PLEASE NOTE: Each student, staff, and faculty member has an Ursuline College email address. This is the ONLY communication method available to students, staff, and faculty. Students are EXPECTED to frequently check their Ursuline College email for any communications from the faculty and staff of the Breen School of Nursing.
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Dear Student,

Welcome to Ursuline College and the Breen School of Nursing! Congratulations! You have entered into one of the most highly regarded nursing educational programs in Northeast Ohio. As the health care environment becomes increasingly complex and quality focused, application of current and relevant theoretical content is essential in the clinical setting. From staff nurses to nurse practitioners, from educators to scholars, Ursuline graduates are leaders because of the strong educational foundation and experiences received while they are students here.

Beginning a career can be an exciting time in your life but you need to be equipped for success; therefore, we have prepared a student handbook to provide you with the information you need to be successful throughout the nursing program. This handbook will become your guide and provide answers to many of your questions. The handbook also represents a contract that is binding in terms of school policies. You will be held responsible for knowing all content in this handbook and following the guidelines and policies as established.

The BSN Student Handbook is uniquely designed to inform and update students who attend the Breen School of Nursing. The handbook is not intended to include all policies of Ursuline College, but it does spell out many of the Nursing School policies. Individual nursing courses also have policies that will be distributed by means of a syllabus, email correspondence, WebPages, and/or the designated Learning Management System (D2L). Please refer to these resources in addition to this handbook.

To summarize, you will be held responsible for knowing and following all of the policies and guidelines outlined in:
1. The Breen School of Nursing BSN Student Handbook
2. The Ursuline College Student Handbook and Planner
3. The Ursuline College Catalog
4. Each course syllabus

You are also expected to be familiar with the Ursuline College and Breen School of Nursing websites and all course materials and other communications that are posted on the Learning Management System (D2L). Regular reading of both your Ursuline College e-mail and D2L announcement/news board is essential for your success.

Please read all of these documents, booklets, materials, and take very seriously your student responsibilities. You will also be held responsible for asking questions of your instructors and advisors for any area of the handbook that may seem unclear to you.

On behalf of the faculty and staff of The Breen School of Nursing, we wish you the very best as you begin your journey.

Patricia A. Sharpnack DNP, RN, CNE, NEA-BC, ANEF
Dean and Strawbridge Professor

For questions regarding policies, please contact us at:
The Breen School of Nursing
2550 Lander Road
Pepper Pike, OH 44124
Phone: 440-646-8166
MISSION OF THE BREEN SCHOOL OF NURSING
The Ursuline College Breen School of Nursing, founded in the Catholic tradition, is committed to a model of excellence in education that prepares students for diverse and changing roles as clinicians, teachers, and leaders. The Breen School of Nursing seeks to prepare students as competent, caring, and reflective professionals who provide values-based holistic nursing care in an increasingly complex and rapidly changing health care environment.

VISION STATEMENT
Educating future nurse leaders to positively influence a diverse population of health care recipients in a complex health care system.

SLOGAN
Honored past, dedicated present, brilliant future

MISSION OF THE BSN PROGRAM
Acknowledging the inherent dignity and worth of all persons, the Breen School of Nursing Bachelor of Science in Nursing Program excels in developing compassionate and competent nurse leaders.

PHILOSOPHY
The Breen School of Nursing faculty members adopt and support the philosophy and mission of Ursuline College, a Catholic liberal arts institution of higher learning. Through the integration of liberal arts and sciences with the nursing curriculum, students experience a values-based, holistic, collaborative, and progressive education within a caring framework. The Christian context and the principles of love, care, and concern are reflected in the nursing program. Nurses are taught to recognize the dignity, worth, and rights of all persons within the continuum of living and dying. Each individual is worthy of respect and the best care available.

The Breen School of Nursing faculty believes nursing is a professional discipline with academic and practice dimensions. As a profession, nursing serves society through delivery of direct and indirect health care services to individuals, families, and communities in local, regional, national, and international environments. Nursing is a theory-guided, evidence-based, relationship-centered practice that facilitates health and healing. Caring and a holistic approach are hallmarks of nursing practice. The practice of nursing requires critical thinking and subsequent clinical judgments that enable the professional to provide care in an independent, collaborative, and inter-professional manner. The core essentials of caring, compassion, reflection, and competence are fundamental to professional nursing practice.

The person is a unified whole with physical, socio-cultural, emotional, intellectual, and spiritual components. As a unique individual, each human being draws on personal resources, interaction with others, and cultural values in the pursuit of health. Individuals have the right to freedom of choice, personal dignity, and equality of opportunity for achieving their potential. As unique, complex, multi-dimensional beings that possess thoughts, feelings and values, individuals are capable of self-care and have the right to make informed choices. Each individual has dignity, value, and worth and, as reflected in the Christian view of person, is endowed with reason and the freedom to develop a personal relationship with God.

The faculty views education as a life-long, dynamic, intellectual, and social process of development toward self-actualization. Faculty members are responsible for designing and
implementing teaching strategies that help facilitate students' learning. The Breen School of Nursing faculty enhances the learning process by maintaining current knowledge in the discipline of nursing and integrating research and service into nursing education. Faculty members are committed to providing an environment that promotes students’ efforts to reach their potential, supports intellectual interest and critical thinking, encourages the development of professional values, and promotes a commitment to life-long learning. Within a milieu of mutual respect, students and faculty participate collaboratively in the pursuit of academic excellence and professional expertise through inquiry and investigation, creativity, and active learning.

CONCEPTUAL FRAMEWORK

The Ursuline College Breen School of Nursing BSN Curriculum uses the following framework to represent a focus on person-centered, relationship-based care delivered to patients, families, and communities. The contributing conceptual components of safety, quality of care, leadership, communication, evidenced-based practice, nursing informatics, and professional nursing practice are equally important and interdependent in sustaining person-centered, relationship-based care. The framework reinforces and illustrates the belief that all care centers around person, family, and community as partners in nursing and health care. Graduates of the Ursuline College BSN nursing program will fully integrate all conceptual components of the framework into their nursing practice.
PROGRAM GOALS: EXPECTED STUDENT OUTCOMES

A graduate of the BSN Program in the Breen School of Nursing:

1. Integrates effective communication processes in collaboration with inter-disciplinary team members to coordinate and improve the delivery of health care.

   **Sophomore Level:** Applies beginning levels of effective communication processes in collaboration with team members to the delivery of health care to individuals.

   **Junior Level:** Applies effective communication processes in collaboration with team members to assist in the delivery of health care to individuals and families.

   **Senior Level:** Integrates effective communication processes in collaboration with inter-disciplinary team members to improve the delivery of health care to individuals, families, & society.

2. Synthesize concepts and theories from the arts, sciences and the discipline of nursing to promote the health and well-being of society.

   **Sophomore Level:** Applies concepts and theories from the arts, sciences and the discipline of nursing to promote quality health care and the well-being of individuals.

   **Junior Level:** Distinguishes concepts and theories from the arts, sciences and the discipline of nursing to promote the quality health care and the well-being of individuals and families.

   **Senior Level:** Integrates concepts and theories from the arts, sciences and the discipline of nursing to promote quality health care and the well-being of society.

3. Provides compassionate and holistic nursing care across the lifespan based on clinical judgments within the functional capacity of individuals, families, groups, and populations.

   **Sophomore Level:** Applies concepts of compassionate and holistic nursing care across the life-span of individuals.

   **Junior Level:** Applies concepts of compassionate, and holistic nursing care based on clinical judgments across the life-span of individuals and families.

   **Senior Level:** Structures compassionate, and holistic nursing care based on clinical judgments across the life-span of individuals, families, groups, communities, and populations.

4. Assumes ethical, legal and professional accountability for the evidenced-based practice of nursing.

   **Sophomore Level:** Explains ethical, legal and professional standards for the evidence-based practice of nursing.
Junior Level: Executes ethical, legal and professional standards for the evidence-based practice of nursing.

Senior Level: Plans actions based upon ethical, legal and professional accountability for the evidence-based nursing.

5. **Integrates leadership concepts to manage and coordinate delivery of safe and quality person-centered nursing care in collaboration with teams.**

   Sophomore Level: Applies basic leadership concepts to manage the delivery of safe, quality person-centered nursing care to individual patients.

   Junior Level: Applies intermediate leadership concepts to manage the delivery of safe, quality person-centered nursing care in healthcare settings as a member of the health-care team.

   Senior Level: Integrates leadership concepts to manage and coordinate the delivery of safe, quality person-centered nursing care in healthcare settings as a member of the health-care team.

6. **Analyzes informatics and current healthcare technology in the provision of healthcare services.**

   Sophomore Level: Accesses informatics and current technology in the provision of health care services to individual patients.

   Junior Level: Uses informatics and current technology in the provision of health-care services to patients and families.

   Senior Level: Manages informatics and current technology in the provision of health-care services to patients, families, communities, and populations.

7. **Evaluates the political, financial, and regulatory influences that impact health-care policy, and the business of health care.**

   Sophomore Level: Recognizes political, financial, and regulatory influences that impact health-care policy and the delivery of quality care.

   Junior Level: Articulates political, financial, and regulatory influences that impact health-care policy and the delivery of quality care.

   Senior Level: Differentiates between political, financial, and regulatory influences that impact health-care policy and the business of delivering quality care to individuals and groups in the plan of care.
8. Respects human diversity in the provision of healthcare to populations of different race, gender, age, socioeconomic, religious, or cultural traditions.

   Sophomore Level: Explains the impact of human diversity in the provision of healthcare to individuals of different race, gender, age, socioeconomic, religious or cultural traditions.

   Junior Level: Structures care to provide for human diversity in the provision of healthcare to individuals and families of different race, gender, age, socioeconomic, religious or cultural traditions.

   Senior Level: Determines the influence of human diversity in the provision of healthcare to populations of different race, gender, age, socioeconomic, religious or cultural traditions.

9. Integrates attitudes, values, and caring behaviors consistent with professional nursing practice.

   Sophomore Level: Demonstrates attitudes, values, and caring behaviors consistent with professional nursing practice.

   Junior Level: Relates attitudes, values, and caring behaviors consistent with professional nursing practice.

   Senior Level: Integrates attitudes, values, and caring behaviors consistent with professional nursing practice.

PROCEDURE FOR NOTIFYING STUDENTS ABOUT PROGRAM POLICIES AND CHANGES IN PROGRAM POLICIES

The Breen School of Nursing will provide students access to an electronic copy of the BSN Student Handbook through a link in both the Ursuline College website and through the Desire2Learn learning management system.

Students are required to review the BSN Student Handbook and document that they read and understood the content and any policy changes. Students will attest to this review through signatures obtained upon entry into the BSN program. The Medical-Surgical Level Coordinator will confirm all signatures no later than two weeks into the semester.

The original document (see Appendix A) will be submitted to the Associate Dean, Undergraduate Nursing Programs and will be filed by the Administrative Assistant in the student’s academic file, to be retained after graduation from the Breen School of Nursing. The Associate Dean, Undergraduate Nursing Programs will maintain the nursing academic file of any student who has separated from the Ursuline College Breen School of Nursing.

Students who matriculate into the BSN Program after sophomore year must sign the affidavit acknowledging the BSN Handbook and College Handbook information within two weeks of their first BSN course. The level coordinator will obtain said signature and provide the original document to the Associate Dean, Undergraduate Nursing Programs.
The Breen School of Nursing reserves the right to make changes to policies related to student progression and requirements for program completion; however, changes to such policies/requirements will apply only to students entering the program after the changes are implemented. Students already enrolled in the nursing program will be held accountable for student progression policies and program completion requirements that are in place at the time the student is admitted into the program. Policies related to student progression include those policies that govern the level of achievement a student must maintain in order to remain in the nursing program or to progress from one level of the program to the next, as well as all requirements governing the satisfactory completion of each mandatory course under the nursing program curriculum.

Please note that all other changes to the policies/requirements of the Breen School of Nursing and this Handbook are effective immediately upon implementation and shall apply to all students regardless of the date the student is admitted into the nursing program and regardless of the policy language in place at the time of such admission. Thus, conduct and attendance policies, exam testing procedures, and grading assessment policies, among others, are not policies related to student progression or program completion requirements and, as a result, may be revised at any time and shall be applicable to all nursing program students upon implementation.

**THE SECOND DEGREE ACCELERATED BSN PROGRAM (SDAP)**

The faculty strongly advises that students enrolled in the SDAP do not work during this program due to the intensity of the coursework. Should faculty become aware that a student may be experiencing difficulty in keeping up with the pace, the faculty member may advise the student to move to the traditional BSN program. A student may also choose to move to the traditional program at any time. If a student moves from the accelerated to the traditional program, the normal College tuition will be required. SDAP students who fail a sophomore or junior level course will be required to move to the traditional program. If a student fails a senior level course, the student may repeat the course in the next cohort if there is space available. If space is not available, the student will be required to transition to the traditional program.

Due to hospital staffing schedules, changes may be made in sequencing of content and/or clinical days. Clinical experiences may occur on weekend, evenings, nights, or as determined by the healthcare system availability. In order to meet the educational needs of the students – these changes will be made as needed.

**SKILLS AND CAPABILITIES FOR SUCCESSFUL COMPLETION OF THE NURSING PROGRAM**

Students pursuing the BSN degree must be able to demonstrate, with or without accommodations, possession of the following capabilities and skills (this is a representative list, not exhaustive list):

**Observational Skills:**

- Observation, as one feature of patient assessment, through the functional use of the senses (sight, touch, and hearing).
- Visual capabilities sufficient for observing demonstrations of nursing procedures and skills.
- Visual acuity, with or without corrective lenses, to read small print on medication labels and/or physician’s orders, calibrate equipment, perform physical assessment and recognize when a patient is in imminent danger.
- Hearing capabilities with or without auditory aids for understanding normal speaking voices without seeing the individual’s face and for hearing emergency alarms, calls for assistance, call bells, and stethoscope sounds related to heart, lung, abdominal, and blood pressure assessments.

**Communication Skills:**

- Verbal and language capabilities for speaking with patients in order to elicit information, describe changes in patient mood, activity, posture, skin appearance, and observe nonverbal communications as a part of thorough patient assessment.
- Verbal and language capabilities for communicating effectively and sensitively with patients regarding a nursing plan of care.
- Capabilities for interacting with individuals, families, and groups from a variety of social, cultural, and ethnic backgrounds.
- Reading and writing skills sufficient for patient communication, record keeping, and professional health care team interaction.

**Motor Skills:**

- Manual dexterity and fine motor skills, including the ability to draw up medication in a syringe.
- Capabilities for providing general physical care and emergency response to patients as necessary, including cardiopulmonary resuscitation (CPR), administration of intravenous, intramuscular or subcutaneous medications, application of pressure to stop bleeding, calibration of instruments, lifting, positioning, and transfer of patients.
- Capabilities for coordinating both gross and fine muscular movements and the ability to move quickly; physical stamina needed as a student in the clinical setting for the number of clinical hours designated per day/week in each and every assigned clinical course(s).

**Behavioral, Social, and Ethical Skills:**

- Emotional health required for full use of intellectual abilities, exercise of good judgment, prompt completion of all responsibilities related to the nursing care of patients.
- Capabilities for developing mature, sensitive, and effective relationships with patients from diverse social, cultural, and ethnic backgrounds.
- Capabilities for tolerating physically and mentally taxing workloads and functioning effectively under stress.
- Awareness of ethical actions related to the well being of others and as part of the direct patient service role required of registered nurses.
PROFESSIONAL CONDUCT

Adherence to proper conduct, both in the academic and clinical setting, is expected of all students. Students are expected to demonstrate conduct that is consistent with the philosophy, behavior, policies and/or standards of the:

- Code of Conduct as adopted by the National Student Nurses' Association, Inc: [http://www.nsna.org/Portals/0/Skins/NSNA/pdf/Pieces%202011%20Appendix%20B.pdf](http://www.nsna.org/Portals/0/Skins/NSNA/pdf/Pieces%202011%20Appendix%20B.pdf)
- Ursuline College Student Handbook: [www.ursuline.edu/students/handbook.pdf](http://www.ursuline.edu/students/handbook.pdf)
- Ohio Revised Code as it applies to nursing students: Code: 4723-5-12 [http://codes.ohio.gov/oac/4723-5](http://codes.ohio.gov/oac/4723-5)

ACADEMIC POLICIES

Enrollment in the BSN program prepares students in two major ways: (1) students are prepared with the necessary education, knowledge, skills, and attitudes and values to perform expert, high quality, and safe nursing care, and (2) students are prepared with employment skills allowing them to function as successful employees in any health care setting. The program demands high standards for student behavior in order to prepare students for future employment. High standards result in graduates who possess excellent nursing knowledge and skills with enhanced levels of ethical and professional behavior. In order to accomplish this preparation the following information and policies are applied to every student enrolled in the BSN program.

**Academic Integrity**

Ursuline College policies regarding academic integrity are strictly enforced in the Breen School of Nursing. Plagiarism, facilitating academic dishonesty, fabrication of data, and other behaviors that constitute violations of academic integrity are serious offenses representing acts that include violating the works of others authors and/or students. Students who violate the academic integrity policies of Ursuline College and the Breen School of Nursing will be subject to Procedures for Addressing Violations of Policy as outlined in the Ursuline College Student Handbook and the Ursuline College Catalog. The determination of whether or not a violation of the academic integrity policy has occurred rests with the instructor, who will submit an Academic Offense form once she/he has determined the act to be in breach of academic policy. Violations of academic integrity may result in a zero score for the examination, paper, project, or assignment of any type. In addition, academic violations of any kind can potentially result in a failing grade for the course and dismissal from the college. (Please see Appendix B in this handbook for terms and definitions regarding Academic Integrity).

**Classroom Attendance**

Classroom activities and discussions are a vital part of the overall learning process in the discipline of nursing. It is nearly impossible to make up the learning that occurs in class; therefore, students are expected to attend each scheduled class day. Attendance will be taken. It is also expected that students enter class prepared to learn and participate in discussions and activities related to the nursing course.
Mutual respect for each other and the course will be the only accepted behaviour. **Being tardy to class is disruptive to learning,** not only for the student that arrives late, but for those already in attendance. If circumstances that are beyond the student’s control result in a student’s absence from class, whenever possible, the student must notify the instructor by phone or e-mail prior to the start of class. Students are held responsible for all information shared verbally, in writing, and in electronic media by the faculty and others during class time. Do not expect that every piece of information will be provided to you in written format in the syllabus or elsewhere; many items are discussed in class. Students who miss all or part of a class will be held responsible for the missed information.

**Classroom Behavior**

Quality nursing care equates with demonstrated behaviors characterized by honesty, integrity, professionalism, and accountability. In order for faculty to assure that every nursing student has the requisite course content, knowledge, skills, and attitudes and values to practice safe and high quality nursing care, it is expected that students will:

- Attend all class sessions and actively participate in all classroom and group activities.
- Arrive promptly for the start of each class and remain until the end of class.
- Demonstrate courtesy and respect for others by refraining from behavior that causes class disruptions such as tardiness, the use of cell phones or pagers, or conversing while others are trying to listen to faculty or guest speakers.
- Behave in a manner that contributes to a productive, caring, learning environment.

**Academic (Classroom) and Clinical Performance Improvement Plan (PIP) Progression**

A Performance Improvement Plan (PIP) is initiated to assist the student in identifying, managing, and improving upon behaviors that impede success in a nursing class and/or clinical course. Faculty activates a PIP when students violate policy, perform in an unprofessional manner, and/or repeat behaviors that impede their abilities to be successful in the BSN Program and care safely for patients.

Students failing to meet course, program, or professional standards will receive PIPs that include action plans aimed at improving their abilities to be successful. If the behaviors are corrected, the PIP will remain confidential; however, if the student fails to follow the outlined behavioral or performance-related plan, then the PIP will become an official disciplinary action that can lead to program dismissal.

The instructor who initiates the PIP will be responsible for reporting the PIP to the level coordinator and will meet together with the student as soon as possible to determine an appropriate plan of action for successful progression towards an improvement in behavior/performance. The PIP will be included in the student’s file located in the nursing office for reference. The progression for PIPs is as follows:

1. Prior to a student receiving a PIP, the instructor will review the student file for any existing PIP, resolved or in progress.
2. A student who has received a PIP related to previous behaviors and/or has failed to meet professional standards will then receive an additional PIP, with an official disciplinary warning that may result in Ursuline College Code of Conduct violations. The student will be required to meet with the appropriate course/level coordinator, the Associate Dean, Undergraduate Nursing Programs, and the faculty member outlining a plan to improve the stated behavior(s) and/or performance issues. At that time the student must be prepared to discuss ideas for improvement in behavior/performance. Upon completion of the associated course, the student will be responsible for scheduling a follow-up meeting with the faculty member before progression to the next course can occur. The faculty member will provide the PIP to the level coordinator, Associate Dean, and Dean of the Breen School of Nursing.

3. The student who has received a third PIP for any offense whether related or unrelated to the initial offense will receive notice of a final disciplinary action. This will place the student on notice that if any further infraction of program, course, or clinical standards occurs, the result will be dismissal from the program. The student is required to meet with the Dean and Associate Dean of The Breen School of Nursing to review and discuss the student’s self-developed action plan for performance improvement.

**Please note:** A student who receives a PIP related to safety and professional boundaries as outlined by the Ohio Board of Nursing, the Protected Health Information (PHI) policy, similar regulatory bodies, or has been unsafe, threatening to patients, faculty or peers, or who violates ethical, legal or moral standards is subject to immediate dismissal. Policies as delineated in the BSN Student Handbook are to be used as guidelines and assume final authority in any disciplinary action.

**Children in the Classroom**

Consistent with Ohio law that young children should not be left unattended, children under the age of 14 are permitted on campus only with adult parental supervision. In general, the expectation is that children will not be taken into the classrooms. Therefore, it is important for parents to always have a “back-up” plan for childcare in the event an emergency situation arises (school closings, babysitter cancellations, etc.).

**Competency Testing: Math Competency Exams**

Competency in nursing math is integral in the delivery of safe quality nursing care (BSN Essential II, IOM, QSEN). The Breen School of Nursing recognizes the importance of quality and safety as cornerstones of professional nursing practice. To prepare student nurses for the professional practice environment, competency in nursing math must be demonstrated at each level: sophomore, junior, and senior, as a requirement to progress to the next level of nursing courses. **Failure to demonstrate nursing math competency will result in dismissal from the nursing program as a result of the student’s inability to ensure the delivery of safe quality nursing care.**

Assessment of nursing math competency will be done in the following way:

All sophomore, junior, and senior level nursing students are required to:

- Complete math refresher modules prior to the start of each clinical nursing course
• Pass nursing math questions included on all nursing exams
• Pass a practice math competency examination with a score of 90% or higher prior to taking the standardized level math competency examination (MCE)
• Pass standardized level math competency examinations (MCEs) with a score of 90% or higher prior to progressing to the next level of nursing courses.

Integration of math into nursing courses:
• Nursing math will be integrated into coursework and testing in all nursing courses.
• Each course will include medication math questions on exams equivalent to a minimum of 10% of the exam content.
• Failure to obtain a 76% on the math portion on any exam will require intervention with the course instructor.
• Course instructor will identify appropriate remediation.

Refresher modules:
• Refresher module due at the beginning of the course for each clinical course
• Failure to achieve a 90% or better on the refresher module will require remediation with the course instructor and a retake of the refresher module to obtain a 90% or better.
• Student must obtain a 90% or better on the refresher module to attend clinical. Failure to obtain a 90% on the refresher module by the end of the first week of class will result in accumulation of clinical points for any missed clinical.
• Implementation of medication administration scenarios that require medication math will be required for each clinical course where medications may be passed.

Standardized level MCE’s
• Practice MCE and Proctored MCE will be taken at the completion of a level and prior to progression to the next level. Senior level MCEs will be administered prior to student’s practicum course.
• The student must pass a practice math competency examination with a score of 90% or higher prior to taking the standardized level math competency examination (MCE)
• The student must pass the proctored MCE with a 90% or better as a progression requirement.
• If the student does not obtain a 90% or better on the MCE, the student will be allotted one retake opportunity for MCE.
  o Prior to the retake the student will be required to complete remediation through standardized modules and tutoring with designated tutor. Student will be required to follow structured remediation guidelines including but not limited to:
    ▪ Intense standardized module remediation.
    ▪ Designated number of tutoring hours as determined by tutor.
  o Upon successful completion of remediation and passing the MCE, the student may resume the nursing course sequence. Failure of MCE after remediation and retake results in failure to progress to next NR course sequence.
    ▪ Students will be required to remediate in a nursing math workshop prior to progressing into the next NR course sequence. Achieving a passing grade on the MCE is a requirement of the workshop.
    ▪ If the student is unsuccessful on the first workshop attempt, the student may repeat the workshop once. Failure to successfully complete the workshop results in dismissal from the nursing program.
Testing Policies: For the course exams only standard, simple, basic function calculators may be used. No cell phones or other similar electronic devices are allowed. For the MCE, students must utilize the calculator embedded in the current electronic math program used by the Breen School of Nursing. Basic function calculators may be provided for students during testing at the discretion of the instructor. If not provided by the instructor, students will be required to bring their own calculators to class or do math manually. Students may not share calculators during exams. The faculty reserves the right to examine calculators during each testing period. All math equations/set-ups must be shown on exams (in other words, all work must be demonstrated in writing). A numeric answer in the space provided, without showing ALL work, is NOT adequate. When work is NOT shown, the student will not receive credit for the answer.

Course Failures /Attempted-Course Policies

The failed course policy is found in the Ursuline College Student Handbook and Planner and in the Ursuline College Catalog and reads: “A course failed in the major may be repeated once. If the student fails it again, s/he may not continue in that major. A student is also not permitted to continue in any major in which two different courses have been failed. Courses that are considered part of the major are determined by individual departments.” The nursing major is composed on all courses categorized as “NR” courses in the Ursuline College Catalog.

Students enrolled in the nursing program at Ursuline College must also pass their nursing related courses in accordance with the above policy regarding two course failures. Nursing students must earn a “C” or better in all nursing courses, as well as in nutrition, mathematics, general psychology, lifespan development, sociology, anatomy and physiology, microbiology, and chemistry. Any grade of less than a “C” in these courses will be considered a failure.

A student may attempt the same nursing course for credit only two times. An "attempt" is defined as taking a course for credit, repeating a failed course and/or repeating a course from which the student withdrew due to failure. “Attempts” are not counted in cases where students withdraw from a course, while still passing the course, due to illness, personal issues, or family concerns, etc.

If a student fails the didactic or theory portion of a clinical nursing course, the student has one additional attempt to repeat and pass the course. Both the theory as well as the clinical portions of the course must be repeated in the event of a course failure.

Course Withdrawals

During the first week of the semester students may drop a course with the approval of their advisors. Students who officially withdraw from a course within the first week of the semester will not be given a grade of "W" for the course. Withdrawal after that time will be designated as a "W" on the permanent record.

Students are considered enrolled in a course until they have completed all of the prescribed withdrawal procedures as follows. It is the student's responsibility to withdraw officially from a course. Students who wish to withdraw from a course must:

1. Obtain a Course Change form from the Student Service Center.
2. Complete the Course Change form and obtain the advisor's signature.
3. Students who withdraw from a course for medical reasons must provide documentation from their physicians. The advisor must clearly designate "withdrawal for medical reasons" on the Course Change form and keep the medical documentation in the students' files.
4. Provide a copy of the Course Change form to the advisor.
5. Return the original Course Change form to the Student Service Center. A $15.00 fee will charged to the student's account. The withdrawal date will be the date the course change form is received by the Student Service Center.

Students who withdraw from a course without following all of the proper procedures will not be considered officially withdrawn and will receive the grade of "F" for the course.

NEW CURRICULUM: Course Withdrawal and Failure Policy

If a student withdraws from a nursing course that provides only theoretical content, the student must also withdraw from the co-requisite clinical course. These courses include:
NR 325: Professional Nursing Practice with Adults II
NR 335: Clinical: Professional Nursing Practice II with Adults II
NR 345: Professional Nursing Practice for Child-Bearing and Child-Rearing Families
NR 355: Clinical: Professional Nursing Practice for Child-Bearing and Child-Rearing Families
NR 404: Integrated Professional Nursing Practice
NR 465: Professional Nursing Leadership: Theory

If a student passes a nursing course that provides only theoretical content, but fails the co-requisite clinical-based course, the student will repeat the required clinical course only, but will be required to complete supplemental theory-related assignments and on-site clinical time in order to maintain currency in theoretical knowledge (same courses as above).

If a student passes a nursing course that provides only clinical content, but fails the co-requisite course providing theoretical content, the student will repeat the theory course only, but will also be required to complete supplemental simulation-related assignments and on-site clinical time in order to maintain currency in clinical practice (same courses as above).

Nursing courses that have integrated clinical and theory components require the student to successfully pass all components of the course. Students are required to repeat all portions of the course before progression is permitted.

Per college policy, if a student fails two courses in the major, the student is dismissed from the program.

**Withdrawing from a Nursing Course While a Performance Improvement Plan Related to Classroom or Clinical Performance is Active and Unresolved**

Performance improvement plans (Appendix D) are developed by faculty and discussed with students when there are academic or behavioral issues impeding students’ success in completing BSN course, clinical, or program objectives. The performance improvement plans (PIPs) are initiated for the purposes of helping students to learn, improve, and become increasingly successful with the program. When a PIP is initiated with a student and is on file in the student’s record, and the student withdraws from the course (either due to impending failure or for other reasons, including illness, etc…), the student must repeat the same course before moving on to
any other courses in the major. The course and clinical performance must be re-evaluated while using the PIP as a guide and with actual improvement noted.

**Failing a Nursing Course and Repeating a Failed Course**

When a student has failed any nursing course (theory/didactic courses and clinical courses), the student will immediately repeat the same course in the next semester in order to assure successful progression in the program.

**Nursing Course Attendance Following Withdrawal or Failure**

Students who withdraw from or fail nursing courses will not be allowed to continue attendance in those courses due to the inevitable discussions that take place around examinations, quizzes, grading, etc.

**The Appeals Process**

Students who wish to make a formal academic appeal will review all policies outlined in the current editions of three references, the *Ursuline College Student Handbook*, the *Ursuline College Catalog*, and the *Breen School of Nursing BSN Handbook*.

The policies state that the student will:

1. Consult first with the course instructor **within one month after the end of the semester** in which the grievance occurred. The purpose of this consultation is to determine if an error was made in computing or recoding the grade and/or to review other circumstances related to the grievance. If the grievance is not resolved at this point, the student will then:

2. Send a formal letter via email to the Dean of the Breen School of Nursing that states the purpose for the appeal and fully describes the situation behind the appeal (dates, times, persons involved, and other pertinent details outlined). Contact the Dean by email for an appeals appointment. The Dean will then meet with the student. **This step must be taken within two weeks of the student’s initial contact with the instructor.**

3. After meeting with the student individually and hearing his/her explanation of the appeal, the Dean will make a determination and write a letter of recommendation to the student, with a copy sent to the Office of Academic Affairs.

4. The student may present a formal statement to the Appeals Board (forms are located in the Office of Academic Affairs). The form must be presented **within one week after the student’s notification of the Dean’s recommendation** (process may be extended beyond seven weeks only with written permission of the Vice President, Academic Affairs).

**Appealing Grades for Clinical Experiences in Which the Student Fails**

Students who are appealing failing grades in their clinical experiences (including but not limited to nursing clinical), may not continue in their clinical settings until the grade appeal has been heard. If as a result of the appeal, a failing grade is changed to a passing grade, students will be permitted to continue their clinical coursework and repeat the entire course (clinical and theory portions of the course) when the course is next offered.
Documentation Format for Written Assignments

The American Psychiatric Association (APA) format, the most current edition, is used for the writing of all student papers. Inappropriate use of APA format will result in reduction in paper/project grade. Students are expected to become very familiar and knowledgeable about the use of the APA handbook and format as discussed in class.

Evaluation and Grading of Course Assignments and Requirements

Grading for Courses With Multiple Evaluation Methods
Letter grades will be assigned in accordance with the grading scale of Ursuline College. In order to pass the theory portion of each nursing course, a student must achieve a minimum of 76% for each evaluation method used in a course. In other words, the student must achieve a minimum of 76% on testing AND a minimum of 76% on other requirements such as written work in accordance with course policies. If the student does not achieve a minimum of 76% for either of these two evaluation methods, the student will fail the course. In addition, a student must satisfactorily pass the lab and clinical components of each course. **If a student fails to achieve a minimum of a 76% (C) in either the written or testing portion of the class, the student will fail the course and the lowest grade achieved will be entered into the student’s permanent record.**

Bonus Points
If a faculty member allows students to earn bonus points in the course, the bonus points will be awarded, or rolled into the final grade, ONLY AFTER the student passes the course (achieves a 76% or higher for the exam portion of the course and a 76% or higher for the “other requirements” portion of the course). However, if bonus questions are offered on a course examination, these bonus questions may be calculated into the raw score for the examination grade and will be added immediately to the examination score.

Late Assignments
Please refer to each course syllabi for policies related to late assignments, or assignments handed in after established deadlines.

Examination Policies

Electronic Devices: All electronic devices and equipment (cell phone, pager, PDA, Bluetooth, or camera) must be turned off and placed in purse or backpack during testing. At the discretion of the faculty, standard, basic function calculators may be permitted.

Examination Time Allotment: Time allotted for answering multiple choice, matching, short answer, fill in the blank, multiple response and alternative examination items will be 1 minute and 15 seconds per item. For example, a 60-item exam will be allotted 1 hour and 15 minutes. Exams that include essays, significant numbers of math computations, and requirements for using resource books such as lab manuals or drug books, will have a varied time allotment based on the course instructor’s professional judgment and discretion.

No student shall be allowed extra time except in situations where a student has a documented learning disability and has asked for and received accommodations (see College's policy on
learning disabilities). A student who arrives late must complete the examination at the same time as the rest of the class.

Students with documented disabilities, including those with learning disabilities, may be entitled to reasonable accommodations for nursing courses; however, students with such disabilities must request testing or other accommodations by making appointments with URSA and discussing situations and possible needs. Faculty will not allow students to take examinations in URSA unless each student with disabilities provides the appropriate documentation.

**Exam Reviews:** Opportunities for review of items and questions following an examination will be provided. If the student is absent during the class when the exam is reviewed, it is the student’s responsibility to make arrangements with the instructor to complete this process within ten (10) days. Any questions concerning individual exam items and questions also must be resolved with the instructor within ten (10) school days after taking the examination.

**Missed Examinations and Re-scheduling Policy:** Students are expected to take all examinations on the date indicated in each course syllabus. Vacations, work days, and personal appointments are to be scheduled when class is not in session and examinations scheduled. Failure to take the exam as scheduled creates an unjust situation that prevents other students from reviewing examinations in a timely manner. Failure to take examinations on the assigned date also creates workload issues related to instructor/proctor availability. If a student experiences extenuating circumstances on the day an exam is scheduled, it is the student's responsibility to notify the instructor prior to the examination start time. If this is not done, the student will receive a zero for the exam.

Students who experience illnesses that require postponement of examinations are required to take examinations at a date and time immediately following the scheduled examination date. Examinations scheduled on class days, Monday through Wednesday, will be re-scheduled for administration on the Thursday following the examination. Examinations scheduled on class days, Thursday or Friday, will be re-scheduled for administration on the following Monday. The times will be communicated each semester so that students can arrange their personal and work schedules accordingly.

Failure to take examinations on the assigned re-scheduled days/dates will result in a zero for the examination. A primary care provider note/excuse will be required from the student if an extended illness prevents the student from taking the examination on the assigned re-scheduled examination date. Should a death occur within the immediate family (siblings, parents, grandparents) and prevent the student from taking an examination, the student must provide documentation of the relationship and death.

Should the student postpone more than one examination in a 7 or 15-week semester, the student will be required to meet with the Level Coordinator and Associate Dean, Undergraduate Programs immediately upon return to campus to establish a Performance Improvement Plan (PIP) designed to assist the student in meeting requirements for course testing. Failure to submit evidence of the serious mitigating issue that prevented the student from taking the examination on the scheduled date will result in a zero for the examination.
Rounding Final Course Grades

Faculty will not round course or examination points/grades in any Breen School of Nursing course.

Grading Scale

The following Ursuline College grading scale is used for all undergraduate courses in The Breen School of Nursing. All nursing and prerequisite nursing courses must be passed with a C or better.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>91-94%</td>
</tr>
<tr>
<td>B+</td>
<td>88-90%</td>
</tr>
<tr>
<td>B</td>
<td>85-87%</td>
</tr>
<tr>
<td>B-</td>
<td>82-84%</td>
</tr>
<tr>
<td>C+</td>
<td>79-81%</td>
</tr>
<tr>
<td>C</td>
<td>76-78%</td>
</tr>
</tbody>
</table>

Clinical failures result in an "F" for the course.

Students with Disabilities

Applicants for admission to the Breen School of Nursing are considered on an individual basis regardless of gender, race, color, age, religion, national or ethnic origin, veteran status, or physical ability. Students are personally responsible for meeting all standards and qualifications required for successfully completing the professional nursing curriculum. As students begin progressing through the program, they need to identify problems that could potentially influence their abilities to successfully progress through the nursing program.

Students with disabilities, including those with learning disabilities, may be entitled to reasonable accommodations for educational courses; however, educational institutions do not automatically provide accommodations. Due to FERPA guidelines and other laws protecting the rights of students, faculty members are not permitted to ask students about disabilities. Thus, students with disabilities are personally responsible for providing the College with documentation of their disabilities and actively seeking assistance in the form of reasonable accommodations. Students need to request accommodations at the beginning of each semester by contacting the Ursuline Resources for Success in Academics - URSA, Office of Academic Support and Disabilities Services (Mullen 312, 440-449-2049).

Students with documented disabilities are responsible for working closely with URSA and are entitled to reasonable accommodations for assistance as they move through the didactic and clinical nursing courses. Students with declared disabilities need to understand that they will be expected to meet course/program requirements with reasonable accommodations. The intention of the nursing faculty and administrators within the Breen School of Nursing is to ensure patient safety as well as student success throughout the academic program in preparation for post-graduate employment. A student may not progress through the program if the disability proves to pose a direct threat to the health and safety of patients in clinical settings.
URSA (Ursuline Resources for Success in Academics) Student Testing Policy:

Students with disabilities who are permitted testing accommodations must adhere to the following policies and procedures:

Student responsibilities:

- The students are responsible for discussing their testing needs with each professor when providing the professor with the accommodation letter at least three days prior to each exam. The student and the instructor are to fill out the testing form together.

- The student is responsible for bringing a copy of the testing form to the URSA office at least 3 business days prior to a scheduled exam. No student will be permitted to schedule an exam in URSA without a copy of the form.

- The student is responsible for scheduling the exam by:
  - Emailing jcarroll@ursuline.edu at least 3 days prior to the exam.
  - Calling the office at 440-449-2049 at least 3 days prior to the exam.
  - Stopping by the office in Mullen 312 at least 3 days prior to the exam.

- If the student is requesting to take an exam at a time other than the regular classroom time, it is the student’s responsibility to receive permission from the instructor.

- It is the student’s responsibility to inform the URSA office if he/she is late for any reason.

- It is the students responsibility to sign an agreement form for each test confirming the start and finish times of exams and adhering to the URSA testing policy, which is as follows:

  I will NOT remove any testing materials from the testing center and will NOT disclose (in whole or in part) any exam questions to anyone who may benefit (directly or indirectly) by having knowledge of the exam. This disclosure includes anything in oral or written form. I also will NOT cheat in any manner when taking the test. I understand that if I am found in violation of the Academic Integrity policy located in the Ursuline College Student Handbook that the exam will be taken from me and the professor will be notified immediately. I recognize and acknowledge that any violation of this agreement could result in disciplinary action including, but not limited to, “re-testing, failing grade on exam, and/or failing grade for the course.”

PLEASE NOTE: Failure of the student to provide forms to either URSA or the faculty member will result in the student forfeiting the ability to take the examination in URSA.

Professor responsibilities:

- The URSA test-taking assistance form must be completed in its entirety; faculty will designate the start and stop times for the examination and sign-off on the form. URSA will maintain records and monitor examinations for adherence to the designated testing times.
• Start times for examinations will be consistent for all students taking the course exams in URSA. Start times for all exams should be made no earlier than 8:15 am due to URSA staffing hours.

• It is the professor’s responsibility to turn in the original white copy of the testing form along with the exam at least 3 school days prior to testing time. Professors should keep a copy of the form for their own records.

• It is the professor’s responsibility to inform the URSA office if a student is permitted to take an exam at a time that is NOT during regular class time. URSA will not schedule exams for students who are requesting a time other than regular class time without professor’s permission (either written on the form, or by contacting the office directly).

Social Media Policy

Definition of Social Media - any website or forum that allows for open communication on the Internet including, but not limited to: Social Networking Sites (LinkedIn; Facebook); Microblogging Sites (Twitter); Blogs (including course/college and personal blogs); Online Encyclopedias (Wikipedia); and Video and photo-sharing websites (YouTube; Flickr).

Think Before Posting - In general, students should think carefully before posting online, because most online social platforms are open for all to see. Despite privacy policies, students cannot always be sure who will view, share, or archive the information that is posted. Before posting anything, students should make sure that whatever appears online is consistent with professional standards as outlined in the Breen School of Nursing BSN Handbook and the Ursuline College Student Handbook. Whatever appears online should also be consistent with the image the student wishes to portray as a professional nurse. If students have any doubt about what to post online, it is probably better not to post, since once you have placed something in cyberspace, it is often difficult to retract the information.

Do Not Refer to the College When Posting - If students choose to post online, they must speak/write as individuals and should not refer to the college. Any online activity relating to or impacting the college should be accompanied by a disclaimer such as: “The views expressed on this site are my own and not those of Ursuline College.” This disclaimer should be visible and easy to understand.

Do Not Post Confidential Information – Students sign a Confidentiality Statement for each clinical site where clinical learning occurs. Students must protect the privacy and confidential information of patients. Never discuss nor post photos of patients.

Behavior Online - Any online behavior should be consistent with the Ursuline College Student Code of Conduct. Students must not engage in online conduct or writings that include derogatory, discriminating, or stereotypical remarks, threats, intimidation, harassment, insults, slander, defamation or pornography. Students must demonstrate proper respect for the privacy of others.

Act Professionally – Students must post only accurate information and conduct themselves in a professional manner at all times in online activity. Remember that despite attempts to protect privacy, photos and writings can be downloaded and shared. Understand that everything posted online has the potential of being read by parents, instructors, and future employers.
Legal Liability - Students can be held legally liable (at hospital, educational institution, and public levels) for what is written or posted online. Ursuline College reserves the right to discipline students, up to and including college dismissal, for any commentary, content or images that violate an individual’s privacy, are pornographic, harassing, libelous or for anything that creates a hostile learning environment. Many legal courts have ruled that the First Amendment freedom of speech is not necessarily relevant when it comes to social media. In the recent past, the courts have ruled in favor of college policies and have upheld college-derived professional standards and student codes of conduct.

BSN Honors Program

The BSN Honors/Nurse Scholars Program is developed to attract students who desire to be challenged by an agenda that fosters academic and leadership excellence. This honors program is designed to promote dynamic community service, professional organization participation, application of evidenced-based practice, leadership development, and the cultivation of research and scholarly presentation skills. The program exists for prelicensure undergraduate students admitted to and/or enrolled in the generic BSN program offered through the Breen School of Nursing.

Nursing scholars will have an opportunity to network with community leaders, lead a community service learning project, develop a clinical quality improvement strategy and finally, work alongside a faculty mentor who will guide the scholar with research and successful completion of the honors program.

Students attending the generic BSN program may apply for the honors program directly from high school or apply once they have completed after their first sophomore semester in the nursing program.

- Admission Criteria:
  - GPA: 3.25
  - SAT/ACT: 1200 (combined Math/English); ACT: 25
  - Letter of recommendation for admission into the program must be from a high school teacher or nursing instructor, if applying for program once in the nursing course work. Students may apply to the program directly from high school, or after their first sophomore semester in the nursing program. No applications will be accepted after the second semester of sophomore year.
  - Candidates will complete a 500-word essay reflecting on the student’s discernment of “nursing, as an art and science.”
  - Candidates must have acceptable background checks throughout educational program
  - Health, CPR, and other requirements for clinical experiences must be current

Continued Enrollment Criteria:

Students admitted into the BSN Honors/Nurse Scholars Program must:

- Maintain minimum GPA of 3.25 in all classes.
- Be an active member of SNUC and NSNA.
• Attend a yearly luncheon with community partners to present project.
• Engage in shadow experiences (in an area of student interest): a minimum of one experience.
• Accrue no student “code of conduct” violations at any time during the program of study.
• Complete the following projects within each level:

**Sophomore: Community Service Learning Project**  
Build a project based on personal interest related to nursing; working with Community Service Coordinator/Campus Ministry Officer; may earn a 1 credit hour upon completion.

**Junior: Clinical Issue and present to the clinical division (EBP)**  
QI project; present to clinical unit

**Senior: Research Project Completion**  
Work with a faculty member to complete research project

Failure to adhere to these requirements will result in removal from the BSN Honors/Nurse Scholars Program and loss of all associated privileges and financial incentives.

**Advantages of the Program:**

• Gold colored honor cords worn at graduation
• Faculty Mentor and Advisor assigned
• Three students will be selected by a faculty committee to present their research project at a conference paid for by the Breen School of Nursing. Students not selected for presentation at the Midwest Nursing Research Society (MNRS) Annual Conference will be required to present completed research projects at a local hospital conference or Ursuline College’s Research Day (cost not to exceed $100.00)
• Priority for admission to the MSN Program one year after graduation.
• Seniors: Preference of practicum placement (ICE); scheduling preference
• Juniors: Preference of clinical placement (hospital); scheduling preference
• Freshman/Sophomore: Scheduling preference
• All levels: Registration priority
• Transcript reads “With Nursing Honors”

**CLINICAL POLICIES**

**Requirements for Clinical Participation**

**Health Requirements:** Students must meet all of the health requirements of Ursuline College and its affiliated clinical agencies. Additional requirements may be added as mandated by clinical agency partners or other governing bodies. Failure to provide documentation of the required items will result in clinical absences. Because clinical absences can quickly result in course failure, which will result in extending the length of your nursing program, please note the importance of these requirements to the success of your educational objectives.
**Clinical Health Requirements Form:** This must be **properly completed**. The required vaccinations and tests for immunity are listed below; specific details are outlined on the form (found on Angel).

1. A physical examination by physician or other qualified healthcare professional
2. MMR: 2 vaccinations or 3 separate titers, each positive for immunity
3. Varicella (chicken pox): 2 vaccinations or a titer positive for immunity
4. Tetanus: vaccination in last 10 years (Tdap recommended)
5. Hepatitis B: 3 vaccinations in proper time frame or titer positive for immunity
6. TB test: Quantiferon blood test (negative) OR 2-step PPD/Mantoux skin test (1-step test required every 12 months from date of 2-step test)
7. Seasonal flu vaccine: every September/October

Please note that it is the student nurse’s responsibility to stay up to date with (and turn in documentation of) all vaccinations, CPR certifications, and annual renewals of TB tests and flu shots. Failure to turn in this documentation may result in removal of the student from a clinical facility, resulting in a clinical absence and all of the appropriate penalties for clinical absences—up to and including—course failure.

**AceMAPP/Passport**
Students are required to complete profiles and modules on AceMAPP/Passport sites and submit all paperwork to the Secretary BSN Enrollment and Clinical Placement by the stated deadline in order to participate in clinical placements. Due to clinical site requirements, failure to complete all requirements noted above by the required deadline will result in delays in course completion.

**Packet of four legal forms:** The Clinical Education Agreement & Release Form, BSN and College Handbook Responsibility Form, Background Check Agreement Form, and Academic Integrity Pledge are required by our clinical agency partners and must be turned in to the Administrative Assistant in MU 349 PRIOR to being allowed to attend a clinical session.

**Background check through Corporate Screening, Inc.:** This must be completed prior to attending nursing classes in The Breen School of Nursing as required by hospitals and our other clinical agency partners. The approximate cost is $115 and will include drug screening; we cannot accept prior background checks through other agencies. The student is responsible for the cost of this procedure.

**Basic Life Support (BLS) for Healthcare Providers CPR certification from the American Heart Association:** Turn in a copy of your card (front and back). This is the only card accepted. No exceptions. CPR renewal is required bi-annually at an approximate cost of $40 and must be current for all students to participate in clinical experiences per the Ohio Board of Nursing, the Joint Commission, and the Ohio Department of Health. The student is responsible for the cost of these CPR classes.

**Clinical Placement Security Question Form:** This is used during the clinical placement process.

**Health Insurance:** Hospitals and health care agencies that have affiliation agreements or contracts with the Breen School of Nursing for student clinical instruction mandate that students carry individual health insurance. Please NOTE: Ursuline College does not provide health
insurance. Students who need health insurance can obtain information about student health policies from the Office of Student Affairs.

**Transportation:** Students are responsible for their own transportation to and from all clinical sites, including any associated costs such as parking fees or bus fare.

**Professional Insurance:** Students are required to carry professional liability insurance. A fee for this coverage is included in the student’s Ursuline College bill along with other fees and tuition.

**Student Nurse Uniform:** These can be ordered from the Ursuline College Bookstore. The cost is approximately $120 for a uniform package of two tops, two bottoms, and lab coat. These are the only uniforms allowed for clinicals.

**Background Checks (Felony and Misdemeanor Records Checks)**

*Background*

Hospitals and health care agencies are charged with protecting patients from acts that are of a criminal nature. Often these acts are introduced into the setting via people who enter off the street and are not detected by security; however, staff members have also been involved in criminal acts involving patients. As a result, hospitals and health care agencies are demanding more intensive screening of personnel, faculty, and students who come into direct contact with patients. Students, as future nurses, need to be aware of the fact that convictions of egregious felonies have very serious implications and may prevent their progression through a nursing educational program, licensure in the state of Ohio, and future employment as a nurse. Even after obtaining a license, convictions of such crimes may cause the license to be suspended or revoked; therefore it is very important that students conduct themselves as a law abiding citizens.

Greater regulatory scrutiny of nurses, nursing students, and all others involved in direct patient care has necessitated current policies and procedures. All nursing students in the Breen School of Nursing are subject to two thorough criminal background checks during their educational progression through the BSN program. The Breen School of Nursing conducts the first check during sophomore year prior to entry into the clinical setting, and the Ohio Board of Nursing requires the second check six to nine months before graduation. Students are responsible for the costs of both background checks. Currently, each background check costs $75.

The first background check, conducted during sophomore year, determines whether a student may be placed in a clinical setting. This initial check is required under the Ohio Revised Code Felony Preclusion Rule, which is explained in greater detail below. The Ohio Board of Nursing (OBN) recognizes this law. While the Breen School of Nursing makes every effort to work with students whose records reveal convictions other than the ones listed below, clinical sites may decline to accept the student, which could negatively impact the student’s ability to successfully complete the academic program.

The Breen School of Nursing facilitates the conduct of background checks for students. A firm has been engaged to conduct the background checks in a professional manner. The process involves submission of student fingerprinting to the Federal Bureau of Investigation (FBI) and the Ohio Bureau of Criminal Identification and Investigation (BCII). Record checks may reveal both students’ **unsealed and sealed convictions.** Students who are not “cleared” in terms of
background checks, or in other words, who have positive background checks, will not be allowed to participate in patient care delivery and, therefore, will not be able to continue with their clinical education.

Students should inform the Breen School of Nursing faculty immediately of any convictions, guilty pleas, or findings of guilt that may leave them with a record resulting in a positive background check. Please see below for details about the Felony Preclusion Rule for Licensure, Ohio Revised Code 4723.09.

**Felony Preclusion Rule for Licensure O.R.C. 4723.09**

A criminal records (background) check, completed by the Federal Bureau of Investigation (FBI) and the Ohio Bureau of Criminal Identification and Investigation (BCII), is required for all applicants entering prelicensure nursing educational programs on or after June 1, 2003. The Ohio Board of Nursing (OBN) issues registered nurse licenses to applicants who complete requirements of a nursing educational program approved by the OBN, pass the state licensing examination (NCLEX-RN), and were never convicted of, pleaded guilty to, and never received a judicial finding of guilt for violating sections 2903.01, 2903.02, 2903.03, 2903.11, 2905.01, 2907.02, 2907.03, 2907.05, 2909.02, 2911.01, or 2911.11.

When background checks reveal egregious felonies, OBN denies applicants entrance into the state licensing examination (NCLEX-RN). According to OBN, egregious felonies include aggravated murder, murder, voluntary manslaughter, felonious assault, kidnapping, rape, sexual battery, gross sexual imposition, aggravated arson, aggravated robbery, and aggravated burglary. Other felonies will be referred to the Compliance Unit for investigation and may result in either a denial of entrance to the examination or licensure with a permanent and public notation of Board action (i.e. punishment). The OBN may also deny any application for licensure if the student has pleaded guilty to, been convicted of, or had a judicial finding of guilt for ANY felony, ANY crime involving gross immorality or moral turpitude, ANY misdemeanor drug law violation, and ANY misdemeanor committed in the course of practice.

Other than the automatic licensure bars described above, OBN is unable to give definitive answers regarding licensure prior to entry into or during participation in a nursing educational program. The Board does not have the authority to make a determination or adjudication until an application has been filed. In addition, the Board is unable to advise, speculate or give informal answers to the question of licensure prior to the time that the application is filed.

Students who wish to be licensed in other states should be aware that similar criminal background check requirements may apply. Consult the applicable state Board of Nursing for further information.

If an applicant has a positive or “not cleared” background check, OBN conducts a thorough investigation of the licensure denial at the time that the application is filed. The Board may consider whether the applicant has made restitution and/or has been rehabilitated. However, the Board’s primary mission is protection of the public, so the Board must determine an applicant’s risk to the public as a licensed nurse. If the Board of Nursing licenses an individual with a history of other than one of the above crimes, the individual’s license may permanently and publicly reflect that there was Board action taken on the license (i.e. punishment).
Nursing Student Drug Screening Policy

Purpose: To provide a safe working environment, area hospitals and other institutions require individuals who provide care to patients to undergo drug testing. For this reason, students in the Breen School of Nursing will undergo similar drug testing to meet the criteria of clinical agencies.

Policy: All students in the pre-licensure BSN, second-degree accelerated BSN, and RN-BSN programs will undergo drug testing as a condition of clinical affiliation experiences. A student’s ability to enter into a clinical affiliation experience is contingent upon a drug screening that indicates no evidence of drug use (negative for drug use). The student is responsible for the cost of the drug screening and any repeat drug screenings. An initial drug screening result that indicates dilution of the sample, or is positive for drug use will require a repeat drug test within 3 days.

In the event that a second drug screening indicates use of an illegal drug or controlled substance without a legal prescription, the student will be denied entrance into a clinical affiliation experience and the substance abuse policy, as outlined below, will be implemented. Referrals for evaluation and counseling for drug and/or alcohol use will be a part of a plan for a student with a positive screening or incident related to drug or alcohol use.

Students are permitted to take legally prescribed and/or over-the-counter medications consistent with appropriate medical treatment plans while on duty; however, when such prescribed or over-the-counter medications affect clinical judgment, the student’s safety or the safety of others, the student will be removed from clinical. The Associate Dean will be consulted to determine if the student is capable of continuing to participate in academic and clinical programs.

Substance Abuse Policy and Guidance

Ursuline College, Breen School of Nursing, is committed to maintaining a healthy environment that promotes the safety and welfare of all students, faculty, employees, visitors, and patients in clinical settings. The abuse of alcohol and/or the use of illegal or unauthorized drugs are known to cause harmful physical, mental and psychosocial effects, and may render an individual unable to perform at a successful level of academic progress in a safe and competent manner.

The use, consumption, possession, distribution, or state of being under the influence of alcohol or illegal or unauthorized drugs while engaged in College-related activities is strictly prohibited. The College will impose appropriate disciplinary sanctions, up to and including suspension or dismissal from the College, upon any student found to be in violation of this policy.

Definition of Terms

Under the influence means that the student’s appearance or demeanor appears to be impaired or otherwise affected by an illegal drug, by alcohol, or by the combination of an illegal drug and alcohol.

Illegal or unauthorized drugs are defined as controlled substances, including alcohol, street drugs, and all prescription medications that are used or possessed by someone other than the individual to whom the medication was lawfully prescribed; medications that are being offered for distribution; or medications that are otherwise not being used for prescribed purposes.
College-related activities are defined as activities involving Ursuline College students who are participating in events taking place in educational facilities on campus, in campus buildings including dormitories; participating in or on other “clinical” properties used for external educational student experiences (hospitals and other health agencies, schools, and other facilities used for student learning experiences); participating at College-related functions (e.g. sporting events, class activities, and Student Organization functions); or otherwise participating in educational programs sponsored by the College.

**Reporting Procedures**

Students suspected of violating the Substance Abuse Policy will be provided with verbal notification of the suspicion and given an opportunity to relay information that accounts for the incident. This discussion may occur immediately and may be in the form of an informal conversation between the student and the faculty or staff member who initiates the verbal notice. If the faculty or staff member concludes that there has been a violation, a report shall be made to the Dean of the Breen School of Nursing. In addition, the faculty or staff member who initiates the verbal notification is immediately responsible for ensuring an appropriate learning environment and the health and safety of the student and others by removing the suspected student from class, from a clinical program, or from any other College-related activities or functions.

**Disciplinary Process**

Upon receiving a report of a suspected violation of this Policy, the Dean of the Breen School of Nursing shall provide the suspected student with written notification of the allegations. If the student denies the charges, he/she will be provided with opportunities to rebut any such charges by: presenting versions of what occurred; undergoing immediate medical assessments for substance abuse treatments and drug/alcohol screens (urine and/or blood as specified by the treating physician); and releasing the results of such assessments and drug/alcohol screens to the College. Students whose assessments and drug/alcohol screens confirm violation of the Policy will have disciplinary sanctions immediately instituted. Students who refuse to be assessed and tested are also considered to be in violation of this Policy and will have disciplinary sanctions immediately instituted. Disciplinary sanctions may include, but are not limited to, suspension or dismissal from the College. Violations of the Policy will be entered into official student records and will include statements about the disciplinary sanctions imposed. Local, State and Federal laws prohibit the unlawful use, possession, consumption or distribution of illegal drugs and alcohol. The School will report any student suspected of violating these laws to the proper legal authorities.

**Applicable Law; Legal Consequences for Substance Abuse**

A student found to be in violation of these laws is subject to substantial legal penalties, including fines, imprisonment and loss of federal benefits, as well as disciplinary sanctions from the College. Nursing students are advised that the Ohio Board of Nursing may deny licensure to an individual found to be engaged in the abuse of alcohol or the use of illegal drugs (See Ohio Revised Code § 4723.38).
Appeal Procedure

The Appeals procedures set forth in the Ursuline College Catalog shall govern appeals under this Substance Abuse policy.

Substance Abuse Assistance

For assistance in obtaining counseling or treatment services, students may contact the Dean of the Breen School of Nursing. Students may protect their status and academic progress in the College by seeking assistance for a drug or alcohol abuse problem in the manner set forth below:

1. Students may initiate official requests for Medical Leave to correct drug/alcohol abuse problems prior to initiation of actions/sanctions by the College. Any such request will be maintained in confidence.

2. Students may participate in drug/alcohol abuse rehabilitation programs when a physician evaluation verifies the need. Students may be reinstated at the College by providing physician documentation of continuous enrollment in and/or successful completion of the rehabilitation program plus negative drug/alcohol screen results. Students who complete qualified rehabilitation programs, as set forth above must remain drug/alcohol free during the remainder of their enrollments in the College. Students who fail to remain drug/alcohol free may be subject to immediate dismissal from the College.

It is the responsibility of each student to seek assistance from the resources identified above before a drug or alcohol problem leads to disciplinary action initiated by the College.

Clinical Behavior

Attendance and active participation are expected in all clinical experiences, group activities, and clinical conferences. Students are expected to seek out learning experiences while in the clinical setting. All written assignments for clinical experiences are to be submitted on time. Please refer to each course syllabi for policies related to late assignments, or assignments handed in after established deadlines.

Student Conduct in the Clinical Area
The following policy is adapted from the Ohio Board of Nursing's Rules Promulgated from the Law Regulating the Practice of Nursing (dated as of February 1, 2014). Conduct while providing nursing care includes, but is not limited to, the following requirements:

A nursing student shall:
• In a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care;
• In an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order;
• Implement measures to promote a safe environment for each patient;
• Delineate, establish, and maintain professional boundaries with each patient;
• Provide privacy during examination or treatment and in the care of personal or bodily needs;
Treat each patient with courtesy, respect, and with full recognition of dignity and individuality;

Practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse.

Use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code;

Maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

A nursing student shall not:

- Falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes but is not limited to, case management documents or reports, or time records, or reports, and other documents related to billing for nursing services;
- Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient; or
- Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse;
- Misappropriate a patient's property or:
- Engage in behavior to seek or obtain personal gain at the patient's expense;
- Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient’s expense;
- Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
- Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships;

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

- Engage in sexual conduct with a patient;
- Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
- Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
- Engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a patient.

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

Regardless of whether the contact or verbal behavior is consensual, a nursing student shall not engage with a patient other than the spouse of the student in any of the following: Sexual contact, as defined in section 2907.01 of the Revised Code; Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

- Self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid
prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.

- Habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
- Have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.
- Have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability;
- Assault or cause harm to a patient or deprive a patient of the means to summon assistance;
- Misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice;
- Have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
- Aid and abet a person in that person’s practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
- Prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion;
- Assist suicide as defined in section 3795.01 of the Revised Code.
- Submit or cause to be submitted any false, misleading or deceptive statements, information, or documents to the nursing program, its faculty or preceptors, or to the board.
- To the maximum extent feasible, a student shall not disclose identifiable patient health care information unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
- For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

In the clinical setting, demonstration of unsafe clinical performance at any time may result in course and clinical failure. In addition, failing to report a patient safety violation that is due to an omission of patient care or due to a known error related to improper care provided by the student or others will result in course and clinical failure. The safety violation must be reported to the instructor and/or to other appropriate health care personnel through verbal and written documentation. The clinical instructor and the health care personnel will determine if an incident report needs to be completed and filed (one incident report with the hospital/health care agency and a separate incident report with the Breen School of Nursing).

Safe Clinical Practice
Students are expected to demonstrate growth in clinical practice through application of knowledge, skills, and attitudes and values from previous and concurrent courses. Growth in clinical practice is also demonstrated as students progress through courses and clinical rotations. Students are required to meet clinical expectations outlined in the clinical evaluation tools.
Preparation for clinical practice is required by students in order to provide safe, competent care. Preparation expectations are detailed in clinical course objectives.

Unsafe Clinical Practice
Unsafe clinical practice is behavior that places the patient or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm. Emotional jeopardy means that the student creates an environment of anxiety or distress that puts others at risk for emotional or psychological harm. Unsafe clinical practice is an occurrence, or pattern of behavior involving unacceptable risk. The debarment policy will be invoked when students demonstrate unsafe clinical practice.

Debarment Policy
Students demonstrating unsafe practice, as defined above, and/or contributing to the physical or emotional jeopardy of patients, staff, instructor, or other students will be barred from the clinical setting immediately and will receive an immediate failure for the course. Due to the serious nature of the unsafe practice, the student fails the course and will not be allowed to withdraw from the course.

Clinical Evaluations of Students

Clinical evaluation begins on the first day of the clinical rotation. Clinical instructors will evaluate students on performance of skills and professional behaviors during all clinical rotations utilizing a Clinical Evaluation Tool that includes both numeric and written assessments. In a clinical course (NR 335, NR 355), the score on the Clinical Evaluation Tool will account for 50% of the clinical course grade and clinical assignments will account for the remaining 50% of the clinical course grade. In combined class/clinical courses, the Clinical Evaluation Tool grade will be calculated based on the percentage of clinical to class credit hours. For example, in a 4-credit course that includes one clinical credit hour, the Clinical Evaluation Tool would equal 25% of the total course grade.

Clinical instructors will meet with their students individually to discuss progress and provide written midterm and final evaluations during each clinical rotation. Students will evaluate their individual progress at midterm and, together with their clinical instructor, will discuss strengths and needs. At this time, action plans will be developed to address specific student needs. At the end of each clinical rotation, clinical instructors will provide a final written evaluation to students addressing their progress. A grade below 76% on the Clinical Evaluation Tool constitutes a failure in any course (stand-alone clinical courses or combined class/clinical courses).

If required, a written Student Performance Improvement Plan will be developed by the student and instructor together in order to discuss and enhance clinical performance. The Student Performance Improvement Plan, if unfulfilled, may constitute written notification that the student is not passing the clinical.

Clinical Dress Code
Students are required to adhere to a professional dress code. There will be consequences for failure to comply (see Dress Code and Attendance Deficiency Point System).

Uniform
Students are required to wear the Ursuline College approved student uniforms.
Uniform: white student uniform with Ursuline College-identifying shoulder patch; women may wear dress or pant suit; uniform is to be appropriately fitting, clean, neatly pressed, and opaque (i.e., no visible undergarments). Long sleeve white tops may be worn under scrub tops.

Shoes: For hospital settings, clean, white professional shoes or low cut, white leather athletic shoes (without contrasting color ornaments); white shoelaces. For Community Health, Psychiatric-Mental Health, and other non-hospital experiences, low-heeled, closed-toe shoes.

Sweaters: clean, plain white or blue cardigan, or according to agency policies (no large collars or belts)

Scrub Jackets: white scrub jackets purchased with uniform may be worn; must have identifying Ursuline College shoulder patch.

Name Pin: worn above the waist and visible at all times in clinical area

Uniform Exception for NR 435 and NR 445
The school uniform may not be required for Psychiatric-Mental Health Nursing and Community Nursing. For professional attire see the NR 435 and NR 445 nursing syllabi; if approved by the facility, dress slacks may be worn unless otherwise specified, but jeans are not allowed at any time.

Professional Appearance
In order to comply with the policies of clinical agencies, the students must comply with the following:

- Hair: hairstyles that extend below the collar should be tied back or pinned up. All hair should be of a natural color, clean and neatly kept. All head coverings must be pre-approved by clinical faculty member.

- Nails: short (not to extend past finger tip), neatly trimmed, unpolished in order to provide safe patient care; no acrylic or artificial nails are permitted.

- Jewelry: No jewelry is to be worn in the clinical area except stud earrings (1 in each earlobe), a smooth wedding band (no stones), and a watch if allowed per facility guidelines. All visible body jewelry must be removed (i.e., facial and tongue jewelry removed).

- Tattoos: no visible tattoos; all must be covered or hidden in clinical areas

- Chewing gum in the clinical setting is prohibited.

Equipment
Required equipment for clinical experiences includes: stethoscope, wristwatch with second hand, bandage scissors, blue, black, and red pens, and pen light.

Clinical Facility Requirements
Each clinical facility has its own unique clinical requirements. All students are required to complete facility specific orientation procedures as required by the facility.

Equipment/Technology Usage in the Clinical Areas
Students are not permitted to use hospital/clinical site equipment or technology (including computers, monitoring equipment, facility telephones, etc.) for non-patient care related purposes
at any time. In addition, students are not permitted to use personal cell phones and pagers during the course of the clinical experience for personal business. Inappropriate use of hospital/clinical site equipment is subject to disciplinary action which may result in student removal from the clinical site/agency. Ursuline College faculty must comply with the agency disciplinary action, including removal of the students from the clinical sites/agencies. Removal will jeopardize the ability to complete objectives of the clinical course, resulting in clinical/course failures.

**Punctuality and Attendance**

Professional clinical behavior is an expectation in employment settings; therefore, it is the expectation of faculty that students will be present and punctual for all clinical experiences. Individual faculty members will provide instructions concerning the procedures to follow if a student is unable to be present or will be late for a clinical experience. (Please see section below about Clinical Absences and Clinical Make-Up Policy).

**Clinical Placements**

Students are responsible for completing the Student Clinical Information Form used to assist in determining clinical placements. Information regarding the clinical placement process is delineated on page 2 of the Student Clinical Information Form (see form below).

Per hospital/agency policy, students will not be assigned to a clinical unit in which they are currently employed or have been recently employed. Please communicate employment information to the course coordinator a minimum of six weeks before the beginning of the course. Once the clinical placements are completed, changes will not be permitted. Students are responsible for notifying the Coordinator BSN Enrollment and Clinical Placement of any changes in their student information at least 45 days in advance of the next clinical rotation. **Prior to starting NR 404, students must successfully complete all course work and demonstrate clinical competency.** Requests for NR 404 placements are made according to the availability of clinical sites.

"Please note that immediate clinical placement is not guaranteed for those students registering <4 weeks before the start date of a clinical course. Students must adhere to agency clinical requirements as well as be cleared by the clinical agencies in which they are being placed. Every effort will be made to place students into clinical rotations as soon as possible once registration is complete, requirements are met, and an agency opening is secured. If a delay in placement occurs, the student will be held responsible for making up any missed clinical days during clinical make up week, as assigned by the BSN Coordinator of Enrollment and Clinical Placement. If a delay in placement occurs due to the student’s failure to comply with clinical requirements in a timely manner, clinical penalties may apply."

**Emergency Cancellation of Clinical Experiences and Courses for Students**

In the event of an emergency, such as emergencies related to weather, snowstorms, power outages, gunmen, terrorists, etc., the Associate Dean of the Undergraduate BSN Program will communicate directly with level coordinators to determine whether or not to cancel clinical experiences for students. NOTE: We must follow Ursuline College guidance and instructions first and foremost, but many decisions have to be made very early in the day regarding clinical experiences for students.
For early morning clinical, this activity will take place early, between 5:15 – 5:30 am. In the event of an emergency that affects evening clinical, the BSN program Associate Dean will contact level/course coordinators who have students in evening clinical and will discuss and make a decision about the situation early enough to affect evening clinical (approximately 2:00 pm). The Associate Dean of the MSN program will contact his/her faculty as per appropriate routine and as relevant to courses held mainly in the evenings. The contacts between Associate Dean and faculty are made for purposes of discussing the emergency situation, assessing the effect on clinical and course activities, and making decisions regarding cancellations and further notifications. NOTE, once again: We must follow Ursuline College guidance and instructions first and foremost.

In the event of a decision to cancel clinical student experiences, the level coordinators will notify course coordinators who will notify all clinical instructors affiliated with their courses. The clinical instructors will then notify students in their clinical rotations about the cancellation. The decision to cancel clinical experiences, in most situations, should be uniform across all clinical student groups, in other words, cancellation of clinical means cancellation across the board, despite geographic variations in weather, etc. However, first and foremost the concern for safety of the faculty and student may result in a faculty member choosing to cancel a clinical class day. This should be a rare occurrence, and be in consultation with their immediate supervisor. Cancellation of all clinical experiences in a consistent manner will help to decrease any perception of inequities on the part of students and will create unification in terms of clinical make-ups.

Clinical Absences and Clinical Make-Up Policy

The Ohio Board of Nursing defines clinical experiences for nursing students as activities “planned to meet course objectives or outcomes and to provide a nursing student with the opportunity to practice cognitive, psychomotor, and affective skills in the supervised delivery of nursing care to an individual or group of individuals who require nursing care” (4723-5-01, OAC). The Breen School of Nursing has established a total number of clinical experience hours required for students to successfully complete the nursing program for the BSN degree. Students who do not complete the established hours are not in compliance with the OBN rules and regulations; therefore, opportunities to make up the missed clinical hours will be offered during fall, spring, summer or winter breaks, dependent upon when the absence occurs. Students will be assigned to complete make-up clinical hours during these vacation weeks or breaks based upon healthcare site availability. Because the Breen School of Nursing is very much dependent on healthcare site availability, the student must be immediately available to complete a make-up day at any time during the make-up week following the clinical absence. The student will be notified as soon as possible of the exact day for the clinical make-up. Failure to complete a make-up session, or completion of hours less than the required clinical hours, in the clinical setting where student skills and clinical judgment abilities can be evaluated, prevents satisfactory evaluation of clinical competence and will result in course failure. This clinical failure will require the student to repeat both the classroom and clinical content.

The student is required to check the course syllabus and the Learning Management Site to determine the assigned clinical make-up schedule.

The Breen School of Nursing recognizes that circumstances beyond the control of the student may occur such as extended hospitalization, family deaths, or similar tragic situations that may
prevent the student from attending to curricular and clinical requirements. If these circumstances are extensive and begin to interfere with satisfactory completion of the required clinical hours and course work, the student must withdraw from the course per college guidelines and repeat the course when the student’s circumstances allow.

**Athletes’ Clinical Attendance/Absence Policy**

The Ursuline College BSN Undergraduate Program recognizes that requirements set forth by the National Collegiate Athletic Association (NCAA) may result in scheduled clinical absences. In order to abide by regulations, student athletes in good academic standing will be allowed to make-up all scheduled clinical absences due to athletic events during scheduled fall and spring breaks or the week immediately following final examinations each semester. If opportunities to make-up specialty area clinical absences during the semester are available, students will be scheduled for these clinical make-up days during the semester. Failure to attend the makeup session on the assigned dates will result in application of the Attendance Policy, and failure of the course. Grades will not be administered until the make-up clinical dates are successfully completed.

Students are required to provide a letter from their coach outlining the dates and times of required athletic absences. Any absences that occur without prior approval will result in points assigned per the BSN Handbook Attendance Policy, up to, and including failure of a course. Failure to meet with the course instructor/coordinator and Coordinator, BSN Enrollment and Clinical Placement at the beginning of each semester to plan for meeting clinical course objectives will result in points assigned for all clinical absences and potential failure of course.

**Sexual Harassment in the Clinical Setting**

Any student, who experiences sexual harassment or harassment of any form while in the clinical area, should notify the clinical faculty member immediately. The College will assist the student in dealing with the harassment in the clinical setting. Also, note that the College has its own internal sexual harassment policy if students believe they are subjected to sexual harassment by another student or College employee (see the Student Handbook and Planner).
The Student Clinical Information Form is used to aid in determining clinical assignment placement based on your location as well as other factors. Clinical assignments will be posted in your D2L site no later than two weeks in advance of the next clinical rotation. Clinical placements for students are assigned at the discretion of the Coordinator of BSN Enrollment and Clinical Placement, in conjunction with the level coordinator and course coordinator.

**Sophomore**: clinical rotations are scheduled on Fridays, generally from 7:00 am–2:00pm.

**Junior and Senior**: clinical rotations are scheduled on Tuesdays and Wednesdays, generally either 7:00am-3:00pm or 2:00pm-9:00pm. Students must hold these times open from school and work until clinical placements are finalized.

**SDAP**: clinical rotations vary by course, site, and agency.

Once clinical placements have been assigned, changes will not be permitted. Our affiliating clinical agencies require the advance notification/processing of students who will be at their facility, and these agencies request that changes not be made once student rosters have been submitted to them.

Re-assignment of students to a different clinical site (other than that originally posted) may be required in very rare circumstances. These circumstances may be BSON or agency driven. If necessary, re-assignment will be issued at the discretion of the Coordinator of BSN Enrollment and Clinical Placement and the student will be informed as soon as it is possible to do so.

Students are responsible for notifying the Coordinator of BSN Enrollment and Clinical Placement of any changes in the information submitted on their original Student Clinical Information Form. This must occur at least 45 days in advance of the next clinical rotation. Changes will not be made in clinical placements due to failure of the student to provide this advance notice.

Please sign below indicating that the information submitted on the Student Clinical Information Form is correct and that you have read and understand the above information.

__________________________________________________________________________

Student Signature

__________________________________________________________________________

Date

Please complete the following information to facilitate clinical placement.

*Students are responsible for providing their own transportation to/from clinical settings.*

**NAME:**

(printed)

**HOME ADDRESS:**
STREET:________________________________________________________
CITY:_______________________STATE:__________ ZIP CODE:__________

**ADDRESS**: on day of Clinicals (if different):
STREET:________________________________________________________
CITY:_______________________STATE:__________ ZIP CODE:__________

*If Cleveland, please indicate north, south, east or west side, and closest suburb): ___________________
DORM STUDENT: YES: □ NO: □

travelling to the clinical site from the dorm or from home (circle one)

PHONE NUMBER TO REACH YOU ON DAY OF CLINICAL: (include area code):

CELL: ___________________________ OTHER: ___________________________

ATHLETE?: YES: □ NO: □ If yes, NAME OF SPORT(S): __________________________

Training/participating months: __________________________________________________________

Name of Coach and email: ___________________________________________________________

DO YOU CURRENTLY WORK AT A HOSPITAL or LONG TERM CARE FACILITY?

YES: □ NO: □ If yes, where and what unit? ___________________________________________

DO YOU HAVE ANY FAMILY MEMBERS THAT WORK AT A HOSPITAL or LTC?

YES: □ NO: □ If yes, where and what unit? ___________________________________________

Please list the facilities where you have been previously assigned, including LTCs:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

ADDITIONAL INFORMATION NEEDED TO ASSIGN YOUR CLINICAL SITE:

__________________________________________________________________________

For Junior and Senior Nursing Students and SDAP students only:

Do you prefer day or evening clinical rotations? (Check one) Days: □ Evenings: □

**Please note:** Please be aware that selecting a daytime or evening preference does not guarantee your preference will be granted.

If you have indicated that you prefer not to be placed in an evening clinical, please state the reason:

__________________________________________________________________________

*Please note:* The information provided on this document does not guarantee clinical placement, choice of site, or placement with requested classmates.
**Dress Code and Attendance Deficiency Point System:** Just as employing agencies use point systems to track deficiencies in attendance, punctuality, and professional dress, the faculty will utilize the following point system with students during clinical experiences.

**Attendance Point System for Full Semester Clinical Course**

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Occurrence:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><em>Tardiness</em>:</em>*</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1. 5-60 minutes late</td>
</tr>
<tr>
<td>3</td>
<td>2. &gt; 60 minutes late</td>
</tr>
<tr>
<td></td>
<td>*Early departure from clinical earns same point values as above</td>
</tr>
<tr>
<td></td>
<td><strong>Tardiness of more than 60 minutes requires a makeup assignment</strong></td>
</tr>
<tr>
<td><strong>Absence:</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3. Absence from clinical with notifying instructor at least 1/2 hour prior to scheduled starting time</td>
</tr>
<tr>
<td>5</td>
<td>4. No call/No show (Not taking appropriate action to notify instructor of an absence from clinical. Individual instructors will make clearly defined arrangements prior to the start of the first clinical day)</td>
</tr>
<tr>
<td><strong>Dress Code Violations:</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5. Breaking of dress code</td>
</tr>
<tr>
<td>2</td>
<td>I. Refusing to adjust to dress code after instructor addresses violation with the student</td>
</tr>
</tbody>
</table>

**Consequences:**

| ≥ 5 | |
|     | 1. Written contract in the form of a Performance Improvement Plan |
| 9 or greater | 2. Failure of clinical |
|             | 3. A student who accumulates 9 or more points will receive an F in the Clinical Course. |
|             | 4. There will be no option to withdraw from the course to prevent receiving a failing grade. |

**Uncontrollable Circumstances:**
The school and/or instructor may make a decision to not penalize the student or the entire group if occurrence resulted from an uncontrollable circumstance. No points will be accrued in these circumstances.

**Performance Improvement Plan:**
A student who accumulates 5 or more points will receive a written plan to improve performance. If there is evidence a student has had a history of problems with meeting clinical objectives, a written plan may be implemented prior to the accumulation of 5 points to help ensure the success of the student. This is up to the faculty member's discretion.
Attendance Point System for **Half Semester** Clinical Course

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Tardiness</strong>*:</td>
</tr>
<tr>
<td>2</td>
<td>6. 5-60 minutes late</td>
</tr>
<tr>
<td>3</td>
<td>7. &gt; 60 minutes late</td>
</tr>
<tr>
<td></td>
<td>*Early departure from clinical earns same point values as above</td>
</tr>
<tr>
<td></td>
<td><strong>Tardiness of more than 60 minutes requires a makeup assignment</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Absence:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8. Absence from clinical with notifying instructor at least 1/2 hour prior to scheduled starting time</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>9. No call/No show (Not taking appropriate action to notify instructor of an absence from clinical. Individual instructors will make clearly defined arrangements prior to the start of the first clinical day)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dress Code Violations:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10. Breaking of dress code</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>II. Refusing to adjust to dress code after instructor addresses violation with the student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consequences:</th>
<th>≥ 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5. Written contract in the form of a Performance Improvement Plan</td>
</tr>
<tr>
<td></td>
<td>6. Failure of clinical</td>
</tr>
<tr>
<td></td>
<td>7. A student who accumulates 6 or more points will receive an F in the Theory Course associated with the clinical.</td>
</tr>
<tr>
<td></td>
<td>8. There will be no option to withdraw from the course to prevent receiving a failing grade.</td>
</tr>
</tbody>
</table>

**Uncontrollable Circumstances:**
The school and/or instructor may make a decision to not penalize the student or the entire group if occurrence resulted from an uncontrollable circumstance. No points will be accrued in these circumstances.

**Performance Improvement Plan:**
A student who accumulates 3 or more points will receive a written plan to improve performance. If there is evidence a student has had a history of problems with meeting clinical objectives, a written plan may be implemented prior to the accumulation of 3 points to help ensure the success of the student. This is up to the faculty member's discretion.
**Protected Health Information Policy**

Protected health information (PHI) is confidential and protected from access, use, or disclosure except to authorize individuals requiring access to such information. Attempting to obtain or use, actually obtaining or using, or assisting others to obtain or use PHI, when unauthorized or improper, will result in counseling and/or disciplinary action up to and including termination. Use of cell phones and agency computers to access personal information is unacceptable and violates agency agreements.

**Health Insurance Portability and Accountability Act (HIPAA)**

HIPAA is a regulation from the federal government that provides greater assurance to patients that their medical records are kept confidential. All health care providers, including nursing students, should be aware of the HIPAA regulations and must follow this mandate. The HIPAA regulations can be found in the Federal Register: August 14, 2002 (Volume 67, Number 157, pp. 53181-53273). The Federal Register can be accessed online at the following address: http://www.hhs.gov/ocr/hipaa/privruletxt.txt.

**One cannot attend clinical having not viewed the HIPAA video/power point and signed the HIPAA confidentiality form. Any violation of client confidentiality could result in dismissal from the nursing program.**

Students enrolled in each nursing course with a clinical rotation must sign the HIPAA confidentiality form throughout the course of study (Appendix E). The HIPAA video/power point will be reviewed annually at each level during junior and senior specialty day or at the sophomore blessing ceremony and will be accessible for review through the level groups on D2L. The Second Degree Accelerated Program students will review the HIPAA video/power point at the sophomore blessing ceremony and prior to commencing the senior level immersion clinical experience course. **Failure to complete the confidentiality form will prevent the student from attending clinical.**

**Definitions:**

- PHI = Protected health information; this includes all forms of patient-related data including demographic information
- Depending on the nature of the breach, violations at any level may result in more severe action or termination
- Levels I-III are considered to be without malicious intent, but have increasing levels of personal responsibility; Level IV connotes malicious intent. The list below is not exhaustive, and may include additional breach of confidentiality issues.
- At Level IV, individuals may be subject to civil and/or criminal liability and will be dismissed from the program on the first offense.

**Student may not, at any time, remove patient information from the clinical site.**

<table>
<thead>
<tr>
<th>Level of Violation</th>
<th>Examples</th>
<th>Minimum Disciplinary/ Corrective Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Failing to log-off or close or secure a computer with protected PHI displayed. Unauthorized access of</td>
<td>After investigation, the incident will be presented to the Associate Dean, for appropriate disciplinary action. The first offense will result in a discussion</td>
</tr>
</tbody>
</table>
| Level II | Requesting another individual to inappropriately access patient information.  
Inappropriate sharing of ID/password with another coworker or encouraging coworker to share ID/password.  
Leaving copy of PHI in a non-secure area.  
Taking PHI from clinical agency | After investigation, the incident will be presented to the Associate Dean, for appropriate disciplinary action.  
A performance improvement plan will be developed and the student will be required to complete re-education and develop a poster or power point presentation about ensuring patient privacy to be delivered to peers at a time designated by the Associate Dean.  
A second incident that violates HIPAA regulations will result in program dismissal |
|---|---|
| Level III | Releasing or using aggregate patient data without facility approval for research, studies, publications, etc.  
Accessing patient information due to curiosity or concern, such as a family member, friend, neighbor, coworker, famous or “public” person, etc.  
Taking pictures of a patient, or unauthorized pictures of students / faculty in a clinical site per the request of the patient / student  
Use of social media inadvertently breaching confidentiality (for | After investigation, the incident will be presented to the Associate Dean, for appropriate disciplinary action.  
A performance improvement plan will be developed and the student will be required to complete a designated program of study at personal expense and develop a poster or power point presentation related to the offense to be delivered to peers at a time designated by the Associate Dean.  
The student will be removed from the clinical site and fail the course associated with the clinical experience. If the failure is a |
example, patient information protected but identifiable)  

second failure in the program, the student will be dismissed.  
A second incident that violates HIPAA regulations will result in immediate program dismissal

**Level IV**  
Releasing or using data for personal gain.  
Disclosure or abusive use of PHI.  
Tampering with or unauthorized destruction of information.  
Taking pictures of a patient/family member, or unauthorized pictures of students / faculty in a clinical site without approval  
Use of social media intentionally breaching confidentiality (patient information identifiable)

After investigation, the incident will be presented to the Associate Dean, for appropriate disciplinary action.  
If malicious intent is found, the student will be immediately dismissed from the BSON Program.

---

**Communication Process for Classroom /Clinical Concerns**

Students who believe that they have been evaluated unfairly or who have concerns about a classroom course or clinical experience are to follow appropriate channels of communication in both clinical and academic situations. The sequence is as follows:

1. Clinical Instructor (if the concern or evaluation involves a clinical situation)  
2. Course Instructor  
3. Level Coordinator  
4. Associate Dean, Undergraduate Nursing Programs  
5. Dean of Nursing  
6. Vice President for Academic Affairs

**Assessment Technologies Institute, LLC (ATI)**

The Assessment Technologies Institute (ATI) is a comprehensive, assessment and review program, designed to provide Ursuline nursing students with a variety of learning tools that will assist them with mastering the content of nursing courses by improving test taking abilities, reinforcing course lecture material, and identifying their strengths and weakness in these areas. This process is aimed with the specific goal of successful passing of the NCLEX in order to obtain professional licensure. The secondary gain is to lower Ursuline’s attrition rate by increasing student knowledge and confidence with nursing content.

All nursing students are required to participate in the ATI program. Books, modules, and online assessments are part of the process. The online assessments are a combination of non-proctored and proctored assessments that correlate with the nursing content that the student is expected to master. The use of progression testing includes the use of standardized assessments in specific content areas to measure the mastery of critical nursing content as students’ progress through the required nursing curriculum. Progression testing has the ability to assist the students with test-
taking ability and ultimately NCLEX-RN pass rates by holding the students accountable for mastering and retaining the core nursing content as they progress from class to class.

**ATI Terminology**

**Assessment Technologies Institute, LLC (ATI)**

The Assessment Technologies Institute (ATI) is a comprehensive assessment and review program designed to provide Ursuline nursing students with a wide variety of learning tools that will assist them in mastering the content of nursing courses by improving test taking abilities, reinforcing course lecture material, and identifying their strengths and weaknesses in these areas. This process is aimed with the specific goal of successfully passing the NCLEX-RN in order to obtain professional licensure. The secondary gain is to increase student retention by strengthening knowledge and instilling confidence with nursing content.

All nursing students are required to participate in the ATI program. Accessing and reviewing books, modules, tutorials, and online assessments are part of the process. Students are responsible for all course-assigned ATI readings as well as for regularly utilizing all online ATI resources as they progress through the program.

The online evaluations are a combination of non-proctored (practice) and proctored assessments which correlate with the nursing content that the student is expected to master. The use of progression testing includes standardized assessments in specific content areas that measure the mastery of critical nursing content as students’ progress through the required nursing curriculum. Progression testing has the ability to assist students with test-taking and ultimately NCLEX-RN passage by holding students accountable for mastering and retaining the core nursing content as they progress.

**ATI Terminology**

**Proficiency level 3**: A student meeting the criterion for this level is expected to exceed NCLEX-RN standards in this content area. Students should demonstrate a high level of knowledge in the content area that more than adequately supports academic readiness for subsequent curricular content. Students should exceed most expectations for performance in this content area. They are encouraged to continue focused review in order to maintain knowledge of this content.

**Proficiency level 2**: A student meeting the criterion for this level is expected to readily meet NCLEX-RN standards in this content area. Students should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content. They are encouraged to continue focused review in order to maintain and improve their knowledge of this content.

**Proficiency level 1**: A student meeting the criterion for this level is expected to just meet NCLEX-RN standards in this content area. Students should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content. Student should meet the absolute minimum expectation for performance in this content area.
area. They are encouraged to develop and complete an intense plan of focused review in order to achieve a better understanding of this content.

**Below Proficiency level 1**: A student meeting the criterion for this level indicates a need for thorough review of this content area and is not predicted to pass the NCLEX-RN. Students are encouraged to develop and complete an intensive plan for review.

**Schedule of Online Assessments**

1) Prior to taking a proctored assessment, the student must complete the online practice assessment for that content area by the date noted in each course syllabus. It is the responsibility of the student to be aware of the date for the proctored and practice exam in every course.

2) Each ATI proctored assessment will be weighted in the course it is offered. The point breakdown for the score on the proctored ATI is contained in the chart below. These points are NOT bonus points – but actual earned points for the proctored assessment and will be part of the examination grade. The proctored exam is given only once. There are no retake proctored exams offered regardless of the score obtained.

<table>
<thead>
<tr>
<th>Student Performance on a Proctored ATI Assessment</th>
<th>Points Toward Exam Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score equating to a Proficiency Level 3</td>
<td>10% of total exam points</td>
</tr>
<tr>
<td>Score equating to a Proficiency Level 2</td>
<td>8% of total exam points</td>
</tr>
<tr>
<td>Score equating to a Proficiency Level 1</td>
<td>6% of total exam points</td>
</tr>
<tr>
<td>Score equating to performance below Proficiency Level 1</td>
<td>0% of total exam points</td>
</tr>
</tbody>
</table>

3) Some courses may only have a practice exam. Whether a practice exam preceding a proctored or a standalone practice exam is offered in the course, the guidelines for completing the practice exam are as listed below. To maintain level appropriate strategies as well as consistency within a level, the level coordinators in conjunction with the course coordinators for the impacted courses will decide how the practice exams are integrated into the point structure for the course. Additionally, the appropriate level and course coordinators will collaborate to define stipulations for remediation and consequences if practice structure is not completed as prescribed prior to the proctored exam.

**Sophomore Year**

Schedule of Assessments

- NR 255 RN Fundamentals (proctored & practice)
- NR 275 RN Pharmacology (practice only)

Practice Exam Process for Sophomore Level Assessments

- Take practice A once with rationales on
- RemEDIATE
- Take practice B with rationales off
- Must obtain 90% on practice B with rationales off—may retake as many times as needed with rationales off to achieve 90%
Practice sequence/requirements must be completed prior to the proctored

**Junior Year**

Schedule of Assessments
- NR 325 RN Adult Medical Surgical (proctored & practice)
- NR 345 RN Maternal Newborn and RN Nursing Care of Children (practice only for both)

Practice Exam Process for Junior Level Assessments
- Take practice A once with rationales off
- Remediate
- Take practice B-no required minimum score
- Rationales for both A and B activated after due date for practice B
- Practice sequence/requirements must be completed prior to the proctored

**Senior Year**

Schedule for Assessments
- NR 435 RN Community Health (practice only)
- NR 445 RN Mental Health (proctored & practice)
- NR 455 RN Adult Medical Surgical (practice only)
- NR 465 RN Leadership (proctored & practice)
- NR 404 RN Comprehensive Predictor (proctored & practice) and RN Pharmacology (proctored & practice)

Practice Exam Process for Senior Level Assessments
- Takes accountability structuring their preparation for the proctored through use of practice exams/remediation prior to proctored
- No consequence, other than proctored score, for practice preparation on the proctored score

**RN Comprehensive Predictor**

Each student enrolled in the Breen School of Nursing will be scheduled to take the ATI proctored Comprehensive Predictor Assessment no sooner than 6 weeks prior to completion of the nursing program. Prior to taking the proctored Comprehensive Predictor Assessment, the student will be required to complete a practice assessment and achieve a score of 90% or above. After the Comprehensive Predictor Assessment is completed, the Associate Dean – Undergraduate Nursing Programs will enroll all students in the Virtual Assessment Technology Institute (VATI) review course.

**VATI NCLEX-RN Review Course:**

After successfully completing the proctored Comprehensive Predictor Assessment, every student is required to register for the VATI NCLEX-RN review course using their Ursuline email. Upon registering, students will receive instructions from ATI. All subsequent correspondences between the student and the VATI instructor/tutor will be through the Ursuline email account.
To prepare for enrollment in VATI, students must complete the online survey provided by ATI. The survey aids the ATI instructor/tutor in establishing the student’s study plan for VATI. Students are not enrolled in VATI until the survey has been completed and submitted to ATI. An instructor/tutor from ATI will then contact the student within 2-3 business days after submitting the survey.

Once the student is fully enrolled, an e-mail will be sent to the Breen School of Nursing confirming the initiation of the VATI program. The Associate Dean--Undergraduate Nursing Programs will carefully monitor the successful progression of each student in VATI. Successful progression is defined as receiving the “green light” to begin processing all documents for taking the NCLEX-RN exam. Only after the student has received the “green light” will the program completion certificate be signed by the Dean, Breen School of Nursing, and be sent to the student’s selected state Board of Nursing. Once the certificate of completion is received, the State Board of Nursing will notify Pearson Vue (or the designated company) which in turn will issue an ATT number to the student via email and letter. The ATT number is needed to schedule an appointment to sit for the NCLEX-RN exam. Please note: As students await their scheduled NCLEX-RN test date, they are responsible for keeping their “green light” activated by continued participation in the VATI program.

Successful completion of the ATI proctored Comprehensive Predictor Assessment, enrollment in the VATI review course, and achieving and maintaining the “green light” in the VATI review course are requirements for successful BSN Program completion.

**EVALUATIONS**

**Student Clinical Evaluations**

Clinical evaluation begins on the first day of the clinical rotation. Clinical instructors will evaluate students on performance of skills and professional behaviors during all clinical rotations utilizing a Clinical Evaluation Tool which includes both numeric and written assessments. In a clinical course (NR 335, NR 355), the score on the Clinical Evaluation Tool will account for 50% of the clinical course grade and clinical assignments will account for the remaining 50% of the clinical course grade. In combined class/clinical courses, the Clinical Evaluation Tool grade will be calculated based on the percentage of clinical to class credit hours (See below for the course breakdown).

Clinical instructors will meet with their students individually to discuss progress and provide written midterm and final evaluations during each clinical rotation. Students will evaluate their individual progress at midterm and, together with their clinical instructor, will discuss strengths and needs. At this time, action plans will be developed to address specific student needs. At the end of each clinical rotation, clinical instructors will provide a final written evaluation to students addressing their progress. A grade below 76% on the Clinical Evaluation Tool constitutes a failure in any course (stand-alone clinical courses or combined class/clinical courses).
If required, a written Student Performance Improvement Plan will be developed by the student and instructor together in order to discuss and enhance clinical performance (see Appendix D). The Student Performance Improvement Plan, if unfulfilled, may constitute written notification that the student is not passing the clinical.

<table>
<thead>
<tr>
<th>Course number</th>
<th>Clinical/course weight in credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 245</td>
<td>4 credits: 1 clinical to 3 classroom/lab (clinical evaluation tool is 25% of the grade)</td>
</tr>
<tr>
<td>NR 255</td>
<td>5 credits: 2 clinical to 3 classroom (clinical evaluation tool is 40% of the grade)</td>
</tr>
<tr>
<td>NR 335</td>
<td>Stand-alone clinical course: clinical evaluation tool will be weighted 50% of the total clinical grade</td>
</tr>
<tr>
<td>NR 355</td>
<td>Stand-alone clinical course: clinical evaluation tool will be weighted 50% of the total clinical grade</td>
</tr>
<tr>
<td>NR 435</td>
<td>3 credits: 1 clinical to 2 classroom (Clinical evaluation tool is 1/3 or 0.33% of the grade)</td>
</tr>
<tr>
<td>NR 445</td>
<td>3 credits: 1 clinical to 2 classroom (Clinical evaluation tool is 1/3 or 0.33% of the grade)</td>
</tr>
<tr>
<td>NR 455</td>
<td>4 credits: 2 clinical to 2 classroom/lab (clinical evaluation tool is 50% of the grade)</td>
</tr>
<tr>
<td>NR 404</td>
<td>5 Credits: Clinical evaluation tool will be weighted 1/3 or 0.33% of the total course grade.</td>
</tr>
</tbody>
</table>

**Student Appeals of Clinical Course Failures**

Students who are appealing failing grades in their clinical experiences may **not** continue in their clinical settings until their appeals have been heard and a decision has been made by the Appeals Board. If as a result of the appeal, the failing grade is changed to passing, then the student may enroll at the earliest opportunity (generally, the next semester).

**Course Evaluation**

Course evaluations are provided online prior to the final examination. Students will be asked to evaluate the course content, course evaluation methods, clinical experience, and the instructor’s ability to educate the student based on the course objectives.

**Clinical Site Evaluation**

Clinical site evaluations will be provided to students during the last week of their clinical rotations. This evaluation provides the student with an opportunity to evaluate the facility at which they had clinical experiences.
BSN AND COLLEGE HANDBOOK RESPONSIBILITY FORM

I have read and understood the contents of the *Breen School of Nursing BSN Student Handbook*, the *Ursuline College Handbook*, and the *Academic Integrity Policy*. I am aware that these handbooks and policies are available online at:


I am aware that violations of any policy identified in the referenced handbooks will result in disciplinary action as outlined in these documents.

I take responsibility for reviewing these handbooks and each course syllabi in its entirety each semester I am a student at Ursuline College and The Breen School of Nursing.

Signed: ________________________________________________________________

Print Name: ____________________________________________________________

Date: __________________________________________________________________
Appendix B

Academic Integrity: Terms and Definitions

According to the College Academic Integrity Policy and Procedures, behaviors that violate the fundamental values of academic integrity may include but are not limited to:

Altering or Destroying the Work of Others: Willfully changing or damaging computer files, papers, or other academic products/efforts of others; stealing another student’s academic materials (i.e.- books, notes, assignments, computer disks, etc.); and denying students access to needed resources by destroying, hiding, or improperly removing library materials, laboratory equipment, or other important resources.

Fabrication and/or Forgery: Inventing references for a bibliography; falsifying laboratory, clinical, or research data (i.e.- manipulating experimental data to support research or presenting results from experiments that were not performed); using a false excuse as a reason for an absence, an extension on a due date, or for missing an examination; creating citations from non-existent sources; misrepresenting academic information to college officials; and forging documents, records, or signatures.

Facilitating Academic Dishonesty: These behaviors include: supplying, providing, or informing students of test content (this includes sending an electronic text message with answers during an examination), providing unauthorized help on assignments, and/or allowing another student to copy an examination, an assignment, or a computer program. A student must take reasonable care that examination answers are not seen by others and that term papers or projects are not plagiarized or otherwise misused by others. This category also includes taking an examination on behalf of another student.

Fraudulently Altering Academic Records: Altering transcripts, graded papers, computer materials/records, course withdrawal slips, letters of reference, or any other academic documents; or falsifying grades.

Multiple Submissions: Submitting the same academic work for credit to more than one course (or to the same class if the student repeats a course) without the prior permission of all instructors involved.

Plagiarism: Taking and presenting the ideas or words of another as one’s own, whether written or not, without full and proper credit to the source, regardless of whether it is done consciously or inadvertently. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully disclose the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. The following are examples of plagiarism:

• Submitting another student's assignment, examination, or computer file as one’s own with or without permission from the author;
• Submitting portions of another student's assignment, examination, or computer file as one’s own with or without permission from the author (this includes altering minor items such as logic, variable names, and/or labels);

• Copying or paraphrasing ideas and/or material from an Internet or written source without proper citation;

• Directly quoting or utilizing sources or intellectual property without proper citation;

• Expressing in the student's own words someone else's ideas without giving proper credit;

• Purchasing papers for submission

Test-Taking Violations: Gathering unauthorized information before or during an examination from others; using notes or other unapproved aids during an examination (this includes writing on hands and desks and the use of calculators when prohibited); failing to observe the rules governing the conduct of examinations (i.e.- continuing to work on an examination after time is called at the end of testing).

Unauthorized Advance Access to Examinations: Obtaining an advance copy of an examination without the instructor's permission; receiving questions and/or answers from someone who took the examination earlier.

Unauthorized Collaboration: Completing an assignment or examination with other students that is not authorized by the instructor, turning in work that is identical or very similar to others' work, and giving/receiving help on assignments without permission of the instructor. This may also include excessively relying upon and borrowing the ideas and work of others in a group effort.
Appendix C

Ursuline College
Breen School of Nursing

PROOF OF MATH REMEDIATION FORM

STUDENT NAME (printed): ______________________________________________

COURSE: _______________________________________________________________

SEMESTER: _____________________________________________________________

I, _________________________________________________ (printed name) have received the results of my Math Competency Exam (MCE). I am aware that the passing grade for the MCE is 90% or above and that strength/weaknesses in math proficiency will impact my grade. I am also aware that I will be given ______ attempts to pass the MCE in NR _______ and a ________ attempt and failure on the exam will constitute a course failure per the Breen School of Nursing BSN Handbook and course syllabus.

I fully realize that math tutoring is mandatory for any failed attempts at the MCE and understand that I must submit this completed form to the course instructor ASAP after the first failed attempt.

On-campus math tutors include:

Course Instructor

Ms. Sandra Mastrodonato: Email (smastrodonato@ursuline.edu); office extension is x8357; office is located in MU 328. Ms. Mastrodonato is our designated tutor for Math as well as for other nursing content areas-- please contact her for an appointment.

If there is a failed attempt on the MCE, please take this form ASAP to your math tutor for a signature as proof of remediation and hand it back to the NR ______ Instructor. No student will be permitted to retake the MCE if this form is not completed and returned to the NR _____ instructor.

Signature of student: _______________________________________________

Date: ________________________________________________________________

Signature of Math Tutor: ______________________________________________

Signature of Course Instructor: _________________________________________
This form is to be used to identify, manage, and improve upon student behaviors that impede student success in a course whether in the clinical area or in the classroom.

**Student Name:** ___________________________ **Course:**_________ **Semester/Year:**_________

**Date:**

1. **Issues, course objectives or requirements not being met:**

2. **Student behaviors that impede achievement of course objectives or requirements:**

3. **Counseling given to student:**

4. **Student response:**

5. **Strategies to bring student to required level of improved performance:**

6. **Expected Outcome and agreed upon date of review:**

   *I understand the information presented in the performance improvement plan and have been given a copy of this plan. I understand that if course requirements and/or the areas needing improvement are not met with satisfactory behaviors by ______________, I may receive a failing grade in the course and further disciplinary action will be indicated.*

   __________________________________________
   Nursing Student (printed name)

   ____________________________________________
   Date

   __________________________
   Nursing Student (signed name)  
   Date

   __________________________
   Faculty  
   Date

   __________________________________________
   Course or Level Coordinator  
   Date

   __________________________________________
   Associate Dean, Undergraduate Programs  
   The Breen School of Nursing  
   Date

7. **Description of review; outcomes and improvement achieved:**

   __________________________________________
   Faculty  
   Date

   __________________________________________
   Course or Level Coordinator  
   Date
Appendix E

Health Insurance Portability & Accountability Act (HIPAA)
Department of Health and Human Services
Student Statement of Confidentiality of Patient Information

I have been informed of and understand the current HIPAA privacy regulations that are relevant to my practice as a nursing student. I agree to abide by the HIPAA privacy regulations and understand that failure to abide by these regulations will result in discipline and/or dismissal from the Breen School of Nursing.

________________________
Print Name

________________________
Signature

________________________
Date