio (102. FM) |
| WBGR Radio (860 AM) | WEAA Radio (88.9 FM) |
| WITH Radio (1230 AM) | WBFF-TV (Channel 45) |
| WTOP Radio (1500 AM) | WBAL-TV (Channel 11) |
| WQSR Radio (105.7 FM) | WMAR-TV (Channel 2) |

V. SCHOOL OF NURSING - CLINICAL

- 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

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

Option II

Δ The nursing faculty member will notify the first student on the roster.

Δ Subsequent student(s) will contact the next student on the roster

Δ Last student notified will inform the faculty member of the success or failure in contacting all students on the roster.

Δ The faculty member will attempt to reach those students not contacted by their follow 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.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

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. The faculty member is to call the clinical facility and the Dean’s Office within the day to inform them of the cancellation of the clinical day.
7. Make-up of the missed clinical(s) when decided by the faculty member and must be forwarded to the appropriate Associate Dean.
8. 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 safe guard the students.

COPPIN STATE UNIVERSITY RESOURCES AND ORGANIZATIONS

TRANSPORTATION - CLINICAL SITES

Students are responsible for their own transportation and parking fees to and from clinical sites. Car pools are encouraged. Students will not be reimbursed for mileage.

OTHER GENERAL POLICIES

1. All nursing students are 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.
2. Standardized achievement tests are billed through the University in the semester in which they are taken. Rates vary for each examination.
3. All lab fees are paid to the designated party.

*** Professional is provided by the University.**

REQUIREMENTS FOR PARTICIPATION IN PINNING AND AWARDS CEREMONY

Requirements for participation in the Pinning Ceremony are as follows:

1. Satisfactory completion of all courses in the Nursing curriculum, both in the major and the general education requirement.
2. In accordance with university policy for participation in the graduation ceremony six credits may be outstanding/not completed.

SCHOOL PIN

Graduating seniors are responsible for the purchase of the Coppin State University Helene Fuld School of Nursing pin during the semester of graduation. There is an additional charge for having initials engraved on the back of the pin. Since the price of gold fluctuates, the exact cost of the pin will be announced each year.

GRADUATION REQUIREMENTS

Students must achieve satisfactory grades for all courses required in the Program of Study to be recommended for graduation.

In addition to achieving satisfactory grades for all courses required in the Program of Study, to be recommended for graduation the student must achieve at least the passing score established by Nursing faculty on a comprehensive nursing test selected by Nursing faculty. The Comprehensive Test is a standardized test developed and scored by Educational Resources Inc.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

SENIOR COMPREHENSIVE EXAMINATION POLICY

All senior nursing students must pass a standardized comprehensive examination as a requirement to exit the nursing program. Seniors will first receive a standardized diagnostic examination. This examination will be assessed to determine overall strengths and weaknesses.

Remediation will be based upon performance on the diagnostic examination.

In addition, all senior students will be enrolled in Nursing 415 Special Topics. The format of the course will be contingent upon the collective performance of students on the diagnostic examination.

Students not successful on the comprehensive examination will be given one opportunity to re-take the examination. Students not successful on the re-take will be required to enroll in NURS 412 the following Fall semester.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

**UNIVERSITY RESOURCES AND
PROFESSIONAL NURSING ORGANIZATIONS**

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

RESOURCES

COPPIN STATE UNIVERSITY STUDENT HANDBOOK

A copy of the Coppin State University Student Handbook may be obtained from the office of Student Services. This handbook includes university policies and academic information and information on university tradition. Coppin State University handbook prevails unless otherwise addressed or stated in the Division's Handbook/policies and procedures.

AVAILABILITY OF COMPUTERS

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

Advanced computer skills are not needed to use instructional programs.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

THE PARLETT L. MOORE LIBRARY

The Parlett L. Moore Library is a full service library and includes books, pamphlets, periodicals and audiovisual materials. Faculty members may designate specific items to be placed on the reserve shelf, each semester, for each course. General references, periodicals, audiovisual materials and reserved items must be used in the library. Students must complete a Patron Registration form to obtain their patron number. This number will allow borrowing non-reserved materials for a three week period. This number will also permit Coppin students to use the facilities of Universities and Universities within the University of Maryland System.

The Orientation to University Life course, the Orientation to Nursing course and the Nursing Transition course provides specific experiences for Students to become familiar with the facility and to develop the skills required for efficient use of the resources provided by the Library. Students who are not required to take any of the courses, as well as students who identify the need for specific resources may contact the reference librarian for assistance.

The library is a precious resource that must be shared by many users. It is the responsibility of each user to take good care of the books and other materials of the library. It is also the responsibility of users of the library to maintain an atmosphere that will promote study and other scholarly pursuits.

The library hours are:

| | |
|-------------------|------------------------|
| Monday - Thursday | 8:00 a.m. - 2:00 am |
| Friday | 8:00 a.m. - 5:00 p.m. |
| Saturday | 10:00 a.m. - 4:30 p.m. |
| Sunday | 2:00 p.m. - 7:00 p.m. |

Summer Hours July 1st Until August 28th

| | |
|--------------------|-----------------------|
| Monday - Friday | 8:00 a.m. - 5:00 p.m. |
| Closed on weekends | |

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

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 array of student leadership and development opportunities.

ROOM ASSIGNMENTS

In order to live on campus you must be fully admitted and a full time student. Assignments to the Residence Hall are made on a first come, first serve basis, depending upon the date your completed housing application is received with the required \$150.00 application/room damage fee. Assignments are also based on the availability of space. The application/room damage fee is refunded upon termination of the housing contract and the student does not intend to return to the hall and there are no damages/fines charged to the student. All students who receive an on campus room assignment must sign a housing contract that is for the duration of the academic school year (fall and spring semesters). Only the Associate Vice President for Student Development can authorize any adjustments to the student's account. All requests must be in writing and taken to the Office of the Associate Vice President.

The Office of Residence Life is located in the Miles W. Connor Administration Building, in the Area of Student Development, within the Division of Student Life. For additional information call (410) 383-5846.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

UNIVERSITY BOOKSTORE

The Bookstore is located in the Tawes University Center

Regular Hours

| | |
|-------------------------------|-----------------------|
| Monday - Thursday | 8:00 a.m. - 6:00 p.m. |
| Friday | 8:00 a.m. - 3:00 p.m. |
| Saturday, Sunday and Holidays | Closed |

Hours are posted on the door of the bookstore.

Bookstore Policy:

Any text purchased will have a **TWO WEEK** return period until the 15th of September, with a **SALES RECEIPT**. Any texts purchased thereafter will be subject to the regular **FIVE** day return policy. **NO REFUNDS WILL BE MADE WITHOUT A SALES RECEIPT**. Books returned must be in exact condition as purchased.

All items returned for a full refund must be in "MINT" condition. The Bookstore will accept personal checks with a Drivers License from the State of Maryland, D.C., Virginia and Pennsylvania, and Student I.D. (Validated)

Master Charge and Visa charges are accepted.

All special orders require a 50% deposit. Any merchandise not picked up within 30 days from notification of arrival will be returned and the deposit forfeited.

All policies are subject to change.

CAFETERIA

The cafeteria is located in the lower level of the New Dining Facility. The cafeteria is independently operated.

| | |
|-----------|-------------------|
| Breakfast | 7:30 am - 9:30 am |
| Lunch | 11:30am - 2:00 pm |
| Dinner | 4:30 pm - 7:00 pm |

**COPPIN CENTER
SPORTS FACILITY**

The Coppin Center offers non-credit physical fitness classes and workshops during the entire year, and scheduled basketball games during the spring. These activities are open to the Coppin State University Community for nominal fees.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

NURSING RESOURCE CENTER

The Nursing Resource Center (NRC) is a clinical preparatory facility with standard medical and nursing equipment. Students practice actual one-on-one patient care simulations before entering a health care facility. The Nursing Computer Lab is equipped with computer hardware and software. Students may use software on an independent basis or with an instructor or NRC staff person to enhance their nursing knowledge.

NURSING STUDENT ENRICHMENT PROGRAM

This program provides students with academic support services aimed at improving academic performance outcomes and retention. Prevention strategies are utilized. Early diagnosis of student learning needs is employed and appropriate immediate intervention strategies are implemented. Students receive individualized and small group tutoring (6-8 students) by a highly skilled, knowledgeable, and proficient staff. Tutoring is provided through collaborative efforts by staff of the Nursing Resource Center, tutors, and the University Academic Resource Center. This partnership between the two Centers assures a more holistic approach to the teaching/learning needs of the students. Flexible hours are available for tutoring so that students have greater accessibility to support services. Nursing faculty carefully monitor the academic performance of students on a continuous basis in order to identify problems early. To ensure student success, referrals are made for appropriate tutoring and other supportive interventions.

NSEP CRITERIA FOR STUDENT REFERRAL

1. Has failed a quiz or examination.
2. Is in need of clinical practice or reinforcement of a clinical skill.
3. Has difficulty with mathematic skills.
4. Has difficulty with reading or writing.
5. Has difficulty with mastery of course content or key concepts.
6. Received a low "C" in the previous nursing course.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

NSEP TUTORIAL CONTRACT

I _____ agree to attend tutorial sessions on a _____ (daily, weekly, biweekly) basis. These sessions will continue until there is documented evidence of academic improvement (improved test scores, improved overall average, etc.).

I will work cooperatively with the NSEP Specialist and the designated faculty who has referred me for academic assistance. I will comply with all suggestions and strategies prescribed to resolve identified problems.

I am aware that failure to comply with this contract may jeopardize my ability to successfully achieve course goals and objectives and academic performance outcomes.

I am also aware that failure to keep study appointments will result in a letter being placed in my folder indicating a lack of professional responsibility and commitment, and that said letter will be used in the completion of recommendations after graduation.

Tutor

Student

Date

Faculty Member

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

NURSING STUDENTS ORGANIZATIONS

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 (UNDERGRADUATE)

Interested individuals are required to meet all of the following requirements:

1. Grade point Average 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, Inc.
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 you desire to be a member of this organization.

MARY MAHONEY NURSING HONOR SOCIETY

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
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, grade point average of 3.0 or higher, maintain the highest integrity and demonstrate excellence in scholarship. In addition, qualified university graduates of nursing demonstrating exceptional achievement in nursing.

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

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

SCHOLARSHIP, GRANTS AND LOAN INFORMATION

Students may obtain information about scholarships and grants from the scholarship bulletin board, from their nursing advisor, and from the Nurse Recruiter/Recruiter. Some financial resources are listed below.

National Student Nurse Loan Program

Under the provisions of the Nurse Training Act of 1964, as amended by subsequent legislation, loans and grants are available to qualified full-time nursing students, based on financial need. Applications may be obtained from the Financial Aid Office of the University.

Maryland League for Nursing Scholarship

The Maryland League for Nursing awards scholarships to qualified full-time nursing students who are legal residents of the State of Maryland. Inquires should be directed to the Scholarship Board of the Maryland League for Nursing, 1211 Cathedral Street, Baltimore, Maryland 21201.

Lucy W. Edwards Nursing Scholarship Chi Eta Phi Sorority, Inc.

The Lucy W. Edwards Scholarship Fund was established to financially assist students to obtain a nursing career. Applications may be obtained from the faculty advisor for the Sorority.

Doris Pullen Scholarship

The Doris Pullen Scholarship was established to financially assist registered nurses. Nominations for this award are made by Nursing Faculty.

Loretta Richardson

The Nursing School faculty met on October 1, 2001 to develop the criteria students must meet to qualify for the Loretta M. Richardson Scholarship. They are as follows:

1. The applicant must be a sophomore or junior nursing student.
2. Must have a cumulative GPA of 3.0 or above, but a 2.7 average
3. Must be a member of the Nursing Students Association.
4. Must have documentation of community service(church, school, etc.)
5. Must have two letters of reference
 - a. One must be from a nursing faculty member
 - b. One must be from a nurse in the community.
6. The applicant must write a two page typed essay on "Excellence in Nursing Without Exception."
7. The Nursing Scholarship Committee will select the recipient based on the listed criteria.

Time line for submission of application is the end of the spring semester of each year.

COPPIN STATE UNIVERSITY RESOURCES AND ORGANIZATIONS

Maxie Collier Scholarships

Applicant must be a Maryland resident; be a declared Nursing, Pre-Med, Psychology or Social Work major; officially enrolled as a freshman, sophomore, or junior with a 3.0 GPA; desire a career in mental health in the State of MD Mental Health System, and willing to commit to the undergrad/ graduate levels of training.

Kaiser Permanente Scholarship for Advancement of Nursing Practice

Restricted for support of nurse practitioner students.

Tuition Reduction for Nonresident Nursing Students

Applicant must attend a Maryland Community College or four year public university that awards a nursing degree and must enroll at least part-time (6-11 credits per semester). Applicant must complete Sections A through C of the application and submit it to an official college for certification of acceptance into a nursing program.

Scholarship for Disadvantaged students

Applicant must be currently enrolled and has an unmet financial need according to Federal Financial Aid regulation. Applicant must be a citizen, national or a lawful permanent resident of the United States or the District of Columbia, Guam, the American Samoa, the Trust Territory of the Pacific Islands and the Federated State of Micronesia. To apply for this scholarship, applicant must already have applied for Federal Financial Aid using the FAFSA form.

Alumni Association Award

Graduating senior who is exemplar of character leadership.

Biology Faculty Award

Graduating senior who displayed a keen sense of responsibility, dignity and respect in the Department of Biology. Must have demonstrated good scholarship in Biology and the Sciences.

Circulus Scholarum

Traditionally a graduating senior who has consistently shown high scholarship and has been of greatest service to the school community during his/her period of enrollment at Coppin State University.

Cultural Contribution Award

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

Student performing artist(s) who has contributed most to the campus in the cultural arts.

The Faculty Awards 1. Female 2. Male

Graduating seniors whose dignity and balance present an exemplary conduct for other students.

Graduate Award for Community Service

Graduate student who has been of greatest service to the community and has high scholastic achievement.

Graduate Award for Service to Institution

Graduate student who has been of greatest service to the institution and has high scholastic achievement.

India Sub-Continent Award

Full-time student with a minimum grade point average of 3.5. The student should be either a junior or senior in the Fall semester of the academic year. The student must demonstrate a conscious effort to promote good relations with all cultural groups and attending cultural events at the university.

Martha A. & Edna E. Stanford Memorial Award n Mathematics

Graduating mathematics major. Award is based on the highest average in mathematics courses in the first seven semesters of matriculation.

Phyliss McKinney Memorial Award

Young woman of the Junior Class, who will be a senior in the forthcoming academic year. Have the best example of scholarship, excellence of character and leadership.

Natural Science Faculty Award

Student must have made substantial contribution to the Natural Science.

COPPIN STATE UNIVERSITY RESOURCES AND ORGANIZATIONS

President Emeritus Human Relations Award

Any candidate for a degree in June of the current academic year who has been enrolled at the University at least six of the last seven semesters. Recipient must have demonstrated a keen sensitivity for the feelings, opinions and rights of other members of the university family without regard for race, religion, sex, economic status or ethnic background; and must have consistently manifested profound respect for those whose background is different from own. Student must have evidenced a conscious effort to promote good relations and to cultivate an attitude of respect and fairness for all campus groups and individuals without regard for race, socioeconomic status, class or special abilities.

Women's Symposium Flossie McClain Dedmond Award

Female student of the Junior Class who is outstanding academically and who by her poise and co-curricular achievement is an exemplar for other students.

Violette N. Anderson Finer Womanhood Award

Female student of the graduating class who has attained a cumulative average of 3.0, who is active in campus activities, conducts herself in a lady-like fashion and who serves as a role model for her peers.

Private Donor Scholarship

Applicant must be enrolled, full-time student.

Thurgood Marshall Scholarship Fund

Applicant must be an incoming freshman and should have a high school GPA of 3.0; maintain a 3.0 GPA and full-time status for the duration of the award; a SAT score of 1100 or more or an ACT of 25 or more; pursue a bachelor's degree; demonstrate a commitment to academic excellence and community service; be recommended by the high school as exceptional academically or outstanding in creative and performing arts and be a U.S. citizen. Applicants are encouraged to apply early.

Maryland State Scholarship

Applicant must be a Maryland resident; submit the FAFSA before March 1st of each year and attend a Maryland school either full or part-time enrolled in two-year or four year Maryland College or University. Be an undergraduate or graduate student in a program leading to a degree in nursing. Must have a minimum cumulative GPA of 3.0 in high school or college. Applicant must

COPPIN STATE UNIVERSITY RESOURCES AND ORGANIZATIONS

complete application form, submit official transcript from current institution and submit proof of acceptance into an accredited nursing program from the institution's Department of Nursing.

Tuition Reduction

Applicant must attend a Maryland Community College or four-year public university that awards a degree and must enroll at least part-time (6-11 credits per semester). Applicants must complete sections A-C on the application and submit to an official of the university for certification of acceptance to Nursing Program.

Nursing Scholarship (Harbor Hospital)

Applicant must complete the application and submit an essay, not to exceed 300 words, detailing desire to become a registered nurse, extra curricular activities, and how the scholarship would be of help. Applicant must submit an official or unofficial copy of all high school or college transcripts. Applicant must submit two letters of recommendation from a teacher or counselor. If applicable, should include a copy of the financial need statement from the college or university. Applicant demonstrating financial need will be given preference.

Nursing Scholarship (St. Agnes Healthcare)

Applicant must be a senior nursing student with a 2.5 overall GPA. Applicant must sign an employment agreement with St. Agnes Healthcare for a minimum of one (1) year upon graduation. Applicant must submit an application, official transcript and two (2) professional references.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

ETHEL GORDON SCHOLARSHIP FUND

Criteria:

- (1) Eligibility for graduation from the Coppin State University Helene Fuld School of Nursing in the year in which application is submitted.
- (2) Documentation of need through submission of supporting information, including but not limited to family income/ related expenses, number of dependents, and expenses associated with planned continued education.
- (3) Proficiency in the field of nursing, to be substantiated by an official transcript indicating at least a 2.5 grade point average in nursing courses and a 3.0 cumulative grade point average, and letters of recommendation from two Coppin nursing faculty members having recent contact with the applicant.
- (4) A letter of application should accompany the documents identified in #2 above. The letter shall be no more than two pages in length and shall give evidence of the applicant's keen interest in nursing, discussing the specific area of interest and plans for a professional career in nursing (for example, graduate study).

Procedure:

- (1) The Committee, the Dean of Nursing, and a nursing faculty member selected by the Dean of Nursing is responsible for circulating to Coppin nursing students annually, scholarship information through the University Catalog and the Handbook of the School of Nursing.
- (2) All documents set forth in the criteria shall be received by the Committee the third Wednesday in March of the applicant's graduation year. A cover letter of application shall accompany these documents. The Committee reserves the right to request additional information if necessary.
- (3) The Committee shall review each application, interview the top candidates, and select at least one and not more than three recipients to receive the scholarship grant.
- (4) Announcement of the recipient(s) shall be made at the annual Commencement exercises of the University.

*Under special circumstances, application from students having a 2.75 cumulative grade point average (G.P.A.) will be considered.

**COPPIN STATE UNIVERSITY
RESOURCES AND ORGANIZATIONS**

SCHOLARSHIPS FOR DISADVANTAGED STUDENTS (SDS) PROGRAM

The scholarships for Disadvantaged Students program provides scholarships to full-time, financially needy students from disadvantaged backgrounds, enrolled in health professions and nursing programs.

An individual from a disadvantaged background is defined as one who comes from an environment that has inhibited the individual for obtaining the skill, knowledge, and abilities required to enroll in and graduated from a health professions school, or from a program providing education or training in an allied; or comes from a family with an annual income below a level based on low income thresholds according to family size published by the U.S. Bureau of Census, adjusted annually for changes in the Consumer Price Index, and adjusted by the Secretary, HHS, for use in health professions and nursing programs.

Participating schools are responsible for selecting scholarship recipients, making reasonable determinations of need, and providing scholarships that do not exceed the cost of attendance (tuition, reasonable educational expenses and reasonable living expenses). This need will be based on the equations used by the office of financial aid that help determine student unmet need.

Students are eligible to apply for the Scholarship for Disadvantaged Students. Students may apply if they are a citizen, national, or a lawful permanent resident of the United States or the District of Columbia, the Commonwealths of Puerto Rico or the Mariana Islands, the Virgin Islands, Guam, the American Samoa, the Trust Territory of the Pacific Islands, the Republic of Palau, the Republic of the Marshall Islands and the Federated State of Micronesia.

**THE NURSING STUDENTS' ASSOCIATION
AND STUDENT PARTICIPATION IN DIVISION
GOVERNANCE**

NSA AND DIVISION GOVERNANCE

NURSING STUDENTS' ASSOCIATION (NSA)

Membership is available to all students enrolled in the Nursing Program, as well as sustaining members. The Maryland Association of Nursing Students is your local branch of the National Student Nurses' Association. Through these organizations you will have an opportunity to exchange information 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 \$20.00 membership entitles you to receive the NSNA News and the Magazine Imprint which is published eight times yearly.

STUDENT BILL OF RIGHTS

The following Student Bill of Rights was adopted by the NSNA House of Delegates in April 1975.

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom with responsibility to learn.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, creed, sex or marital status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, and political associations which instructors acquire in the course of their work should be considered confidential and not released without the knowledge or consent of the student.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

NSA AND SCHOOL GOVERNANCE

Student Bill of Rights (cont'd)

9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advanced through such means as a student handbook or a generally available body of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedure should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue them.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare of others is respected.
18. Adequate safety precautions should be provided by the university, for example, to and from student dorms, adequate street lighting, locks, etc.
19. Dress code, is established to assure that the school director and faculty, so the highest professional standards possible are maintained, but also taking into consideration points of comfort and practically for the student.
20. Grading system should be carefully reviewed periodically with students and faculty for clarification and better student/faculty understanding.

NSA AND SCHOOL GOVERNANCE

NURSING STUDENTS' ASSOCIATION BY-LAWS

ORGANIZED - September, 1974

I. *ARTICLE ONE - NAME

The name of this organization shall be the Nursing Students' Association of Coppin State University Helene Fuld School of Nursing, and is hereinafter referred to as the NSA. It shall be a constituent of the Maryland Association of Nursing Students and the National Student Nurses' Association, Inc. (NSNA), and is hereinafter referred to as the MANS and NSNA respectively.

II. *ARTICLE TWO - RELATIONSHIP, PURPOSE AND FUNCTIONS

The NSA shall be a constituent of the Maryland Association of Nursing Students (MANS) and the National Student Nurses' Association. All rules and regulations for the NSA shall be consistent with Coppin State University's regulations governing student clubs, organizations and activities.

A. The purposes of the NSA are:

1. to assume responsibility for contributing to nursing education in order to provide for high quality health care.
2. to provide programs representative of fundamental and current professional interest and concerns.
3. to aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life.

B. The function of NSA shall include the following:

1. to have direct input into standards of nursing education and influence the educational process;

*Area of conformity: must do in accordance with NSNA Rules.

2. to influence health care, nursing education and practice through legislative activities as appropriate;
3. to promote and encourage participation in community affairs and activities toward improved health care and the resolution of related social issues

NSA AND SCHOOL GOVERNANCE

By Laws (cont'd)

4. to represent nursing students to the consumer, to institutions and other organizations;
5. to promote and encourage students' participation in interdisciplinary activities;
6. to promote and encourage recruitment efforts, participation in student activities, and educational opportunities regardless of person's race, color, creed, sex, life-style, national origin, age, or economic status;
7. to promote and encourage collaborative relationships with the Maryland Nurses' Association, the Maryland League for Nursing, university organizations, as well as nursing, and related health organizations external to the University

III. ARTICLE THREE - MEMBERS: The NSA shall be composed of all students enrolled in the Nursing Program.

A. Section 1. Categories of Membership

1. Active members:

- a. Undergraduate students enrolled at Coppin State University in the Nursing Program.
- b. Active members shall have all of the privileges of membership.
- c. Active membership may be extended six months beyond completion of a student's program in nursing.

1. Financial members are individuals who have paid dues:

- A. nationally
- B. locally

B. Section 3. Dues:

1. The annual dues shall be \$35.00 per year for active members.
2. The dues year shall be a period of 12 consecutive months.

NSA AND SCHOOL GOVERNANCE

By Laws (cont'd)

3. Payments of NSNA and MANS dues is a prerequisite for membership in NSA.

NSNA dues shall be \$30.00 per member

MANS dues shall be \$5.00 per member

NSA dues shall be \$1.00 per member, per-month

4. NSNA and MANS dues shall be payable directly to NSNA. (NSNA shall remit to each state constituent the dues received on behalf of the constituent.) NSA dues shall be paid directly to the Financial Secretary.
5. The annual dues for sustaining members shall be established by the Board of Directors of NSA.
6. Any member who fails to pay current dues shall forfeit all privileges of membership.

IV. ARTICLE FOUR - OFFICERS

- A. Section 1: The officers of NSA shall be President, Vice-President, President Elect, Recording Secretary, Corresponding Secretary, Treasurer, Financial Secretary and Parliamentarian.

- B. Section 2: Eligibility

1. Only active members on the sophomore, junior and senior levels shall be eligible for the offices of President, Vice-President and President elect.
2. Active members on all levels shall be eligible for the offices of Recording Secretary, Corresponding Secretary, Financial Secretary, Treasurer and Parliamentarian.

- C. Section 3: Term of Office

The term of office shall be one year, from April to the next year in April, at which time new officers shall be elected and installed.

IV. Section FOUR: Duties of Officers

The officers shall perform the duties prescribed by the student body, and these duties shall specifically include:

NSA AND SCHOOL GOVERNANCE

By Laws (cont'd)

1. The President shall:
 - a. Preside at all meetings of the association
 - b. Call meetings when necessary
 - c. Appoint special committees
 - d. Serve as ex-officio member of all committees except the nominating committee.
 - e. Represent the NSA in matters relating to the Association and perform all other duties pertaining to the office.

2. The Vice-President shall:
 - a. Assume the duties of the president in the absence or disability of the president.
 - b. In the event of a vacancy occurring in the office of president, the vice-president shall assume the duties of the president.
 - c. Perform all other duties as assigned by the president.

3. The President-Elect shall:
 - a. Review and recommend changes in the by-laws.
 - b. Serve as ex-officio member of all committees.
 - c. Assume Presidency after the expired term of the outgoing President.

4. The Recording Secretary shall:
 - a. Keep official minutes and records of each meeting.
 - b. Inform NSA members of current activities and provide up-to-date names and addresses of officers.
 - c. Post time and place of meeting dates in designated areas.
 - d. Perform duties assigned by the president and other duties pertinent to the office.

NSA AND SCHOOL GOVERNANCE

By Laws (cont'd)

5. Corresponding Secretary shall:

- a. Inform the president of all correspondence received.
- b. Receive and answer all mail pertaining to the organization.
- c. Order needed supplies and equipment.

6. The Financial Secretary shall:

- a. Keep a record of all dues collected from each student.
- b. Maintain a record of accounts receivable and accounts payable.
- c. Co-sign checks of organization with the treasurer.

7. The Treasurer shall:

- a. Act as custodian of organization funds.
- b. Sign checks for disbursements as the by-laws provide.
- c. Collect dues from each member.
- d. Prepare a financial report for each meeting.

8. Parliamentarian shall:

- a. Keep order during meetings of the NSA.
- b. Provide the official interpretation of the NSA by-laws.

9. The Executive Board shall:

- a. Have their duties defined by NSA according to priorities and needs.
- b. Perform other duties as assigned by the President.

NSA AND SCHOOL GOVERNANCE

By Laws (cont'd)

V. ARTICLE FIVE - EXECUTIVE BOARD

A. Section 1.

The Executive Board shall consist of the elected officers, and President of each Class. Immediate Past Officers may serve as ex-officio members without a vote.

B. Section 2.

All the powers of the Association are vested in and shall be exercised by the Executive Board during the intervals between meetings of the Association.

C. Section 3

The Executive Board shall not be responsible for any contract, claim, or obligation of any kind incurred or for any position taken by any officer or member of constituent unless the same was duly authorized in writing by the Executive Board.

D. Section 4

The Executive Board, at its discretion, shall establish committees deemed necessary to carry on the work of the association and determine the functions.

E. Section 5.

Management by the Executive Board shall include the following duties.

1. Review and approve the terms of official relationships established with other organizations singly or in coalition.
2. Approve any commitment in the form of action, statement of policy or position, or financial obligations involved in relationships with other organizations.
3. Approve the budget and provide the annual audit of accounts at the close of the fiscal year.
4. Have the power to fill vacancies for unexpired terms, unless otherwise specified in these by-laws.
5. Have the power by 3/4 vote to declare an office vacant.
6. In case of an emergency, votes by referendum may be taken by the Executive Board, provided the material is sent in the same words to each member.

NSA AND SCHOOL GOVERNANCE

By Laws (cont'd)

F. Section 6. Meetings:

1. Regular meetings of the Executive Board shall be held immediately before and after the annual meeting and at such other times as deemed necessary by a majority of the Board. The President shall determine the date and place of meetings.
2. The quorum shall be a majority of the voting members of the Board including the President or Vice-President.

VI. ARTICLE SIX - NOMINATION AND ELECTIONS

A. Section 1. Nominating Committee:

1. A nominating committee shall be composed of five (5) members. They shall be elected at the same time as the officers to serve for a term of one year. The chairperson shall be elected by the committee from among the committee members.
2. A member of the committee nominated as a candidate for a officer of the Executive Board shall resign from the nominating committee.
3. A vacancy on the nominating committee shall be filled by the Executive Board with a nominee recommended by the nominating committee. In the case of a member not performing his/her duties, the Board of Directors shall declare the position vacant and shall fill the vacancy with a nominee recommended by the nominating committee.

B. Section 2. Duties of the Nominating Committee

1. The nominating committee shall call meetings at least twice during the school year. The last meeting shall not be held later than three (3) weeks prior to the annual election, which shall be held during the month of April, upon such day and place as shall be designated by the NSA.
2. The nominating committee shall prepare a slate with candidates for office and members of the nominating committee.
3. The nominating committee shall report in writing two (2) weeks before the annual election a full list of nominations.

NSA AND SCHOOL GOVERNANCE

By Laws (cont'd)

VII. ARTICLE SEVEN - MEETINGS

A. Section 1. The NSA shall hold regular meetings not less than 2 times annually, such meetings shall be held on such dates as the NSA may determine.

B. Section 2. Non-Paying Members

Non-paying members of the organization will have voice but not vote.

C. Section 3. Special Meetings

Special meetings of the NSA may be called at any time by the President and upon request in writing five (5) days prior to the meeting by one-third or more of the membership.

D. Section 4. Quorum

At any meeting of the NSA, a quorum shall consist of the President, Vice President, three (3) members of the Board of Directors and one-third membership. The quorum shall be a majority of the voting members and one advisor.

E. Section 5. Delegate Representation

1. The voting body at meetings of this association shall consist of the elected officers, and those members present and voting.
2. Representation to the annual meeting of the State Association shall be in accordance with state by-laws.
3. Representation to the NSNA annual meetings is to be determined by the number of active members as follows:

| Student body Membership | % Active NSA Membership | # Delegates |
|------------------------------------|------------------------------------|---------------------------|
| 500 or less | 25% | 1 |
| 500 or more | 15% | 1 |
| Undetermined size | 75% | 1 additional & 1alternate |

4. Each school chapter shall be entitled to one additional voting delegate and alternate if 75% of its potential membership is realized.

NSA AND SCHOOL GOVERNANCE

By Laws (cont'd)

5. Delegates and alternates shall be members in good standing in the chapter and they shall be selected by members of the NSA in accordance with the by-laws.

F. Section 6

The privilege of making motions and voting shall be limited to the voting body. A voting member shall have but one vote in any election or on any question.

G. Section 7

All meetings of the association shall be open unless voted otherwise.

VIII. ARTICLE EIGHT - REPRESENTATION

A. Section 1. Representation on Faculty Committees

1. A maximum of two (2) students shall be elected annually to serve as members of The Admission, Progression, and Retention Committee, the Faculty and Student Affairs Committee, and the Curriculum Committee, respectively, of the Nursing Faculty Organization.
2. Student attendance at meetings of the Nursing Faculty Organization Committees shall be governed by the Governance Document of the Nursing Faculty Organization.

B. Section 2. Duties of the Representatives on Faculty Committees

1. Student representatives shall be responsible for reporting information from the Faculty Organization Committees to the NSA.
2. Student representatives shall be responsible for reporting information to Faculty Organization Committees from the NSA, the Executive Board and Sub-committee meetings

IX. ARTICLE NINE - ADVISORS

A. Section 1.

There shall be at least two (2) faculty members elected by the Nursing Faculty Organization to serve as advisors. The advisors shall serve for a three-year term or until their respective successors are elected.

NSA AND SCHOOL GOVERNANCE

By Laws (cont'd)

B. Section 2. Advisors functions shall include:

1. Serving as resource persons to the NSA.
2. Attending all meetings of the NSA.

X. ARTICLE TEN - COMPENSATION

NSA members shall be reimbursed for significant expenses in attending approved meetings (conventions both state and national food, transportation, and lodging, etc.) and shall apply in advance to the NSA for expenses, when funds are available.

A. Section 1

Retain the original statement re: individual compensation

B. Section 2

1. Nursing student groups (classes) using the NSA's name for fundraising activities will contribute 35% of the proceeds to the NSA's treasury. The remaining 65% of the fundraiser's proceeds will be deposited in the class treasury.
2. Class groups may request funds from the NSA to support class sponsored projects.

XI. ARTICLE ELEVEN - PARLIAMENTARY AUTHORITY

All meetings of this association shall be conducted according to parliamentary laws as set forth in Robert's Rules of Order Newly Revised where the rules apply and are not in conflict with these by-laws.

XII. ARTICLE TWELVE - AMENDMENTS

A. Section 1.

These by-laws may be amended at a meeting by a 2/3 vote of those present and voting provided that notices of the proposed amendments have been sent to the President and members at least two (2) weeks prior to the meeting called for consideration and voting on amendment.

B. Section 2.

Proposed amendments shall be submitted in writing, carrying proponents' signature, to the Board of Directors for review at least 4 weeks prior to the meeting. Proposed amendments may be submitted to the membership only by the Board of Directors, or NSA Committees.

NSA AND SCHOOL GOVERNANCE

By Laws (cont'd)

C. Section 3.

These by-laws may be amended at a meeting by two-thirds (2/3) vote of the voting members.

D. Section 4.

Amendments to the by-laws of NSNA adopted at the annual meeting which directly relate to the business of the constituent association in the areas of conformity of NSNA shall automatically and immediately effect the necessary amendments to the by-laws of the constituent associations and shall promptly be incorporated into their by-laws.

9/16/78 - Approved

8/78 - Revised and Approved

11/79 - Revised and Approved

6/22/89 - Approved

6/9/93 - Revised

9/96 - Revised

*Area of conformity - Must be in accordance with NSNA Rules.

NSA AND SCHOOL GOVERNANCE

STUDENT PARTICIPATION IN DIVISION GOVERNANCE

Students participate in program development and evaluation. For example, at the end of each course, students have the opportunity to evaluate both the course and the instructor(s). Students participating on faculty committees are selected through the Nursing Student Association.

Following are the standing committees of the Helene Fuld School of Nursing whose membership shall include students. Student members may not participate in meetings where grievances, dismissal, probation or student interviews are discussed.

1. Admission, Progression and Retention
1-2 positions
2. Faculty/Student Affairs
1 - 2 positions
3. Curriculum
1-2 positions
4. Learning Resources Committee
1-2 positions
5. Evaluation
1-2 positions

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING**

**POINTS OF INTEREST IN BALTIMORE AND
SURROUNDING AREA**

POINTS OF INTEREST

UNIVERSITY LIBRARIES

Several University libraries are found within the University of Maryland System of Higher Education, of which Coppin State University is a member, have libraries accessible to Coppin's students. The following colleges and universities have libraries in the Baltimore area.

Library

| | | |
|---|---|--|
| Bowie State University 14000 Jericho Park Rd. Bowie, MD 20715 301-464-7223 | Monday thru Thursday Friday Saturday Sunday | 8:00am - 10:00pm 8:00pm - 5:00pm 12:00n - 6:00pm 12:00n - 10:00pm |
| Baltimore City Community College , 2901 Liberty Hqts. Baltimore, MD 21215 410-462-8400 | Monday thru Thursday Friday Closed on Saturday & Sunday | 8:30am - 8:00pm 8:00am - 4:00pm |
| Towson State University York Road Towson, MD 21204 410-830-2461 | Monday thru Thursday Friday Saturday Sunday | 8:00am - 10:00pm 8:00am - 5:00pm 9:00am - 5:00pm 9:00am - 5:00pm |
| University of Baltimore 1420 N. Charles St. Baltimore, MD 21201 410-837-4318 | Monday thru Friday Saturday Sunday | 8:00am - 10:00pm 9:00am - 5:00pm 12:00n - 8:00pm |
| University of Maryland at Baltimore County 5401 Wilkens Avenue Baltimore, MD 21228 410-455-2232 | Monday thru Thursday Friday Saturday Sunday | 8:00am - 12:00pm 8:00am - 6:00pm 12:00n - 6:00pm 12:00n - 12:00pm |
| University of Maryland Health Sciences Library Lombard & Greene Sts. Baltimore, MD 21201 410-706-7995 | Monday thru Friday Saturday Sunday | 8:00am - 10:00pm 9:00am - 5:00pm 12:00n - 8:00pm |
| University of Maryland Thurgood Marshall Law Library Paca Street Baltimore, MD 21210 410-706-7185 | Monday thru Thursday Friday Saturday Sunday | 8:00am - 12:00pm 8:00am - 11:00pm 8:00am - 9:00pm 9:00am - 12:00n |

POINTS OF INTEREST

PUBLIC LIBRARIES

| | |
|--|--------------|
| Enoch Pratt-Free Library | |
| Central Library (400 Cathedral Street) - | 410-396-5430 |
| Broadway (301 N. Broadway Street) - | 410-396-0970 |
| Clifton (2001 N. Wolfe Street) - | 410-396-0948 |
| Dundalk Avenue (912 Dundalk Avenue) - | 410-396-8547 |
| Edmondson Avenue (4330 Edmondson Avenue) - | 410-396-0946 |
| Forest Park (3023 Garrison Boulevard) - | 410-396-0942 |
| Govans (5714 Bellona Avenue) - | 410-396-6098 |
| Herring Run (3801 Erdman Avenue) - | 410-396-0996 |
| Northwood (4420 Loch Raven Boulevard) - | 410-396-6076 |
| Walbrook (3203 W. North Avenue) - | 410-396-0935 |
| Waverly (400 E. 33rd Street) - | 410-396-6053 |

Hours

| | | |
|----------------|---|------------------|
| Central Branch | Tuesday and Wednesday | 10:00am - 8:00pm |
| | Thursday and Saturday | 10:00am - 5:00pm |
| | Closed Friday | |
| Other Branches | Check each branch for its operation time. | |

The public libraries have among their holdings many of the references used in university courses. They do not usually have materials of a highly specialized nature relevant to any discipline or profession. Students may find references to nursing topics in the lay literature but the professional journals are not available through the Enoch Pratt Libraries.

OTHER LIBRARIES

| | |
|----------------------------|------------------------------|
| Johns Hopkins University | Phone: 410-516-8372 |
| Morgan State University | Phone: 443-885-3477 |
| Sojourner-Douglass College | Phone: 410-276-0306 ext. 269 |

POINTS OF INTEREST

POINTS OF INTEREST IN BALTIMORE AND SUBURBAN AREAS

- Arena Player Playhouse (Druid Hill Avenue) 410-728-6500
Theatrical Entertainment
- Baltimore & Ohio Transportation Museum (Pratt & Poppleton) 410-752-2490
Streets) Adjacent to Mt. Clare Station, oldest in America. The museum houses one of the finest collections of historic railroad equipment in existence. Admission charge, Wednesday through Sunday 10:00 a.m. to 4:00p.m.
- Baltimore Arena (Baltimore & Howard Streets) 410-347-2010
Entertainment and Sports
- Center Stage (N. Calvert Street) 410-685-3200
Theatrical Entertainment
- Druid Hill Park - A rolling wooded tract of 675 acres, located 410-396-4636
about 1 mile from the campus. This land was bought from Nicholas Lloyd Rogers in 1860 and developed into a park. Among the various recreational facilities offered are swimming, football, baseball and tennis. Also includes the Baltimore City Zoo.
- Federal Hill Park - (Key Highway and Battery Avenue) 410-837-4636
Sites of fortification built during the Civil War.
- Fort McHenry National Monument and Historic Shrine 410-962-4290
(the end of Fort Avenue, overlooking the entrance to Baltimore's upper harbor). On September 13, 1814, Francis Scott Key, a young Baltimore lawyer, visited the English flagship to secure the release of a prisoner. The British Fleet was then preparing for the bombardment of Fort McHenry and Key was detained on board until morning. Toward dawn the guns ceased firing and Key thought the fort had surrendered; but as daylight came, he saw the Stars and Stripes still waving over the fort and wrote the first stanza of the triumphant "Star-Spangled banner."
- Great Blacks in Wax Museum-(1601 East North Avenue). 410-563-3404
The first Black wax museum in the world. Wax figures such as Frederick Douglass, Henry "Box" Brown, Harriet Tubman and others. Low admission fee.
- Loch Raven Reservoir (North of Towson, on Loch Raven 410-887-7692
Road, reached from Cromwell Bridge, Providence Dulaney Valley Roads.
Picnic area, hiking trails, bank fishing free with state license. Boats for rent (entrance from Dulaney Valley Road); in season.
- Mount Clare Mansion (Carroll Park, Monroe Street and 410-396-5828
Washington Boulevard) Baltimore's oldest house, built in 1754. A distinguished example of Georgian architecture. Home of Charles Carroll, barrister, Revolutionary War Statesman and Patriot. Now maintained as a museum house. Open to visitors Tuesday thru Saturday, 11:00am to 4:00pm
Admission Charge.

POINTS OF INTEREST

National Aquarium of Baltimore - Baltimore World Trade Center
Science Center (Light Street Pavilion and Pratt Street Pavilion) 410-576-3800
Morris A. Mechanic Theatre (Charles Center) Theatrical 410-625-4200
Entertainment

Harbor Place (Pratt and Light Streets) 410-332-4191
Shopping, Strolling and Dining

Washington Monument (Mount Vernon Place)

The first monument to the memory of George Washington, Raised in 1815. Designed by Robert Mills, it is a white marble shaft, 204 feet high, mounted by a statue of Washington and various weapons of the Revolutionary War are also exhibited. The engine which Washington gave to the Volunteer Firemen of Alexandria, Virginia, is also on display. Open Friday - Tuesday, 10:30 thru 4:30. Closed Wednesday and Thursday.

A two-story marble building, it was given to the city as a conservatory by George Peabody. In addition, he gave \$1 for the establishment and maintenance of the project which today houses a conservatory of music, a library an art gallery. Open Monday thru Saturday - 9:00am - 5:00 p.m.

Peale's Museum (Holliday Street) 410-396-1149

Erected in 1816 by Rembrandt Peale, portrait painter and scientist. This was the first building in America to be lighted with illuminating gas. Originally a dime museum, it later became the City Hall. The building has been restored and is again maintained as a museum. Open Tuesday thru Friday - 10:30 am to 4:30 pm and Saturday and Sunday from 1:00 pm - 5:00 pm.
Closed Monday and Holidays. Free of Charge.

Pimlico Race Track (Belvedere & Park Heights Avenue) 410-542-9400

Framed for its \$50,000 Preakness Race for three year olds, Pimlico was one of the first tracks to use the pari-mutuels, the totalisator and the starting gate. The Maryland Jockey Club operates the track and Andrew Jackson was one of its members.

Timonium Fair Grounds (York Road on Interstate 83 at Timonium) 410-252-0200

Site of the annual Maryland State Fair in September and of Horse Races in season.

Walters Art Gallery (Charles and Centre Streets) 410-547-9000

The gallery which was built by Henry Walters houses the priceless art treasures collected by him and his father, William T. Walters. The Marcello Massaranti Collection of Italian Art is among the 22,000 items on exhibit.

War Memorial Building (Gay Street)

Open daily 9:00 am to 4:00 pm

Closed Saturday and Sunday

POINTS OF INTEREST

DINING

Harbor Place (Pratt and Light Street)

Corned Beef Row (Jacks Corned Beef) - Lombard Street & Central Avenue - Restaurant providing the greatest corn beef.

Little Italy (East Pratt Street) - Numerous restaurants providing the best of Italian foods.

Duke Martin Restaurant (Reisterstown Road near Rogers Avenue)

The Queen of Sheba (2126 Maryland Avenue) - a restaurant specializing in Ethiopian food.

DOWNTOWN BALTIMORE

Maryland Science Center

The National Aquarium

The Gallery - Shopping and Restaurants

Baltimore's Inner Harbor - Hotels, Shopping, and Entertainment

Oriole Park at Camden Yards

Convention Center

Transportation

Metro

Light Rail

For other points of interest contact the Baltimore Center for Tourism telephone 410-752-3632.

ALPHABETICAL INDEX

ALPHABETICAL INDEX

ALPHABETICAL INDEX

| | |
|---|-----|
| Academic Advisement Process | 65 |
| Academic Policies | 37 |
| Academic Policies | 37 |
| Accelerated Program of Study RN to BSN Track Accelerated..... | 37 |
| Admission Policies for Nursing Students | 30 |
| Admission Policies | 29 |
| Alma Mater | 3 |
| Alphabetic Index | 137 |
| Americans with Disabilities Act..... | 86 |
| ATI..... | 41 |
| Availability of Computers..... | 92 |
| Cafeteria..... | 105 |
| CAP Policy | 73 |
| Cardiopulmonary Resuscitation | 86 |
| Change of Grade Form | 46 |
| Characteristics..... | 89 |
| Chi Eta Phi Sorority, Inc | 108 |
| Classroom Attendance | 48 |
| Classroom Decorum | 48 |
| Clinical Site Incident Report Form | 63 |
| Communicable Diseases | 84 |
| Computation Test Policy..... | 39 |
| Conceptual Framework Glossary | 13 |
| Conceptual Framework..... | 11 |
| Conceptual Model of Nursing Practice..... | 16 |
| Confidentiality | 90 |
| Consent to the Testing of Urine Sample and Authorization for Release of Information | 76 |
| Coppin Center: Sports Facility | 105 |
| Coppin State University Student Handbook | 102 |
| Course Descriptions | 19 |
| Criteria (Undergraduate) | 108 |
| Criteria for Written Papers and Projects..... | 47 |
| Curriculum | 5 |
| Dining..... | 136 |
| Direct Transfer Credits | 25 |
| Downtown Baltimore | 136 |
| Dress Code | 72 |
| Drug Policy Statement & Drug Testing Program..... | 73 |
| Ethel Gordon Scholarship Fund | 114 |
| Evaluation of Facility Orientation | 52 |
| Evaluation of Student Performance | 40 |
| External Affairs Policies and Procedures | 83 |
| Facility Orientation Procedure for Faculty/Students..... | 50 |
| General Policies..... | 88 |
| Generic Program of Study..... | 17 |
| Grade Changes | 45 |
| Grade Point Average | 44 |
| Grading..... | 39 |

ALPHABETICAL INDEX

| | |
|---|-----|
| Grading Policy Grid | 40 |
| Graduation Requirements | 99 |
| Greetings from the Dean of Nursing..... | ii |
| Guidelines for Student Uniforms..... | 72 |
| Health Insurance | 85 |
| Health Policies..... | 78 |
| Historical Time Line | 2 |
| History of the University | 1 |
| Honor Code: Academic and Clinical Matters | 89 |
| Implementation Procedures..... | 95 |
| Incomplete Grades..... | 44 |
| Inoculation..... | 84 |
| Level Objectives | 10 |
| Mary Mahoney Nursing Honor Society..... | 108 |
| Medical Withdrawal/Faculty Notification | 85 |
| Mid-term Counseling Sheet..... | 43 |
| Mid-term Warning Procedure | 42 |
| Missed Examination, Quizzes and Assignment | 45 |
| Mission | 1 |
| NSEP Criteria for Student Referral..... | 106 |
| NSEP Tutorial Contract..... | 107 |
| Nursing Departmental Honors Program | 27 |
| Nursing Entrance Test Policies and Procedures..... | 34 |
| Nursing Resource Center | 106 |
| Nursing Student Clinical Assignment Procedures | 56 |
| Nursing Student Enrichment Program..... | 106 |
| Nursing Student Organizations | 108 |
| Nursing Student's Association (NSA) | 116 |
| Nursing Students' Association By-Laws | 119 |
| Other General Policies..... | 99 |
| Other Libraries..... | 133 |
| Philosophy..... | 6 |
| Physical Examinations | 84 |
| Points of Interest in Baltimore and Suburban Areas | 131 |
| Points of Interest in Baltimore and Surrounding Area..... | 134 |
| Policies on Clinical Rotation Schedule | 55 |
| Policy & Procedures Governing the Closing of the University | 96 |
| Policy on Clinical Attendance | 55 |
| Policy on Unsafe Clinical Performance | 62 |
| Pregnancy | 85 |
| Pre-Registration | 34 |
| Probation and Dismissal Policies | 69 |
| Process for Requesting Re-Admission..... | 69 |
| Professionalism..... | 89 |
| Program Objectives | 8 |
| Progression and Retention Policies..... | 38 |
| Public Libraries..... | 133 |
| Registration | 34 |

ALPHABETICAL INDEX

| | |
|---|-----|
| Requirements for Participation in Pinning Ceremony..... | 99 |
| Residence Life..... | 104 |
| Resources and Organizations | 91 |
| RN-BSN Program of Study..... | 24 |
| Room Assignments..... | 104 |
| Sanctions..... | 75 |
| Scholarship, Grant, and Loan Information..... | 109 |
| Scholarships for Disadvantaged Students (SDS) Program..... | 115 |
| School Pin | 99 |
| Senior Comprehensive Examination Policy | 100 |
| Student Academic Due Process | 67 |
| Student Class Requirement Form..... | 66 |
| Student Clinical Supervision Policy..... | 79 |
| Student Bill of Rights..... | 117 |
| Student Codes | 90 |
| Student Orientation..... | 51 |
| Student Medical & Administrative Clearance for Clinical | 81 |
| Student Participation in Division Governance..... | 130 |
| The Parlett L. Moore Library | 103 |
| Transportation - Clinical Sites | 99 |
| Tuberculin Tests | 84 |
| University Bookstore..... | 105 |
| University Libraries | 132 |
| University Resources and Professional Nursing Organizations | 101 |
| Unlawful Acts | 90 |
| USM Policy on Call-up to Active Military Duty | 92 |
| Vision Screening..... | 84 |
| Voluntary Withdrawal..... | 70 |
| Why Live on Campus | 104 |
| Withdrawal Form | 71 |
| Withdrawal Process..... | 70 |