



# Nursing Student Handbook

AY 2025 - 2026



*The baccalaureate degree program in nursing at Heidelberg University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).*

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## WELCOME TO THE HEIDELBERG NURSING PROGRAM

Dear Nursing Students,

The Heidelberg Nursing Program is designed to prepare you to think deeper and broader in order to identify health issues, solve problems, and address concerns of a specific or community population in need of care. The post-licensure nursing coursework offers flexibility through the asynchronous online format and convenient clinical arrangements. These nursing courses provide flexibility for busy working nurses and/or individuals with family obligations.

Due to the nature of this Bachelor of Science in Nursing degree (BSN), the 400-level nursing courses are for post-licensure 1-2-1 students and the RN-BSN nursing students. This variety of enrolled students will provide for diverse worldviews and a richness of knowledge.

The BSN degree is specifically planned so you can build on knowledge from the liberal arts and from professional pre-licensure nursing education to expand your potential as a leader in the healthcare arena. Your education will focus on improving leadership skills for managing nursing teams, departments, and healthcare organizations through initiatives that examine global needs and respect diversity, equity and inclusion pertaining to access of care.

The program is designed to inspire you to use your expanding knowledge to create groundbreaking changes and disseminate new information as agile professional and interprofessional advocates for your assigned patients and beyond to the larger populations. This program is designed to help you think more critically and act thoughtfully in order to serve globally. The baccalaureate courses will also lead to mastery of new research and leadership skills.

The baccalaureate degree program in nursing at Heidelberg University is accredited by the Commission on Collegiate Nursing Education  
<http://www.ccneaccreditation.org>

Welcome to Nursing at Heidelberg. I am so glad you're here!

*Dr. Karen Estridge*

Nursing Program Director



## HANDBOOK PURPOSE

This Heidelberg University Undergraduate Catalog, Planner & Handbook, this Nursing Program Handbook, and the Nursing Clinical Handbook reference policies, procedures, and general information to assist students to successfully navigate through the nursing program to the BSN degree. This handbook discusses various policies and offers information regardless of pathway (1-2-1 Pre-nursing or Post-licensure pathway). This handbook is updated annually. Communication will be timely if changes to this handbook affect enrolled students. Heidelberg University students may also access the undergraduate catalog and student handbooks for updates through the University website.

## UNIVERSITY MISSION

Heidelberg University is a community of learning that promotes and nurtures intellectual, personal and professional development, leading to a life of purpose with distinction.

## UNIVERSITY VISION

Heidelberg will be a welcoming, student-centered university where in-class and out-of-class learning is seamless and continuous. Both the undergraduate and graduate curriculums will effectively integrate liberal arts and professional preparation across disciplines to prepare our students to be global citizens who think critically, communicate effectively, and serve thoughtfully.

## NURSING MISSION

The mission of the nursing program is to cultivate a community of learning that nurtures intellectual, personal, and professional development. This development of individuals promotes lifelong learning and preparation for living a life of purpose and distinction.

## NURSING PHILOSOPHY AND CORE VALUES

The philosophy of the nursing program aligns with the mission and goals expressed by Heidelberg University. The nursing program integrates the liberal arts education tradition to equip nurses with skills needed to lead professional and interprofessional teams, and organizations in a variety of settings. Based on trust, promoted through **integrity** and demonstrated as acts of **advocacy**, an expectation of caring and compassion for human existence is valued.

Advancing the science of nursing improves the health of all individuals. Through **innovation** and creativity, the program goal is to educate individuals to become **agile leaders** in nursing who easily adapt and promote health for individuals, families, and populations of the world. The nursing program is committed to offering opportunities that prepare students to become global citizens who communicate effectively, think critically, serve thoughtfully, and champion social justice.

Nursing is an academic discipline, a practice profession, and a champion of interprofessional **collaboration**. Professional nursing incorporates the nursing metaparadigms that include person,

environment, health, and nursing. The metaparadigm of person focuses on the individuality of the recipient of care. The metaparadigm of health refers to the person's level of wellness or quality of life.

Professional values to be conveyed include patient **confidentiality** to respect privacy and self-determination, **punctuality** to build trust, **personal appearance** to display professionalism, and **projected sense of service** through use of self to address the whole person with physical, psychological, social, or spiritual needs. These core values are consistent with the AACN.

### Core and Professional Values

#### Core Program Values

Innovation  
Collaboration  
Leadership  
Integrity  
Agility  
Advocacy

#### Professional Values

Confidentiality  
Punctuality  
Personal appearance  
Projected sense of service

### AACN Essentials For Baccalaureate Nursing

This post-licensure curriculum follows the guidelines of the AACN Essentials for Baccalaureate Nursing Education programs. The new “Essentials” will begin to be implemented through minor curricular changes to ensure a safe and competency based learning experience for you.

<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

## PROGRAM OUTCOMES FOR STUDENT LEARNING

Upon completion of the undergraduate nursing program, the student will be able to:

1. Navigate complex nursing practice situations through integration of concepts, skills, and the values of humanism from a liberal education.
2. Lead transformative care for patients across the lifespan by minimizing risk, fostering quality improvement, and stimulating innovative initiatives.
3. Appraise theory-guided research to identify practice issues and support adoption of best practices in the delivery of patient care.
4. Provide efficient patient care using scientific technologies and information management systems to identify health alterations and complex care needs in a variety of healthcare settings.
5. Advocate for policy, finance, and regulation changes that foster improved processes for patient care in local and global health care delivery systems.
6. Communicate for collaboration across healthcare professions to provide comprehensive patient-centered care.
7. Employ principles of prevention and health promotion to provide culturally competent care to individuals, families, communities, and populations.
8. Apply personal values, learning values, and professional values that promote innovation, quality improvement, and a culture of excellence in professional nursing practice.

9. Provide comprehensive care to diverse recipients across the continuum of healthcare environments using elements of baccalaureate nursing education, professional standards, and principles of social justice.

### **TEACHING – LEARNING (Post-licensure only)**

Education is delivered via a mix of seated (if local and in need of general education courses), few synchronous Zoom meetings, and the online learning management system, Canvas, which offers flexible asynchronous learning while addressing new challenges that enhance students' knowledge base.

The responsibility for learning belongs to the student and is aided by meaningful, supportive instruction through clarity of instructions, availability and responsiveness of faculty, and respectful interactions between faculty, students, and peers. An environment is created in which students can freely ask questions, gain confidence in their knowledge base, and develop new critical and creative thinking patterns that promote leadership and confident decision making for populations of patients.

### **COMMUNICATIONS**

It is best for students to be diligent in communicating with faculty regarding assignments, due dates, submissions, clinical experiences or shareable personal situations that may impede progress in a course.

The faculty are accessible via email, cell phone or office phone. Expected responses to emails will be dependent on the time sent. For instance, an email sent to faculty outside of normal University hours may delay faculty response until the next business day, which consequently postpones responses over weekends or holidays. For urgent needs however, cell phone texting may be accepted within posted hourly parameters per course faculty consent. Respect for personal time and normal waking hours is expected. The Program Director will maintain a campus office Monday - Friday for scheduled appointments and/or walk-in visits. A calendar is present on the Director's Google calendar, sent with each email for student convenience. Office hours may also be posted on the office door. The director is accessible through cell phone talking or texting.

Virtual office hours will be posted in the syllabus of each course, as well as on the Canvas Learning Management System for students to log in to see and talk with faculty. In addition, private virtual office hours or phone conversations may be arranged based on student needs and faculty schedules.

### **PROGRAM DESCRIPTIONS - NURSING**

The Bachelor of Science in Nursing Degree is a generalist degree administered by the Nursing Program. The program consists of 2 pathways: RN-BSN (post-licensure) and 1-2-1 Pre-licensure Consortium Pathway. For the 400-level nursing courses, 1-2-1 students, who qualify by being eligible or having passed the NCLEX, will share NRS courses with the post-licensure (RN-BSN) students.

1. **RN-BSN Completion Pathway.** This pathway is designed for practicing registered nurses to earn their BSN degree, following met prerequisites for entry and degree requirements. These nurses are



licensed individuals who have earned an associate degree in nursing and desire a BSN degree. Courses taught in this pathway are shared with the new RNs who return from Terra in the 1-2-1.

2. **1-2-1 Pre-licensure Consortium Pathway.** The partnership with community colleges via the 1-2-1 Consortium leads to a BSN degree. Per the consortial agreement and student consent, transcripts and financial records are maintained by Heidelberg University, the *home* institution. The first-year students are considered “pre-nursing” or “nursing candidates” at Heidelberg. Upon admittance, students will enter study as pre-licensure nursing students for years 2 and 3 at Terra State Community College or other designated consortial school. The consortium allows for seamless articulation from the AAS degree to the BSN pathway. Licensure or deemed as eligible to take the RN-NCLEX examination is required for students to enter into the online portion of post-licensure BSN coursework. Students within the 1-2-1 Pre-licensure program will receive an AAS degree from the consortium school and the BSN from Heidelberg University.

### **BACHELOR OF SCIENCE IN NURSING: POST-LICENSURE (RN-BSN)**

***Prerequisites for Admission:*** Registered Nurse Licensure: current and unencumbered; eligible for NCLEX

***Post-Licensure Nursing Courses Online*** (27 semester credit hours)

*Two 7.5-week intensive sessions per semester; two courses per session*

#### **Semester C**

NRS 400 – Theoretical Foundations of Nursing

NRS 410 – Legal & Ethical Issues in Nursing

NRS 420 – Healthcare Tech. & Informatics

NRS 430 – Nursing Research & Evidence App.  
(Capstone if final semester)

#### **Semester D**

\* = clinical courses

NRS 440 – Community & Pop., Health\*

NRS 450 – Interprofess. Roles in Global Health

NRS 460 – Healthcare Policy & Advocacy

NRS 470 – Leadership & Managing Healthcare Teams\*  
(Capstone if final semester)

NOTE: Semesters C and D are labeled as such for clarification in the 1-2-1 program as well as clarify rotations in various semesters in situations when enrollment supports rolling rotations. Clinical courses marked with an asterisk above and the NRS 420 course are worth 4 semester credits. The other courses award 3 semester credits.

### **General Education Requirements of BSN Degree**

(These may be satisfied at Heidelberg or as transfer credits.)

Note: Chemistry may be replaced with electives if the post-licensure/RN-BSN student has at least 1 year of practice experience by the time of scheduled graduation from the Nursing Program.

*Please see your Undergraduate Catalog for further information.*

### **Graduation Requirements and Residency**

Thirty (30) residency credits must be earned at Heidelberg University at the 300 level or higher.

Twenty-seven (27) credits of the 30 above will be obtained in nursing courses.

Upon completion of nursing courses, 27 credits from previous nursing education will be awarded; held in escrow until the 400-level nursing courses are completed, with the exception of the 1-2-1 students.

Students must earn 120 semester hours: transfer, escrow and Heidelberg courses (1-2-1 students bring credits).

Electives may be taken to reach the required 120 credit hours for graduation.

*Please see the Undergraduate Catalog for further information.*

NOTE: Semesters C and D may rotate through the semesters if enrollment of 6 students or more in nursing classes. Courses may not be sequential, depending on the point of student entry. As a result, faculty will be sure to include needed information for previous courses so students can be successful. If students feel they need additional tools, they are to bring this concern to the course faculty. Helpful tools are available if needed.

## **ADMISSION POLICIES**

### **RN-BSN and Post-Licensure 1-2-1 Completion**

See Undergraduate Catalog for details.

Students must present the following (current) records:

- Current, valid, and unencumbered license to practice registered nursing;  
or completion of an AAS degree or deemed eligible to sit for the RN-NCLEX examination
  - Possess both physical and mental ability to complete clinicals successfully.

Prior to attending any clinical course, students must submit the following:

- Photocopy of RN licensure
- Clean FBI-BCI check, current within 2 years
- Documentation of Immunizations: T-dap, varicella, MMR, Hep B, most recent influenza (current employer records will be accepted)
  - In addition, Influenza and Covid-19 immunizations may be required by clinical sites.
- Current BLS card from **American Heart Association**
- Clean Drug Screen results: “Regular Drugs of Abuse” test (usually an 8- or 10-panel urine test)

## **POST-LICENSURE CAPSTONE PROJECT**

Each student will complete a comprehensive project during a course of the post-licensure curriculum that meets capstone requirements of Heidelberg University. Such courses, NRS430: "Nursing Research & Evidence Application," and NRS470 "Leading and Managing Healthcare Teams" will encourage students to be present on the Heidelberg campus in the Spring semester for a public presentation related to their project, or if unable to be present in person, the presentation may be delivered virtually during a Zoom session. The dates for on-campus activities will be posted during the semester of the capstone project work, or noted within the course syllabus for a future date, depending on the semester in which the student is enrolled in NRS430/470. If an on-campus presentation is not possible due to student residency, a live, virtual presentation before 2 faculty will be required. Lack of the presentation will lead to an “incomplete” for the course until the presentation occurs. A satisfactory grade of “C” must be achieved for this project to receive a passing grade in the corresponding course. This course requires written work as assigned for the final project; high professional standards are expected.

The research related work and new knowledge is woven through each course of the curriculum. It is anticipated that students will embrace each research related assignment and project to enhance their learning.

## **PATHWAY ADHERENCE**

### **RN-BSN and Post-Licensure Completion Pathway Students**

Students will follow Heidelberg policies in the Nursing Student Handbook, Nursing Clinical Handbook, and Heidelberg Undergraduate Catalog as pertinent to post-licensure nursing students. These documents describe transmission of required items such as transcripts from one's prior nursing degree program, proof of licensure, and previous higher education prerequisites.

## **BOARD OF NURSING – LICENSED RN STUDENTS**

Post-licensure students must follow the State Nurse Practice law and rule of the state in which they reside. Students must locate, read, and abide by the administrative code from their residential state to ensure safe nursing practice and clinical accountability. The Ohio Board of Nursing provides the scope of practice, rules, and regulations from the Ohio Revised Code (ORC) 4723.

<https://codes.ohio.gov/ohio-revised-code/chapter-4723>

## **NATIONAL COUNCIL FOR STATE AUTHORIZATION RECIPROCITY AGREEMENTS**

Heidelberg University is a member of the NC-SARA. Heidelberg University does not discriminate against applicants from any geographic location across the USA. However, some states have statutes and laws that create near impossible conditions for their residents to attend an online program out of the home state. In addition, some states may prohibit nurses from practicing clinical experiences outside of their licensed state or state of education, making it impossible for students to secure healthcare facilities for clinical or project-based experiences. As a result, the Heidelberg Nursing program will not accept applications for distance learning from residents in the following states: *Arizona, California, Louisiana, Massachusetts, New York, Oregon, Rhode Island, and Tennessee*. This includes nurses who live in another state but desire clinicals in any of the italicized states listed above. Therefore, students of [states that are approved members of National Council for State Authorization Reciprocity Agreements](#) (NC-SARA) will be enrolled in this online program.

## **PROFESSIONAL CONDUCT and CODE OF ETHICS**

ANA's *Code of Ethics for Nurses with Interpretive Statements* is the promise that nurses are doing their best to provide care for their patients and their communities and are supporting each other in the process so that all nurses can fulfill their ethical and professional obligations. It is important tool that can be used now as leverage to a better future for nurses, patients and health care. This Code is a reflection of the proud ethical heritage of nursing, a guide for nurses now and into the future.

Source: <https://codeofethics.ana.org/home>

Nursing students are expected to follow the American Nurses Association *Code of Ethics with Interpretive Statements* (2015).

Provision 1 relates to compassion.

Provision 2 relates to the focus of the patient.

Provision 3 relates to advocacy and safety of the patient.

Provision 4 relates to the nurse's responsibility for practice, and decisions.

Provision 5 relates to the nurse's responsibility for promoting health, and maintaining integrity.

Provision 6 relates to the nurse's responsibility for mainlining ethics.

Provision 7 relates to the nurse advancing research, scholarship, and policy.

Provision 8 relates to nurses working with organizations to stand for rights, and decrease disparity.

Provision 9 relates to nurses coming together to stand for justice, integrity, and values.

### **OHIO BOARD OF NURSING CONDUCT (Ohio Nurse Practice Act, n.d.)**

This policy relates to licensed nurses while providing nursing care. These standards are to be incorporated into practice, during and after post-licensure nursing courses.

- Rule 4723-4-03 (OAC): Standards relating to competent practice as a registered nurse
- Rule 4723-4-06 (OAC): Standards relating to practice promoting patient safety

### **AMERICAN NURSES ASSOCIATION CODE OF ETHICS: NINE PROVISIONS**

The American Nurses Association Code of Ethics for Nurses (2015) provides nursing students (pre-licensure and post-licensure) and nurses with a guide for conduct and professionalism when providing care to others.

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2: The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4: The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Source: American Nurses Association. (2015). Code of ethics with interpretative statements. Silver Spring, MD: Author. Retrieved from <https://codeofethics.ana.org/home>

See Appendix D for behavior expectations of nursing students.

## ENROLLMENT STATUS CHANGES

### Post-Licensure Leave of Absence/Readmission

Post-licensure students may take one semester off for personal or professional reasons or if taking a course at another institution. More than one semester of absence will require readmission into the program. Please refer to the Heidelberg Undergraduate Catalog and the Undergraduate Student Handbook. Students who contemplate this option should contact the Nursing Program Director for assistance with future planning. These documents are available online through the University website.

### Post-Licensure Part-Time Enrollment

Post-licensure students may enroll on a part-time basis. Be it known that less than 12 credit hours in a semester may result in loss of eligibility for financial aid (if applicable), housing, and athletics eligibility (if applicable). Students contemplating this option should meet with a Financial Aid Advisor for information about opportunities and changes in tuition/fees as a result of part-time status.

## ACADEMIC ADVISING

Post-licensure and RN-BSN nursing students will work with the admissions counselor for entry and transcript analysis. Once admitted, the program director or nursing faculty will assume academic advising responsibility for the BSN degree student advising. Advising will occur each semester the student is working toward the degree. This can be completed virtually or in-person on Campus.

## UNIVERSITY IDENTIFICATION BADGES

It is important, but not imperative that students obtain a campus photo ID badge. The badge contains the 10-digit code for remote access to the Beeghly Library and provides access to Heidelberg events. If students live a far distance from campus and it is not feasible to have your photo taken, the 10-digit bar code will be emailed to you. It is important to use the campus library, rather than Google for sources to obtain supportive literature for scholarly papers and projects.

## GRADING SCALE

Post-licensure and RN-BSN pathway students will follow the table below for 400-level nursing courses. A grade of C- in required curricular courses will require the course to be repeated in order to receive credit for such course. This is clearly stated in the Undergraduate Catalog.

A	94 - 100		C	74 - 76
A-	90 - 93		C-	70 - 73
B+	87 - 89		D+	67 - 69
B	84 - 86		D	64 - 66
B-	80 - 83		D-	60 - 63
C+	77 - 79		F	59 or less

## **COURSE ATTENDANCE AND PARTICIPATION**

Weekly assignments and online presence are considered as being present and in attendance. Late assignments will be awarded the grade of 0% unless prior arrangements have been made with the faculty. Attendance and presence are important for success in the program for lifelong learning. Missed entries in discussion forums will receive a “0” due to the nature of important discussions within a virtual setting.

Two of the online courses contain a clinical component: NRS 440 and NRS 470. Clinical attendance is required. If the student is to be late or miss a clinical experience, the student must call the clinical site coordinator to reschedule. Out of courtesy, it is recommended to email the clinical faculty of the change. Missed clinicals are to be rescheduled with the preceptor to meet credit hour requirements. Students must reach 32 hours of in-person clinical time. Clinical logs must be maintained so faculty can see the experiences, time at clinical, and how the additional 8 hours of time are used for the final project.

*See Nursing Clinical Handbook for further details.*

## **HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (1996)**

This act, known as HIPAA, protects patient confidentiality and applies to clinical or patient data, referencing statements on social media, lack of protection of clinical paperwork, public conversations, or lack of protection during case studies and discussion assignments. A demonstration of any of the above violates HIPAA law. HIPAA violations could lead to loss of clinical site and student dismissal from the program.

## **TECHNOLOGY AND SOCIAL MEDIA**

The social media privacy settings and content can be easily available to those outside the user’s own personal settings. Institution and legal guidelines such as FERPA and HIPAA also apply. Photographs or identifiable mementos from the clinical sites are absolutely prohibited.

### **Cell Phone Usage**

Cell phone use is prohibited during clinical experiences except for emergency situations. Cell phones are to be muted when at clinical settings. Cell phone messages may be checked during designated shift breaks, but otherwise are not to interfere with student learning experiences. Clinical sites may have separate policies for cell phone usage.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act of 1974 (commonly referred to as FERPA or the “Buckley Amendment”) guarantees a student 1) access to his or her educational record, 2) the right to challenge the accuracy of the record, and 3) the right to limit release of information from the record.

Additional FERPA information can be found on the Heidelberg University website:

<https://inside.heidelberg.edu/offices/registrar/ferpa>.

Note: Although a separate FERPA form allows sharing academic information between Heidelberg University and other community colleges for 1-2-1 pathway students, a separate release form is necessary for sharing health information between institutions. Nursing students are required to share health records with consortium schools and/or health facilities. Students must sign a separate consent form to release health records. The consent form is obtained and submitted at the Stoner Health & Counseling Center.

## **POST-LICENSURE SPECIAL CIRCUMSTANCES**

The program is designed to maintain flexibility for practicing nurses in the workforce. If an individual finds the schedule of class activities to be unsurmountable, the student is encouraged to immediately speak with the course faculty member to determine a plan for successful completion. If this discussion cannot come to a timely resolution, the Program Director or student's academic advisor is to be notified to review alternatives or a course "Incomplete" grade with an allowable time for completion.

## **ACADEMIC INTEGRITY POLICY**

**Academic Honesty Policy:** Heidelberg University values integrity in academic pursuits. It expects students to complete their work honestly and to report academic dishonesty. Dishonesty in any form, including identity but not limited to academic cheating or falsification of any official college record, will result in disciplinary action. Academic dishonesty is submitting the work of another person as your own, allowing another person to submit your work as his or her own, or assisting another person to do either.

Academic integrity includes such behaviors as the following:

- a. Plagiarizing. Plagiarism is quoting from a source or using ideas paraphrased from a source without proper documentation according to standards set by your instructor. This includes internet and computer sources.
- b. Submitting another person's work as your own is plagiarism.
- c. Giving or receiving assistance during an exam.
- d. Using unauthorized materials during an exam.
- e. Acquiring copies of an exam illegally.
- f. Stealing materials from another person's files, including computer files, or using such stolen materials.
- g. Using other dishonest methods to complete course work

Disciplinary sanctions vary. The policy in the University Student Handbook will be followed. See Appendix A for further information about plagiarism.

## **PROGRESSION**

Students in pre-nursing and pre-licensure must maintain a 2.8 GPA; Post-licensure students must maintain a minimal 2.5 GPA. A grade of "C" or higher must be earned in all required curricular courses

as listed in the Nursing Student Handbook as applicable to each pathway. Some courses may be repeated once if an earned grade is less than “C”. Students are advised to make an appointment with the academic advisor for assistance, if less than “C.” was earned in a course.

### **RETENTION POLICY**

Students in the post-licensure nursing program must:

1. Maintain a current, valid Ohio nursing license; or deemed eligible to take the RN-NCLEX examination. If a student begins the program without a registered nurse license, but is eligible for the NCLEX, they may take up to two (2) courses in the pathway. However, students must produce licensure verification to enroll in the second term of the semester in which they are enrolled.
2. Maintain a cumulative and semester GPA of 2.500 while enrolled in the post-licensure program.
3. Receive satisfactory evaluations from clinical site supervisors and course/clinical faculty for clinical experiences.
4. Maintain a minimal grade of “C” (2.000 quality points) for every required course in the BSN curriculum as applicable.

### **PROBATION POLICY**

A student will be on probation when a grade of “unsatisfactory” is earned in a clinical course or grade of “C-” or below in a nursing curriculum course. A student on probation must retake the course as soon as possible. The nursing student on probation will be allowed to progress in coursework, with the understanding that all courses must be completed with a “C” (2.000 quality points) or better grade. Please see “Progression Requirements” in the Undergraduate Catalog.

### **ACADEMIC DISMISSAL POLICY**

#### **Post-licensure and RN-BSN Completion Nursing Pathway**

If the final grade of “C-” (1.667 quality points) or below is earned twice in the same course or in two nursing courses, the student will be dismissed from the nursing program. Dismissal from the program does not necessitate dismissal from Heidelberg University. A C- in a course requires the student to repeat the course. Students may continue with courses that meet graduation requirements for other areas of study, provided University requirements are met. Administration and faculty will be available to assist students to be successful.

### **APPEALS**

Heidelberg University policy will be followed for grade and program dismissal appeals for courses taken at Heidelberg for pre-nursing and post-licensure students. Please see the University website:

<https://inside.heidelberg.edu/petition-grade-appeal>



## FORMAL COMPLAINTS

The Heidelberg University policy will be followed for submitting formal complaints. Please see the University website: <https://www.heidelberg.edu/student-complaint-process>.

## ACADEMIC REINSTATEMENT

Post-licensure and RN-BSN students may be readmitted to the nursing program only once if dismissed. Application for readmission may be submitted after one semester has passed. Upon request for readmission, a letter of intent to return to the nursing program must be submitted to the director of the nursing program at least four (4) weeks prior to the semester in which the student wishes to return. Upon receipt of the letter, the director will schedule an appointment with the student. Specific submissions may be requested by the program director, depending on each student's situation. Within one week of meeting with the program director, the student will receive written notification from the program director regarding status: re-entry or final dismissal from the program.

*Final dismissal from the nursing program does not automatically impose dismissal from Heidelberg University. Students may continue with courses that meet graduation requirements for other areas of study for a degree, provided University requirements are met.*

## CLINICAL EXPERIENCES/REQUIREMENTS

*Please refer to the Nursing Clinical Handbook for Clinical Policies and Guidelines*

### **Function for Clinical Site**

Students must be able to function properly at a clinical site: physically, emotionally, and mentally, especially when dealing with stressful patient situations. Students must possess the senses needed for assessment such as vision, hearing, smell, and touch; and have fine motor and gross motor skills necessary for providing care. Critical thinking, decision-making, and communication skills increase effectiveness in the nurse role to perform duties necessary for providing care as a member of the interdisciplinary care team. Clinical sites may have additional requirements to be followed.

### **Student Health Policy: Post-licensure Pathway**

Health requirements for students: health insurance, immunization titers, must meet clinical agency requirements, and may include additional health-related responsibilities.

### **Post-licensure and RN-BSN Pathway Documentation**

- FBI and BCI Background Checks: Must be within one year
- MMR: immunizations or lab evidence of immunity; Hepatitis B: 3-immunization series or lab evidence of immunity; Varicella Zoster: Immunization, history of chicken pox, or lab evidence of immunity; DPT: 1 immunization within the last 10 years
- Tuberculosis: Date and results of 2-step Mantoux test within the past 12 months (employer results will be accepted); if known positive, evidence of a negative baseline chest X-ray and TB questionnaire every 12 months.
- Influenza: evidence of annual vaccination with most current vaccine

- Covid -19 immunization record.
- Health Examination Results: documentation is accepted if within the 3 years.
- Drug Screening: Drug screening prior to the first clinical course is required. A “Regular Drugs of Abuse” test must be run with results sent to the Program Director or as noted in email notifications. A failure in initial/subsequent screenings will result in dismissal from the program.
- Title IX pregnancy requirements are in effect. If restrictions exist, such must be noted by the physician and documentation submitted for the student’s file.

*NOTE: Some clinical sites may require lab testing, additional vaccinations, and legal clearance.*

### **CLINICAL SITE INFORMATION**

- Electronic forms and signatures of students, preceptor or site coordinator and faculty are required. (See p. 5 for this process or the Nursing Clinical Handbook.) Refer to specific course syllabi for clinical assignments and objectives.
- Appropriate tools must be brought to the clinical site (e.g., stethoscope, paper, and pens) so the student is ready to perform the identified and pre-planned role of the preceptors’ agency.
- Timeliness, punctuality, and adherence to clinical site practices and policies are all an expectation.
- At a minimum, clinical students will be evaluated at mid-term and end-of-clinical experience. Video conferencing or phone conference calls may be used for evaluation, initiated by course faculty.

### **Required BLS Certification for Clinical Sites: Pre- and Post-licensure**

American Heart Association - Basic Life Support (BLS) for the healthcare provider is to be maintained throughout the post-licensure and RN-BSN Completion Pathways of the Nursing program. It is a requirement to have BLS for the healthcare provider to work in healthcare settings. Healthcare provider BLS from the American Heart Association is the only provider accepted for nursing pathways. The American Heart Association CPR course completion card will NOT be accepted.

### **Student Files**

Student academic and clinical files are confidential and are maintained to protect student and patient privacy/confidentiality. A secure shared drive among the director, faculty, and Registrar’s Office is maintained for communication purposes only.

### **Student Professional Liability Insurance**

Students are strongly encouraged to carry professional liability insurance. Students must not perform procedures for which one lacks educational preparation. For best protection, institutional policies (university and/or healthcare facilities) are to be followed at all times. Adequate supervision is always necessary when working in clinical settings and varies by level of expertise, and determined by the site preceptor.

## **CLINICAL GUIDELINES**

Practice experiences include activities that support health and/or provide care, interacting with a variety of providers and/or with patients and with oversight by a provider designee and Heidelberg nursing faculty. Patients throughout this document are defined as individuals, families, groups, communities, or populations. Practice experiences, including those completed in the student's work setting shall include specific objectives, expected outcomes and competencies, and an evaluation provided by a faculty member.

Practice experiences transition the post-licensure nursing student's competencies to the baccalaureate level of proficiency and include organization/systems' understanding, leadership development, evidence-based practice, information management and integration of technologies into practice, interprofessional collaboration and communication, population health, comprehensive assessment, and quality improvement strategies. Didactic and practice (hands-on) experiences are required in order to achieve expected skills and knowledge to integrate into practice. Practice experiences assure that students upon graduation have attained end-of-program competencies delineated in the American Association of Colleges of Nursing Baccalaureate Essentials.

These expectations include the advancement of clinical reasoning and proficiency in performing psychomotor skills. Psychomotor skill development for the post-licensure student is different from the expectations for the entry-level student. If a student has physical or psychomotor skill deficits, they are to schedule a meeting with the director of the nursing program and the clinical faculty prior to entering the clinical site for the clinical experience.

### **Clinical Dress Code**

Heidelberg University encourages attire that is clean, neat and appropriate. Members of Heidelberg University faculty, staff, and administration may proscribe or prescribe certain forms of attire. One's used work attire, such as wearing scrubs after a shift of work, is not suitable. The Heidelberg name badge must be worn above the waist when present at the site for clinicals. The student will dress according to the setting in which the clinical is occurring; thus, it may change from site to site. Attire will be determined according to the clinical setting as shared via the site representative. For instance, business casual with a lab coat bearing a Heidelberg nametag may be worn in the post-licensure clinical setting unless the clinical site has specific clinical uniform requirements. Appropriate tools brought to the site may include stethoscope and patient care gear, or other items necessary for the site assignments.

### **Student Incidents and Needle Stick Policy**

If a patient incident occurs at a clinical site, students must follow the site's chain of command, requirements, and forms, but must also contact the faculty as soon as possible (within 24 hours.) Students must follow proper emergency care if needed. Students must have their own health insurance. It is the student's responsibility to pay for any follow up care regarding the injury.

### **Occupational Exposure Definition**

An occupational exposure is defined by the Occupational Safety and Health Administration (OSHA) as: reasonably anticipated skin, eye, mucous membrane, non-intact skin or parenteral contact with blood and other potentially infectious materials that may result from the performance of an employee's duties. See the Exposure Control Plan of the Heidelberg University Health & Counseling Center for policy details. Note: If a student misses clinical due to a personal Emergency Department visit or hospitalization, he or she must present with written permission prior to returning to clinical.

### **Signed Consent to Release Health Records**

Nursing students may be required to share health records with other institutions, (health facilities). In such cases, students must sign the consent form to release health records. The consent form is available at the Health & Counseling Center on Heidelberg Campus, where students sign and submit the permission to share their health records. A request for the electronic form from the Center as well as signed, scanned document submission is sufficient.

## **DISABILITY AND ACCESS TO LEARNING**

It is the responsibility of the student with a disability to inform Heidelberg University and request an accommodation. Documentation of a disability must be submitted to Disability Services in Stoner Health Center before accommodations can be provided. Students requesting services should complete the written request for accommodation and the Release of Information form and present these forms to Disability Services in Stoner Health Center. Any correspondence regarding the adequacy of the submitted documentation will be sent to the student. It is the student's responsibility to obtain additional information or clarification as requested.

(See <https://inside.heidelberg.edu/departments-offices/accessibility> for additional information.)

*Students are to report any physical and mental limitations to the faculty and program director for conversation regarding abilities to perform patient care in clinical settings.*

## **NON-DISCRIMINATION POLICY – TITLE IX**

### **Title IX**

Heidelberg University does not discriminate or tolerate discrimination on the basis of sex, gender, transgender status, gender identity, or gender expression in its educational, extracurricular, or athletic programs, or in any admission or employment decisions. Heidelberg is committed to promptly and equitably responding to all reports of sexual discrimination with the goal of eliminating the misconduct

and/or harassment, preventing its recurrence, and addressing its effects on any individual or the community.

To report sexual misconduct (violence) or sexual harassment, students may contact the Title IX Coordinator at (419) 448-2452; <https://www.heidelberg.edu/offices/title-ix>

To confidentially discuss sexual misconduct (violence) or sexual harassment, students may contact University Confidential Resources: Health & Counseling Center, (419) 448-2041; or Chaplain, (419) 448-2066. For more information, the University's Sexual Discrimination Policy is available at <https://inside.heidelberg.edu/sites/default/files/documents/2020heidelbergsexdiscriminationpolicy33121.pdf>

## INCLUSION

Heidelberg University strives to be a welcoming, student-centered institution for everyone. In this class, the goal is to create an environment that is supportive of all students and respects all identities and diversity in all forms: age, gender and sexual identities, language, race, religion, ethnicity, ability status, nationality, and socioeconomic status. All students in this class are required to treat one another with respect, and to demonstrate diligence in trying to understand one another's perspectives.

To help accomplish this,

- If you have a name or pronouns that differ from those listed in OASIS, please inform the instructor so that you may be addressed correctly.
- If anyone in class (including the instructor) communicates something that makes you uncomfortable, please talk to the instructor about your concerns.
- If religious observance impedes your ability to participate fully in course activities, or a principal holiday from your religious tradition occurs during the semester and conflicts with course activities, please inform the instructor so that reasonable accommodation can be made.

## STYLE MANUAL FOR WRITTEN SCHOLARLY PAPERS

Scholarly writing is essential for professional nurses and leaders. Adherence to sound scholarly writing through the use of the latest edition of the *Publication Manual of the American Psychological Association* is an expectation for scholarly papers and projects. Students are to use course handouts and seek writing assistance as needed. Plagiarism is not tolerated and papers or scholarly work will receive a grade of "0" (zero), if plagiarism occurs and face potential disciplinary action. (See the syllabi of nursing courses for the plagiarism statement.)

## WRITING ASSISTANCE

Students are encouraged to seek writing assistance via in-person, phone, or email consultation. The Owen Academic & Career Support Center is available to help students reach their academic potential by centralizing academic support services and educational enrichment resources for the entire campus

community. The Owen Center offers a wide range of programs and services to meet the specialized needs of students, faculty and staff, including individual writing consultations. It is located in the Campus Center; Ph. 419-448-2301 <https://www.heidelberg.edu/academics/resources-and-support>

### **STUDENT RESEARCH**

Student research is encouraged at Heidelberg University, but must be in conjunction with a faculty person as the primary investigator. Sufficient agreements and the Internal Review process must be obtained prior to the onset of any data collection. Students must contact their course faculty for assistance. <https://inside.heidelberg.edu/departments-offices/academic-affairs/student-research>

### **GRIEVANCE POLICY**

All nursing students will follow the Heidelberg grievance policy and procedures, should situations arise. Grievances related to course concerns should be addressed with the faculty of the course. If the student is not satisfied with the resolution, the procedures located at <https://inside.heidelberg.edu/docs/student-handbook-0> will assist with the following: Academic Honesty, Alcohol Consumption, Disabilities, Drug Free Campus, Explained Absence Policy, Grade Appeals Policy.

### **PERSONAL COMPUTER RECOMMENDATIONS**

<https://inside.heidelberg.edu/departments-offices/cnit/computer-recommendations> If you have questions, please call 419-448-2088 or email the help desk.

#### **Required Computer Skills for Success in Coursework**

1. Create and save MS Word and PowerPoint documents
2. Send and save email communications
3. Attach a document to an email or into a course drop box
4. Exhibit professionalism in email communications
5. Maintain confidentiality when discussing clinical site information
6. Make video recordings for online class participation if assigned
7. Import photos into online course postings
8. Post and discuss course information in discussion boards, etc.
9. Navigate OASIS, DegreeWorks for navigation to determine curricular progress, course planning, course registration, and retrieval of and payment of semester tuition and fees.

#### **Helpdesk**

Heidelberg University provides service consultation for hardware and software owned by currently enrolled students through the Computer Network and Information Technology (CNIT) Helpdesk located in Bareis Hall Room 309. Helpdesk technicians provide services such as connecting your devices to the Heidelberg network, downloading and installing software, virus removal, and device troubleshooting. Visit <https://inside.heidelberg.edu/departments-offices/cnit/service-desk> for more information.

## CANVAS LEARNING MANAGEMENT SYSTEM

The Canvas Learning Management System (LMS) is a cloud-based learning system that allows instructors and students to share key information. Canvas allows for blended learning such as a seated class, and provides supportive learning activities, assignments, assessments, and grades. Canvas also offers mobile apps for iOS and Android devices, allowing teachers and students to remotely view course information.

1. The [Student Canvas guide](#) is a useful source of information to assist students with coursework.
  2. The 24/7 Canvas chat or call in for students (accessed from the "? Help" icon on the bottom left menu) may be helpful when working schedules may dictate unique hours of study.
- Further assistance is available through your faculty, program director, or the CNIT Helpdesk.

## HEIDELBERG UNIVERSITY CAMPUS LIBRARY

The Beeghly Library provides access to information for research and learning to the university community; maintains a welcoming learning environment; preserves the history of the University; and provides students with the resources and confidence to access, evaluate, and synthesize information. The library resources are accessible online to students at <https://www.heidelberg.edu/academics/resources-and-support/beeghly-library>. Email: [library@heidelberg.edu](mailto:library@heidelberg.edu) Phone: (419) 448-2104

Librarians are available during regular academic year hours of operation.

Monday – Thursday	7:45am. – 11:00pm	Friday	7:45am – 5:00pm
Saturday	9:00am – 1:00pm	Sunday	1:00pm – 11:00pm

1-2-1 Students: Students have full access to the online library resources at Heidelberg University the entire 4 years of their education, regardless of associate degree school in consortium. The post-licensure RN-BSN pathway students are encouraged to access database resources online through Heidelberg University during their enrollment, rather than use broad search engines to support papers and projects.

Resources include the following: Beeghly Library Catalog, including thousands of online books in all subject areas; OhioLINK Catalog that provides many online sources and free delivery of print resources to Ohio libraries; more than 100 online databases, including *Medline* and *CINAHL Plus* with full text, and *Health Source: Nursing/Academic Edition*. In addition, through Interlibrary Loan, students may request books and articles not available through other means. Reference librarians are available via chat, email, phone, and in person to assist with locating and using appropriate sources.

Course Reserves are available for the on-campus students and accessible to online students through the librarians. The library's databases may be imbedded through the online course management system. The library purchases appropriate medical and nursing books (print/online) and online book collections. A computer lab is located within the library for students to access online resources.

## **“COMMUNITY OF INTEREST” NURSING PROGRAM ADVISORY COUNCIL**

This council includes individuals who represent various community healthcare agencies, alumni and students, and internal University representatives. This group meets annually to discuss successes, identify concerns, and plan for growth. The purpose of this group is to receive and provide feedback regarding the quality of delivery of nursing education, accountability to the mission, and to the goals and outcomes of the program. This group meets in-person or via email updates by the program director.

## **STUDENT ORGANIZATION**

### **ANA-OH**

ANA is a powerful network of nurses who know first-hand the important role nurses play in healthcare, and the struggles nurses face on a daily basis from inadequate staffing, unsupportive management and a lack of appreciation for our work. ANA has a powerful influence on nurse protection, and advancement of our profession, Fees for membership are at a reduced price from the ONA, which defends unions. etc.

## **PROGRAM ASSESSMENT**

A Nursing Program Evaluation Plan (NPEP) is utilized to gain valuable feedback for reporting information to accreditors regarding curriculum, support services, and the quality of the teaching-learning experiences. The NPEP uses surveys and questionnaires to collect data for program assessment and evaluation. Collected data is then measured against identified thresholds of acceptability. The NPEP is based upon the Essentials of the American Association of Colleges of Nursing (AACN) and the Standards of the Commission on Collegiate Education (CCNE) to ensure soundness of nursing education at Heidelberg University. The NPEP hard copy is located in the Nursing Program Director's office and is accessible for review. The program uses a foundation of University Goals and AACN Essentials for consistency and congruency.

## **QUALITY AND SAFETY EDUCATION IN NURSING (QSEN)**

The overall goal through all phases of QSEN is to address the challenge of preparing nurses with the knowledge, skills and attitudes necessary to continuously improve the quality and safety of the healthcare systems in which they work. According to the American Nurses Association (ANA), there are six focus-area competencies in QSEN: Patient-centered care, Evidence-based practice, Teamwork and collaboration, Safety, Quality improvement, and Informatics. These aforementioned areas of nursing are woven throughout the courses in the Post-licensure/BSN pathway. QSEN empowers nurses to hold themselves to high standards when working with patients, encourages nurses to engage in innovative thinking and problem solving in healthcare systems, and seek opportunities for continuous improvement.



## **GRADUATION, PINNING, AND RECOGNITION**

### **Commencement**

In accordance with general academic preparation, the concluding ceremony is the University commencement. Participating in the commencement ("walking") is separate from filing to graduate. Students must be aware of their obligations to graduate. Please see the current Undergraduate Catalog. Related to Nursing: your participation in Commencement represents our program and your success.

### **Blessing of Hands Ceremony**

A blessing of hands ceremony for graduates and other healthcare providers will immediately precede the pinning/award ceremony for those wishing to participate. Participation is voluntary and does not require reservations to participate. Specific instructions will be shared as each pinning ceremony is planned.

### **Recognition and Pinning Ceremony**

At the completion of the post-licensure/RN-BSN degree, a recognition and pinning ceremony by the nursing program will celebrate the achievement of your new degree. All graduating nursing students are encouraged to participate in the Pinning Ceremony and enjoy light refreshments. This event occurs on the preceding day of Commencement. This is a meaningful ceremony for graduates, families, and friends. Individual and class photos are taken for the hallway of the Nursing office and shared with each graduate as soon as they are received from the photographer. Students must share their email address, other than Heidelberg's email, so the photos can be shared.

### **Heidelberg Nursing Pin**

Graduating students will receive a Heidelberg University BSN pin and are encouraged to participate in the pinning ceremony. The first pin is provided by the program. To make a pin purchase if one is lost, students may contact the program director.

### **Terra State Nursing Handbook for 1-2-1 Students**

[https://terra.edu/degrees\\_programs/technology\\_allied\\_health\\_nursing\\_division/nursing/\\_uploadedfiles/2025\\_26\\_student\\_nursing\\_handbook.pdf](https://terra.edu/degrees_programs/technology_allied_health_nursing_division/nursing/_uploadedfiles/2025_26_student_nursing_handbook.pdf)

## **APPENDIX A: PLAGIARISM**

### **What is Plagiarism?**

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

**According to the Merriam-Webster online dictionary, to "plagiarize" means:**

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

### **But can words and ideas really be stolen?**

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

**All of the following are considered plagiarism:**

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism.

### **What about images, videos, and music?**

Using an image, video or piece of music in a work you have produced without receiving proper permission or providing appropriate citation is plagiarism. The following activities are very common in today's society. Despite their popularity, they still count as plagiarism.

- Copying media (especially images) from other websites to paste them into your own papers or websites.
- Making a video using footage from others' videos or using copyrighted music as part of the soundtrack.
- Performing another person's copyrighted music (i.e., playing a cover).
- Composing a piece of music that borrows heavily from another composition.

Certainly, these media pose situations in which it can be challenging to determine whether or not the copyrights of a work are being violated. For example:

- A photograph or scan of a copyrighted image (for example: using a photograph of a book cover to represent that book on one's website)
- Recording audio or video in which copyrighted music or video is playing in the background.
- Re-creating a visual work in the same medium. (for example: shooting a photograph that uses the same composition and subject matter as someone else's photograph)
- Re-creating a visual work in a different medium (for example: making a painting that closely resembles another person's photograph).
- Re-mixing or altering copyrighted images, video or audio, even if done so in an original way.

The legality of these situations, and others, would be dependent upon the intent and context within which they are produced. The two safest approaches to take in regards to these situations is: 1) Avoid them altogether or 2) Confirm the works' usage permissions and cite them properly.

The preceding information was used verbatim from <https://www.plagiarism.org/article/what-is-plagiarism> (Published May 18, 2017)

### **Preventing Plagiarism when Writing**

In a research paper, you have to come up with your own original ideas while at the same time making reference to work that's already been done by others. But how can you tell where their ideas end and your own begin? What's the proper way to integrate sources in your paper? If you change some of what an author said, do you still have to cite that author?

Confusion about the answers to these questions often leads to plagiarism. If you have similar questions or are concerned about preventing plagiarism, we recommend using the checklist below.

#### **Planning Your Paper**

##### **Consult with Your Instructor**

Have questions about plagiarism? If you can't find the answers on our site or are unsure about something, please ask your instructor. He or she will most likely be happy to answer your questions. You can also check out the guidelines for citing sources properly. If you follow them and the rest of the advice on this page, you should have no problems with plagiarism.

##### **Plan Your Paper**

Planning your paper well is the first and most important step you can take toward preventing plagiarism. If you know you are going to use other sources of information, you need to plan how you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas. Writing an outline or coming up with a thesis statement in which you clearly formulate an argument about the information you find will help establish the boundaries between your ideas and those of your sources.

## **Take Effective Notes**

One of the best ways to prepare for a research paper or special project is by taking thorough notes from all of your sources so that you have much of the information organized before you begin writing. On the other hand, poor note-taking can lead to many problems-- including improper citations and misquotations, both of which are forms of plagiarism! To avoid confusion about your sources, try using different colored fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away-- finding them again later when you are trying to finish your paper can be a nightmare!

## **Writing Your Paper**

### **When in Doubt, Cite Sources**

Of course you want to get credit for your own ideas. And, you don't want your instructor to think that you got all of your information from somewhere else. But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, you should always cite your source. Instead of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by:

- showing that you are not just copying other ideas but are processing and adding to them,
- lending outside support to the ideas that are completely yours, and
- highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere

Also see: [how to cite sources properly](#)

### **Make it Clear Who Said What**

Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism. Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them. If you are discussing the ideas of more than one person, watch out for confusing pronouns. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: "He brilliantly portrayed the situation of a writer in society at that time." Who is the "He" in this sentence? Bloom, Joyce, or Shakespeare? Who is the "writer": Joyce, Shakespeare, or one of their characters? Always make sure to distinguish who said what, and give credit to the right person.

### **Know How to Paraphrase**

A paraphrase is a restatement in your own words of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change both the words and the sentence structure of the original, without changing the content. Also, you should keep in mind that paraphrased passages still require citation because the ideas came from another source, even though you are putting them in your own words.

The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem

stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information. [Learn how to paraphrase properly.](#)

### **Analyze and Evaluate Your Sources**

Not all sources on the web are worth citing-- in fact, many of them are just plain wrong. So how do you tell the good ones apart? For starters, make sure you know the author(s) of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc. We recommend using the "Web Page Evaluation Criteria" available through New Mexico State University's website.

The preceding section was taken verbatim from <https://www.plagiarism.org/article/preventing-plagiarism-when-writing> (Published May 12, 2017.)

## APPENDIX B: AACN ESSENTIALS AND PROGRAM CONGRUENCY

### 2008 AACN Essentials for Baccalaureate Education for Professional Nursing Practice

<https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>

### 2022 New Essentials for Baccalaureate Education for Professional Nursing Practice

#### Domains (links = control/enter)

Domain 1: Knowledge for Nursing Practice

Domain 2: Person-Centered Care

Domain 3: Population Health

Domain 4: Scholarship for Nursing Practice

Domain 5: Quality and Safety

Domain 6: Interprofessional Partnerships

Domain 7: Systems-Based Practice

Domain 9: Professionalism

Domain 10: Personal, Professional, and Leadership Development

#### Competencies (links)

1. Clinical Judgment
2. Communications
3. Compassionate Care
4. Diversity, Equity, and Inclusion
5. Ethics
6. Evidence-Based Practice
7. Health Policy
8. Social Determinants of Health

### Congruency Table: Program Outcomes, AACN Essentials 2008, and University Goals

Nursing Program Outcomes	AACN Essentials	Heidelberg University Goals
1. Navigate complex nursing practice situations through Integration of concepts, skills, and the values of humanism from a liberal education.	I, IX	1, 2
2. Lead transformative care for patients across the lifespan by minimizing risk, fostering quality improvement, and stimulating innovative initiatives.	II	5
3. Appraise theory-guided research to identify practice issues and support adoption of best practices in the delivery of patient care.	III, IX	2
4. Provide efficient patient care using scientific technologies and information management systems to identify health alterations and complex care needs in a variety of healthcare settings.	IV	4

5. Advocate for policy, finance, and regulation changes that foster improved processes for patient care in local and global health care delivery systems.	V	6, 7
6. Communicate for collaboration across healthcare professions to provide comprehensive patient-centered care.	VI	3
7. Employ principles of prevention and health promotion to provide culturally competent care to individuals, families, communities, and populations.	VII	5
8. Apply personal values, learning values, and professional values that promote innovation, quality improvement, and a culture of excellence in professional nursing practice.	I, VIII	6, 7
9. Provide comprehensive care to diverse recipients across the continuum of healthcare environments using elements of baccalaureate nursing education, professional standards, and principles of social justice.	I, III, IX	1, 4

AACN Essentials: <http://www.aacnnursing.org/portals/42/publications/baccesentials08.pdf>  
Heidelberg University Institutional Goals: <https://www.heidelberg.edu/about/history-mission>  
CCNE Standards: <https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf>

**NOTE:**

\*The above grid is based on the 2008 AACN Essentials. Summer 2024, the program team consisting of members of the Community of Interest began the process of updating the curriculum to adopt the 2021 Essentials. This process is not available for AY 2024-25.

## **APPENDIX C: EXPECTED BEHAVIORS OF NURSING STUDENTS**

### **Nursing Student Behaviors**

#### **Responsible Learning**

It is imperative that nursing students maintain effective study habits and discipline for classroom and lab activities in order to manage new information for a growing body of knowledge.

#### **Professional Image**

One's appearance can convey one's values and priorities. A positive professional image can be portrayed through compassionate and kind demeanor that shows respect for others. Civility is expected when dealing with others. These behaviors are particularly warranted when working with patients and healthcare providers in clinical situations. Nursing students are to maintain an image, both emotional and physical, that commands respect and trustworthiness. Physical image is interpreted based on personal cleanliness, grooming, and appropriate dress for the occasion.

#### **Communication**

Although communication is important for gathering patient information and conveying care needs to members of the healthcare team, the exchange of thoughts and feelings through effective verbal and nonverbal skills helps alleviate many obstacles for success at both the personal and professional levels. Students must work to master the art of communicating with others in a manner to see beyond the task at hand for problem solving.

#### **Self-care**

Personal well-being is important to nursing students. Emotional health fosters learning and assists to maintaining a strong emotional base for handling stress. Physical health is important in order to attend classes and to perform activities of patient care. Students are responsible to maintain adequate rest, nutrition, and hydration.

#### **Agility**

It is important for nursing students to maintain an alertness and ability to respond to situations with swiftness and accuracy. Students are responsible to practice healthy habits in the classroom, in outside activities, and with patient care.

#### **Self-awareness**

The effective use of one's self is imperative for a nurse. This begins with self-awareness. Such mindfulness involves introspection of one's own beliefs, thoughts, and feelings. Self-awareness also involves the development and use of emotional intelligence that often guides interactions with peers and patients. The perceptions gained through emotional intelligence guides behaviors for therapeutic interactions with others. Students are encouraged to maintain awareness of their own viewpoints, but also must recognize personal limitations.

#### **Timeliness**

Punctuality is a virtue. Being on time is imperative to convey trustworthiness. Timeliness is important to those who depend on you for their learning opportunities, their teamwork, or their health care. Avoid procrastination with learning assignments, arrival times, and patient care schedules.



## **APPENDIX D: SIGNATURE PAGE**

### **STUDENT HANDBOOK ACKNOWLEDGEMENT**

I have read and comprehend the information contained in this Nursing Program Handbook of Heidelberg University.

I agree to abide by the policies and demonstrate respect for my peers, my faculty, and the clinical site personnel while I am enrolled and completing assignments in the nursing program at Heidelberg University.

I am aware that violations of any policy identified or referenced in this handbook will result in disciplinary action as outlined in the referenced handbook or catalog.

I am responsible for reviewing my Student Handbook, my Nursing Program Handbook, and each course syllabus in its entirety while I am a nursing student at Heidelberg University.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Printed name \_\_\_\_\_

### **RELEASE OF INFORMATION OF STUDENT WORK**

I give my consent to the Heidelberg University Nursing Program to use the results of written work, grades, other course materials, or unidentifiable demographics in anonymous group data for educational research, grant and accreditation, or other publications that promote the profession of nursing or education.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Printed name \_\_\_\_\_

These forms distributed to students electronically.

## **APPENDIX E: CONFIDENTIALITY AGREEMENT**

### **RN-BSN COMPLETION CONFIDENTIALITY AGREEMENT**

Students will be working with clients/patients and medical records in various healthcare facilities and in reference during online classroom discussions.

The use of medical records is confidential and used for patient care and educational purposes only. ALL information about a patient, written or verbal, is strictly confidential.

1. Any violation of patient confidentiality is punishable in a court of law. Please refer to the Health Insurance Portability and Accountability Act of 1996 for further information.
2. The ANA Code of ethics stipulates that confidentiality of patient information is a professional responsibility and represents integrity.

As a result of 1 & 2 above, any student enrolled in the Nursing Program who reveals contents of a medical record or private patient information is subject to reprimand and could jeopardize student status or receive immediate dismissal from the program.

#### **CONSENT:**

Having read above, I understand that I do hereby agree to maintain confidentiality of all patient information to which I am exposed during my nursing education at Heidelberg University. Likewise, I agree to avoid obvious or subtle reference to any patient care situation on social media or within social conversations. I acknowledge that patient confidentiality is to be respected and maintained at all times.

Signature \_\_\_\_\_

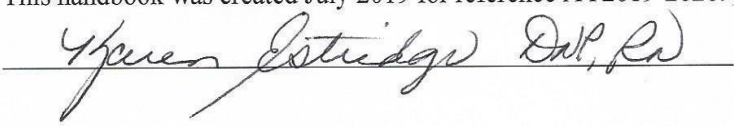
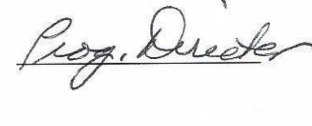
Date \_\_\_\_\_

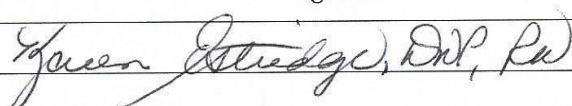
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This form distributed to students electronically.

## Handbook Review

This handbook was created July 2019 for reference AY2019-2020.

Academic Year	Review - r Revision - R	Signature
AY2020-21	6-1-2020 R	

<b><u>Reviewed (with revisions = (R))</u></b>		<b><u>Reviewer</u></b>	<b><u>Title</u></b>
AY2021-22	6.10.2021 (R)	Dr. Karen Estridge	Program Director
AY2022-23	6.27.2022 (R)	Dr. Karen Estridge	Program Director
AY2023-24	6.1.2023	Dr. Karen Estridge	Program Director
AY2024-25	8.18.2024	Dr. Karen Estridge	Program Director
AY2025-26	8.12.2025	Dr. Karen Estridge	Program Director