

**URSULINE COLLEGE**  
**THE BREEN SCHOOL OF NURSING AND HEALTH PROFESSIONS**  
**BSN HANDBOOK**

**Edition: 1-9-2025**

**Disclaimer:** All information in this handbook is subject to change. The faculty of the School of Nursing reserves the right to make and implement changes in student policies as needed due to requirements of outside agencies, the College, and the practice of nursing. Significant changes will be communicated to students via the student portal in the Learning Management System. The most current Student Handbook can always be found on the School of Nursing's website, and the Desire 2 Learn Nursing Portal to which students are encouraged to refer frequently. If you have any questions, please contact your School of Nursing advisor.

General Academic Policies for students in the Baccalaureate Nursing Program are consistent with the policies of the Undergraduate Catalog. Students should refer to the catalog in effect on the student's admission date into the nursing major. **PLEASE NOTE:** Each student, staff, and faculty member has an Ursuline College email address. This is the **ONLY** email communication method available to students, staff, and faculty. Students are **EXPECTED** to check their Ursuline College emails daily for any communications from the faculty and staff of The Breen School of Nursing and Health Professions. It is the student's responsibility to stay updated on changes. Failure to check the Nursing Portal or Ursuline email daily may result in negative outcomes that are the responsibility of the student.

## TABLE OF CONTENTS

<b>Introductory Letter</b> .....	4
<b>Mission, Vision, and Philosophy</b> .....	5
<b>Conceptual Framework</b> .....	6
<b>Program Goals: Expected BSN Student Outcomes</b> .....	7
<b>Procedure for Notifying Students about Program Policies and Changes in Program Policies</b> .....	9
<b>The Second Degree Accelerated BSN Program (SDAP)</b> .....	10
<b>Military Service</b> .....	11
<b>Skills and Capabilities for Successful Completion of the Nursing Program</b> .....	12
<b>Professional Conduct</b> .....	13
<b>Physical Participation Release Policy</b> .....	13
<b>Academic Policies</b> .....	13
Progression Requirements.....	13
Readmission Policy.....	13
Academic Integrity .....	14
Audio and Video Recording of Class/Instructor.....	14
Classroom Attendance and Absence .....	14
Classroom Behavior .....	15
Academic (Classroom) and Clinical Performance Improvement Plan (PIP) Progression .....	15
Children in the Classroom .....	16
Competency Testing: Math Competency Exams .....	16
Course Failures / Attempted Course Policies .....	17
Course Withdrawals .....	18
Withdrawing from a Nursing Course While a Performance Improvement Plan Related to Clinical Performance is Active and Unresolved .....	19
Failing a Nursing Course and Repeating a Failed Course .....	19
Nursing Course Attendance Following Withdrawal or Failure .....	20
The Appeals Process .....	20
Appealing Grades for Clinical Experiences in Which the Student Fails .....	20
Documentation Format for Written Assignments .....	20
Evaluation and Grading of Course Assignments and Requirements .....	21
Grading for Courses with Multiple Evaluation Methods	
Bonus Points	
Late Assignments	
Professional Conduct	
Examination Policies .....	22
Electronic Devices	
Examination Time Allotment	
Exam Reviews	
Missed Exams and Policy about Re-scheduling of Exams	
Rounding Final Course Grades .....	23
Grading Scale .....	23
Students with Disabilities .....	23
Testing Center Policy .....	24
Social Media Policy .....	24
BSN Honors/Nurse Scholars Program .....	25
<b>RN to BSN Program</b> .....	26
<b>Clinical Policies</b> .....	27

Requirements for Clinical Participation.....	27
Background Checks (Felony and Misdemeanor Records Checks) .....	29
Nursing Student Drug Screening and Substance Abuse Policy and Guidance	30
Clinical Behavior .....	32
Student Conduct in the Clinical Area	
Safe/Unsafe Clinical Practice and Debarment Policy	
Clinical Evaluations of Students .....	34
Student Clinical Evaluations.....	35
<b>Clinical Dress Code .....</b>	<b>35</b>
Equipment/Technology Usage in the Clinical Areas .....	37
Punctuality and Attendance .....	37
Clinical Placements .....	37
Emergency Cancellation of Clinical Experiences and Courses for Students...	38
Clinical Absences and Clinical Make-Up Policy .....	38
Clinical Absence due to illness.....	39
Clinical Refresher.....	39
Accidental injury at the clinical site.....	39
Athletes' Clinical Attendance/Absence Policy.....	40
Sexual Harassment in the Clinical Setting .....	40
Dress Code and Attendance Deficiency Point System .....	40
Protected Health Information Policy .....	42
<b>Communication Process for Classroom and/or Clinical Concerns .....</b>	<b>44</b>
<b>Competency Testing Policies.....</b>	<b>44</b>
<b>Assessment Technologies Institute, LLC (ATI) Policy .....</b>	<b>45</b>
<b>Virtual Assessment Technology Institute (VATI) Capstone and NCLEX-RN Review Course. ....</b>	<b>49</b>
<b>Health Resource and Simulation Center Policies</b>	<b>49</b>
<b>Student Awards.....</b>	<b>52</b>
<b>Student Nursing Organizations.....</b>	<b>53</b>
<b>Payment of Fees and Expenses.....</b>	<b>53</b>
<b>Appendix A: BSN &amp; College Handbooks – Student Responsibilities .....</b>	<b>54</b>
<b>Appendix B: Academic Integrity: Terms and Definitions .....</b>	<b>55</b>
<b>Appendix C: Student Performance Improvement Plan .....</b>	<b>57</b>
<b>Appendix D: Health Insurance Portability &amp; Accountability Act (HIPAA) .....</b>	<b>59</b>
<b>Appendix E: Ursuline College Incident Report Form.....</b>	<b>60</b>
<b>Appendix F: Physical Participation Release Form.....</b>	<b>61</b>
<b>Appendix G: Consent to Audio or videotape faculty.....</b>	<b>62</b>

**Ursuline College**  
**The Breen School of Nursing and Health Professions**  
**BSN Student Handbook**

Dear Student,

Welcome to Ursuline College and The Breen School of Nursing and Health Professions! Congratulations! You have entered 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 and Health Professions. 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, Web Pages, 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 the policies and guidelines outlined in:

1. *The Breen School of Nursing and Health Professions 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 the Breen School of Nursing and Health Professions 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 these documents, booklets, materials, and take your student responsibilities very seriously. 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 and Health Professions, we wish you the very best as you begin your journey.

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

For questions regarding policies, please contact us at:  
The Breen School of Nursing and Health Professions  
2550 Lander Road Pepper Pike, OH 44124  
Phone: 440-646-8166

## MISSION OF THE BREEN SCHOOL OF NURSING AND HEALTH PROFESSIONS

The Ursuline College Breen School of Nursing and Health Professions, founded in the Catholic tradition, is committed to a model of excellence in education that prepares all students to become innovative and ethical leaders. The Breen School of Nursing and Health Professions seeks to prepare competent, caring and reflective professionals who represent and serve diverse patient populations in an increasingly complex and rapidly changing healthcare environment with a commitment to health equity.

### 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 and Health Professions Bachelor of Science in Nursing Program excels in developing compassionate and competent nurse leaders.

### PHILOSOPHY

The Breen School of Nursing and Health Professions 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 into 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 and Health Professions 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 and Health Professions 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 and Health Professions:

### **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 interdisciplinary 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 lifespan of individuals.

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

Senior Level: Structures compassionate, and holistic nursing care based on clinical judgments across the lifespan 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 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 and Health Professions 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 have read and understand the content and any policy changes. Students will attest to this review through signatures obtained upon entry into the BSN program. The NR 245 Course Coordinator, SDAP Coordinator, or RN to BSN 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 and Health Professions. 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 Associate Dean, Undergraduate Nursing will obtain said signature and provide the original document to the Administrative Assistant to be filed in the student's academic file.

The Breen School of Nursing and Health Professions 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 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 Health Professions 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 Breen School of Nursing and Health Professions offers both a full-time and part-time SDAP format. The faculty strongly advises that students enrolled in the full-time SDAP limit their outside commitments, including employment, due to the intensity of the coursework. If a student is having trouble in completing course work, a faculty member may advise the student to decelerate progression and transfer to either the part-time SDAP program or traditional BSN program. A student may also choose to transfer to the part-time SDAP or traditional program at any time. If a student transfers from the accelerated program to the traditional program, the SDAP tuition rate will be retained.

### **Transitioning Between SDAP Formats:**

Students may shift between SDAP formats (part-time or full-time) only once during their coursework. Shifts may only be accommodated if a seat is available in the cohort desired. Potential reasons to support a shift from full-time to part-time may include but are not limited to:

- 1) Student's current job expectations increase or change requiring a slower pace or evening classes.
- 2) Student needs to work more to meet financial requirements.
- 3) Student is struggling to meet course outcomes in the full-time accelerated format.
- 4) Student's or family member's health require attention from the student that cannot be accommodated in the full-time program.
- 5) A student's life requires more flexibility.

If a student wishes to accelerate from part-time to full-time the following things will be evaluated by a review committee on a case-by-case basis:

- 1) What has changed in the student's life that will permit them to meet the increased demands of the full-time program.
- 2) A written plan from the student explaining how they will manage the increased demands of the full-time program.
- 3) Current performance in the part-time program including, but not limited to, GPA, performance improvement plans, disciplinary action.
- 4) Two letters of reference from previous instructors at Ursuline College indicating support for an accelerated shift.

\*\*\*If a student accelerates from part-time to full-time and is not successful, the only option will be to decelerate to the traditional program.

\*\*\*If a student is not successful in the part-time program, the current SDAP withdrawal and course failure policies will apply. They will not be permitted to accelerate to the full-time program to expedite progression. See above for criteria to shift to the full-time program. Any WF or course failure in the part-time program will prevent any shift to the full-time program from the part-time program.

### **SDAP Course Failures:**

SDAP students who fail a nursing course will have the option to repeat the course in the next second-degree accelerated program cohort if there is space available or to transition to the part-time SDAP or the traditional program. If space is not available in the next SDAP cohort, students can decide to transition to the part-time or traditional program or delay until there is space in one of the SDAP cohorts. The student may not progress in the program until the student has successfully passed the failed course and the College policy for course failed in a major apply.

### SDAP Clinical:

Due to clinical agency schedules, changes may be made in the sequencing of course content and/or clinical days. Clinical experiences may occur on weekends, evenings, nights, or as determined by the healthcare system availability. To meet the educational outcomes, modification in scheduling may be required by the agency.

## **MILITARY SERVICE/ADVANCED STANDING**

Ursuline College, The Breen School of Nursing and Health Professions recognizes the unique experiences of everyone by providing students with the opportunity to receive credit for what has already been learned. Prospective military students who have been honorably discharged may transfer credits for military training and experience. Credits toward your degree may also be earned through CLEP and approved test-outs.

## **ADVANCED STANDING**

Advanced standing in the nursing program may be achieved at the time of admission if a student is transferring from an accredited four-year baccalaureate program and is in good standing in that nursing program. Course descriptions and syllabi from the previous program are used to determine nursing courses that may be transferred and courses that may need to be repeated. Students must meet the College's residency requirement of 30 credits and take half the major at Ursuline College as well as any core requirements not transferred from the previous college unless a Higher Learning Commission/Ohio Department of Higher Education teach-out agreement is in effect. The transcript auditor, in collaboration with the Dean or designee, approves the transfer of nursing credit and makes the determinations as to what other courses may transfer to Ursuline College. Additionally, students coming with an associate degree, or its credit equivalent may transfer up to 90 credits to Ursuline College. These credits allow for advanced standing in the core curriculum or the Ursuline Studies Program.

If a student is transferring required non-nursing courses (nutrition, mathematics, general psychology, lifespan development, anatomy and physiology, chemistry, and microbiology), a grade of C or better must have been achieved. All non-nursing/science courses being transferred to Ursuline College must be taken within the last ten years.

## **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.

**Successful completion of the BSN program is outlined in the Ursuline College undergraduate catalog:**

<https://www.ursuline.edu/academics/course-catalogs>

Students are responsible for knowing the requirements of their degree program. Students will be provided with the curricular plan with their acceptance letter from the admissions department. Students will then review their tailored degree audit and curricular plan when meeting with their academic advisor. Students enrolled in the program between August 2019 and August 2021 must complete 122 credit hours of course work divided in the following manner: 31 credits in the pre-requisite and co-requisite nursing classes, 33 credits in Ursuline core courses, and 58 credit hours in nursing courses. Students enrolled in the SDAP and RN-BSN program beginning in August 2021 must complete 120 credit hours of coursework divided in the following manner: 28 credits in the pre-requisite and co-requisite nursing classes, 34 credits in Ursuline core courses, and 58 credit hours in nursing courses. Students enrolled in the traditional BSN program beginning in January 2022 must complete 120 credit hours of coursework divided in the following manner: 28 credits in the pre-requisite and co-requisite nursing classes, 34 credits in Ursuline core courses, and 58 credit hours in nursing courses. Students enrolled in the program starting August 2023 must complete 122 credit hours of course work divided in the following manner: 28 credits in the pre-requisite and co-requisite nursing classes, 36 credits in Ursuline core courses, and 58 credit hours in nursing courses. The failed course policy found in the *Ursuline College Student Handbook and Planner* and in the *Ursuline College Catalog* 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.”

### **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.: [NSNA Code of Conduct and Ethics Link](#)

Ursuline College Student Handbook: <https://www.ursuline.edu/files/assets/2023-2024-sa-student-handbook-081723.pdf>

- American Nurses' Association: <http://nursingworld.org/>
- Ohio Revised Code as it applies to nursing students: Code: 4723-5-12  
[Ohio Revised Code Link](#)

### **Physical Participation Release**

Due to the sensitive and personal nature of the nursing profession, certain skills will be learned that may encroach upon a patient's personal space and privacy. To simulate real patient situations, students will have the opportunity to act as both patients and nurses in practice-type situations. Such situations may involve physical touch, interviews, and/or engagement in scenario-based dialogue with classmates and instructors. If any of these activities are anticipated to have a negative effect on the participating student, the student may opt out of this type of physical participation. Permission must be granted by a student through the signing of the Physical Participation Form for physical participation of this nature to take place. See Appendix F for the form.

### **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 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. To accomplish this preparation, the following information and policies are applied to every student enrolled in the BSN program.

To **progress in the nursing major**, students must:

- Achieve a grade of “C” [minimum of 76% in each area of evaluation: examination, non-examination, and any other designated category scores] or better in each nursing course and required support courses.
- Satisfactory completion of all clinical requirements
- Maintain minimum nursing GPA of 2.0 per semester.
- Demonstrate safe, professional, and ethical behavior at all times.
- Satisfactorily complete all Health Resource Center competency testing
- Submit health data and forms by the due date as set forth by the SON.
- Satisfactory completion of level Math Competency Evaluation (MCE)

#### **RN to BSN Students:**

RN-BSN students must achieve a grade of “C” (minimum examination/non-examination combined 76% or better in each nursing course and required support courses)

#### **Readmission Policy:**

Students who leave The Breen School of Nursing and Health Professions in good standing will follow the Ursuline College readmission policy. Students who have not registered for one to four semesters, have not been academically dismissed, and have not attended any other college or university may contact their advisor to register. If a student has been absent from the nursing program for more than two years or has attended other colleges or universities, reapplication must be made. If the curriculum has changed, the Coordinator of BSN Enrollment and Clinical Placement, in conjunction with the Associate Dean of the BSN Undergraduate Program and Dean, determines the appropriate course(s) and program of study. Students must meet policy and curriculum requirements effective at the time of readmission. Students who have been dismissed from The Breen School of Nursing and Health Professions may petition the Dean of the nursing program for consideration of reinstatement. Decisions will be made on a case-by-case basis.

### **Academic Integrity**

Ursuline College policies regarding academic integrity are strictly enforced in The Breen School of Nursing and Health Professions. 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 other authors and/or students. Students who violate the academic integrity policies of Ursuline College and The Breen School of Nursing and Health Professions 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 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).

### **Audio- and Video- Recording Guidelines:**

Recording lectures or conversations in any nursing course by any means (audio, video, or otherwise) is strictly prohibited, without prior written consent from the Accommodation and Disabilities Office and/or the appropriate faculty member or instructor presenting the course. This prohibition includes the recording of group and/or individual conversations with faculty members and/or instructors in the classroom or outside of the classroom if the conversation relates to educational instruction.

### **Classroom Attendance Policy**

Classroom activities and discussions are a vital part of the overall learning process and nearly impossible to make up; therefore, students are expected to attend all scheduled class days including simulation. Students are expected to arrive on time and to remain for the entire class.

Students will sign the attendance sheet in the classroom each day. Failure to sign the attendance sheet will be recorded as an absence for that date. Two unexcused absences will result in a Performance Improvement Plan. As timeliness is important to avoid disruptions for fellow students, a student who is tardy (unexcused) or leaves early (unexcused) more than one time will be counted as being absent from a class. Excuse for tardiness is at the discretion of the faculty.

Students who miss all or part of a class are responsible for any missed information. It is the student's responsibility to notify the instructor of their absence or tardiness as soon as possible via email and provide verifiable documentation of the extenuating circumstances. Extenuating circumstances include illness, accidents, and death or severe illness of a significant person. Vacations, work schedules, and personal appointments are not considered extenuating circumstances. Verifiable documentation includes a note/excuse from a healthcare provider, police/accident report, and obituary notice. Photographs, screenshots, or personal notes are not considered verifiable documentation.

### **Classroom or Health Resource Center (HRC) Absences due to Illness:**

Students are expected to seek health care when illness occurs. Should an illness occur during a class, students should follow the direction of the faculty member. Should emergency healthcare be required the faculty will contact 911. Should absences occur before class, students are responsible for properly notifying their faculty members of the reason for the absence. If a student has been absent due to illness, faculty may request a written statement from the student's health provider confirming the student is ready to return to the classroom.

### **Classroom Behavior [includes virtual classroom]**

Quality nursing care equates with demonstrated behaviors characterized by honesty, integrity, professionalism, and accountability. For faculty to assure that every nursing student has the requisite course content, knowledge, skills, 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 other electronic devices, 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.
- **USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES**

It is the responsibility of each student and faculty to maintain a productive, well-ordered learning environment, as evidenced by the responsible use of cell phones and other electronic devices. Accordingly, all cell phones and electronic devices must be placed in silent mode during all classroom, HRC, or simulation sessions. During classroom examinations, all cell phones and other electronic devices must be turned off and placed in a backpack or enclosed. In any learning format, cell phones, computers, iPads, tablets, and other devices should only be used for purposes that support learning objectives. Texting, surfing the internet, games, and any other non-course related activity may result in the student being asked to leave the room or put the electronic device away for the remainder of the learning session.

### **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 Associate Dean and will meet 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 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 Associate Dean, and Dean of The Breen School of Nursing and Health Professions.

3. The student who has received a third PIP for any offense whether *related or unrelated* to the initial offense may receive notice of final disciplinary action. More specifically, the Dean reserves the right to dismiss the student from the nursing program. The Dean may also choose to place the student on notice that if any further infraction of program, course, or clinical standards occurs, the result will be immediate dismissal from the program. In the event of a third PIP, the student is required to meet with the Dean and Associate Dean of The Breen School of Nursing and Health Professions 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 reasoned 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 arises (school closings, babysitter cancellations, etc.).

### **Math Competency Exams (MCE)**

Competency in nursing math is integral in the delivery of safe quality nursing care (BSN Essentials, IOM, QSEN). The Breen School of Nursing and Health Professions recognizes the importance of quality and safety as cornerstones of professional nursing practice. To prepare pre-licensure 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 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 selected nursing courses.
- Select courses 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 of any exam, or if trends in missing specific areas of math and/or calculations are identified, the student will be required to meet with the course instructor to develop



a remediation plan for their success. The course instructor reserves the right to identify appropriate remediation.

#### Refresher modules:

- Refresher modules must be completed at the beginning of courses that have associated clinical or at the time designated in the course syllabus.
- Failure to achieve 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.
- Implementation of medication administration scenarios that require medication math will be required for each clinical course where medications may be passed.
- Students must obtain 90% or better on the refresher module to attend clinical. Failure to obtain 90% on the refresher module by the DESIGNATED TIME IN THE COURSE will result in accumulation of clinical points for any missed clinical.

#### Standardized level MCE's

- Practice MCE and Proctored MCE will be taken at the completion of every 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 90% or better on the MCE, the student will be allotted one retake opportunity for MCE.
  - Prior to the retake the student will be required to complete remediation through standardized modules and tutoring with a designated tutor. Students 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.
  - 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 prior to progressing into the next NR course. Achieving a passing grade on the MCE is a requirement.
    - A student that is unsuccessful in this remediation will be dismissed 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 and Health Professions. 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 of 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 related courses are designated with an asterisk on the degree audit.

**EXCEPTION TO COURSE FAILURE POLICY FOR NR 325/ 335 COURSES:** If a student fails BOTH NR 325/NR 335 while **CONCURRENTLY ENROLLED**, these course failures will be considered **ONE** failure (effective only for students enrolling in the BSN Programs after January 2017). If a student fails a nursing related course and the associated free-standing lab it will be considered one failure.

### **Minimum Program Grade Requirement**

Nursing students must earn a “C” or better in all nursing and nursing-related courses which includes nutrition, mathematics, general psychology, lifespan development, sociology (students entering the SDAP and RN-BSN program prior to 8/2021 and traditional program prior to 1/2022), anatomy and physiology, microbiology, and chemistry. Any grade of less than a “C” in these courses will be considered a failure. Per policy, the student may attempt the same nursing or nursing-related course for credit only two times. Please see SDAP Policies (Page 10) for course progression with failures.

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 withdraws failing from a course, this is considered a “failed first attempt”. If a student is **successful on their second attempt** at the same course, the “failed first attempt” failure will be void and omitted. If the student is **unsuccessful on their second attempt** at the same course, a failure out-of-program will occur.

### **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 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. Provide a copy of the Course Change form to the advisor.
4. Return the original Course Change form to the Student Service Center. The withdrawal date will be the date the course change form is received by the Student Service Center.
5. Students who wish to withdraw from a course for medical reasons should complete a Course Changes and Withdrawal form with their advisor. The completed form should be submitted to the Disability Specialist as soon as possible. The student will also be responsible for providing the Disability Specialist with supporting documentation from their qualified healthcare provider. Students should contact the Disability Specialist for documentation guidelines. Documentation from the student’s healthcare provider will be maintained by the Disability Specialist. The Disability Specialist will communicate the decision to the student, advisor, registrar, and bursar as appropriate.

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

### **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 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 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 to maintain currency in clinical practice (same courses as above). The scheduled clinical experiences will occur during break or after the final exam dates. The minimum number of required clinical experiences is 3 days, but based upon Associate Dean and Course Coordinator discretion, and student needs, the clinical experience may be as long as 10 clinical days. This excludes the RN-BSN student clinical requirements.

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 C) 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.

### **Repeating a Course: Second Attempt Plan for Success**

When a student is repeating any nursing course (theory/didactic courses and clinical courses), the student will immediately repeat the same course in the next semester to ensure successful progression in the program. To repeat the course, they must 1) complete the Second Attempt Plan for Success form, and 2) meet with the faculty member to present, discuss, and edit the plan as appropriate. This process is meant to identify, manage, and improve the likelihood of student success in a course whether in the classroom, lab, or clinical area. It is

recommended that the student complete the plan as soon as possible after the student decides they intend to repeat the course. The plan must be completed and signed by the faculty before the end of the first week of the class.

### **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 and Health Professions *BSN Handbook*.

The appeals process represents a forum for student due process when communication between the student and the instructor has failed to satisfactorily resolve an academic grievance.

The student must demonstrate that one or more of the following activities occurred:

1. The instructor's standards of evaluation were unreasonable or inconsistent in relation to those applied to other students in the same section or clinical group.
2. The instructor's treatment of you was unreasonable or inconsistent in relation to treatment given to other students in the same section or clinical group.
3. The instructor failed to evaluate you based on the course as described in the College Catalog and the course syllabus.

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 recording 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 and Health Professions 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 decide 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 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 because 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 a 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. 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, or a designated bonus quiz or 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**

Assignments are due as listed on the syllabus or discussed in class.

**Definition of Late:** If an assignment is due on 2/2/19 @0900 and it is time stamped at 0901 on 2/2/19, it is late, and the first 24-hour period and point deduction will begin according to the grid below. At 0901 on 2/3/19 The second 24-hour period has begun and point deduction will match the grid below and so on.

<b>Course Level</b>	<b>Deduction</b>
Sophomore level (200 level courses)	10% of the assignment's allotted points will be deducted for every 24-hour period entered after the due date until the assignment is 72 hours late. After 72 hours zero points will be awarded for the assignment
Junior level (300 level courses)	20% of the assignment's allotted points will be deducted for every 24-hour period entered after the due date until the assignment is 72 hours late. After 72 hours zero points will be awarded for the assignment
Senior level (400 level courses)	No late assignments will be accepted, and zero points will be assigned

The instructor will consider negotiating an extended due date for extenuating circumstances (examples may include but not limited to illness, car accident, death of a family member). Proof of relationship, accident report, hospitalization or similar documentation will be required at the instructor's discretion. Work schedules and any undocumented or unreported situations are not accepted as an extenuating circumstance. Request for extension of due date must be made no less than 24 hours prior to the assigned due date to be considered. Tragedies and severe circumstances will be considered beyond the 24-hour window at the instructor's discretion.

#### **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. [Code of Conduct and Ethics Link](#)
  - Ursuline College Student Handbook: <http://www.ursuline.edu/handbook>
  - Ursuline College BSN Handbook: <http://www.ursuline.edu/bsn-handbook>
  - American Nurses' Association: <http://nursingworld.org/>
  - Ohio Revised Code as it applies to nursing students: [Ohio Revised Code Link](#)

### Professional Conduct Evaluation

To track professional standards related to nursing practice, faculty will assign between 5-10 Professionalism Points in the non-exam section of each nursing course. Failure to maintain professional standards in the online or in-person classroom environments will result in deduction of professionalism points. Point categories and deductions will be provided at the discretion of the instructor. Examples of unprofessional conduct that will result in point deductions may include (but, are not limited to): tardiness or absence without prior notification; missing or late assignments without prior notification; communication issues including inappropriate language or tone (verbal and written), use of cell phones, smart watches, or other non-approved electronic devices while in class; or any other infractions related to professional conduct as outlined in the associated policies above.

### **Examination Policies**

**Electronic Devices:** All electronic devices and equipment (cell phone, smart watches, 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, NGN style questions, significant numbers of math computations, and requirements for using resource books such as lab manuals or drug books, will have 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 through the Office of the Disability Specialist (see College's policy on learning disabilities).

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 the Office of the Disability Specialist and discussing situations and possible needs. Faculty are not authorized to allow students to take examinations in the Testing Center unless each student with disabilities provides the appropriate documentation.

**Exam Reviews:** Opportunities for reviewing 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. Once an exam has started no students will be admitted to the room. Vacations, workdays, 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 and provide documentation. If this is not done, the student will receive a zero for the exam.

Students who experience circumstances 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 Thursday following the examination unless otherwise indicated by the course instructor. Examinations scheduled on class days, Thursday, or Friday, will be re-scheduled for administration on the following Monday unless otherwise indicated by the course instructor. 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 course 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 Ursuline College grading scale is used for all undergraduate courses in The Breen School of Nursing and Health Professions. All nursing and prerequisite nursing courses must be passed with a C (76%) or better. Clinical failures result in an "F" for the course.

### **Students with Disabilities**

Applicants for admission to The Breen School of Nursing and Health Professions 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. Students are responsible for initiating the accommodation request process by contacting the Disability Specialist. To evaluate a student's request for accommodations, the student must provide the Disability Specialist with documentation from their qualified healthcare provider. Students should contact the Disability Specialist for the documentation guidelines. The Disability Services office is in the Counseling and Disability Services suite in Mullen 130.

Students with documented disabilities are responsible for working closely with the Disability Specialist and/or Disability Coordinator as they move through the didactic and clinical nursing courses. Students with documented disabilities 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 and Health Professions 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.

### **Disability Services; Testing Center Procedure and Policy**

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

#### **Student responsibilities:**

- Students are responsible for discussing their testing needs with each professor when providing the professor with the course accommodation letter which both parties need to sign. To schedule exams in the Testing Center, the student will need to complete a Testing Arrangement form with their course instructor.
- Once the Testing Arrangement form has been completed, and signed by the course instructor, it should be submitted to [testingcenter@ursuline.edu](mailto:testingcenter@ursuline.edu) or to the Testing Coordinator in MU 130. **Students are responsible for submitting Testing Arrangement forms at least 3 business days prior to their exam date.**
- If the student is requesting to take an exam at a time other than the class time, it is the student's responsibility to receive permission from the instructor.
- It is the student's responsibility to inform the Testing Coordinator and Disability Specialist if he/she is running late for an exam.
- Students taking their exams in the Testing Center must adhere to all Testing Center policies and to all academic integrity policies outlined in the Ursuline College Student Handbook. Any academic integrity concerns or violations will be reported to the course instructor.

**PLEASE NOTE: Students will not be permitted to take their exams in the Testing Center without submitting a Testing Arrangement Form. Students should contact the Disability Specialist and/or Testing Coordinator with questions.**

#### **Professor responsibilities:**

- The Testing Arrangement Form must be completed in its entirety; faculty will designate the start and stop times, accounting for extended time (if applicable), for the examination and sign the form. Note: If class resumes after the exam, students with extended time may need to begin their exams earlier than the class start time.
- The instructor should provide contact information to the Testing Coordinator so that she/he can be reached if there are any student access issues in D2L or ATI.
- It is the professor's responsibility to bring exams or any exam materials to the Testing Coordinator prior to the student's exam.

### **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); Micro-blogging 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 and Health Professions 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 writing 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 always conduct themselves in a professional manner 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, and/or 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 engage students who desire to be challenged by an agenda that fosters academic and leadership excellence. This honors program will connect the student to community or organizational needs and apply evidenced-based research to the identified needs, promote professional organization participation, and develop leadership and scholarly presentation skills. The program exists for pre-licensure undergraduate students enrolled in the traditional and second-degree accelerated BSN programs offered through The Breen School of Nursing and Health Professions.

Nursing scholars will have an opportunity to network with community leaders, develop a scholarly project and work collaboratively with a faculty mentor who will guide the scholar with quality –improvement or research and

successful completion of the honors program. Students attending the pre-licensure BSN program may apply for the honors program once they have completed the first level sophomore courses in the nursing program. If the student is accepted, all required work for the Honors designation must be completed prior to graduation to receive the Honors designation upon graduation.

### **Admission Criteria:**

- Students may apply to the program after their first sophomore semester in the nursing program.
- GPA: 3.00
- Letter of recommendation for admission into the program from a nursing instructor.
- Candidates will complete a 500-word essay reflecting on the student's area of interest and proposed project.

### **Continued Enrollment Criteria:**

**Students admitted into the BSN Honors/Nurse Scholars Program must:** Maintain minimum GPA of 3.00.

- Must be an active member of SNUC and preferably a member of NSNA.
- Accrue no student "code of conduct" violations at any time during the program of study. If a student receives a Performance Improvement Plan while enrolled in the BSN Program, the students' status as an honor student will be subject to review for continued participation in the Honors program.
- Complete the following projects:
  - Identify an area of interest and/or need for improvement.
  - Identify a leader or experience that aligns with the area of interest that can assist in developing your knowledge base and expertise about the identified issue or need. Engage in an immersion experience in this area of interest.
  - Complete a scholarly project (under direction of mentor) that addresses the need identified; this project may involve service, quality improvement, a presentation, and/or poster development.
- Failure to adhere to/complete 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.
- Students may be selected by a faculty committee to present their research project at a state or national Nursing Organization conference paid for by The Breen School of Nursing and Health Professions (MNRS, OLN or Sigma). Students not selected for presentation at one of these venues may be required to present completed research projects at a local hospital conference or Ursuline College's Research Day.
- Recognized in graduation program and transcript: "With Nursing Honors."

### **RN-BSN Program**

The RN-BSN Program is designed for registered nurses that hold an associate degree in nursing or a nursing diploma who desire to obtain the BSN. This program is designed to promote dynamic community service, professional organization participation, application of evidence-based practice, leadership development, and the cultivation of research and scholarly presentation skills. The program complements the adult learner and working professional through an online learning format, student-learner directed participation, and individualized advisement. Students in the RN-BSN program are highly motivated, independent, and self-directed learners.

### **Admission criteria:**

- GPA: 2.5 cumulative average of designated courses (2.5 GPA for existing undergraduate degree in another discipline)
- Choice of one:

Letter of recommendation for admission into the program must be from a professional source or nursing instructor.

Current resume

Written admission statement

- Active, unencumbered RN license in the State of Ohio
- The program reserves the right to use an holistic admissions process in determining eligibility.

### **RN-BSN Dual Admission Seamless Progression Program**

The RN-BSN Dual Admission Seamless Progression Program is designed to efficiently complete the BSN degree after graduation from an associate degree nursing (ADN) program and successful RN licensure. The addition of the liberal arts courses and theory-based nursing core courses in a collaborative learning environment with licensed nurses provides the student with the knowledge and skills to enhance the knowledge gained from the ADN curriculum and engage with the nursing workforce. A seamless progression program supports the completion of the BSN degree timely for the entry-level licensed nurse. Students are admitted to the seamless progression program from a partnering ADN program meeting the following criteria:

1. Admission letter to the partnering Associate Degree Nursing program
2. Signed Letter of Intent
3. GPA of at least 3.0 from high school or cumulative GPA of at least 3.0 from college courses taken from a degree granting institution.
4. Completed Ursuline admission application.

#### **Side note:**

\*GPA of at least 3.0 from high school is the "college ready" student. This is the original student population.

\*Cumulative GPA of at least 3.0 from college courses taken at a degree granting institution captures those students with second degrees, more mature students returning to school, and students already active in Lakeland ADN program wanting to join the BSN progression before graduation. This is the *larger* population of students.

### **CLINICAL POLICIES**

#### **Requirements for Clinical Participation**

Health Requirements: Students must meet all 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. All onboarding requirements on ACEMAPP must be fully met (compliant) four weeks prior to the start of each course with a clinical rotation or students will be removed from their assigned clinical rotation(s). If full compliance in both ACEMAPP and clinical partner onboarding platform is not met by seven days prior to the first day of class, students will need to drop the course with a clinical rotation and any associated co-requisite courses.

Students must maintain their compliance throughout the rotation to be onboarded and maintained by the clinical agency. Students cannot continue their clinical if any requirement including RQI quarterly compliance expires during the rotation. Failure to provide documentation of the required items will result in removal from the clinical placement roster until the student is compliant. Any missed clinical days because of failure to provide health requirements documentation will result in clinical absences which may result in course failure.

**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.

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
8. COVID vaccine

**These clinical health requirements are subject to change per agency request.**

**Please note that it is the student'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 the appropriate penalties for clinical absences—up to and including—course failure.**

### **AceMAPP**

Students are required to complete profiles and modules on Ace MAPP site and submit all paperwork to the Administrative Assistant for BSN Enrollment and Clinical Placement by the stated deadline to participate in clinical placements. Due to clinical site requirements, failure to complete all the 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 completed and in the student's file PRIOR to being allowed to attend a clinical session.

**Background check through Fast Fingerprints and urine drug screening through Corporate Screening, Inc.:** This must be completed prior to attending nursing classes in The Breen School of Nursing and Health Professions as required by hospitals and our other clinical agency partners. The college cannot accept prior background checks or urine drug screens through other agencies. The student is responsible for the cost of these procedures.

**Basic Life Support (BLS) for Healthcare Providers:** Students are required to obtain their BLS certification through the American Heart Association Resuscitation Quality Improvement (RQI) program. This is the only certification accepted. This program is offered through the Breen School of Nursing and Health Professions. Information about the program will be shared during the clinical health requirements orientation which is run in the semester prior to your first clinical class. The student is responsible for the cost of the certification and any renewals. If you are certified through the American Heart Association RQI program at your healthcare facility, please have your certification validated through the Administrative Assistant for Clinical Placement. If accepted, you will also be required to produce quarterly compliance documentation to remain compliant for clinical practice. BLS certification must be current for all students to participate in clinical experiences by the Ohio Board of Nursing, the Joint Commission, and the Ohio Department of Health requirements.

**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 and Health Professions 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 students' Ursuline College bill along with other fees and tuition.

**Student Nurse Uniform:** These can be ordered from the Ursuline College Bookstore and consist of a uniform package of two tops, two bottoms, and a lab coat. These are the **only** uniforms allowed for clinical.

### **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 know 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 citizen.

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 and Health Professions are subject to two thorough criminal background checks during their educational progression through the BSN program. The Breen School of Nursing and Health Professions 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 weeks before graduation. Students are responsible for the costs of both background checks.

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 and Health Professions makes every effort to work with students whose records reveal convictions, 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 and Health Professions 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 (BCI). Record checks may reveal both the student's unsealed and sealed convictions. Students who are not "cleared" in terms of background checks, or in other words, who have positive background checks, may 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 and Health Professions 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 (BCI), is required for all applicants entering pre-licensure 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 demonstrate that the applicant is not ineligible for licensure in accordance with section 4723.092 of the Ohio Revised Code.

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 something 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 and Health Professions 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 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. **All drug screenings must be completed on a Monday, Tuesday, or Wednesday. An initial drug screening result that indicates dilution of the sample or is positive for drug use will require a repeat drug test within 24 hours. Failure to do so, for any reason, will be considered a second positive.**

If 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 can continue to participate in academic and clinical programs.

### Substance Use Policy and Guidance

Ursuline College, Breen School of Nursing and Health Professions, 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 and Health Professions. 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 and Health Professions 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 § 4723.28).

### Appeal Procedure

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

### Substance Use Assistance

For assistance in obtaining counseling or treatment services, students may contact the Dean of The Breen School of Nursing and Health Professions. 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, 2022). 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 and Health Professions).

#### Safe Clinical Practice

Students are expected to demonstrate growth in clinical practice through the 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 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 Evaluation 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 which includes both numeric and written assessments. In a clinical course (NR 335), 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 to discuss and enhance clinical performance (see Appendix C). The Student Performance Improvement Plan, if unfulfilled, may constitute written notification that the student is not passing the clinical.

Course number	Clinical/course weight in credits
NR 245	4 credits: 1 clinical to 3 classroom/lab (clinical evaluation tool is 25% of the grade)
NR 255	5 credits: 2 clinical to 3 classroom (clinical evaluation tool is 40% of the grade)
NR 335	Stand-alone clinical course: clinical evaluation tool will be weighted 50% of the total clinical grade
NR 348	6 credits: 2 clinical to 4 classroom (clinical evaluation tool is 33% of the grade)
NR 358	5 credits: 2 clinical to 3 classroom (clinical evaluation tool is 40% of the grade)
NR 445	3 credits: 1 clinical to 2 classroom (Clinical evaluation tool is 33% of the grade)
NR 455	4 credits: 2 clinical to 2 classroom/ (clinical evaluation tool is 50% of the grade)
NR 404	5 Credits: Clinical evaluation tool will be weighted 33% of the total course grade.

### **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 because 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.

### **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. A white, black or brown belt may be worn with pants.
- **Shoes:** For hospital settings, clean, closed toe and back, white professional shoes or low cut, white leather athletic shoes (without contrasting color ornaments, mesh, or canvas); white shoelaces. For Community Health, Psychiatric-Mental Health, and other non-hospital experiences, low-heeled, closed toe and back shoes. For health and safety of all the shoes should preferably be dedicated for clinical use only
- **Scrub Jackets:** white scrub jackets purchased with uniform may be worn; must have identifying Ursuline College shoulder patch.
- **Identification:** Ursuline name pin and clinical facility badge must be worn above the waist and visible at all times in clinical area unless otherwise indicated by course coordinator.

## Uniform Exception for NR 358 and NR 445

The school uniform may not be required for Psychiatric-Mental Health Nursing and Community Nursing. For uniform requirements see the NR 358 and NR 445 nursing syllabi.

## 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. False or artificial eyelashes, as well as eyelash extensions, are not permitted.
- **Nails:** Short (not to extend past fingertip), 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 (including facial, nose, and tongue jewelry).
- **Tattoos:** No visible tattoos; all tattoos must be covered or hidden in clinical areas
- **Chewing gum** in the clinical setting is prohibited.
- **Personal products:** Students will utilize only unscented personal products which includes but is not limited to soap, deodorant, lotion, perfumes/colognes and body sprays.

## Equipment

Required equipment for clinical experiences includes a stethoscope with bell and diaphragm, wristwatch with second hand (no smart watches), bandage scissors, blue, black, and red pens, and pen light.

## Clinical Facility Requirements

Each clinical facility has its own site-specific clinical requirements. All students are required to complete facility-specific orientation procedures as required by the facility. Students must only park in the lots designated by each facility. Failure to park in designated lots is strictly prohibited as it poses both safety and liability risks and is in direct violation of the facility's policy. It is the student's responsibility to allow sufficient travel time for locating designated parking lots/ garages and for shuttle transfer. Tardiness due to parking and shuttle issues is not

excused or will not be considered an extenuating circumstance. Any violation incurred for parking in unauthorized locations is the sole responsibility of the student.

### **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, smart watches, or other personal electronic devices during 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**

Clinical Group Placement for Traditional BSN and SDAP Programs:

Students will be randomly assigned to clinical sites. If students require accommodations, the student will need to make the request through the Accommodations/Disabilities Specialist. Accommodations should be received by the Coordinator of Clinical Placement at least 2 months before the clinical start for optimal placement. Once clinical placements are assigned, rosters are sent to the practice partners and students are notified. No changes to placements can be made to the rosters once they are sent.

Clinical Placement for Precepted Clinicals in the Traditional BSN Program:

Students are assigned clinical placements based on clinical partner availability and opportunities to meet course outcomes. For NR 404, students can request a healthcare system and up to two areas of practice. These requests are shared with our clinical partners. Our clinical partners assign preceptors based on availability. If students require accommodations, the student will need to make the request through the Accommodations/Disabilities Specialist. Accommodations should be received by the Coordinator of Clinical Placement at least 2 months before the clinical start for optimal placement. Once clinical placements are assigned, rosters are sent to the practice partners and students are notified. No changes to placements can be made to the rosters once they are sent.

Clinical Placement for Dedicated Education Unit (DEU) clinicals:

Depending on the course, several factors may go into assigning students to their DEU placement. These factors include but are not limited to and may not be considered for all placements:

1. Overall grade percentage in nursing courses
2. Practicum request
3. Employment/standing job offers
4. Geographical location
5. Student meeting/not meeting request deadlines
6. Official accommodations through the Accommodations/Disabilities Specialist

Once placements are assigned, rosters are sent to the practice partners and students are notified. No changes to placements can be made to the rosters once they are sent.

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 course coordinators to determine whether to cancel clinical experiences for students. NOTE: We must follow Ursuline College guidance and instructions first and foremost, but many decisions must 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 Associate Dean of the Undergraduate BSN Program will contact course coordinators who have students in evening clinical and will discuss and decide about the situation early enough to affect evening clinical (approximately 2:00 pm). The Associate Dean of the Graduate Nursing Programs will contact 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 the purpose of discussing the emergency, 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.

After consultation with the Dean and VPAA, and the decision to cancel clinical student experiences, the Associate Dean of the Undergraduate BSN Program 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 and Health Professions 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.

The deficiency point system will apply to all clinical make up days. Failure to attend assigned make-up may result in course failure. The student is required to check the course syllabus and the Learning Management Site to determine the assigned clinical make-up schedule for each course. Because The Breen School of Nursing and Health Professions 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. In cases of partial missed shifts, the clinical make-up schedule will be as follows:

<b>Clinical Time Missed</b>	<b>Clinical Time Required for Make Up</b>
Any time 4 hours or less of the shift	4 Hours
Any time more than 4 hours of the shift	Full shift

\*SDAP students in the DEU format will follow the DEU handbook\*

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 with courses that have integrated clinical. In stand-alone clinical courses, only the clinical component would be repeated.

The Breen School of Nursing and Health Professions 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.

### **Clinical Absence due to Illness**

Students are expected to seek health care when illness occurs and to follow directions for properly notifying their clinical instructors of an episode of absence; caution must be used during the clinical experience for the protection of patients as well as the student. If a student has been absent due to illness, injury or other conditions requiring health care, a written statement from the student's health provider may, at the discretion of the instructor, be required confirming the student is ready to return to the clinical setting without restrictions. Any absence involving two or more clinical days requires a letter from the student's health provider confirming the student is ready to return to the clinical setting without restrictions.

There is no light duty in the nursing curriculum. After an episode of absence related to surgery, hospitalization, health related procedure, or serious illness, a letter from the student's health provider is required confirming the student is cleared to return to the clinical setting without restrictions. Per hosting clinical agency guidelines, students are not permitted to wear casts, splints, braces, slings, or other similar devices in the clinical setting. If the students experience a situation where they will require restrictions or devices while in the clinical setting, students may make a request for medical accommodations through the office of Disability Services. Requests for accommodations will be evaluated by clinical agencies who may approve or deny the request.

### **Clinical Refresher**

Students who have been away from the clinical site will be required to complete a clinical refresher experience. The experience will be designed based on the length of time away from clinical and assessment of student needs.

### **Accidental Injury and/or illness during a clinical experience**

Students are expected to complete an agency incident report in the case of an injury or illness during any clinical experience. The agency's report is to be counter-signed by the faculty member and submitted prior to the conclusion of the clinical day to the nursing service or designated department of the clinical agency. The assigned faculty member is to complete the Ursuline College's incident form and submit it to the Course Coordinator, Associate Dean: Undergraduate Programs and Administrative Assistant to the Dean within **24 hours of the**

**incident, excluding weekends. Any incident occurring on a Friday will require the incident report to be submitted no later than Monday at 5:00pm.**

To assure adequate follow-up, nursing students who sustain an accidental percutaneous (puncture wound) and/or mucous membrane exposure to blood or body fluids will comply with the following guidelines:

- If the exposure occurs in an acute care setting, the clinical instructor must be notified immediately. The instructor will assist the student in obtaining appropriate care, with completion of an agency and Ursuline College incident report, and with following the agency’s policy for follow-up action.
- If the exposure occurs while the student is affiliated with an agency which has no policy or facilities to provide care after the exposure incident, the instructor will assist the student in obtaining appropriate care.

**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*).

**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 Deficiency Point System for Clinical Courses with 46 Clinical Hours or More**

<b>Point Value:</b>	<b>Occurrence:</b>
	<b>Clinical Tardiness:</b>
2	<b>1-30 minutes late</b>
3	<b>31-60 minutes late</b>
	<b>*Early departure from clinical earns same point values as above **Tardiness greater than 60 minutes requires a clinical make up day</b>
	<b>Clinical Absence:</b>
3	<b>Absence from clinical with notifying instructor 30 minutes or more before clinical start time</b>
4	<b>Absence from clinical with notifying instructor less than 30 minutes prior to clinical start time up through 2 hours after the start of the clinical shift</b>
5	<b>a) No call/No show; Absence without notification to the clinical instructor</b>



	<b>b) Absence with notifying the clinical instructor more than 2 hours after scheduled start time of clinical shift.</b>
	<b>Clinical Dress Code Violations:</b>
1	Any non-adherence to the approved dress code
2	Failure to adhere to dress code after instructor addresses violation with the student either verbally or written
	<b>Lab Tardiness or Absence:</b>
1	1-15 minutes late
2	>15 minutes late or absence
	*Early departure from lab earns same point values as above
	<b>Consequences:</b>
≥ 5	Written contract in the form of a Performance Improvement Plan
9 or greater	1. Failure of clinical 2. A student who accumulates 9 or more points will receive an F in the Clinical Course 3. There will be no option to withdraw from the course to prevent receiving a failing grade

Points for tardiness and/or a clinical or lab absence(s) will be assigned to every student in any circumstance, regardless of reason, including make-up days. Students will receive the designated points and resulting consequences according to the Deficiency Point System when they are tardy or absent on any given clinical or lab day. This policy is designed to prepare students for the attendance and accountability expectations needed for practice.

#### Performance Improvement Plan:

A student who accumulates 5 or more points will receive a written plan to improve performance. If there is evidence that a student has had a history of problems with meeting clinical or lab objectives, a written plan may be implemented prior to the accumulation of 5 points to help ensure the success of the student (\*at the discretion of the faculty member).

### Attendance Deficiency Point System for Clinical Course with 45 Clinical Hours or Less

Point Value:	Occurrence:
	<b>Clinical Tardiness:</b>
2	1 - 30 minutes late*
3	31-60 minutes late**
	*Early departure from clinical earns same point values as above **Tardiness greater than 60 minutes requires a clinical make up day
	<b>Clinical Absence:</b>
3	Absence from clinical with notifying instructor 30 minutes or more before clinical start time
4	Absence from clinical with notifying instructor less than 30 minutes prior to clinical start time up through 2 hours after the start of the clinical shift
5	a) No call/No show; Absence without notification to the clinical instructor b) Absence with notifying the clinical instructor more than 2 hours after scheduled start time of clinical shift.
	<b>Clinical Dress Code Violations:</b>
1	Any non-adherence to the approved dress code
2	Failure to adhere to dress code after instructor addresses violation with the student either verbally or written
	<b>Lab Tardiness or Absence:</b>
1	1-15 minutes late*
2	>15 minutes late or absence*
	*Early departure from lab earns same point values as above
	<b>Consequences:</b>
≥ 3	Written contract in the form of a Performance Improvement Plan
6 or greater	1. Failure of clinical

- |  |  |
|--|--|
|  | <p>2. A student who accumulates 6 or more points will receive an F in the Clinical Course</p> <p>3. There will be no option to withdraw from the course to prevent receiving a failing grade</p> |
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Points for tardiness and/or a clinical or lab absence(s) will be assigned to every student in any circumstance, regardless of reason, including make-up days. Students will receive the designated points and resulting consequences according to the Deficiency Point System when they are tardy or absent on any given clinical or lab day. This policy is designed to prepare students for the attendance and accountability expectations needed for practice.

**Performance Improvement Plan:**

A student who accumulates 3 or more points will receive a written plan to improve performance. If there is evidence that a student has had a history of problems with meeting clinical or lab objectives, a written plan may be implemented prior to the accumulation of 3 points to help ensure the success of the student (\*at the discretion of the faculty member).

**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, 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: [Federal Register :: Standards for Privacy of Individually Identifiable Health Information](#)

**Pre-licensure BSN students cannot attend clinical unless the student has completed ACEMAPP content regarding HIPAA 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 D). **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 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.

For any offense, a preliminary investigation will precede assignment of level of violation.

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

Level of Violation	Examples	Minimum Disciplinary/ Corrective Action
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<p><b>Level I</b></p>	<p>Failing to log-off or close or secure a computer with protected PHI displayed.</p> <p>Unauthorized access of personal/school information on agency computer, cell phone or other electronic device without approval of the agency</p> <p>Inadvertent or accidental breaches of confidentiality that may or may not result in the actual disclosure of patient information. For example, sending/faxing information to an incorrect address.</p> <p>Failure to follow existing policies/procedures governing patient confidentiality. For example, talking about patients in areas where others might hear, failure to obtain appropriate consent to release information, or failure to fulfill training requirements.</p>	<p>After investigation, the incident will be presented to the Associate Dean, for appropriate disciplinary action.</p> <p>The first offense will result in a discussion with the instructor and course coordinator that will be documented in the student file. Re-education may be required.</p> <p>A second incident that violates HIPAA regulations will result in a performance improvement plan (PIP) 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.</p> <p>A third offense may result in program dismissal.</p>
<p><b>Level II</b></p>	<p>Requesting another individual to inappropriately access patient information.</p> <p>Inappropriate sharing of ID/password with another coworker or encouraging coworker to share ID/password.</p> <p>Leaving copy of PHI in a non-secure area.</p> <p>Taking PHI from clinical agency</p>	<p>After investigation, the incident will be presented to the Associate Dean, for appropriate disciplinary action.</p> <p>A performance improvement plan will be developed, and the student will be required to complete a 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.</p> <p>A second incident that violates HIPAA regulations will result in program dismissal</p>
<p><b>Level III</b></p>	<p>Releasing or using aggregate patient data without facility approval for research, studies, publications, etc.</p> <p>Accessing patient information due to curiosity or concern, such as a family member, friend, neighbor, coworker, famous or “public” person, etc.</p> <p>Taking pictures of a patient, or unauthorized pictures of students / faculty in a clinical site at the request of the patient / student</p>	<p>After investigation, the incident will be presented to the Associate Dean, for appropriate disciplinary action.</p> <p>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.</p>

	Use of social media inadvertently breaching confidentiality (for example, patient information protected but identifiable)	The student will be removed from the clinical site and fail the course associated with the clinical experience. If the failure is a second failure in the program, the student will be dismissed. A second incident that violates HIPAA regulations will result in immediate program dismissal
<b>Level IV</b>	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. SDAP Coordinator or RN to BSN Liaison (if applicable)
4. Associate Dean, Undergraduate Nursing Programs
5. Dean of Nursing
6. Vice President for Academic Affairs

### **Competency Testing**

Competency testing is designed to objectively evaluate a student's application of their professional knowledge, standard of practice and clinical judgment in a controlled environment. To promote success, competency development, and assist students with transitioning to practice, competency testing has been progressively and strategically integrated throughout the curriculum. The integration of competency testing will be as follows:

#### **Course Evaluation**

- NR 235 10% of non-exam points
- NR 245 10% of non-exam points
- NR 255 20% of non-exam points
- NR 325 15% of exam points
- 348 15% of exam points
- NR 358 15% of exam points
- NR 445 15% of exam points

NR 455 20% of exam points

NR 404 25% of exam points

In courses where competency testing is utilized, the following conditions will apply:

1. Regardless of each student's score on the competency test, all students must complete a self-evaluation of their performance. The purpose of this self-evaluation is to promote learning and ongoing competency development based on one's strengths and opportunities.
2. Calculation of points for competency testing will be based on total exam points in the course prior to the addition of competency testing and ATI if applicable.

### **Assessment Technologies Institute® (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 in mastering content by improving test taking abilities, reinforcing course lecture material, and identifying strengths and needs in these areas. ATI offers an assessment-driven review program designed to enhance student NCLEX-RN success. This comprehensive program offers multiple assessment and remediation activities. These include an assessment indicator for a) academic success, b) critical thinking, c) learning styles, d) online tutorials, e) online practice testing, and f) proctored testing over the major content areas in nursing. These ATI tools, in combination with content delivered in class, assist students in preparing more efficiently, as well as increasing confidence levels and familiarity with the needs of professional and competent nursing practice. Data from student testing and remediation can be used for quality improvement and outcome evaluation. ATI information and orientation resources can be accessed from your student home page on [ATI Link](#). All nursing students are required to actively participate in the ATI program. Students are responsible for all course-assigned ATI readings, reviewing and accessing modules and tutorials, taking practice and proctored assessments as well as regularly utilizing all available online ATI resources as they progress through the program.

#### **Modular Study:**

ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work and instructors may assign these during the course and/or as part of active learning/remediation following assessments.

#### **Tutorials:**

ATI offers unique tutorials that teach nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions as well as understanding how best to answer NCLEX-style questions. **Learning System RN** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools learned from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.

#### **Assessments:**

Standardized Assessments will help the student identify what they know as well as concepts and areas needing active learning/remediation. There are practice assessments available to the students and standardized proctored assessments that will be available to students and scheduled during designated courses.

#### **Active Learning/Remediation:**

Active Learning/Remediation is a process of reviewing content in areas on the practice and proctored assessments that were not learned or not fully understood. Remediation is intended to help the students review important information to be successful in their courses and on the NCLEX-RN. The student's individual performance profile

will contain a list of the topics to review. After the practice and proctored assessments, students will be required to remediate practice and proctored ATI exams in the following manner:

### **Practice Assessments and Remediation**

- Complete practice assessment.
- Complete the assigned focused review activities in ATI.
- Complete the focused review post quiz (if one is available to complete) in ATI.
- Remediate the practice assessment by completing Active Learning templates or Critical Points templates. All remediation templates must be handwritten (no typed templates will be accepted). Students will complete an Active Learning template or Critical Points template for every category in which they did not score 100%. Regardless of score, every student will remediate at least two categories. Therefore, students will complete a minimum of 2 and maximum of 9 remediation templates (one each) from the following categories represented on the proctored exam:
  - NCLEX categories include:
    - Management of Care
    - Safety and Infection Control
    - Health Promotion and Maintenance
    - Psychosocial Integrity
    - Basic Care and Comfort
    - Pharmacological and Parenteral Therapies
    - Reduction of Risk Potential
    - Physiological Adaptation
    - Clinical Judgement
- Submit the Active Learning templates or Critical Points templates to the course instructor in the manner outlined in the course syllabus.

### **Standardized Proctored Assessments and Remediation Process**

- Students who achieve Level 1 or below Level 1 on the standardized proctored assessment will remediate by completing Active Learning templates or Critical Points templates as directed by course coordinator. Students will complete an Active Learning template or Critical Points template for every category in which they did not score 100%. Every student will remediate a minimum of two categories. Therefore, students will complete a minimum of 2 and maximum of 9 remediation templates (one each) from the NCLEX categories. Remediation templates will be submitted to the course instructor by the date in the syllabus. Remediation templates must be submitted by due date to take the proctored retake.
- Students who achieve Level 1 or below Level 1 on the standardized proctored assessment will retake the proctored assessment. Retake of the proctored assessment will be required before advancing to the next level of nursing courses. The points awarded for the proctored assessment will be based on the highest score achieved of the two proctored assessments. Failure to take the retake on the scheduled date (s) due to not having remediations completed will result in the student receiving a zero for the entire ATI proctored series.
- Students who achieve Level 2 or Level 3 and wish to retake the initial proctored assessment may request a retake from their course instructor. No remediation required for voluntary retake. The points awarded for the proctored assessment will be based on the highest score achieved of the two proctored assessments.

### **ATI Proficiency Levels**

**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. Students should meet the absolute minimum expectation for performance in this content area. They are encouraged to develop and complete an intense plan of focused review 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**

Prior to taking a proctored assessment, the student must complete the online practice assessment for that content area by the date required in each course syllabus to earn identified points. If practice assessment is not completed by the date identified in the syllabus no points will be awarded. It is the responsibility of the student to be aware of and adhere to the date for the proctored and practice exam in every course.

ATI proctored assessment grades will be recorded in the examination section (except for NR 348 which will be in the assignment section) of the course in which they are offered. The ATI proctored assessment grades will be worth 10% of exam points (assignment points in NR 348) in the course prior to the addition of the ATI proctored exam and the competency testing if applicable. The point breakdown for the score on the practice and proctored ATI assessments is contained in the **flow chart below**.

### **ATI Proctored Assessment Grading Rubric**

**Practice Assessment: 20% ATI exam points achieved**

**Practice Assessment A (5%)**

**Practice Assessment A Remediation (5%)**

**Practice Assessment B (5%)**

**Practice Assessment B Remediation (5%)**

**Standardized Proctored Assessment:**

**Proficiency Level 3 = 80% ATI exam points achieved**

**Proficiency Level 2 = 75% ATI exam points achieved**

**Proficiency Level 1 = 65% ATI exam points achieved**

**Proficiency Below Level 1 = 45% ATI exam points achieved**

### **ATI Comprehensive Predictor Grading Rubric (Senior Level)**

**Practice Assessment: 40% ATI exam points achieved**

**Practice Assessment A (10%)**

**Practice Assessment A Remediation (10%)**

**Practice Assessment B (10%)**

**Practice Assessment B Remediation (10%)**

**Standardized Proctored Assessment:**

**95% or above passing predictability = 60% ATI exam points achieved**  
**90% or above passing predictability = 50% ATI exam points achieved**  
**85% or above passing predictability = 30% ATI exam points achieved**  
**84% or below passing predictability = No ATI exam points achieved**

### **ATI Practice Only Assessment Grading Rubric**

In courses where an ATI practice assessment – and no proctored assessment is offered, the following guidelines will be used for grading:

**Practice Assessment: 4% of course exam points achieved**  
**Practice Assessment A (1%)**  
**Practice Assessment A Remediation (1%)**  
**Practice Assessment B (1%)**  
**Practice Assessment B Remediation (1%)**

### **Schedule of ATI Practice and/or Proctored Assessments**

Please note for all **Proctored Examinations**: Practice Assessment sequence/requirements must be completed *prior to proctored exams*.

#### **Sophomore Year**

NR 255 RN Fundamentals (practice & proctored)

##### **Practice Exam Process for Sophomore Level Assessments:**

- Take Practice A with rationales on
- Remediate
- Take Practice B with rationales off
- Rationales for Practice B will be activated after the completion of the assessment.
- Remediate Practice B.
- Take proctored assessment.
- Remediate proctored assessment if student achieved Level 1 or below Level 1 on the proctored assessment.
- Retake proctored assessment if student achieved Level 1 or below Level 1 on the proctored assessment.
- Remediation of retake proctored assessment is recommended, but not currently required.

#### **Junior Year**

NR 325 Refer to course syllabus for specific ATI proctored assessment and policy.

NR 348 RN Maternal Newborn and RN Nursing Care of Children

NR 358 Community Health

##### **Practice Exam Process for Junior Level Assessments:**

- Take Practice A with rationales off.
- Remediate Practice A.
- Take Practice B with rationales off.
- Remediate Practice B.
- Rationales for both Practice A and B will be activated after the completion of each exam.
- Take proctored assessment.
- Remediate proctored assessment if student achieved Level 1 or below Level 1 on the proctored assessment.



- Retake proctored assessment if student achieved Level 1 or below Level 1 on the proctored assessment.
- Remediation of retake proctored assessment is recommended, but not currently required.

### Senior Year

- NR 445 RN Mental Health (practice & proctored)
- NR 455 RN Adult Medical Surgical (practice & proctored)
- NR 465 RN Leadership (practice & proctored)
- NR 404 RN Comprehensive Predictor (practice & proctored)
- RN Pharmacology (practice & proctored)

### **Practice Exam Process for Senior Level Assessments:**

- Take Practice A with rationales off.
- Remediate Practice A.
- Take Practice B with rationales off.
- Remediate Practice B.
- Rationales for both Practice A and B will be activated after the completion of each exam.
- Take proctored assessment.
- Remediate proctored assessment if student achieved Level 1 or below Level 1 on the proctored assessment.
- Retake proctored assessment if student achieved Level 1 or below Level 1 on the proctored assessment.
- Remediation of retake proctored assessment is recommended, but not currently required.

### **Capstone and VATI NCLEX-RN Review Course**

After successfully completing the proctored Comprehensive Predictor Assessment, each student will be required to register for the VATI NCLEX-RN review course using their Ursuline email. Upon registering, students will receive instructions from ATI. All subsequent correspondence 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 and Health Professions confirming the initiation of the VATI program. The NR 404 Course Instructor and Associate Dean Undergraduate Nursing Programs will carefully monitor the successful progression of each student in VATI. Successful completion of the **ATI proctored Comprehensive Predictor Assessment**, completion of the **Capstone Review course**, participation in the **3-day ATI Live Review** on campus, and enrollment **in the VATI review course** are requirements for successful BSN Program completion.

### **HEALTH RESOURCE AND SIMULATION CENTER**

#### **Purpose**

The Health Resource and Simulation Center (HRC), located on the first floor of the Parker Hannifin Center for Creative and Healing Arts and Sciences (CHAS) Building, is a specialized area that is utilized by the undergraduate, graduate, RN-to-BSN nursing programs, as well as Physician Assistant, Respiratory Therapy, and Certified Registered Nurse Anesthetist programs. The HRC consists of a Health Assessment Lab, a Medical-Surgical Skills Lab, Debriefing Room, and a state-of-the art Simulation Center. The HRC is a dynamic environment where The Breen School of Nursing and Health Professions instructors develop and employ active teaching/learning strategies to produce competent and skilled health care practitioners. The HRC is a safe environment where inquiry and remediation is encouraged throughout a student's tenure at the College, in essence,

a true resource for their academic success. The HRC Director is responsible, not only for undergraduate nursing program instruction, but for the smooth operation of the facility. The HRC Assistants are responsible for maintaining the lab spaces and assisting with student skill instruction.

## **HRC Guidelines**

### ***General Information***

1. The HRC is a simulated hospital environment; whereby, students can practice their patient management and psychomotor skills. Proper care and use of the facility is of utmost importance, and it is expected that all HRC equipment and supplies will be respectfully maintained, reassembled, and organized before leaving the premises.
2. Impromptu tours occur frequently. To represent our program and college well, mannequins must always be properly positioned and draped. Dignified bedside manner practiced in a simulated setting is one component of the professional behavior expected in the nursing lab. Acquisition and development of lab skills and professional behavior demonstrated in the HRC are directly transferrable to the clinical setting.
3. Food and beverages are strictly prohibited in the HRC.
4. For the health and safety of children, children are not permitted in the HRC, nor may they be left unattended outside any room of the HRC.
5. Only persons enrolled in The Breen School of Nursing and Health Professions are permitted to use the HRC.
6. Cell phone use is strictly prohibited in the HRC. All phones must be silenced during class. If you are expecting an important call, please step out in the hall to answer the call. Once you have finished, you may quietly rejoin the class. During med math exercises, a calculator provided by the program must be used.
7. Ursuline College, The Breen School of Nursing and Health Professions, the HRC Director, and/or the HRC Assistants will not be held responsible for any personal belongings left in the HRC. Please check the 'Lost & Found' area for any misplaced items.
8. All personal belongings (jackets, backpacks, etc.) should be placed neatly in the storage and hooks provided in the Utility Room located in the middle portion of the Lab upon entry into the Lab. ***Please note:*** The Lab will not be held responsible for any lost, stolen, or damaged items. Please do not bring any valuable items to the HRC.

### ***Code of Conduct***

In today's complex health care system, a holistic approach is crucial for the provision of high quality and safe care. The Breen School of Nursing and Health Professions embraces relationship-based care, a transformational practice model that is characterized by compassionate care and service with the patient and family as central focus. As a result of this vital and integral part of nursing, professional behavior is always expected of all Breen School of Nursing and Health Professions students. The Breen School of Nursing and Health Professions supports behavioral expectations as defined by the a) ANA Code of Ethics, Scope and Standards of Practice, and b) Social Policy Statements. Behavioral Codes in the HRC, as defined by the ANA Code of Ethics, will be applicable in the HRC at all times. Please refer to the BSN Handbook and ANA Code of Ethics for details.

If a student or teacher feels that the Behavioral Codes have been violated, the appropriate form must be filed with the HRC Director and discussed with The Breen School of Nursing and Health Professions management team as per Departmental protocol. All reports will be fully investigated.

### ***Performance Improvement Plan (PIP)***

A Performance Improvement Plan identifies, manages, and improves upon student behaviors that impede student success in a course whether in the clinical area, lab, or in the classroom. If a problem is identified, the Course Coordinator will be consulted, and Departmental protocol will be followed.

## **HRC Policies**

### ***Lab Access***

Routine operation of the HRC occurs Monday through Friday between the hours of 8:00am and 4:30pm. Exceptions include Clinical Labs, which begin at 7:00am and scheduled nursing courses that utilize the facility in the evenings. If the College is closed (i.e.-water/power outages, holiday breaks, etc.) the HRC will also be closed.

### ***Lab Conduct***

The HRC is a *student-focused* environment where active learning strategies, demonstrations, and simulations are used to engage and facilitate the acquisition of knowledge. A student **MUST** be prepared for class and lab in order to meet the objectives of their courses. Preparation includes reading assignments, PowerPoints (hard copy or voiced over), ATI modules, and video recordings.

Students will be assigned a practice space by the course/lab faculty. At the completion of the lab time, students will assist in cleaning mannequins, equipment, beds, and bedside tables. Please see directions for cleaning posted in the lab. Students are expected to treat mannequins, equipment, and supplies with professional respect, and if any loss, disruption, or damage occurs, students will be found liable, and restitution will be sought.

Lab equipment and supplies will most often be provided. At times, however, you will be required to provide a stethoscope, sphygmomanometer, watch with second-hand and/or penlights. Students should ask their individual course instructors what equipment is needed.

Any supplies provided to students as part of a course are the student's responsibility to maintain and should be brought to the lab when instructed by course/lab faculty.

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 lab experiences:

Lab Tardiness or Absence:

- 1 1-15 minutes late
- 2 >15 minutes late or absence

\*Early departure from lab earns same point values as above

### ***Skill Practice***

Regular lab skill practice is strongly recommended throughout the program to maintain skill currency and to practice for kinesthetic testing. Students are also encouraged to take advantage of viewing the skill module videos available on D2L in the Nursing Portal. Supervised lab times with HRC staff will be held at regular intervals throughout the semester. Students are encouraged to sign up prior to the supervised lab using the link in the course syllabus or on the HRC page in the D2L portal. Supervised labs are subject to cancellation due to course needs or faculty availability, so students should refer to the HRC page on the D2L Nursing Portal for updated dates/times. If an individual cannot accommodate the supervised practice period due to a schedule conflict with another course, they can contact the HRC Assistant by email to schedule a practice session that is convenient for both parties.

### ***Simulation***

Simulation is considered a highly valuable active learning strategy that engages students to work as a team while making clinical decisions to care for a patient. Students are expected to come to simulation having completed any recommended or required preparatory assignments and willing to be active participants in the scenario. Additionally, all students are required to wear lab coats when in the simulation room and to bring any necessary clinical equipment (i.e. stethoscope, watch with second hand, calculator, penlight, and writing utensil). Failure to be prepared for simulation may result in the deduction of professional points for the course. Students are expected to actively participate in the pre-brief and debrief of the scenario and may be required to evaluate the simulation experience. Simulation is considered both a learning experience and an evaluation opportunity; therefore, to

maintain the integrity of the experience, students are not to discuss any component of the scenario outside of the simulation. Sharing of this information is considered a violation of academic integrity. Any questions or concerns about simulation can be addressed by emailing the HRC Director

### **Student Awards**

The Breen School of Nursing and Health Professions presents awards to outstanding graduating seniors during the Convocation/Pinning Ceremony held the Thursday evening before the May graduation ceremony each year.

#### **Dr. Carole F. Cashion Award for Academic Excellence (monetary award)**

*This award will be given to those December and May graduates in the traditional program and students in each SDAP cohort achieving the highest cumulative GPA.*

Additional awards that may be given at the discretion of the BSN faculty and are listed below:

#### **The Sister M. Kenan Dulzer, OSU, Clinical Excellence Award**

*This award is given for outstanding clinical performance.*

#### **The Dean Patricia A. Sharpnack Nursing Leadership Award (monetary award)**

*This award is given to a student who demonstrates outstanding leadership abilities in the care of clients, families, and the community.*

#### **Maternal/Child Nursing Award**

*This award is given to the student who demonstrates outstanding abilities in the care of women, children, and their families.*

#### **Community Health Nursing**

*This award is given to a student who demonstrates outstanding abilities in community health nursing.*

#### **Psychiatric Mental Health Nursing**

*This award is given to the student who demonstrates outstanding abilities in meeting psychosocial needs of clients, families, and the community*

#### **The NEOLN Graduating Senior Award**

*Presented by the Northeast Region of Ohio League for Nursing (NEOLN) Association to a graduating senior who demonstrates exceptional clinical competence, leadership qualities, involvement in community activities and commitment to personal and professional growth.*

#### **Winona Greenawalt, RN, PhD Award**

*The Iota Psi Chapter of Sigma Theta Tau International, Inc. presents an award to an outstanding graduating senior, who is a member of Iota Psi and has been involved in professional and community activities.*

#### **Faces of Care**

*This award is given to a senior nursing student who demonstrates outstanding nursing care.*

#### **The Sister M. Edith Bailey, CSA Award**

*This award is given to the graduating senior registered nurse who, while pursuing a BSN, has demonstrated excellence in professional nursing.*

## **Nursing Organizations:**

### **Student Nurses of Ursuline College (SNUC)**

*SNUC is comprised of students currently enrolled in the School of Nursing who engage in educational, service, and social activities, all designed to prepare them for their future role as registered nurses. SNUC members also serve as official representatives of the student body at various local, state, and national student nurse association functions. All students who are presently enrolled in the nursing program are eligible for membership.*

### **Sigma Global Nursing Excellence, Iota Psi Chapter**

*Sigma Global Nursing Excellence is the international honor society for nurses. It recognizes superior academic achievement and the development of leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals and purposes of the nursing profession. There are currently 470 chapters world-wide. Iota Psi is the Ursuline College Breen School of Nursing's chapter of Sigma Global Nursing Excellence. Members participate in meetings to explore opportunities for education and service. Additional information about membership will be distributed to eligible candidates in late fall / early spring each academic year.*

## **PAYMENT OF FEES AND EXPENSES**

Please refer to the Undergraduate course catalog for current policies and procedures related to payment of college tuition, expenses and fees for The Breen School of Nursing and Health Professions.

**Appendix A**

**URSULINE COLLEGE  
THE BREEN SCHOOL OF NURSING AND HEALTH PROFESSIONS**

**BSN AND COLLEGE HANDBOOK RESPONSIBILITY FORM**

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

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 every course and semester I am a student at Ursuline College and The Breen School of Nursing and Health Professions.

Signed: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix B

### URSULINE COLLEGE THE BREEN SCHOOL OF NURSING AND HEALTH PROFESSIONS

#### 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: Tests vary in format and include traditional paper/pencil, computer generated, and hands-on competency examination formats. Examples of test taking violations include:

- Copying from someone else's test or letting someone copy from your test.
- Bringing notes secretly into an exam (writing on your hand, desk, etc.)
- Supplying, providing, or informing students of test content
- Using electronic devices such as text-messaging on cell phones to illicitly bring information into an examination.
- 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 The Breen School of Nursing and Health Professions

#### Performance Improvement Plan (PIP)

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.

**Students Last Name:**

**Students First Name:**

**PIP Date:**

**Course:**

**Course Instructor:**

**Advisor Notified:**

1. **Concern:**

2. **Specific Objectives Not Met/Policy Violation:**

3. **Counseling given to student:**

4. **Student response:**

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

6. **Expected Outcome:**

**Resolved or ongoing:**

Ongoing

*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 the mutually-agreed upon date as noted above, I may receive a failing grade in the course and further disciplinary action will be indicated.*

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Student Date

---

Course Coordinator Date

---

Associate Dean of Undergraduate Nursing Date

---

Dean Date

**Meeting and Anecdotal Documentation**

**Appendix D**

**URSULINE COLLEGE  
THE BREEN SCHOOL OF NURSING AND HEALTH PROFESSIONS**

**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 and Health Professions.

---

Print Name

---

Signature

---

Date

**Appendix E**  
**URSULINE COLLEGE**  
**THE BREEN SCHOOL OF NURSING AND HEALTH PROFESSIONS**

**ACCIDENT AND INCIDENT REPORT**

*A form is required to be completed immediately following any accident or incident.*

Distribution:      Electronic or original hardcopy to Security.  
                          Employee accident / incident send also to Director of HR, and VP of Finance  
                          Student accident / incident send also to VP of Student Affairs

<b>Information about the person involved in the Accident / Incident:</b>		<i>Please Print Legibly</i>
First Name:	Last Name:	
Home Address:	Gender: Male or Female	
City:	State:	Zip:
Home Phone:	Alternate Phone:	
Was the individual injured? Yes No Unknown If yes, describe the injury (laceration, sprain, etc.), the part of body injured, and any other information known about the resulting injury(s):		
Was Emergency Services contacted?: Yes No Refused		
Was medical treatment provided? Yes No Refused		
<b>Information about the Accident / Incident:</b>		
Date of Incident:	Time of Incident:	
Location of Incident:	Weather conditions: Circle all that apply: wet dry ice rain sunny other _____	
Describe what happened, how it happened, factors leading to the event. Be as specific as possible (attach any additional documentation):		
Were there any witnesses to the accident / incident? Yes or No		
Please provide name(s) and telephone number(s) of witness if applicable:		
Please circle all that apply: Person or persons involved in incident : Student Faculty Staff Visitor Other _____		
Nature of Accident/Incident: Medical Property Damage Thefts Other _____		

<b>Reporter Information</b>
Name of person making the report:
Signature:
Date report completed:

Reports to the Pepper Pike Police Department and the Ursuline College Security Department are considered public records. Confidential reports for purposes of inclusion in the annual disclosure of crime statistics can generally be made to other Ursuline College campus security authorities, as identified in the Annual Security Report.  
 March 2009

## Appendix F

**Ursuline College**  
**The Breen School of Nursing and Health Professions**  
**Physical Participation Release Form**

I hereby grant permission to other learners and/or instructors to use my person for development of kinesthetic nursing skills that may include, but are not limited to, health assessment (objective or subjective), non-invasive nursing skills, competency testing, and/or situational role-playing situations such as simulation. I understand that this may involve another person touching or manipulating my body in a non-invasive, non-sexual manner, and/or having discussions with me similar to those that would be initiated/delivered by a nurse in a therapeutic nurse-patient relationship. I understand that I am not required to share personal information and that I reserve the right to excuse myself at any time from a situation (s) that I deem uncomfortable.

I also understand that Ursuline College will not be held responsible for any emotional or physical discomfort that may result from the above-mentioned situations.

**Name of student** (printed): \_\_\_\_\_

**Signature of student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Appendix G**

**CONSENT TO AUDIO OR VIDEO RECORDING OF CLASS  
OR EDUCATIONAL INTERACTION**

(Student NAME) \_\_\_\_\_

(Faculty Member NAME) \_\_\_\_\_

By signing this form, I am allowing the student to audio or video tape me in (*select*)  
CLASS AND/OR CLINICAL AND/OR DURING ADVISING/COUNSELING. I also  
understand that this consent for recording is effective until the following date:

\_\_\_\_\_.

**Participant's Signature:**

\_\_\_\_\_ **Date:** \_\_\_\_\_

**Student signature:**

\_\_\_\_\_ **Date:** \_\_\_\_\_