

# BACHELOR OF SCIENCE IN NURSING

## Student Handbook 2016-2017



CA VE  
RI RI  
TAS TAS



DOMINICAN UNIVERSITY



**DOMINICAN UNIVERSITY**  
Inspired minds. Amazing possibilities

Welcome to Dominican University's Bachelor of Science in Nursing Program!

The Bachelor of Science in Nursing Program provides an educationally robust plan of study at Dominican University that leads to meeting the necessary requirements for graduation that ensure student eligibility to sit for and successfully pass the NCLEX-RN examination, and to obtain licensure to practice as a registered professional nurse.

The program prepares the nurse generalist to practice in a variety of settings, sensitive to culturally diverse understandings of illness, health, and wellness. The graduate of the BSN program is a liberally educated individual who is committed to using her or his talents to make a positive contribution to the world, and has acquired the knowledge and skills to provide humanistic nursing practice in multiple settings as well as a foundation for advanced study in nursing.

Dominican University is rooted in a tradition of a commitment to care for body and spirit. There is a natural confluence of health care with Dominican's own mission of "preparing students to pursue truth, give compassionate service, and participate in the creation of a more just and humane world." As such, the mission provides nursing graduates with a foundation for professional practice that respects the dignity of each and every person, pursuit of the common good, and concern for those most vulnerable.

The Dominican University BSN Program

## TABLE OF CONTENTS

### I. BACHELOR OF SCIENCE IN NURSING

A. Statement of Intent and Purpose.....	1
B. Mission Centrality.....	1
C. Philosophy.....	1
D. Humanistic Nursing Framework.....	2
E. Definitions of Concepts & Sub Concepts of Humanistic Nursing Framework.....	3
F. The Humanistic Nursing Framework & Conceptual Levels of Progression Rubric.....	4
G. Alignment of the BSN Essentials & BSN Graduate Outcomes.....	5
H. Alignment of the BSN Graduate Outcomes and BSN Level Objectives.....	6
I. American Nurse Association Student Nurse Code of Ethics.....	9
J. 4-Year BSN Program Plan of Study.....	10

### II. GUIDELINES AND POLICIES

K. Student Responsibilities in the BSN Program.....	11
L. Essential Skills and Functional Abilities for BSN Nursing Students.....	14
M. Clinical Requirements and Policies.....	16
N. Student Responsibilities and Conduct in the Clinical Agencies.....	20
O. Guidelines Regarding Exposure to Body Fluids, HIPAA, Occurrences, Dress Code.....	22
P. Course and Clinical Evaluation.....	26
Q. Simulation Laboratory Requirements and Policy.....	28
R. Medication Calculation Proficiency Progression Policy.....	30
S. Grading Policy.....	31
T. ATI Examination Policy.....	32
U. Graduation Policy.....	38
V. Reinstatement Policy.....	38
W. Student Acknowledgement form.....	39
X. Authorization to Release Information form.....	40

Dominican University reserves the right to modify, delete, or change policies in the current student handbook. Students will be notified in a timely manner of any changes in the handbook.

### **ILLINOIS DEPARTMENT OF FINANCIAL AND PROFESSIONAL REGULATION (IDFPR) PROGRAM APPROVAL**

The Bachelor of Science in Nursing Program at Dominican University is approved by the Illinois Department of Financial and Professional Regulation, 320 W. Washington St., 3<sup>rd</sup> floor, Springfield, IL 62786 (217) 785-0800. The program prepares graduates to be eligible to take the National Council Licensure Examination for licensing as a registered professional nurse.

DOMINICAN UNIVERSITY  
BACHELOR OF SCIENCE IN NURSING

A. Statement of Intent and Purpose

The intent of the Bachelor of Science in Nursing (BSN) program is to provide an educationally robust plan of study at Dominican University that will lead to meeting the necessary requirements for graduation that will ensure student' eligibility to sit for and successfully pass the NCLEX-RN examination, and to obtain licensure to practice as a registered professional nurse. The BSN program is a natural complement to Dominican's strength in the sciences, as the university already possesses a strong reputation for its programs in biology, chemistry, neurosciences, nutrition science and medical science.

The purpose of the BSN program at Dominican University is to prepare the nurse generalist to practice in a variety of settings, sensitive to culturally diverse understandings of illness, health, and wellness. The graduate of the BSN program will be a liberally educated individual who is committed to using her or his talents to make a positive contribution to the world, and has acquired the knowledge and skills to provide humanistic nursing practice in multiple settings as well as a foundation for advanced study in nursing.

B. Mission Centrality

Dominican University is rooted in a tradition of commitment to care of body and spirit, a tradition older than the stories of healing in the Gospels, as culturally and religiously diverse as the first-known hospital in 9<sup>th</sup> century Sri Lanka, as historically and geographically close to home as the numerous health care centers founded by religiously-inspired women and men in the Chicago area. There is a natural confluence of this long tradition of health care with Dominican's own mission of "preparing students to pursue truth, given compassionate service, and participate in the creation of a more just and humane world." As such, our mission provides nursing students with a foundation for professional practice that respects the dignity of each and every person, pursuit of the common good, and concern for those most vulnerable.

C. Philosophy

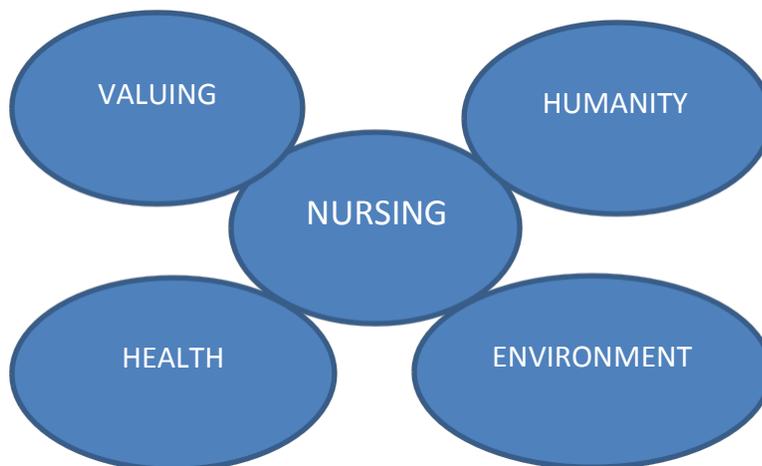
The faculty of the BSN program, in accord with Dominican University, believes that every person as a biological, psychological, sociological, spiritual and cultural being has an innate potential for self-actualization in a dynamic universe. We believe that human beings are entitled to an environment which fosters individual self-esteem and mutual positive regard. We hold in high esteem the inherent worth and dignity of all individuals. It is the concept of valuing, in relation to humanity-environment-health, which gives meaning to humanistic nursing practice.

Each human being is an integrated whole, evolving through time. The uniqueness of humanity is reflected through individuals, families, and communities continuously interacting with their environment. Since environment influence the health and well-being of humanity, we recognize our collective responsibility to strive toward an environmentally better world.

Health is a dynamic state of bio-psycho-socio-spiritual-cultural wellbeing. A responsible society provides a health system that enables individuals to function at their highest level. Nursing meets the actual and potential needs of humanity by assisting a diverse, multi-cultural population to attain, maintain, and retain optimum health.

Nursing is both a science and an art, which focuses on the nursing process for diagnosis and treatment of human responses. Humanistic nursing integrates theory and practice within a framework of ethical decision-making. Nursing provides health care for individuals, families, and communities. Central to professional practice are caring, interpersonal communication, and nursing therapeutics. We believe that nursing is a social contract grounded in the profession's code of ethics and requires a lifelong professional commitment.

Baccalaureate nursing education is based on liberal arts and science. This foundation distinguishes baccalaureate nurses by preparing them to communicate, evaluate, and provide humanistic health care within the nursing process. Professional nursing education includes a scientific body of knowledge, which is augmented by the findings of multi-disciplinary research. Baccalaureate education prepares the nurse generalist in the beginning leadership role as a member of an interdisciplinary health care team who is able to practice in a variety of settings utilizing evolving technology to promote quality patient outcomes.



#### D. Humanistic Nursing Framework

The Dominican University Humanistic Nursing Framework affirms nursing's human foundations and is primarily concerned with human beings, their values, beliefs, perceptions, capacities and achievements. The humanistic framework addresses nursing as its central concept. Integral to Nursing are the concepts of Humanity, Environment, Health, and Valuing. Nursing interacts with each of these four concepts as they in turn, interact with each other. These concepts are addressed throughout the plan of study.

The sub-concepts of Nursing are Knowledge, Responsibility and Accountability, Leadership/Management, Research, and Professional Role. These sub-concepts are introduced at Level I and are further developed within each subsequent level.

E. Definitions of Concepts & Sub Concepts of Humanistic Nursing Framework

Concepts	Definitions
HUMANITY	A unique human being, functioning as an integrated whole, reflecting bio-psycho-socio-spiritual-cultural dimensions.
ENVIRONMENT	The sum total of all internal and external dimensions that influence human beings.
HEALTH	A dynamic state of bio-psycho-socio-spiritual-cultural well-being.
VALUING	To hold in high esteem the inherent worth and dignity of all individuals.
NURSING	A science and an art which focuses on the nursing process for diagnosis and treatment of human responses.
Sub-Concepts	Definitions
KNOWLEDGE	Nursing knowledge is based on the liberal arts and sciences and incorporates humanity/environment health/valuing.
RESPONSIBILITY/ ACCOUNTABILITY	Professional nurses accept responsibility and are therefore held accountable to maintain Standards of Nursing Practice and adhere to the Code of Ethics of the profession.
LEADERSHIP/ MANAGEMENT	Working collaboratively with individuals and groups to accomplish professional goals.
RESEARCH	A process of inquiry that provides evidence contributing to nursing's expanding body of knowledge.
PROFESSIONAL ROLE	Provides humanistic health care to promote health and manage illness for individuals, families, and communities in accordance with Standards of Nursing Practice.

F. The Humanistic Nursing Framework & Conceptual Levels of Progression Rubric

BSN Graduate	Utilizes (Generalist Practice)	Assumes (Generalist Practice)	Assumes (Generalist Practice)	Utilizes (Generalist Practice)	Practices (Generalist)	^
Level III	Applies	Demonstrates	Integrates	Applies	Demonstrates	^
Level II	Demonstrates	Demonstrates (Beginning Practice)	Develops	Discusses	Demonstrates (Beginning Level)	^
Level I	Acquires	Discusses	Discusses	Defines	Identifies	^
	Knowledge	Responsibility & Accountability	Leadership/ Management	Research	Professional Role	VALUING HEALTH ENVIRON HUMANITY
			NURSING			

G. Alignment of BSN Essentials\* and BSN Graduate Outcomes

BSN Essentials	BSN Graduate Outcomes
I. Liberal Education for Baccalaureate Generalist Nursing Practice	Synthesize knowledge from the humanities, natural and social sciences and nursing as the foundation for critical thinking and decision making
II. Basic Organizational and Systems Leadership for Quality Care and Patient Care	Demonstrate beginning leadership abilities as a member of an interdisciplinary health care team
III. Scholarship for Evidence-Based Practice	Evaluate and integrate research that supports evidence based nursing practice
IV. Information Management and Application of Patient Care Technology	Utilize evolving technology to promote quality patient outcomes
V. Health Policy, Finance, and Regulatory Environments	Consider the complex economic legal, political and ethical issues affecting the delivery of care in the global and dynamic health care environment
VI. Interprofessional Collaboration and Communication for Improving Healthcare Environments	Employ effective communication skills throughout the scope of professional practice
VII. Clinical Prevention and Population Health	<p>Demonstrate professional practice that holds the inherent worth and dignity of individuals, families, and communities, sensitive to their diverse spiritual and cultural needs</p> <p>Use the nursing process to provide consistent, safe competent patient centered care</p>
VIII. Professionalism and Professional Values	<p>Assume responsibility and accountability for professional nursing practice</p> <p>Demonstrate intellectual inquisitiveness and lifelong commitment to learning</p>
IX. Baccalaureate Generalist Nursing Practice	Demonstrate professional practice that holds the inherent worth and dignity of individuals, families, and communities, sensitive to their diverse spiritual and cultural needs

(\*)*Essentials of Baccalaureate Education for Professional Nursing Practice*: AACN, 2008

H. Alignment of the BSN Graduate Outcomes and BSN Level Objectives

<b>BSN GRADUATE OUTCOMES</b>	<b>BSN LEVEL OBJECTIVES</b>
1.0 Demonstrates professional practice that upholds the inherent worth and dignity of individuals, families, and communities, sensitive to their diverse spiritual and cultural needs.	1.1 Defines concepts of spiritual and cultural valuing of self and others.  1.2 Discusses diverse spiritual and cultural value systems in relation to individuals, families, and communities.  1.3 Integrates knowledge of diverse spiritual and cultural value systems in the provision of nursing care to individuals, families, and communities.
2.0 Synthesizes knowledge from the humanities, sciences and nursing as the foundation for critical thinking and decision making.	2.1 Acquires knowledge from the humanities, sciences and nursing building a foundation for critical thinking and decision making in nursing practice.  2.2 Demonstrates integration of knowledge from the humanities, sciences and nursing as the foundation for critical thinking and decision making in nursing practice.  2.3 Applies increasing knowledge from the humanities, sciences, and nursing as the foundation for critical thinking and decision making in nursing practice.
3.0 Employs effective communication skills throughout the scope of professional practice.	3.1 Defines communication skills that can be used in professional practice.  3.2 Examines varied communication skills to uses in selected professional practice situations.  3.3 Differentiates varied communication techniques appropriate in varied professional practice situations.
4.0 Utilizes evolving technology to promote quality patient outcomes.	4.1 Identifies the range of technologies that facilitate clinical care.  4.2 Develops a repertoire of skills to effectively use technology in the scope of nursing practice.

	<p>4.3 Integrates use of technology in the planning, provision, and documentation of safe, competent nursing care of individuals, families, and communities in a variety of health care settings.</p>
<p>5.0 Uses the nursing process to provides consistent, safe and competent patient-centered care.</p>	<p>5.1 Identifies safe practice regulations, goals, and standards to promote competent patient centered care.</p> <p>5.2 Demonstrates an understanding of safe practice regulations, goals and standards relevant to the provision of competent patient centered care in selected health care environments.</p> <p>5.3 Integrates safe practice regulations, goals and standards in order to provide competent patient centered care.</p>
<p>6.0 Considers the complex economic, legal, political and ethical issues affecting the delivery of care in the dynamic and global health care environment.</p>	<p>6.1 Acquires information regarding economic, legal, political, and ethical issues that can affect the health care environment.</p> <p>6.2 Explains specific economic, legal, political, and ethical issues that can affect the delivery of care in the health care environment.</p>
<p>7.0 Assumes responsibility and accountability for professional nursing practice.</p>	<p>7.1 Discusses responsibility and accountability as components of professional nursing practice.</p> <p>7.2 Demonstrates responsibility and accountability in planning and providing nursing care in selected practice situations.</p> <p>7.3 Demonstrates responsibility and accountability in planning and providing holistic nursing care in a variety of practice situations.</p>
<p>8.0 Demonstrates beginning leadership abilities as a member of an interdisciplinary health care team.</p>	<p>8.1 Discusses concepts of leadership and the interdisciplinary health care team as components of professional nursing practice.</p>

	<p>8.2 Develops beginning leadership skills while providing professional nursing care for individuals in selected health care settings as a member of the interdisciplinary health care team.</p> <p>8.3 Integrates beginning leadership skills as a member of an interdisciplinary team while providing professional nursing care for selected individuals, families, and communities.</p>
<p>9.0 Evaluates and integrates research that supports evidence based nursing practice.</p>	<p>9.1 Defines the components of research.</p> <p>9.2 Discusses the significance of research for professional nursing.</p> <p>9.3 Applies knowledge of research to professional nursing care of individuals, families, and communities.</p>
<p>10.0 Demonstrates intellectual inquisitiveness and a lifelong commitment to learning.</p>	<p>10.1 Identifies own learning style and needs and recognizes the professional obligation to lifelong learning.</p> <p>10.2 Applies knowledge of learning styles and needs to professional growth and development.</p> <p>10.3 Develops a strategy for self-enrichment and professional growth.</p>

## I. American Nurses Association Student Nurse Code of Ethics

### Preamble:

Students of nursing have a responsibility to society to master the academic theory and clinical skills need to provide nursing care. The clinical setting presents unique challenges and responsibility. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical, integral foundation and need not be limited to academic or clinical environment. It can, however, assist in the holistic development of the person.

### Student Nurse Code of Ethics:

- Advocate for the rights of all clients
- Maintain client confidentiality
- Take appropriate action
- Provide care for the client in a timely, compassionate, and professional manner
- Communicate client care in a truthful, timely, and accurate manner
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions
- Treat others with respect and promote an environment that respects human rights, values, and choices of cultural and spiritual beliefs
- Cooperate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
- Refrain from performing any technique or procedure for which the student has not been adequately trained
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others
- Assist the staff nurse or instructor in ensuring that there is full disclosure, and that proper authorization is obtained from clients regarding any form of treatment or research
- Abstain from the use of any substances in the academic and clinical setting that impair judgment
- Strive to achieve and maintain an optimal level of personal health
- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues
- Uphold policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy

J. 4-Year BSN Program Plan of Study: Total Program Credit Hours = 124

<p style="text-align: center;"><b>Freshmen - Fall</b></p> <p>LAS Freshman Seminar 3  MATH 130 3  ENGL 102 3  PSYCH 101 3  Multicultural or HI/LT/FA/PH/TH x 1 3</p> <p style="text-align: right;">15 hrs</p>	<p style="text-align: center;"><b>Freshmen - Spring</b></p> <p>LANG 102 4  MATH 211* 3  CIS 120 3  CHEM 120* 4</p> <p style="text-align: right;">14 hrs</p>
<p style="text-align: center;"><b>Sophomore - Fall</b></p> <p>LAS Sophomore Seminar 3  PSYCH 212* 3  BIOL 160* 4  BIOL 152* 4  Multicultural or HI/LT/FA/PH/TH x 1 4</p> <p style="text-align: right;">17 hrs</p>	<p style="text-align: center;"><b>Sophomore - Spring</b></p> <p>Multicultural or HI/LT/FA/PH/TH x 1 3  NUTR 250* 3  PHIL 242** or THEO 368** 3  BIOL 260* 3  BIOL 252* 4</p> <p style="text-align: right;">16 hrs</p>
<p style="text-align: center;"><b>Junior - Fall</b></p> <p>LAS Junior Seminar 3  NURS 312 3  NURS 313 3  NURS 314 6</p> <p style="text-align: right;">15 hrs</p>	<p style="text-align: center;"><b>Junior - Spring</b></p> <p>NURS 322 3  NURS 323 3  NURS 324 6  Multicultural or HI/LT/FA/PH/TH x 1 3</p> <p style="text-align: right;">15 hrs</p>
<p style="text-align: center;"><b>Senior - Fall</b></p> <p>NURS 432 4  NURS 433 4  NURS 434 4  NURS 435 4</p> <p style="text-align: right;">16 hrs</p>	<p style="text-align: center;"><b>Senior - Spring</b></p> <p>LAS Senior Seminar 3  NURS 444 6  NURS 445 3  NURS 446 4</p> <p style="text-align: right;">16 hrs</p>

\* Prerequisite Courses (8)      Lt Blue= 2 Years of Pre-Nursing      Med Blue= 2 Years of Nursing

\*\*Co-requisite Course (1)

## K. Student Responsibilities in the BSN Program

General Responsibilities/Student Policy Manual:

Each student is encouraged to view this manual before they enroll in any courses:

<http://www.thezonelive.com/zone/public/6/handbook.asp?i=15489>

Nursing Student Expectations:

Professionalism implies a respect and courtesy for others in our educational setting and chosen profession. We expect our students to maintain the highest standards of professionalism in all learning settings. All that you do and say and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. Students enrolled in a program of study in nursing must learn the importance of establishing and maintaining professional boundaries. In a student role, professional boundaries exist between the student and the instructor and between the student and the client. Students unclear of proper behavior or of an appropriate response to a client should consult the instructor for guidance. Significant time, effort, and focus are required to meet professional expectations.

Relevant factors to consider before making this commitment include:

- Home commitments: It is demanding to meet the needs of a family while carrying a full college schedule. Clinical courses may require evening and/or weekend time commitments.
- Work commitments: Work requirements may interfere with a student's success. Heavy work schedules may make academic success difficult.

Student and Faculty: Faculty and students will maintain a professional relationship:

- Students should not expect an instructor to act as personal counselor or therapist  
Students should seek assistance from academic advisors and counselors in the Dominican University Wellness Center
- Students should not ask or expect the instructor to join an individual, group, or class in any social situation while the course is in progress
- Students should not offer the instructor gifts or money as a gratitude for instruction.  
Instructor may accept cards or notes when students wish to thank the instructor

Student and Clients: Students will maintain a professional nurse-client relationship.

- Students providing nursing care strive to inspire the confidence of clients. Students must treat all clients, as well as other health care providers, professionally. Clients can expect those providing nursing care to act in their best interests and respect their dignity. The student should abstain from obtaining personal gain at the client's expense and refrain from inappropriate involvement in the client's personal relationships.

- Boundary violations can result when there is confusion between the needs of the student and those of the client. Such violations are characterized by excessive personal disclosure by the student nurse, secrecy or even a reversal of roles. Boundary violations can cause delayed distress for the client, which may not be recognized or felt by the client until harmful consequences occur.

#### Student Representation:

All students are encouraged to provide input on decisions including admission standards, curriculum, student services, and the teaching/learning process. Students are invited to become active in student government and nursing student associations and organizations, both on campus and in the community. The following list includes ways students can become involved in governance:

- Participate in the End of Program survey and Alumni survey.
- Provide honest and fair feedback to your instructor when asked to complete instructor and course evaluations at the end of a course
- Participate in Student Forum activities.
- Volunteer for committee membership by informing the Executive Director of Nursing in writing that you would like to serve on the Nursing Curriculum Committee, Nursing Advisory Group, Resource Committee and Assessment Committee.
- NSNA membership opportunity.

#### Mobile Device Responsibilities:

When used appropriately, mobile devices can be a valuable tool for healthcare education. The following guidelines apply:

- Professional behavior and proper technology etiquette should be observed at all times when using cell phones, iPads, iPods, mobile devices, laptops, or other electronic devices.
- These may be used only when authorized by faculty and for clinical activities, not personal use.
- Cell phones and mobile devices must be on “airplane mode” or “silent” during class or clinical experiences.
- No photos may be taken by students in the clinical agency or lab environments. The exception to taking photos or videos in the laboratory environment is when it is needed for a course assignment.
- No personal phone conversations or texting allowed at any time while in a client area.  
NOTE: A clinical warning will be given for the first violation of using the mobile device for socializing during clinical time. A second violation may result in dismissal from the clinical and course failure.
- For combined cell phone/mobile device appliances, students are expected to have the equipment turned off if agency policy requires it and to go to an area designated for cell

phone use when necessary to access information on their mobile device.

- Be respectful to the client at all times and ensure that your entire attention is focused on the client when you are in the client's room. If you are using the mobile device at the bedside, apologize for the interruption and explain how this will help in their care.
- Faculty or hospital staff may ask to see what programs you are using at any time. Use of facility computers for personal use is prohibited.
- You must protect the confidentiality of patient information at all times in accordance with HIPAA policy.
- Students may not take any photographs of clients or client records nor make copies of client records.
- Students who violate patient privacy with the mobile device will be subject to HIPAA infractions of the clinical agency.
- Just as other medical equipment may act as a reservoir for microorganisms and contribute to the transfer of pathogens, so may mobile devices. Be sure to disinfect and decontaminate them as needed.
- Social networking sites: When contributing to a social networking site, it is important to remember that everyone can see and read what is placed on the site. Keep your interactions professional and err on the conservative side when placing written communication or posting pictures. Always remember that your online presence reflects **you** as a professional. Be aware that your actions captured via images, posts, or comments can reflect on you and many recruiters now routinely search the social networking venues when considering people for a new hire.

**NOTE: It is never appropriate to post photos or information about a patient. Social network postings can be subject to disciplinary action by the clinical affiliate and up to and including dismissal from the nursing program.**

- For additional information on how to use social media without professional or personal consequences, visit: <https://www.ncsbn.org/about.htm>

#### Email Etiquette:

Email has easily become the most popular way to communicate in the workplace. It is a quick and efficient way to disseminate information to several people at once. It offers recipients the opportunity to read and respond thoughtfully when they have time to process the information, whereas a phone call can catch them off guard. In addition, it creates a legitimate and trustworthy paper trail that can sometimes come in handy when decisions, assignments, or plans come into question. While email is certainly an efficient means of communicating, it often is a source of confusion, frustration, and anger. Without the benefit of seeing body language and hearing voice tone, recipients can interpret your words as being hostile or condescending. That can lead to conflict.

### L. Essential Skills and Functional Abilities for Nursing Students

Students enrolled in Dominican University BSN Program must be able to perform essential skills as explained in the following chart. If a student believes that he or she cannot meet the standards without accommodations, the nursing program must determine, on an individual basis, whether reasonable accommodation can be made and will engage in interactive discussions to facilitate the process. The determination regarding reasonable accommodations will be based upon the preservation of patient safety in compliance with federal and state laws and professional standards

Functional Ability	Standard	Examples Of Required Activities
Motor Abilities	Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.	Mobility sufficient to carry out patient care procedures such as assisting with ambulation of clients, administering CPR, assisting with turning and lifting patients, and providing care in confined spaces such as treatment room or operating suite.
Perceptual/ Sensory Ability	Perceptual/sensory ability to monitor and assess clients.	Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, etc.
Manual Dexterity	Demonstrate fine motor skills sufficient for providing safe nursing care.	<ul style="list-style-type: none"> <li>• Motor skills sufficient to handle small equipment, such as insulin syringes, and to administer medications by all routes, to perform tracheotomy suctioning, and to insert urinary catheters.</li> <li>• Visual acuity to read calibrations on 1 cc syringe, assess color (cyanosis, pallor, etc.).</li> <li>• Tactile ability to feel pulses, temperature, palpate veins, etc.</li> <li>• Olfactory ability to detect smoke and odor.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Ability to communicate in English with accuracy, clarity, and efficiency with patients, their families, and other members of the health care team.</li> <li>• Required communication abilities, including speech, hearing, reading, writing, language skills, and computer literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in healthcare team discussions of patient care.</li> <li>• Elicits and records information about health history, current health state, and responses to treatment from patients or family members.</li> <li>• Conveys information to clients and others to teach, direct, and counsel individuals in an accurate, effective, and timely manner.</li> <li>• Establishes and maintains effective working relations with patients and co-workers.</li> <li>• Recognizes and reports critical patient information to other caregivers.</li> </ul>

Functional Ability	Standard	Examples Of Required Activities
Cognitive/ Conceptual/ Quantitative Abilities	<p>Ability to:</p> <ul style="list-style-type: none"> <li>• read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.</li> <li>• gather data, to develop a plan of action, establish priorities and monitor and evaluate treatment plans and modalities.</li> <li>• comprehend three-dimensional and spatial relationships.</li> <li>• React effectively in an emergency situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Calculates appropriate medication dosage given specific patient parameters.</li> <li>• Analyze and synthesize data and develop an appropriate plan of care.</li> <li>• Collects data, prioritizes needs, and anticipates reactions.</li> <li>• Comprehends spatial relationships adequate to properly administer injections, start intravenous lines, or assess wounds of varying depths. Recognizes an emergency situation and responds effectively to safeguard the patient and other caregivers.</li> <li>• Transfers knowledge from one situation to another.</li> <li>• Accurately processes information on medication containers, physicians' orders, and monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records and policy and procedure manuals.</li> </ul>
Behavioral/ Interpersonal/ Emotional	<ul style="list-style-type: none"> <li>• Ability to relate to colleagues, staff, and patients with honesty, civility, integrity, and nondiscrimination.</li> <li>• Capacity for development of mature, sensitive, and effective therapeutic relationships.</li> <li>• Interpersonal abilities sufficient for interaction with individuals, families, and groups from various social, emotional, cultural, and intellectual backgrounds.</li> <li>• Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.</li> <li>• Negotiate interpersonal conflict.</li> <li>• Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes rapport with patients/clients and colleagues.</li> <li>• Works with teams and workgroups.</li> <li>• Emotional skills sufficient to remain calm in an emergency situation.</li> <li>• Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of patients.</li> <li>• Adapts rapidly to environmental changes and multiple task demands. Maintains behavioral decorum in stressful situations.</li> </ul>
Environment	<ul style="list-style-type: none"> <li>• Recognize the personal risk for exposure to health hazards.</li> <li>• Use equipment in laboratory or clinical settings needed to provide patient care.</li> <li>• Tolerates exposure to allergens (latex, chemical, etc.).</li> <li>• Tolerate wearing protective equipment (e.g. mask, gown, gloves).</li> </ul>	<ul style="list-style-type: none"> <li>• Takes appropriate precautions for possible exposures such as communicable disease, blood borne pathogens, and latex.</li> <li>• Uses person protective equipment (PPE) appropriately.</li> </ul>

Functional Ability	Standard	Examples Of Required Activities
Safe environment for patients, families and co-workers	Ability to: <ul style="list-style-type: none"> <li>• accurately identify patients.</li> <li>• effectively communicate with other caregivers.</li> <li>• administer medications safely and accurately.</li> <li>• operate equipment safely in the clinical area.</li> <li>• recognize and minimize hazards that could increase healthcare associated infections.</li> <li>• recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family, and co-worker falls.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizes tasks to ensure patient safety and standard of care.</li> <li>• Maintains adequate concentration and attention in-patient care settings.</li> <li>• Seeks assistance when clinical situation requires a higher level of expertise or experience.</li> <li>• Responds to monitor alarms, emergency signals, call bells from patients, and orders in a rapid and effective manner.</li> </ul>
Punctuality/ work habits	<ul style="list-style-type: none"> <li>• Ability to adhere to all policies, procedures and requirements as described in the Student Nurse Handbook, college catalog and student handbook and course syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>• Attends class and clinical assignments punctually.</li> <li>• Reads, understands, and adheres to all policies related to classroom and clinical.</li> </ul>

### M. Clinical Requirements and Policies

Students must be able to provide direct patient care with *no restrictions*. At a minimum, students will be required to lift patients, stand for several hours at a time, and perform bending activities. The clinical nursing experience also places students under considerable mental and emotional stress as they undertake responsibilities and duties influencing patients' lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions to remain in the program. Individuals should consider the mental and physical demands of the program prior to applying.

This list of health requirements is not inclusive due to clinical agency requirements. Yearly health examinations and titers are a part of the health requirements. It is the responsibility of the student to ensure that the college receives all information. Students are required to keep copies of all information submitted.

#### Health Requirements:

Each student is required to submit an up-to-date health record. The health requirements are necessary to meet the expectations of each clinical agency. Changes of student health status warrant medical clearance to ensure safety in the clinical setting.

- All students entering nursing courses must meet all health and safety requirements to maintain enrollment status for the course. Students will meet these requirements by providing a completed and signed Health and Safety Documentation Checklist with

an accompanying required documentation and the Health Care Provider Signature Form to the Dominican University Nursing Office as directed.

- Students unable or unwilling to provide documentation of compliance with the Health and Safety Requirements will not be registered or allowed to continue in nursing courses.
- A physician note or other documentation will not negate the need to complete all health and safety documentation requirements due to the need to protect patient safety. There are no exceptions to these requirements.
- In circumstances of student illness, injury, or other health limitations, both the clinical agency and the college health policies must be upheld. The faculty member and/or clinical agency representative will determine a student's ability to provide nursing care, regardless of a physician's approval for return.
- Students who are not physically fit to perform their student nursing duties in a safe manner such as using assistive devices such as crutches, foot braces or boots, and casts of any type will **not** be allowed to participate in clinical experiences. The student may have to withdraw from the nursing course. Upon the student's clearance from their medical doctor, the student will be readmitted into the nursing program and be allowed to retake the course without a penalty.

Nursing Students are required to have and maintain current:

- Titers showing immunity for Measles, Mumps, Rubella, Varicella, and Hepatitis B and necessary vaccination/boosters (Correct blood tests are indicated on the Student Health Report)
- Annual 2-step PPD skin test or QuantiFERON<sup>®</sup>-TB Gold, or chest x-ray every 3 years
- Tetanus/diphtheria vaccination/booster within the past 10 years
- Annual Flu vaccination

#### Ten-Panel Drug Screen Policy:

Area health care agencies and Dominican University are drug-free environments. The Nursing Office has been asked by health care affiliates to require a drug screening for students who will be placed in the area health agencies for clinical rotations. Therefore, students are required to obtain ten-panel substance abuse drug screening at their own expense.

**Students with a positive drug screen result will be dismissed from the nursing program immediately.**

#### Healthcare Provider BLS Requirements Policy:

- Must be Healthcare Provider Basic Life Support (BLS) from an Approved American Heart Association Provider.
- No lapse in certification is allowed. Renewal of Healthcare Provider BLS certification must be completed prior to the expiration date on the BLS card.
- Online BLS certification and recertification will not be accepted to meet this requirement.

Criminal Background Check Policy:

Illinois statute prohibits health care employers from knowingly hiring, employing, or retaining any individual in a position with duties involving, or that may involve, direct patient care or the care of residents of long-term care facilities, including access to the medical, personal, financial, or living quarters of a patient or long-term care resident, who has been convicted of certain criminal offenses (225 ILCS 46.25). Dominican University has affiliate agreements with clinical agencies and other health care institutions to provide clinical experiences for nursing students as part of the BSN Nursing Program curriculum.

As an applicant of the BSN Nursing Program, you understand, and agree, to the following:

- You must submit to a criminal background check both prior to entering the Program and prior to second year in order to remain at all clinical agencies during the second year clinical rotational schedule to progress within the Program.
- You must submit to a 10-panel drug screening after admission into the BSN Program and prior to beginning the second year clinical rotation schedule.
- You may be asked to submit to a criminal background check and/or 10-panel drug screen by a clinical site and must comply with the request to continue a rotation with the site.
- The results of the background check and drug screening may determine your acceptance and/or continued eligibility to remain in the program and/or clinical sites.
- Students who have applied to BSN Program are required to submit to a criminal history background check prior to enrollment.
- This background check is required at the student's expense.
- Background checks are required annually.
- Information gathered from a criminal background check may be the basis to discontinue an applicant's candidacy for the program and/or may be the basis for dismissal from the program at any time.
- Students are required to sign a Student Statement of Release Form to approve sharing personal information with clinical sites upon their request.
- Some clinical sites may do an expanded background check, which may conflict with the student's original check result. (See Illinois State Law 225 ILCS 46/25 and Ill. Adm. Code 955 Section 955.160 for disqualifying conditions). This will be at the student's expense.
- Students may not be able to participate in clinical experiences based on information gathered as the result of a background investigation. If clinical placement cannot be arranged, it may constitute program dismissal.
- **Requests for copies for criminal background checks can be made by logging into [CastleBranch.com](https://www.castlebranch.com). Dominican University does not provide copies to applicants and/or students of the criminal background check results.**

Clinical Attendance Policy:

- Clinical Sessions: Students are expected to attend all clinical sessions necessary to meet the objectives and hourly requirements of the course.
- Clinical hours include pre-clinical laboratory practice, pre- and post-conferences, all scheduled clinical days, alternative clinical learning activities, and simulation.
- All students must complete the clinical orientation requirements and attend the agency specific orientation prior to all clinical rotations.
- Any student who fails to complete these requirements or is absent on a day of orientation without prior instructor approval may not continue in the rotation.
- Late arrival or leaving early from the clinical experience may result in a student conference and may place the student at risk for failing to achieve the clinical course competencies.
- In case of serious illness or emergency situations, a student may find an absence unavoidable. When an absence occurs, the student must notify the clinical instructor a minimum of 30 minutes in advance of the clinical hours. Any absence can jeopardize successful achievement of course competencies. Consequences of any absences will be determined at the time of the clinical evaluation.
- **Students are required to attend all clinical sessions.**
  - A missed clinical is defined as a clinical absence due to illness or personal reasons.
  - Any clinical absences may lead to "Unsatisfactory" in clinical and a failing grade (F) for the course.
  - Emergency circumstances are individually evaluated by the instructor in consultation with the Executive Director. All missed clinical sessions must be made up in order to successfully pass the course.

Pregnancy Policy:

It is our intent to protect you and your family. Therefore, the following guidelines should not be viewed as restrictive:

- A student who is pregnant is required to notify the Executive Director and the nursing course faculty member of the nursing program as soon as she becomes aware of her pregnancy. In addition, a statement from her healthcare provider certifying the student is physically able to participate in clinical experiences without restrictions (i.e., moving, lifting and transferring patients) are required.
- Following delivery, the student is required to notify the Executive Director and the course faculty member of the BSN Program of plans to resume clinical practice. In addition, a statement from her healthcare provider certifying the student is physically able to participate in clinical experiences without restrictions (i.e., moving, lifting and transferring patients) are required. For health purposes, it is customary that students DO NOT return before their postpartum check-up. Clinical attendance is mandatory. Inability to attend clinical sessions may necessitate course withdrawal and/or failure.

- Any change in health status must be reported immediately to the clinical instructor in written format. All students and faculty must adhere to a clinical agency's policy and protocol concerning pregnancy.
- Students who have declared pregnancy during clinical portions of their program must have written documentation from their primary healthcare provider to remain in clinical without restriction during the course of their pregnancy. An update of this written documentation must be submitted for each new clinical rotation.
- Students are responsible for obtaining this documentation and providing it to the program Clinical Placement Manager, theory, and clinical instructor.

Practitioner-directed limitations must be clearly delineated and may require student withdrawal from the course if clinical course objectives cannot be met. Agency policies concerning pregnant students in their clinical facility and measures to avoid potential hazards to mother and/or unborn fetus may supersede the statement above.

#### N. Student Responsibilities and Conduct in the Clinical Agencies

As a healthcare professional, the student is expected to conduct himself or herself in a professional manner. Students are guests of the clinical site. Inappropriate behavior or actions will not be tolerated and may jeopardize the student's enrollment in the program and may adversely affect the availability of the clinical site for other students. The following are some guidelines of acceptable behavior and conduct. When in doubt, the student should act discreetly and in such a fashion that will reflect positivity on self, the college, and the profession. Responsibilities and conduct at the clinical site are as follows:

- Follow the administrative policies, standards, and practices of the agency.
- Obtain medical care at his/ her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the agency.
- Provide his/her own transportation to and from the clinical agency.
- Report to the agency on time and follow all established regulations during the regularly scheduled operating hours of the agency.
- Conform to the standards and practices established by the school and agency before publishing any material relating to the clinical learning experience.
- Obtain prior written approval of the agency and the school before publishing any material relating to the clinical learning experience.
- Meet the personal, ethical, and professional standards required of employees of the

agency and consistent with the applicable professional Code of Ethics and the applicable standards of The Joint Commission and/or other relevant accrediting or regulatory bodies.

- Cell phones are not allowed in the clinical setting per faculty discretion and clinical site policy (refer to Mobile Device Responsibilities, pages 12-13).
- Patient, residents, families, and coworkers are addressed by title, Mr., Ms. Mrs.
- The patient's confidentiality is to be maintained and respected. For example, students should refrain from talking about their patients on elevators, cafeteria, buses, or any other place where conversation could be overheard ([HIPAA](#) regulations must be followed).
- Discussion regarding the patient/resident should be conducted in the appropriate designated areas and be discussed only with other healthcare workers actually caring for the patient.
- Students are not permitted to consume or bring alcoholic beverages to the clinical site or to be under the influence of alcohol. This is a cause for dismissal from the program.
- Controlled substances are prohibited from being brought into or possessed on clinical grounds. Students are not to be under the influence. A student violating this policy will be immediately dismissed.
- Smoking and gum chewing are not permitted during clinical or on any clinical unit.
- Students will be immediately dismissed for falsification of any patient or resident records.
- Breaks/lunches are at the discretion of the clinical instructor. Students must not leave the clinical unit without the instructor's approval. Leaving the unit without approval will result in dismissal from the program. Students are not permitted to leave the clinical campus during the lunch hour.
- Students are expected to carry out the policies of the clinical agencies.
- In the clinical area, social conversations between students should be avoided. Behavior should be becoming of a professional person.
- The learning experience is conducted in English. Alternative languages should be avoided, except where necessary to render patient care.
- Students are to have contact with the clinical agency only during their scheduled clinical rotation days.
- The students are accountable for their behavior during their clinical experience.
- The student is directly under the supervision of the clinical faculty member.
- All actions implemented by the student must be approved by their clinical instructor.

*Failure to follow these guidelines may result in immediate dismissal from the program.*

### O. Guidelines Regarding Exposure to Body Fluids

All nursing personnel and nursing students are professionally and ethically obligated to provide client care with compassion and respect for human dignity. Hence, they may not ethically refuse to care for clients solely because the client is at risk of contracting, or has, an infectious disease such as HIV, AIDS, or HBV. All rules of confidentiality and HIPAA compliance are followed when working with clients.

- Gloves shall be worn when it can be reasonably anticipated that the individual may have hand contact with blood, other potentially infectious materials, mucous membranes, and non-intact skin, when performing vascular access procedures, and when touching contaminated items or surfaces.
- Masks, eye protection, and face shields shall be worn whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.
- Gowns, aprons, and other protective body clothing shall be worn in occupational exposure situations and will depend upon the task and the degree of exposure anticipated.
- Surgical caps or hoods and shoe covers shall be worn in instances when gross contamination can be reasonably anticipated.
- Standard Precautions - All blood and body fluids are considered potentially infectious and are treated as if known to be infectious for HIV, HBV, and other blood-borne pathogens.
- Contaminated sharps shall not be bent, recapped, or removed. Shearing or breaking of contaminated needles is prohibited.
- Contaminated sharps must be placed in appropriate container as soon as possible.
- When exposure is possible, personal protective equipment shall be used.
- Wash hands immediately after removal of gloves or other personal protective equipment.

#### *Blood-borne Pathogen Exposure*

Students participating in lab and clinical experiences are responsible for adhering to universal blood, body substance precautions, and agency guidelines to prevent exposure to blood and body substances infected with blood borne diseases. An exposure can be caused by the splattering of blood, body fluids, or other potentially infectious substances into the eyes, mouth, mucous membranes, or non-intact skin. An exposure can also be caused by a punctures from a contaminated needle or other sharp object.

### *Exposure Guidelines*

Students must wear appropriate protective clothing/equipment when performing any task(s) that may involve exposure to body fluids. Any direct exposure to body fluids occurring while functioning as a nursing student must be reported immediately to the clinical instructor.

Students exposed to body fluids shall follow this protocol:

- Wash the area immediately with a disinfectant agent; for eye splashes rinse the area with clean water.
- Report the incident to the clinical instructor.
- The student should immediately go to an Emergency Department, Employee Health (if available), or Urgent Care to seek triage and treatment. The student is responsible for all costs related to exposure, triage, and treatment.
- The clinical instructor and student will notify the agency department supervisor and Executive Director of BSN Program.
- The student will complete an agency site incident report.
- The student will complete the college student accident report.
- Information from the U.S Department of Labor, Occupational Safety & Health Administration (OSHA) is available at:  
<http://www.osha.gov/SLTC/bloodborne pathogens/index.html>
- In the event of an exposure in the nursing lab, the student must report the incident immediately to supervising faculty.
- The student is responsible for costs incurred as a result of exposure, including evaluation and treatment. It is recommended that students have insurance to cover such instances, and should check with their insurance provider regarding coverage.

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

All students are required to sign a HIPAA (Health Insurance Portability and Accountability Act of 1996) form during clinical orientation. This document outlines the appropriate handling of confidential medical information. All students are required to strictly adhere to HIPAA regulations per agency guidelines.

Patients have a legal right to confidentiality related to all aspects of their care, and professional nurses have a legal obligation to safeguard the patient's confidentiality. Students may not provide information about their patient(s) to any individual not directly involved with the patient's care, including other staff and classmates. Conversation related to patients is only allowed in the clinical area, clinical conference area, and the classroom for the purposes of furthering nursing education. Discussion related to patients or any clinical occurrences are prohibited in public places such as the cafeteria, lounge, or at home. Any materials or documents with identifying patient information contained on them may not be removed from the clinical setting and must be discarded in a confidential manner.

All verbal, electronic, and written information relating to patients/clients and contracted agencies is considered confidential and is not to be copied or discussed with anyone. Information may be disclosed only as defined in HIPAA guidelines for educational purposes. A breach of confidentiality will result in disciplinary action, up to and including possible dismissal from the program and/or course. All students may be required to complete a HIPAA tutorial each semester of the nursing program per clinical agency policy.

*Failure to adhere to HIPAA regulations may result in probation or program dismissal.*

#### Student Practice Regulations:

Students practice within the boundaries of the Illinois State Board of Nurse Practice Act, the ANA Code of Ethics for Nurses, the guidelines of the Dominican University Nursing Student Handbook, and the policies and regulations of the healthcare agency where they are assigned for clinical learning. Examples of unsafe practice include, but are not limited to:

- Refuses an assignment based on client's race, culture, religious preference, or medical diagnoses.
- Denies, covers-up or does not report own errors in clinical practice.
- Ignores and fails to report dishonest or unethical behavior in others.
- Practices invasive skills on any live subject (human or animal) in the lab setting.
- Practices skills that have not yet been assigned/taught, or are intended to be checked off prior to independent performance.
- Lacks information processing ability necessary for making appropriate clinical judgments or decisions.
- Interacts inappropriately with agency staff, co-workers, peers, patients/clients, families, and/or faculty resulting in miscommunication, disruption of the learning and/or patient care environment.
- Violates principles of confidentiality (HIPAA).
- Fails to respect client rights and dignity.
- Solicits, borrows, or removes property or money from a client or client's family.
- Assumes client care tasks for which the student lacks the education or competence to perform or lack of preparation for clinical practice.
- Removes drugs, supplies, equipment, or medical records from the clinical setting.
- Abandonment: Leaves clinical agency or patient assignment without notification.

#### Unusual Occurrence Guidelines:

An unusual occurrence is any event that has the potential to bring harm to any person while in the nursing program classes, laboratories, or clinical agencies.

- Student must notify instructor

- Upon notification of the occurrence, the instructor will meet with the student to determine the nature of the occurrence. The faculty member will subsequently determine the necessary actions and steps required to be taken.
- A nursing program incident report must be completed to document any unusual occurrence.
- Any student failing to notify the instructor immediately upon discovery of an unusual occurrence as defined will be subject to disciplinary actions including course failure and program dismissal.
- When a behavior occurs that could jeopardize life, impede recovery, or interfere with the maintenance of the patient's current health status, a conference will be held as soon as possible with the nursing student, nursing instructor, and the Executive Director.

**NOTE:** Any student unable to demonstrate safe and competent patient care, fails to maintain compliance with the health and safety requirements, violates the code of conduct, or has excessive absences from the clinical experience will be removed from the clinical assignment and will receive a failing grade in the course.

#### Transportation

Classroom and clinical experiences are provided at a variety of settings around the region. Students are required to arrange for their own transportation to and from these settings. Car- pooling is encouraged.

#### Online and Clinical Orientation

Online and land-based clinical orientation must be completed prior to the beginning of clinical practicum. Attendance or evidence of completion is mandatory. If a student misses a clinical orientation session or does not have proper online orientation completed, he/she will not be allowed to attend clinical.

#### Program Dress Code Standards

- Hair: Must be off the shoulder. Long hair must be restrained - no extreme styles.
- Jewelry: Must be limited to watch, wedding band, and post or small simple earrings (one set only).
- No visible body piercings or tattoos are allowed.
- Nails: No longer than fingertip length. No artificial/acrylic nails; no nail polish.
- Males must be clean-shaven or have neatly trimmed facial hair.
- Females: Make-up must be conservative.

#### Clinical Dress Code Standards

Students are expected to comply with the dress and behavior standards of the clinical site (e.g. no smoking policy). Failing to do so will result in the student being removed from the site and course failure.

## Uniforms

The uniform is a symbol of the profession of nursing and important for identification. Information regarding the purchase of the uniform is provided in the nursing department. Uniforms are purchased through CINTAS at [uniformstoyou.com](http://uniformstoyou.com).

- Dominican University nursing patch applied to upper left sleeve of lab coat and uniform top.
- Dominican University student ID is to be worn on a white long lab coat. Student ID must be clearly visible to anyone.
- White uniform shoes (leather enclosed or athletic shoes with minimal logo coloring)
- White stockings (females), white socks (males)
- Uniforms are to be clean and wrinkle free
- White uniform top and navy blue uniform pants

## Required Equipment:

1. Watch with second hand
2. Bandage scissors
3. Stethoscope
4. Pen light
5. Student ID badge
6. Note pad
7. Ink pen (black ink)

**NOTE: Faculty has the right to dismiss students from the clinical setting if dress code violations occur. Adherence to the dress code policy is a part of the student's professional attire.**

## P. Course and Clinical Evaluation

At the end of each course, students must complete an online nursing faculty (didactic) and course evaluation, and a paper nursing faculty (clinical), and clinical site evaluation.

### Definition of Clinical Grading Terms

Each student will actively participate in a midterm and final clinical evaluation. The definitions of terms of the grading process used to evaluate clinical experience are depicted below. They include independent, supervised, assisted, provisional, and dependent measures when not meeting the clinical objectives. The Dominican University BSN Program utilizes a developmental approach with respect to student's clinical growth. A student who demonstrates unprofessional or inappropriate behavior is encouraged to change that behavior. It is the student's responsibility to meet the objectives for clinical practice and to abide by the rules of professional conduct. Patient endangerment, incompetence, unethical conduct, or

disruptive behavior may result in dismissal from the clinical education setting and/or dismissal from the program.

Satisfactory: Clinical performance is defined as the ability to meet the clinical objectives of the course as outlined in the clinical objectives and delineated on the clinical evaluation tool.

Examples of behaviors that demonstrate satisfactory performance are listed on the clinical evaluation tool for each course.

Unsatisfactory: Clinical performance is defined as the inability to satisfactorily meet the clinical objectives of the course. Examples of behaviors that demonstrate unsatisfactory clinical performance are listed on the clinical evaluation tool for each course. A student must achieve a satisfactory grade in all clinical behaviors by the end of the clinical session. Skill performance is evaluated as commensurate with the level of the learner and reflective of the specific clinical objective as delineated on the clinical evaluation tool.

Unsafe clinical performance is defined as the inability to safely meet the needs of the patient. Patient endangerment, failure to act in a reasonable and prudent manner when delivering care or responding to patients, and irresponsible actions towards patients are all considered unsafe behaviors. Examples of behaviors that demonstrate unsafe clinical performance are listed on the clinical evaluation tool for each course. Unsafe behavior may consist of a behavior or pattern of behaviors that include, but are not limited to:

- Patient endangerment (safety/well-being)
- Violations of professional conduct
- Diverts medication or supplies
- Fails to communicate serious changes in patient health status
- Major violations of agency policy
- Leaving side rail down on a patient's crib or bed
- Failure to secure safe environment
- Inability to follow safety guidelines
- Lack of accountability for own actions

### Clinical Safety Measures

Students are expected to safely perform in clinical areas. Students may require corrective action and/or dismissal of the program for the following, but are not limited to:

- Any student not prepared to perform clinical skills may be dismissed from clinical for that day and sent to the nursing skills lab for remediation. Proof of remediation and skills practiced must be submitted to the instructor of record.
- Any alteration of physical and/or emotional status of a student that would negatively impact delivery of patient care will result in removal of the student from the clinical site until it is deemed safe for the student to return.
- A potential error medication form will be completed for any student who attempts to pass a medication without completing the rights of medication administration. If a medication error occurs, the student will be expected to complete an incident report and write a plan of action that identifies the wrong action and correctly identifies the action that should have occurred.

A plan of action will be developed for any clinical behavior that is identified as needing improvement. Students must successfully meet all terms of the contract in order to pass the course. Examples include, but are not limited to:

- Tardiness; absenteeism
- Dress code infractions
- Poor organizational skills
- Lack of preparation for clinical experience
- Unprepared for medication administration

### Q. Clinical Simulation Laboratory Requirements and Policy

The Clinical Simulation Laboratory (CSL) is an integral part of the nursing program. The Clinical Simulation Manager collaborates with nursing faculty and staff to develop competency in the student's skills and performance requirements. This is accomplished through demonstration and practice utilizing a variety of simulation and hospital equipment to create a multi-modal learning experience. Students will be graded on successful demonstration of skills and procedures learned in the laboratory session and must review skills prior to patient care. All students are encouraged to spend time in the simulation laboratory in addition to the scheduled lab time to gain experience in nursing skills and procedures required for safe patient care. The goal of the simulation laboratory experience is to provide the students with an environment, which allows for attainment, practice, and reinforcement of safe skills, the development of confidence and proficiency in providing safe

clinical practices to meet the needs of the healthcare environment. The Clinical Simulation Manager strives to provide nursing behaviors that transition the student to professional clinical practice through preparation, participation, attendance, supportive team building, mutual respect, and professionalism. Punctual attendance to all simulation laboratory experiences is required.

#### Clinical Simulation Laboratory General Policies:

- In order to preserve costly equipment, there is absolutely NO food or beverages allowed.
- No cell phones, pagers or other electronic devices are allowed.
- No personal belongings are allowed. A locker is available for your use.
- No markers, pens, or betadine is permitted near the simulation manikins.
- Manikins should be covered after use and left in the bed they occupy.
- Students are not permitted in the clinical simulation laboratory without a staff present.
- Students must act in a manner that is conducive to academic learning.
- Students are not permitted in the computer control room.

#### Nursing Students' Responsibilities in the Clinical Simulation Laboratory include:

- Preparation: Students are required to review skills prior (via textbooks, lab skills book, and audiovisuals) prior to attending a scheduled lab session. Students are expected to attend lab with the appropriate equipment including a watch with a second hand, a stethoscope, and the skills lab book.

#### Laboratory Attendance Policy:

- Laboratory Sessions: **Students are expected to attend all laboratory sessions necessary to meet the objectives and hourly requirements of the course.**
- Clinical hours for each clinical course include pre-clinical laboratory practice, pre- and post-conferences, all scheduled clinical days, alternative clinical learning activities, and laboratory simulation.
- Late arrival or leaving early from the laboratory experience may result in a student conference or may place a student at risk for failing to achieve the course competencies. Any absences can jeopardize successful achievement of the lab course competencies.
- In case of serious illness or emergency situations, a student may find an absence unavoidable. If a lab session must be missed, the student must notify the clinical instructor in advance of the laboratory hours. A make-up session must be scheduled and the time/date will be determined by the clinical instructor, faculty, and lab staff. Faculty and clinical instructors may refer students to the lab for skills reinforcement and proficiency as deemed necessary by the instructor.

- Lab Environment Attire:

- Attire to be worn in the scheduled laboratory sessions includes white uniform top, navy blue uniform pants and white lab coat. If a student is attending a tutoring session, appropriate street attire and lab coat may be worn.
- Students donning inappropriate clothing (halter tops, shorts, short skirts, saggy pants, shirts with profanity or inappropriate slogans) will be excused from the lab setting and will need to reschedule the entire session.
- Visible tattoos must be covered.
- School ID must be worn at all times
- Students are expected to clean up their work area at the completion of the session.
- Dominican University does not allow children to be present in the lab for any reason.
- Arrangements for childcare is the responsibility of the student.

R. Medication Dosage & Calculation Proficiency Progression Policy

**Level I Medication Dosage & Calculation Requirement**

The Level I – A Fundamental Dosage & Calculation Proctored Assessment test is administered within the eighth week of NURS 314 (Adult Nursing I: Fundamentals) course and a 90% passing grade is required. This requirement must be successfully completed (including prescribed remediation) prior to administering medications in NURS 314 in the junior fall semester. Students are permitted to use a basic calculator for the exam.

- Students that fail the test may retake the examination once after completion of prescribed remediation (ATI pharmacology module; math tutorial). The student will be notified of the remediation and retake schedule by the NURS 314 faculty.
- Failure to meet this requirement (90% passing grade) and to complete prescribed remediation will result in *dismissal* from the BSN nursing program.

**Level II Medication Dosage & Calculation Requirement**

The Level II – A Medical Surgical Dosage & Calculation Proctored Assessment test is administered within the first week of NURS 324 (Adult Nursing II: Medical & Surgical) and a 90% passing grade is required. This requirement must be successfully completed (including prescribed remediation) prior to administering medications in NURS 324 in the junior spring semester clinical rotation. Students are permitted to use a basic calculator for the exam.

- Students that fail the test may retake the examination once after completion of prescribed remediation (ATI pharmacology module; math tutorial). The student will be

notified of the remediation and retake schedule by the NURS 324 faculty.

- Failure to meet this requirement (90% passing grade) and to complete prescribed remediation will result in *dismissal* from the BSN nursing program.

### S. Grading Policy

#### Grading: “The 78% Rule”

All students completing nursing courses required for the Dominican University BSN Program are evaluated based on satisfactory completion of class, laboratory, and clinical competencies. The following is the nursing course grading criteria which is utilized:

1. In all nursing courses, students must meet the “78% rule” at the undergraduate level. This rule designates the minimal score students must achieve as the exam and overall course average. This level must be achieved through examination before any other graded items are tabulated in the course final grade. The course final grade must also meet the minimum average of 78% (C). Failure to achieve 78% or higher results in course failure.
2. A student who earns a final course evaluation of less than a 78% in any nursing course will not progress and must repeat that course in the next semester it is offered to further progress.
3. A student who earns less than 78% in any course and is not dismissed from the program, must complete and sign an Individualized Remediation Plan (IRP) with his/her instructor prior to retaking the failed nursing course.
4. A student who earns an unsatisfactory laboratory or clinical evaluation in a nursing course will receive a final grade no higher than a “D” for that course.
5. A maximum of TWO non-clinical nursing courses may be repeated. Failure of a third non-clinical course will result in dismissal from the program.
6. A maximum of ONE clinical nursing course may be repeated. Failure of a second clinical course will result in dismissal from the program.

<u>Grading Scale</u>	
A	92 to 100%
B	85 to 91%
C	78 to 84%
D	71 to 77 %
F	70% and below

**NOTE:** Only final course grade percentage will be rounded to the nearest whole number. Individual exam grades and the cumulative average of all exam grades will not be rounded. The ATI assessment exam for each respective course is included in the course grade only after the student has achieved a 78% or higher in the course exams.

### T. ATI Content Mastery Series (CMS) Examination Policy:

The following documentation provides specific policy regarding the ATI Practice Assessment, Content Mastery Series (CMS) and RN Comprehensive Predictor (CP) examinations with the BSN Program at Dominican University. The ATI Content Mastery Series examination process counts as **10%** of the course grade in which they are administered. The ATI RN Comprehensive Predictor examination process counts as **25%** of the course grade in which it is administered. All questions on all ATI examinations are presented in the NCLEX-RN format.

### ATI CMS Practice Assessment Requirements

1. Students must complete the ATI practice assessment and remediate (complete a minimum of two hours of Focused Review) prior to taking each required ATI CMS proctored examination.
2. Students are encouraged to use their course textbooks, lectures, and ATI materials in order to remediate while completing practice examinations. If a minimum of one hour of Focused Review is not completed, the student will not be granted access to the proctored content mastery examinations.
3. A **Focused-Review** is expected following each Practice Assessment:
  - Log into the ATI website at <http://www.atitesting.com>
  - Open My Results and Remediation tab.
  - Select the Focused-Review icon that corresponds to the exam you wish to review.
  - Utilize links provided to video clips and relevant pages in the respective “Content Review Modules” for review of specific content.

**Note:** Faculty monitors Focused-Review including time spent in the review process.
4. The nursing faculty or designee will verify that the student has completed the ATI Practice Assessment and a minimum of two hours Focused Review **prior** to the scheduled date for the proctored ATI examination. Verification of ATI practice scores and codes are released for the proctored examination directly to the nursing faculty.
5. The student will receive a total of 4% for completing the Practice Assessment and a minimum of one hour of Focused Review, including active learning templates and/or three critical points to remember for each topic missed.

### ATI CMS Proctored Examinations Requirements

1. Once students have sat for the ATI Practice Assessment and have completed a minimum of two hours of Focused Review, they are eligible to sit for each specific proctored examination. The **Level 2** is the benchmark (minimal expectations) for passing all CMS examinations. See chart below for (published 2013) cut scores for each exam.

<b>RN CMS Proctored 2013 Exams</b>	<b>Level 1 Cut Score</b>	<b>Level 2 Cut Scores</b>	<b>Level 3 Cut Score</b>
Adult Medical Surgical (90 items)	56.7%	68.9%	81.1%
Community Health (50 items)	58.0%	74.0%	84.0%
Fundamentals (60 items)	51.7%	63.3%	78.3%
Leadership (60 items)	61.7%	76.7%	88.3%
Maternal Newborn (60 items)	55.0%	66.7%	80.0%
Mental Health (60 items)	56.7%	66.7%	85.0%
Nursing Care of Children (60 items)	53.3%	63.3%	78.3%
Nutrition (60 items)	46.7%	66.7%	81.7%
Pharmacology (60 items)	56.7%	71.7%	85.0%

1. Students achieving **Level 3** on the 1<sup>st</sup> proctored CMS Examination must remediate (complete a minimum of 1 hour of Focused Review) to receive 6% of the possible 10% assigned to the ATI examination for the course. No Retake (optional).
2. Students achieving **Level 2** on the 1<sup>st</sup> proctored CMS Examination must remediate (complete a minimum of 2 hours of Focused Review) to receive 5% of the possible 10% assigned to the ATI examination for the course. No Retake (optional).
3. Students achieving **Level 1** on the 1<sup>st</sup> proctored CMS Examination must remediate (complete a minimum of 3 hours of Focused Review) to receive 3% of the possible 10% assigned to the ATI examination for the course. Retake Required.
4. Students achieving **Below Level 1** on the 1<sup>st</sup> proctored CMS Examination will receive 0% of the possible 10% assigned to the ATI examination for each course. Retake Required.
5. Students who do not achieve the **Level 2 benchmark** on the 1<sup>st</sup> proctored CMS Examination in a course/content area are required to take a 2<sup>nd</sup> proctored examination.
6. If the student retakes a 2<sup>nd</sup> proctored CMS Examination and meets the **Level 2 benchmark or above** their second attempt, an additional 1% may be earned. (For example, a student earns 4% for completing the ATI Practice Assessment and one hour of Focused Review, then earns 3% for completing the 1<sup>st</sup> proctored CMS Examination and 3 hour Focused Review, (earns Level 1 or less) may then earn an additional 1% for meeting the **Level 2 benchmark** or above on their second attempt = 8/10%.

**ATI CMS Testing Policy**

<b>ATI Practice Assessment and Remediation</b>	
<b>4 Points =</b>	
<ul style="list-style-type: none"> <li>• Complete Practice Assessment</li> <li>• Minimum two hours Focused Review</li> <li>• Complete active learning templates and/or three critical points to remember for each topic missed</li> <li>• Students are encouraged to use their course textbooks, lectures, and ATI materials in order to remediate while completing practice examinations. If a minimum of one hour of Focused Review is not completed, the student will not be granted access to the proctored CMS examinations.</li> </ul>	

|  
|  
|

<b>ATI Proctored CMS Examination and Remediation</b>			
<b>Level 3 = 4 Points</b>	<b>Level 2 = 3 Points</b>	<b>Level 1 = 1 Point</b>	<b>Below Level 1 = 0 Points</b>
<b>Focused Review = 2 Points</b>	<b>Focused Review = 2 Points</b>	<b>Focused Review = 2 Points</b>	<b>Focused Review = 2 Points</b>
<b>1 hour Focused Review</b> Active learning templates and/or three critical points for each topic to review	<b>2 hours Focused Review</b> Active learning templates and/or three critical points for each topic to review	<b>3 hours Focused Review</b> Active learning templates and/or three critical points for each topic to review	<b>4 hours Focused Review</b> Active learning templates and/or three critical points for each topic to review
<b>No Retake (optional)</b>	<b>No Retake (optional)</b>	<b>Retake Required</b>	<b>Retake Required</b>
Total Points = 10/10	Total Points = 9/10	Total Points = 7/10	Total Points = 6/10

**Note:** Faculty monitors Focused-Review including time spent in the review process.

### RN Comprehensive Predictor (CP) Practice Assessment Requirements

1. The RN Comprehensive Predictor (CP) assessment is required for all pre-RN licensure students.
2. Students must complete the ATI practice assessment and remediate (complete a minimum of three hours of Focused Review) prior to taking each required ATI CP proctored examination.
3. Students are encouraged to use their course textbooks, lectures, and ATI materials in order to remediate while completing practice examinations. If a minimum of three hours of Focused Review is not completed, the student will not be granted access to the proctored CP examinations.
4. A **Focused-Review** is expected following each Practice Assessment:
  - Log into the ATI website at <http://www.atitesting.com>
  - Open My Results and Remediation tab.
  - Select the Focused-Review icon that corresponds to the exam you wish to review.
  - Utilize links provided to video clips and relevant pages in the respective “Content Review Modules” for review of specific content.

**Note:** Faculty monitors Focused-Review including time spent in the review process.
5. The nursing faculty or designee will verify that the student has completed the ATI Practice Assessment and a minimum of three hours Focused Review **prior** to the scheduled date for the proctored ATI examination. Verification of ATI practice scores and codes are released for the proctored examination directly to the nursing faculty.
6. The student will receive a total of 10% for completing the Practice Assessment and a minimum of three hours of Focused Review, including active learning templates and/or three critical points to remember for each topic missed.

### ATI CP Proctored Examinations Requirements

1. Once students have sat for the ATI Practice Assessment and have completed a minimum of three hours of Focused Review, they are eligible to sit for the CP examination. A 90% or above is the benchmark (Predictability of passing the NCLEX-RN) for passing the CP examination.
2. Students achieving a 95% or above on the 1<sup>st</sup> proctored CP must remediate (complete a minimum of 1 hour of Focused Review) to receive 10% of the possible 25% assigned to the ATI Comprehensive Predictor. No Retake (optional).

3. Students achieving a 90% or above on the 1<sup>st</sup> proctored CP must remediate (complete a minimum of 2 hours of Focused Review) to receive 9% of the possible 25% assigned to the ATI Comprehensive Predictor. No Retake (optional).
4. Students achieving an 85% or above on the 1<sup>st</sup> proctored CP must remediate (complete a minimum of 3 hours of Focused Review) to receive 6% of the possible 25% assigned to the ATI Comprehensive Predictor. **Retake Required.**
5. Students achieving 84% or below on the 1<sup>st</sup> proctored Comprehensive Predictor will receive 0% of the possible 25% assigned to the ATI Comprehensive Predictor. **Retake Required.**
6. Students who do not achieve a 90% or above on the 1<sup>st</sup> proctored CP examination are required to take a 2<sup>nd</sup> proctored examination.
7. If the student retakes a 2<sup>nd</sup> proctored CP examination and achieves **a 90% or above** their second attempt, an additional 1% may be earned. (For example, a student earns 10% for completing the ATI Practice Assessment and two hours of Focused Review, then earns 6% for completing the 1<sup>st</sup> proctored CP examination and 3 hour Focused Review, (earns 85% or less Predictability of passing the NCLEX-RN) may then earn an additional 1% for meeting the **90% or above** on their second attempt = 19/25%.

ATI CP Testing Policy

<b>ATI Practice Assessment and Remediation</b>
<b>10 Points =</b>
<ul style="list-style-type: none"> <li>• Complete Practice Assessment</li> <li>• Minimum three hours Focused Review</li> <li>• Complete active learning templates and/or three critical points to remember for each topic missed</li> <li>• Students are encouraged to use their course textbooks, lectures, and ATI materials in order to remediate while completing practice examinations. If a minimum of two hours of Focused Review is not completed, the student will not be granted access to the proctored CP examination.</li> </ul>

|  
|  
|

<b>ATI Proctored Comprehensive Predictor Examination and Remediation</b>			
<b>95% or above Predictability of Passing the NCLEX-RN  10 Points</b>	<b>90% or above Predictability of Passing the NCLEX-RN  8 Points</b>	<b>85% or above Predictability of Passing the NCLEX-RN  3 Points</b>	<b>84% or below Predictability of Passing the NCLEX-RN  0 Points</b>
<b>Focused Review = 5 Points</b>	<b>Focused Review = 5 Points</b>	<b>Focused Review = 5 Points</b>	<b>Focused Review = 5 Points</b>
<b>1 hour Focused Review</b> Active learning templates and/or three critical points for each topic to review	<b>2 hours Focused Review</b> Active learning templates and/or three critical points for each topic to review	<b>3 hours Focused Review</b> Active learning templates and/or three critical points for each topic to review	<b>4 hours Focused Review</b> Active learning templates and/or three critical points for each topic to review
<b>No Retake (optional)</b>	<b>No Retake (optional)</b>	<b>Retake Required</b>	<b>Retake Required</b>
Total Points = 25/25	Total Points = 23/25	Total Points = 18/25	Total Points = 15/25

**Note:** Faculty monitors Focused-Review including time spent in the review process.

#### U. Graduation Policy

The Dominican University awards the Bachelor of Science in Nursing (BSN) degree. It is conferred at the end of the semester that requirements are completed. Degree candidates who were readmitted to the BSN Program will be subject to the requirements of the DU catalog in effect at the time they resume classes.

A student who has completed the university and BSN Program requirements will be eligible to sit for the NCLEX-RN exam. Upon request, the Executive Director of Nursing will forward the student's name to Continental Testing Services, Inc., provided:

1. The student has attained a minimum of a 78% or "C" in all nursing courses.
2. The student has completed all required ATI Practice Assessment, Remediation (including Focused Review), and proctored Content Mastery and Comprehensive Predictor examinations, and retake examinations (if required).
3. The student registers and attends the 3-Day ATI Customized Live NCLEX-RN Review that will be hosted at Dominican University. The review will be scheduled prior to the end of the spring semester in the senior year of the BSN Program.

#### V. Reinstatement Policy

A student who leaves the program, and was not dismissed, may reapply for re-instatement within one year of leaving the program. A student must meet the requirements for admission to the program at the time re-admission is sought.

- A student's reinstatement will be contingent on:
  - The student completing an exit interview with Executive Director of nursing, including a completion plan for the remainder of the program and meeting with respective nursing course lead faculty.
  - The student must meet all program admission requirements at the time reinstatement is sought.
  - The student must have an earned cumulative GPA of 2.75 or higher.
  - There is available space in the program at the time of re-instatement.

**Compliance with these policies is required throughout the entire enrollment in the Dominican University BSN Program. Noncompliance with this policy will result in disciplinary action up to and including dismissal from the program.**



## Student Acknowledgement

The BSN Student Handbook is designed as a supplement to the information in the Dominican University 2016-2017 Undergraduate Bulletin and nursing course syllabi. By signing (below), you acknowledge, as a student in the BSN Program, that you have received BSN Student Handbook and understand that you are held accountable for knowing the content and abiding by the BSN Program policies and processes outlined in the handbook.

Student Name (print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

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

Clinical Placement Manager Signature: \_\_\_\_\_

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



## Authorization for the Release of Student Information

Clinical agencies may require that the names of students who will be participating in clinical experiences at their facility be provided to them. Additionally, clinical agencies may request personal health information (including, but not limited to the results of the pre-nursing physical examination, background check, 10-panel drug screen, TB skin test, immunizations/titers and a copy of their CPR card).

Clinical agencies may review this information and determine whether or not a student will be permitted to participate in a clinical placement at their facility. If a student is not permitted to participate, Dominican University BSN Program does not guarantee an alternative clinical placement. If no alternative clinical placement is available, the student is not able to complete clinical requirements of the program, and is therefore not eligible to progress and may be dismissed from the BSN Program.

I hereby authorize Dominican University to release, upon request of a clinical agency, my personal health information and/or to contact my Healthcare Provider for clarification of information.

Student Name (print): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Placement Manager Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Our Mission**

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world.

---



**DOMINICAN UNIVERSITY**