

2017-2018

# Bachelor of Science in Nursing



Student  
Handbook



**DOMINICAN UNIVERSITY**  
Where Learning Demands More





# DOMINICAN UNIVERSITY

## Where Learning Demands More

### **Welcome to the Bachelor of Science in Nursing Program at Dominican University College of Health Science**

The Bachelor of Science in Nursing (BSN) Program is committed to assisting students to develop both academically and professionally in mind, body, and spirit. Through discovery and grounded in current evidence-based practice, the BSN Program prepares students with the necessary requirements for graduation. Graduates of the BSN Program will be eligible to sit for, and successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX – RN).

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

Dominican University is rooted in a tradition of commitment to care for mind, body and spirit. There is a natural convergence of health care and promotion within the Dominican University mission of “preparing students to pursue truth, give compassionate service, and participate in the creation of a more just and human world” (cite). As such, the mission provides nursing graduates with a foundation for professional practice that respects the dignity of each and every person, the pursuit of the common good, and a concern for those most vulnerable.

*The Staff and Faculty of the BSN Program  
Dominican University College of Health Science*



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**Section I: Bachelor of Science in Nursing (BSN) at  
Dominican University College of Health Science**

# **BACHELOR OF SCIENCE IN NURSING at DOMINICAN UNIVERSITY COLLEGE OF HEALTH SCIENCE**

## **Statement of Intent and Purpose**

The intent of the BSN Program at Dominican University College of Health Science is to uphold to the educational standards set forth by the American Association of Colleges of Nursing (AACN), “The education of a nurse must transcend the traditional areas, such as chemistry and anatomy, to enable them to gain a deeper understanding of health promotion, disease prevention, screening, genetic counseling, and immunization. Nurses will have to understand how health problems may have a social cause, such as poverty and environmental contamination, as well as have insight into human psychology, behavior, cultural mores, and values” (AACN, 2014, p.1). The BSN Program complements Dominican’s strength in the sciences as the University has a positive reputation for programs in Biology, Chemistry, Neuroscience, Nutritional Science, and Medical Science.

The purpose of the BSN Program is to prepare the liberally educated graduate of the BSN program committed to using his or her talents to make a positive contribution to the world. The BSN Program graduate acquires the knowledge and skills for humanistic nursing practice in multiple settings as well as a foundation for an advanced study in nursing. The humanistic nursing framework fits within the scope the BSN Program at Dominican University to provide students the opportunity to engage in a rigorous education of nursing knowledge, scholarship, and research to locally and globally improve the quality of lives of others as a nurse generalist in a variety of settings. At the core of the BSN Program is a commitment to cultural diverse understandings of patient-centered illness, health, and wellness.

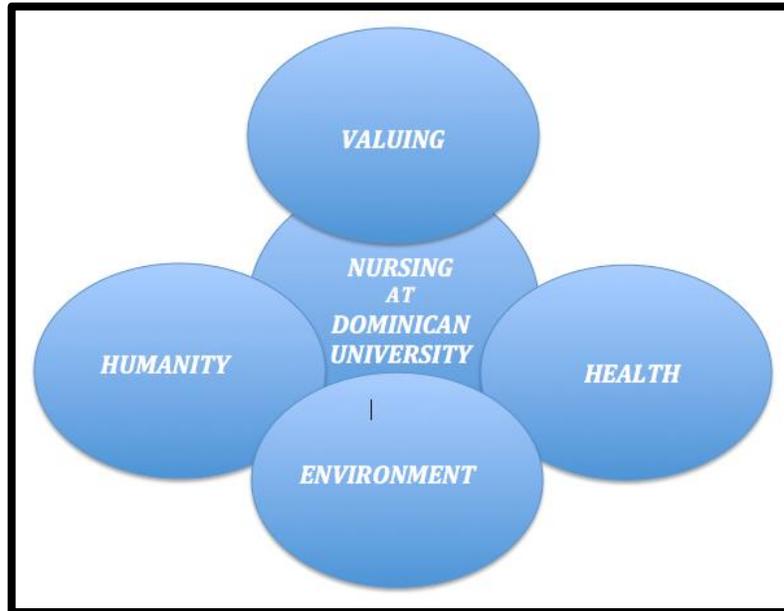
## **Mission**

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. The BSN program embraces and accepts the mission of the Sinsinawa Dominican Sisters as well as their founding fundamental values that continue to guide the University today – rigorous education, encouraging diversity of thought, a commitment to social justice, and close mentoring of students to enable them to make a positive difference in the world. As such, our mission provides nursing students a foundation for professional practice that respects the dignity of each and every person, the pursuit of the common good, and a concern for those most vulnerable.

## **Philosophy**

The faculty of the BSN Program at Dominican University believes that *individual* human beings deserve to be treated with dignity, respect, and fairness. As a Sinsinawa Dominican sponsored program, we embrace difference and diversity of unique holistic persons who have an inherent right to autonomy. We respect the cultural, social, political, economical, and spiritual influences on the individual within his or her *environment*. We believe students will assume the

responsibility of a competent and educated nurse within these environments and society. The BSN Program is committed to upholding the traditions of nursing as a science and an art to promote optimal *health* and wellness of the individuals we serve while embracing humanistic nursing practice. Humanistic nursing practice integrates theory and practice with the infusion of the concepts of valuing, humanity, environment, and health which give substance to humanistic nursing practice.



*Philosophy Model of the Humanistic Nursing Framework at Dominican University*

The BSN faculty and students collaborate to promote nursing leadership in humanistic practice, scholarship, excellence, and global engagement. It is essential that the *nursing* metaparadigm guide students and faculty to seek evidence-based knowledge while supporting free and open intellectual inquiry to promote critical thinking skills and clinical decision making to produce competent nursing professionals that promote humanistic global health and well-being to all humans.

We believe Dominican University College of Health Science BSN graduates will go forth to advance the humanistic practice of nursing and engage in lifelong learning to promote optimal global health and healing. We recognize our collective responsibilities to strive toward a more humane environmentally multi-cultural world.

### **Humanistic Nursing Framework**

The *Humanistic Nursing Framework at Dominican University* affirms the nursing profession's concern for human beings, their values, beliefs, perceptions, capabilities, and achievements. The humanistic framework embraces nursing as its central core concept. Essential to the nursing core concept are the concepts of valuing, humanity, health, and environment; all of which are imbedded into the BSN Program plan of study.

The humanistic nursing framework promotes the sub-concepts of knowledge, responsibility and accountability, leadership and management, research, and the professional

role. Concepts and sub-concepts are introduced to students in Level I with consistent development at each subsequent level.

**Humanistic Nursing Framework Concepts and Sub-Concepts Defined**

<b>Concepts</b>	<b>Definitions</b>
HUMANITY	A unique human being, functioning as an integrated whole, reflecting bio-psycho-social-spiritual-cultural dimensions.
ENVIRONMENT	The sum total of all internal and external dimensions that influence human beings.
HEALTH	A dynamic state of bio-psycho-social-spiritual-cultural health and well-being.
VALUING	To hold in high esteem the inherent worth and dignity of all individuals.
NURSING	A professional practice science and an art, which focuses on the nursing, process for a diagnosis and treatment of human responses.
<b>Sub-Concepts</b>	<b>Definitions</b>
KNOWLEDGE	Nursing knowledge is based on the liberal arts and sciences while incorporating valuing, humanity, health, and environment.
RESPONSIBILITY & ACCOUNTABILITY	Professional nurses accept responsibility and are held accountable to maintain Standard of Nursing Practice and adhere to the American Nurses Association Code of Ethics.
LEADERSHIP & MANAGEMENT	Working collaboratively with individuals and groups to accomplish professional goals.
RESEARCH	A process of inquiry that provides evidence contributing to the nursing profession'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.

## Humanistic Nursing Framework and Conceptual Levels of Progression

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">Valuing Health</div> <div style="text-align: center;"><b>NURSING</b></div> <div style="text-align: center;">Humanity Environment</div> </div>					
LEVEL	KNOWLEDGE	RESPONSIBILITY & ACCOUNTABILITY	LEADERSHIP & MANAGEMENT	RESEARCH	PROFESSIONAL ROLE
Level I	Acquires	Discusses	Discusses	Defines	Identifies
Level II	Demonstrates	Demonstrates <i>(Beginning Practice)</i>	Develops	Discusses	Demonstrates <i>(Beginning Level)</i>
Level III	Applies	Demonstrates	Integrates	Applies	Demonstrates
BSN Graduate	Utilizes <i>(Generalist Practice)</i>	Assumes <i>(Generalist Practice)</i>	Assumes <i>(Generalist Practice)</i>	Utilizes <i>(Generalist Practice)</i>	Practices <i>(Generalist)</i>

### *The Essential of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008)

The American Association of Colleges of Nursing (AACN) endorses *The Essentials of Baccalaureate Education for Professional Practice* to provide the educational framework for the preparation of professional nurses. The Dominican University College of Health Science embraces the outcomes expected of graduates from our baccalaureate nursing program.

*The Essentials of Baccalaureate Education for Professional Practice*, commonly called the “*Essentials*”, are nine curricular elements providing the framework for a baccalaureate nursing education. Each of these *Essentials* is operationalized throughout our curriculum and obtained through a variety of content approaches. The *Essentials* will evolve over time as new evidence-based knowledge develops in the nursing profession. The BSN Program at Dominican University is committed to uphold the *Essentials*, including but not limited to updates from AACN, current evidence-based peer-reviewed literature, higher educations, and standards of practice of health professionals.

Professional nursing is the embodiment of knowledge, skills, values, and meaning. Experience is the one thing that faculty cannot provide to students. Faculty can facilitate experience by encouraging students to become actively engaged in learning, knowing, and understanding the art and science of nursing. Faculty believe in providing opportunities for students to desire the quest for knowledge and skills, embrace the values of the nursing profession, and understand the meaning of who we are as a profession and what drives nursing.

Synthesizing the AACNs *Essentials* to achieve essential learning outcomes facilitates creating the nursing experience at Dominican University.

### Alignment of BSN *Essentials* and BSN Graduate Outcomes

<b>BSN <i>Essentials</i></b>	<b>BSN Graduate Outcomes</b>
I. Liberal Education for Baccalaureate Generalist Nursing Practice	Synthesizes 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	Demonstrates beginning leadership abilities as a member of an interdisciplinary health care team.
III. Scholarship for Evidence-Based Practice	Evaluates and integrates research that supports evidence based nursing practice.
IV. Information Management and Application of Patient Care Technology	Utilizes evolving technology to promote quality patient outcomes.
V. Health Policy, Finance, and Regulatory Environments	Considers 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	Employs effective communication skills throughout the scope of professional practice.
VII. Clinical Prevention and Population Health	Demonstrates professional practice that holds the inherent worth and dignity of individuals, families, and communities, sensitive to their diverse spiritual and cultural needs while utilizing the nursing process to provide consistent, safe, and competent patient-centered care.
VIII. Professionalism and Professional Values	Assumes responsibility and accountability for professional nursing practice.  Demonstrates intellectual inquiry and a commitment to lifelong learning.
IX. Baccalaureate Generalist Nursing Practice	Demonstrates professional practice that holds the inherent worth and dignity of individuals, families, and communities; sensitive to their diverse spiritual and cultural needs.

**Alignment of BSN Graduate Outcomes and BSN Level Objectives**

<b>BSN Graduate Outcomes</b>	<b>BSN Level Objectives</b>
<p>1.0 Demonstrates professional practice that upholds the inherent worth and dignity of individuals, families, and communities, sensitive to their diverse and spiritual and cultural needs.</p>	<p>1.1 Defines concepts of spiritual and cultural valuing of self and others.</p> <p>1.2 Discusses diverse spiritual and cultural value systems in relation to individuals, families, and communities.</p> <p>1.3 Integrates knowledge of diverse spiritual and cultural value systems in the provision of nursing care to individuals, families, and communities.</p>
<p>2.0 Synthesizes knowledge from the humanities, sciences and nursing as the foundation for critical thinking and decision making.</p>	<p>2.1 Acquires knowledge from the humanities, sciences, and nursing building a foundation for critical thinking and decision-making in nursing practice.</p> <p>2.2 Demonstrates integration of knowledge from the humanities, sciences, and nursing building a foundation for critical thinking and decision-making in nursing practice.</p> <p>2.3 Applies knowledge from the humanities, sciences, and nursing building a foundation for critical thinking and decision-making in nursing practice.</p>

<p>3.0 Employs effective communication skills throughout the scope of professional practice.</p>	<p>3.1 Defines communication skills that can be used in professional practice.</p> <p>3.2 Examines varied communication skills to use in selected professional practice situations.</p> <p>3.3 Differentiates varied communication techniques appropriate in varied professional practice situations.</p>
<p>4.0 Utilizes evolving technology to promote quality patient outcomes.</p>	<p>4.1 Identifies the range of technologies that facilitate clinical care.</p> <p>4.2 Develops a repertoire of skills to effectively use technology in the scope of nursing practice.</p> <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 settings.</p>
<p>5.0 Uses the nursing process to provide 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 healthcare environments.</p> <p>5.3 Integrates safe practice regulations, goals, and standards to order 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 healthcare environment.</p> <p>6.2 Explains specific economic, legal, political, and ethical issues that can affect delivery of care in the healthcare 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 healthcare settings as members of the interdisciplinary team.</p> <p>8.3 Integrates beginning leadership skills 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>

## **Student Nurse Code of Ethics**

The complete *Student Nurse Code of Ethics* can be found at the National Student Nurses' Association (NSNA) Website at <http://www.nsna.org/nsna-code-of-ethics.html>

### Preamble:

Students of nursing have a responsibility to actively promote the highest level of moral and ethical principles and to embody the academic theory and clinical skills needed to continuously provide evidence-based nursing care given the resources available. Grounded in excellence, altruism and integrity, the clinical setting presents unique challenges and responsibilities while caring for people in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an agreement to uphold the trust that society has placed in us while practicing as nursing students. The statements of the Code provide guidance for nursing students in the personal development of an ethical foundation for nursing practice. These moral and ethical principles are not limited to the academic or clinical environment and have relevance for the holistic professional development of all students studying to become Registered Nurses.

### Code of Academic and Clinical Conduct:

As students who are involved in the clinical and academic environments, we believe that ethical principles, in adherence with the NSNA Core Values, are a necessary guide to professional development.

Therefore, within these environments we:

- Advocate for the rights of all patients.
- Diligently maintain patient confidentiality in all respects, regardless of method or medium of communication.
- Take appropriate action to ensure the safety of patients, self, and others.
- Provide care for the patient in a timely, compassionate, professional, and culturally sensitive and competent manner.
- Are truthful, timely and accurate in all communications related to patient care.
- Accept responsibility for our decisions and actions.
- Promote excellence and leadership in nursing by encouraging lifelong learning, continuing education, and professional development.
- Treat others with respect and promote an inclusive environment that values the diversity, rights, cultural practices and spiritual beliefs of all patients and fellow healthcare professionals.
- Collaborate with academic faculty and clinical staff to ensure the highest quality of patient care and student education.
- Use every opportunity to improve faculty and clinical staff understanding of the nursing student's learning needs.
- Encourage mentorship among nursing students, faculty, clinical staff, and interprofessional peers.
- Refrain from performing skills or procedures without adequate preparation, and seek supervision and assistance when necessary.

- Refrain from any deliberate action or omission in academic or clinical settings that create unnecessary risk of injury to the patient, self, or others.
- Assist the clinical nurse or preceptor in ensuring that adequate informed consent is obtained from patients for research participation, for certain treatments, or for invasive procedures.
- Abstain from the use of any legal or illegal substances in academic and clinical settings that could impair judgment.
- Strive to achieve and maintain an optimal level of personal health.
- Support access to treatment and rehabilitation for students who are experiencing impairment related to substance abuse and mental or physical health issues.
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy: <http://www.dom.edu/diversity/resources/help-central/students>

*First adopted by the 2001 House of Delegates, Nashville, TN. Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX*

### **Academic Integrity**

Dominican University, College of Health Science, and BSN Program students are expected to conduct themselves with the highest standards of academic honesty and integrity. Plagiarism, cheating, and academic dishonesty will not be tolerated and may lead to dismissal from the program. For details on academic integrity refer to the Dominican University Handbook at [http://www.thezonelive.com/SchoolStructure/IL\\_DominicanUniversity-RiverForest/handbook.pdf](http://www.thezonelive.com/SchoolStructure/IL_DominicanUniversity-RiverForest/handbook.pdf) and review the bulletin at <http://bulletin.dom.edu/>

### **Illinois Department of Financial and Professional Regulation (IDFPR) Program Approval**

The Illinois Department of Financial and Professional Regulation (IDFPR), 320 W. Washington St., 3rd Floor, Springfield, IL 62786 Telephone (217) 785-0800, has approved the Bachelor of Science in Nursing (BSN) Program at Dominican University College of Health Science.

### **The Commission on Collegiate Nursing Education (CCNE) Program Approval**

The Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW Suite 530, Washington, DC 20036 Telephone (202) 463-6930, has approved the Bachelor of Science in Nursing (BSN) Program at Dominican University College of Health Science.

**The 4-year BSN Program Plan of Study: Total Program Credit Hours = 124**

<b>Freshman - FALL</b>	Credit Hours	<b>Freshman - SPRING</b>	Credit Hours
Course:		Course:	
LAS Freshman Seminar	3	LANG 102	4
MATH 130	3	MATH 211*	3
ENGL 102	3	CIS 120	3
PSYCH 101	3	CHEM 120*	4
Multicultural or HI/LT/FA/PH/TH x1	3		
	<hr/> <b>15</b>		<hr/> <b>14</b>
<b>Sophomore - FALL</b>	Credit Hours	<b>Sophomore - SPRING</b>	Credit Hours
Course:		Course:	
LAS Sophomore Seminar	3	Multicultural or HI/LT/FA/PH/TH x1	3
PSYCH 212*	3	NUTR 250*	3
BIOL 160*	4	PHIL 242** OR THEO 368**	3
BIOL 152*	4	BIOL 260*	3
Multicultural or HI/LT/FA/PH/TH x1	4	BIOL 252*	4
	<hr/> <b>18</b>		<hr/> <b>16</b>
<b>Junior - FALL</b>	Credit Hours	<b>Junior - SPRING</b>	Credit Hours
Course:		Course:	
LAS Junior Seminar	3	NURS 322	3
NURS 312	3	NURS 323	3
NURS 313	3	NURS 324	6
NURS 314	6	Multicultural or HI/LT/FA/PH/TH x1	3
	<hr/> <b>15</b>		<hr/> <b>15</b>
<b>Senior - FALL</b>	Credit Hours	<b>Senior - SPRING</b>	Credit Hours
Course:		Course:	
NURS 432	4	LAS Senior Seminar	3
NURS 433	4	NURS 444	6
NURS 434	4	NURS 445	3
NURS 435	4	NURS 446	4
	<hr/> <b>16</b>		<hr/> <b>16</b>

\* Prerequisite Courses (8)

\*\*Co-requisite Course (1)

## Core Curriculum Course Descriptions

Core Curriculum	Rationales and Course Descriptions
<b><u>Foundations</u></b>	<i>Foundations courses equip students with basic fundamental skills to all other facets of the undergraduate course of study.</i>
ENGL 102 <i>Composition II Writing as a way of knowing</i>	Students and teachers use a complex set of reading and writing practices to create and share knowledge and to post and solve both theoretical and practical problems. Includes information access workshop required of undergraduates.
MATH 130 <i>College Algebra</i>	Solving equations and inequities with polynomial, rational, and radical expressions and absolute values; graphing technique; functions; exponential and logarithmic expressions.
LANG 102 <i>Elementary Lang II</i>	In an increasing global world, learning the language, culture, and history of other traditions, becomes essential to students wishing to enrich their experience of the world.
CIS 120 <i>Computer Applications</i>	This course emphasizes a hand-on approach and uses some leading software applications available for personal computers today. Major topics include word processing, spreadsheets, and database management systems. Includes creating web pages and electronic portfolios, cloud document applications, video editing, and presentation software.
<b><u>LAS Seminars</u></b>	<i>LAS Seminar courses allow students to consider multiple perspectives on universal and urgent questions. Encourages students to get excited about learning for learning's sake, think critically, hone their writing skills, explore new ideas and ways of thinking, ponder life's big questions, and make connections between classes and experience.</i>
Freshman Seminar	<u><i>The Examined Life (100-level courses)</i></u> Examples include LAS 131: The Natural Self; LAS 134: The Courage of Leadership; LAS 142: Moral Compass-The Means to Find Oneself; LAS 199: Mindful Crossroads to Compassion and Awareness.
Sophomore Seminar	<u><i>Life in Community (200-level courses)</i></u> Examples include LAS 231: Invest in the Global Community; LAS 235: Social Justice and Intercultural Communication; LAS 237: Global and Personal Spirituality; LAS 239: Conflict, Competition, and Community.

Core Curriculum <i>CONTINUED</i>	Rationales and Course Descriptions
Junior Seminar	<p><i>A Life's Work (300-level courses)</i>            Examples include LAS 333: Becoming a Professional; LAS 343: Art as Work; LAS 349: Technology and Spirituality; LAS 380: Work, Community, and Action.</p>
Senior Seminar	<p><i>The Good Life (400-level courses)</i>            Examples include LAS 459: The Mask, the Individual, and Society; LAS 462: Personal Conduct and Character and Professional Ethics; LAS 486: Ethical Communication.</p>
<b><u>Area Studies</u></b>	<p><i>Area studies courses provide students the depth and breadth of a relationship centered educational community encompassing liberal arts and sciences.</i></p>
History	<p>Involves developing an understanding of the ways societies may change over time and of the importance of sequential occurrence. Students gain an awareness of complexity, ambiguity and uncertainty as intractable conditions of human society through study of the interactions of diverse situation in past societies.</p>
Literature	<p>Helps students understand and respond to works of literature that includes awareness of relationships between authors and their cultural and historical context, as well as critical appreciation of ways found by writers to express feelings and ideas through language.</p>
Fine Arts	<p>Several departments address the arts. Assists students to understand and respond to works of fine and performing arts. Includes an awareness of relationships and interactions between artist and their cultural contexts.</p>
Natural Science	<p>Relevant disciplines include biology, chemistry, nutrition and physics. Assists students to gain an understanding of fundamental concepts and methodologies of the sciences.</p>
Philosophy	<p>Designed to have students consider philosophy as a part of a reasoned pursuit of wisdom in one's life. Will gain acquaintance with philosophical positons within the context of one's personal and professional lie, and as a member of one's community.</p>
Social Science	<p>Provides students with the conceptual tools necessary to think independently about social, economic, psychological or political phenomena and to analyze such ideas.</p>

Core Curriculum <i>CONTINUED</i>	Rationales and Course Descriptions
Theology	Engages students in a critical study of the methods and sources proper to theological and religious reflection. Students learn specific ways that religious traditions raise and attempt to answer question of ultimate meaning and value.
<b><u>Multicultural</u></b>	<i>Multicultural courses focus on the cultural or analysis of society or civilization in Africa, Latin America/Caribbean and/or Asia; or the experience, traditions, beliefs, arts or thought to African-American, Asian-American, and Hispanic-American or Native American cultures.</i>
PHIL 242 <i>Introduction to Biomedical Ethics</i>  <b><u>OR</u></b>	Examines the application of moral theories to key problems in biomedical ethics, using real life cases, and explores issues as informed consent in research, gene therapy, stem cell research, the effect of race, class, and gender on the quality of health care, in vitro fertilization, distribution of health care resources, and assisted suicide.
THEO 368 <i>Biomedical and Health Care Ethics</i>	Takes up a number of key ethical issues that emerge from contemporary development in both biomedicine and health care. The theological dimension, particularly the Catholic ethical approach to these issues, will receive special attention.

Nursing Pre-Requisites	Rationales and Course Descriptions
<b>NURSING PRE-REQUISITES</b>	<i>Nursing Pre-requisite courses ensures proper preparedness of nursing students for the rigors of the nursing program. Nursing curriculum builds on previous knowledge gained through course content from the Core Curriculum, LAS Seminars, Area Studies, Multicultural course, and nursing pre-requisites.</i>
BIOL 152 <i>Human Anatomy and Physiology I</i>	An introduction to the integumentary, skeletal, muscular, and nervous systems. Frist semester of a two-semester course sequence. Lecture and laboratory. Pre-requisite CHEM 101 or CHEM 120.
BIOL 252 <i>Human Anatomy and Physiology II</i>	Covers human cardiovascular, digestive, respiratory, and urinary systems. Second semester of a two-semester course sequence. Pre-requisites BIOL 152.
BIOL 160 <i>Elementary Microbiology</i>	Introduction to basic and applied microbiological topics and techniques. Pre-requisites one college-level biology course or consent of instructor.

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Nursing Pre-Requisites <i>CONTINUED</i>	Rationales and Course Descriptions
<p style="text-align: center;">BIOL 260 <i>Introduction to Pathophysiology</i></p>	<p>Underlying molecular mechanisms and causes of altered physiological states of the human body are covered. Major concepts emphasized include acid base and body fluid balances, oxygenations, neuro-endocrine regulation and control, immune defense mechanisms, cardiovascular mechanisms, and aging. Critical thinking and problem solving techniques will be used to study interaction of body systems in the development of various disease states. Pre-requisites CHEM 104 or 120; Concurrent with BIOL 252 or BIOL 361.</p>
<p style="text-align: center;">CHEM 120 <i>General Chemistry</i></p>	<p>Fundamental principles of chemistry, including atomic theory, stoichiometry, classification of reactions, states of matter, bonding theory, and molecular shape. Pre-requisites HS chemistry or CHEM 101 or higher and MATH 130 or higher.</p>
<p style="text-align: center;">MATH 211 <i>Principals of Statistics</i></p>	<p>Design of experiments, numerical and graphical data description, discrete and continuous probability, expected value and variance of a random variable, probability distributions, estimation, and statistical hypothesis testing. Pre-requisite MATH 103 or consent of instructor.</p>
<p style="text-align: center;">NUTR 250 <i>Nutrition</i></p>	<p>Study of the specific principles of nutrition as they apply to individual and groups with application to meeting the nutrient requirements through the life span. No pre-requisite</p>
<p style="text-align: center;">PSYC 212 <i>Life Span Development</i></p>	<p>Overview of human growth and development from conception to death. Physical, cognitive, psychological, and social variable will be discussed for each of life's stages. Pre-requisite PSYC 101 or PSYC 102.</p>

BSN Program Plan of Study (POS)	Rationales and Course Descriptions
<p align="center"><b>NURSING CURRICULUM</b></p>	<p><i>Nursing Curriculum courses prepare a graduate nurse generalist in the beginning leadership role of an interdisciplinary health care team who is sensitive to culturally diverse understandings of illness, health, and wellness and uses the nursing process to practice in a variety of settings.</i></p>
<p align="center">NURS 312 <i>Foundational Concepts of Nursing Practice</i></p>	<p>Examines nursing theories, legal and ethical issues, nursing process, and professional development. Historical, political and social influences affecting nursing practice within the changing health care delivery system are explored. Emphasis on evidence-based practice and informatics to enhance communication, documentation, and safe patient-centered care. Identifies own learning styles.</p>
<p align="center">NURS 313 <i>Health Assessment and Promotion</i></p>	<p>Utilizes concepts from the liberal arts and sciences to provide holistic health assessment across the lifespan. Emphasis is placed on the development of leadership skills in clinical judgment, diagnostic reasoning, and critical inquiry for the safe provision of quality care across populations. Practices documents on electronic medical record.</p>
<p align="center">NURS 314 <i>Adult Nursing I Fundamentals</i></p>	<p>Focuses on holistic care of adults, older adults, and their families in acute medical-surgical settings as they adapt to changes in the health/illness spectrum. Students integrate theoretical concepts with the best nursing evidence within the framework of critical thinking and caring to foster growth in knowledge and competencies. Professional roles of the nurse, critical thinking, and ethical issues are explored as students provide safe and quality care. Clinical experience takes place in the simulation laboratory and a variety of medical-surgical settings.</p>
<p align="center">NURS 322 <i>Pharmacology in Nursing Practice</i></p>	<p>Introduces basic principles of drug action and nursing implications within the framework of the nursing process. Specific drugs and the pharmacologic effects of drugs on the body are discussed. Develops the knowledge, skills, and attitudes necessary for the safe and accountable administration of medications across the lifespan. Emphasis is placed on accurate dosage calculations, proper administration techniques, and documentation for safe and accountable medication administration.</p>

<b>BSN Program POS</b> <i>CONTINUED</i>	<b>Rationales and Course Descriptions</b>
<p>NURS 323 <i>Evidence Based Practice and Nursing Research</i></p>	<p>Application of principles of the research process and evidence-based practice to provide safe quality care. Competency in database search strategies and critical appraisal of evidence for quality care practices are emphasized. Legal, ethical, and regulatory issues are identified and analyzed for application to practice.</p>
<p>NURS 324 <i>Adult Nursing II: Medical-Surgical</i></p>	<p>Focus is on holistic, family-centered care of adults and older adults experiencing acute and chronic primarily medical conditions involving multiple body systems. Integration of theoretical concepts and best evidence is used to promote sound clinical reasoning and clinical judgment to inform nursing practice. Student clinical experiences takes place in the simulation laboratory and in acute care settings with the goal of providing safe, quality, and multi-dimensional care for diverse adult and older adult populations.</p>
<p>NURS 432 <i>Community Health Nursing</i></p>	<p>Focuses on clinical prevention and health promotion of population health through the application of best evidence for community health nursing practice. The impact of global healthcare trends, political decisions, and financial and regulatory systems on health outcomes is examined. Clinical experiences in a variety of community settings.</p>
<p>NURS 433 <i>Mental Health Nursing</i></p>	<p>Application of psychiatric mental health nursing concepts to holistic care for clients age 18 through older adulthood. Theoretical content includes bio-psychosocial theories, interpersonal relationship theory, psychoanalytic and psychodynamic theories, as well as, cognitive, behavioral, and biological theories. Legal, ethical, and critical thinking concepts specific to psychiatric mental health nursing are covered. Clinical experiences are designed to facilitate the students' synthesis of classroom material, individualized application of psychiatric concepts, and establishment of therapeutic relationships in a variety of settings.</p>
<p>NURS 434 <i>Nursing of the Childbearing Family</i></p>	<p>Focuses on the application of professional nursing concepts related to holistic care of the childbearing family and their neonate. Theoretical content includes physiological, pathophysiological, sociocultural, and ethical concepts. Student clinical experiences take place in the simulation laboratory and variety of obstetrical settings.</p>

<b>BSN Program POS</b> <i>CONTINUED</i>	<b>Rationales and Course Descriptions</b>
<p>NURS 435 <i>Nursing of Children and Families</i></p>	<p>Application of professional nursing concepts related to the holistic care of children and their families within their communities. Theoretical content specific to children from infancy through adolescence includes physiological, pathophysiological, and psychosocial concepts. Clinical experiences incorporate health promotion and acute and chronic illness management in the simulation laboratory, inpatient, outpatient, and community settings.</p>
<p>NURS 444 <i>Adult Nursing III: Advanced Medical-Surgical</i></p>	<p>Focus is the holistic care of high acuity patients and families in crisis situations. Students integrate contemporary concepts with the best nursing evidence to foster growth in knowledge, clinical competencies, and role of professional nurse. Students will integrate critical thinking, clinical reasoning, and ethical principles to provide safe, quality care and collaborate with multidisciplinary teams to create health promotion, risk reduction, and disease prevention strategies. Clinical experience will be in a variety of acute care settings.</p>
<p>NURS 445 <i>Nursing Leadership Dimensions</i></p>	<p>Applies evidence-based concepts essential to the leadership development of the professional nurse. The focus is on the application of leadership and management skills to contemporary health care issues influencing professional practice.</p>
<p>NURS 446 <i>Professional Role Transition Capstone</i></p>	<p>Provides the opportunity for students to demonstrate competency in the role of provider and manager of care. Students provide safe, quality care for patients across the lifespan in acute care settings. Students collaborate with a preceptor and faculty member to achieve course objectives and individualized learning goals.</p>

## **Section II: BSN Statements and Guidelines**

# General Statements and Guidelines

## Nursing Student Responsibilities and Expectations

Professionalism embodies the qualities of respect, integrity, honesty, advocacy, and accountability. Nursing students are expected 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. Nursing students 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 response to a client should consult the instructor for guidance.

Relevant factors to consider before making a commitment to nursing school include:

- **Family 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. Consideration of the impact on family life should be considered prior to enrolling in all nursing courses.
- **Work commitments:** Work requirements may interfere with a student's success. It is recommended to commit to about **2-3 hours of study time per week for every credit hour of a course outside the classroom.** Heavy work schedules may make academic success difficult. For example, in your first semester of the BSN plan of study there are 12 credit hours of nursing courses. Therefore, a study plan that consists of 24 – 36 hours per week outside the classroom is recommended in order to be successful.
- **Athletic/sport commitments:** Remaining active in a team sport can be accomplished while in nursing school; however both require time commitments. To excel in both, it is up to the individual student athlete to be responsible to work out their personal schedules to keep up with requirements of both (see *Athlete Excused Absence* policy). Student athletes are required to disclose their student athlete status to faculty and have regular open dialogue with instructors.

## Professional Behaviors

Nursing students and faculty will maintain a professional relationship:

- Students should not expect an instructor to act as personal counselor or therapist. Students should seek assistance from the Dominican University Wellness Center for counseling services by calling Ext. 6629 from an on-campus phone, 708-524-6629 from off-campus, or via email at [wellness@dom.edu](mailto:wellness@dom.edu).
- Students should not ask, or expect, any faculty member to participate in a social situation of an individual, group, or class while the course is in progress.
- Students should not offer the instructor gifts or money as a gratitude for instruction. Instructors may accept cards or notes when students wish to thank the instructor.

Nursing Students will maintain professional boundaries in a **professional nurse-client relationship**:

- Students strive to inspire the confidence of clients. Students must remain professional with all clients/patients and family members, as well as all other healthcare providers.
- Clients can expect nursing students to act in the best interest of the client while respecting clients' rights, autonomy, and dignity.
- The student will abstain from obtaining personal gain at the clients' expense.
- Professional boundaries include but are not limited to inappropriate involvement in the client's personal relationships.
- Violations in maintaining professional boundaries 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.
- For information on maintaining professional boundaries:  
[https://www.ncsbn.org/ProfessionalBoundaries\\_Complete.pdf](https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf)

Nursing 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. Nursing students can become **involved in governance** in several ways:

- Participate in the course surveys, an end of program survey, and an Alumni survey.
- Provide honest and fair feedback in course evaluations at the end of each course.
- Participate in student forum activities when available.
- Volunteer for committee membership by informing the Administrative Assistant of the BSN Program in writing that you would like to serve on the Nursing Advisory Group or the Resource Committee.
- Membership in the National Student Nurses Association (NSNA) and the Dominican University Student Nurses Association (DUSNA) is strongly encouraged.

Nursing students will maintain professional behavior and **proper technology etiquette** at all times when using cell phones, iPads, iPods, mobile devices, laptops, or other electronic devices:

- Electronic devices may be used only when authorized by faculty and for class/clinical activities. ***Absolutely no use of electronic devices for personal use.***
- Cell phones and mobile devices are not allowed during class or clinical experiences.
- Students are not allowed to take photos in the clinical agency or lab environments *except* as needed for a course assignment.
- ***Absolutely no personal phone use allowed during class or clinical; this includes texting.***

Nursing students are expected to protect the **confidentiality of patient information** at all times in accordance with HIPAA policy. This includes, but is not limited to:

- Students may not take any photographs of clients or client records nor make copies of client records.
- Students violating patient privacy with a mobile device will be subject to HIPAA infractions of the clinical agency.
- It is important to remember that everyone can see and read what is placed on social networking sites. Do not post information or photos with patient sensitive content. 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; many recruiters 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 on a social networking site. Social network postings can be subject to disciplinary action 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/NCSBN\\_SocialMedia.pdf](https://www.ncsbn.org/NCSBN_SocialMedia.pdf)

## Office Hours

Faculty will post available office hours for each course in the syllabus. *Students are expected to make appointments with faculty by scheduling appropriately following the instructions in the course syllabi. Students cannot expect a faculty member to be able to meet in person if he or she “just stops by”.* Some faculty and/or advisors may initiate meetings with students during office hours. However, students are encouraged to schedule office appointments for any questions, concerns, needs for clarification, or learning needs.

## Email Etiquette

Email communication is the most efficient way to communicate with faculty and staff of the BSN Program. Students are expected to remain professional and appropriate while using email to communicate with faculty and staff. Guidelines on Email etiquette for students can be found at <https://owl.english.purdue.edu/owl/resource/694/01/>

## Student Athletes

University administration and faculty, including BSN faculty, recognize the importance of athletics to Dominican University. Student athletes may encounter a sports scheduling conflict with a nursing class. To guide the students and faculty, refer to the *Dominican University Student-Athlete Excused Absence Policy* for details.

Key points for student-athletes to remember are:

- It is the responsibility of each student-athlete to provide his or her instructor with a schedule of intercollegiate athletic contests that may necessitate an absence for class.
- In accordance with NCAA and DU Athletic Department regulations, **student-athletes are never to miss a class to attend practice.**
- Each student-athlete will personally notify his or her instructor **no less than two weeks** in advance of any athletics competition that conflicts with a class or laboratory session to request an excused absence and alternative arrangements for any missed work.
- If the faculty considers the request unfeasible for accommodation, he or she must communicate the reason for denial in writing to the student-athlete, Faculty Athletics Representative, and the Associate Provost. A final decision will rest with the Associate Provost.
- Student-athletes will not be punished/penalized by faculty for their absence provided he or she fully complies with the terms of the agreed-upon arrangements.
- Student-athletes choosing to attend regularly scheduled class instead of an athletic competition shall not be punished/penalized by his or her coaches.
- BSN faculty will collaborate with the student-athlete in an effort to accommodate excused-absence requests, especially for intercollegiate athletic contests, playoffs, finals, etc. Despite best efforts, some requests may not be able to be granted depending on outside clinical sites' scheduled sessions.

## **Pregnancy**

The College of Health Science and the BSN Program values the protection of and your family. Therefore, the following guidelines are in place for your protection:

- A student who is pregnant is required to notify the Executive Director of Nursing and the nursing course faculty member as soon as she becomes aware of her pregnancy.
- A health statement from a healthcare provider certifying the student is physically able to participate in clinical experiences without restrictions (i.e., moving, lifting and transferring patients) is required to continue with clinical rotations.
- Any change in health status must be reported immediately to the clinical instructor in written format.
- Clinical attendance is mandatory for **all** students enrolled in the BSN Program. Students must inform the clinical instructor if he or she needs to miss clinical. Inability to attend clinical sessions may necessitate course withdrawal and/or failure.
- Following delivery, the student is required to notify the Executive Director of Nursing and the course faculty member of plans to resume clinical practice.
- An additional health statement from the healthcare provider certifying the student is physically able to participate in clinical experiences without restrictions (i.e., moving, lifting and transferring patients) is required post-delivery.
- Students are not allowed to return to school for resumption of the plan of study and clinical before the postpartum check-up and subsequent documentation is received in the nursing office.
- Pregnant students must comply with each clinical agency's policy concerning health care worker (HCW) pregnancy in their organization to avoid potential hazards to the mother and the unborn child.

## Clinical Expectations

### **Clinical Area Responsibilities and Expectations** (*see related clinical policies in Section III*)

As a healthcare professional, the student is expected to conduct him or herself in a professional manner. Students are guests of the clinical site. Inappropriate behavior or actions will not be tolerated. These may jeopardize the student's enrollment in the program and may adversely affect the availability of the clinical site for other students.

While at the clinical site, students are expected to:

- Follow the administrative policies, standards, and practices of the clinical site.
- Display their Dominican University student ID at all times.
- Introduce and identify themselves as a "Dominican University Nursing Student" to all patients and clinical staff.
- Provide his/her own transportation to and from the clinical site.
- Report to the clinical site on time.
- Follow the personal, ethical, and professional standards required of employees of the clinical site and consistent with the professional Code of Ethics, standard set forth by The Joint Commission (TJC) and/or other relevant accrediting or regulatory bodies.
- Leave personal cell phones away from the clinical unit; cell phones are not allowed in the clinical setting.
- Address patient, residents, families, and coworkers by title, "Mr.," "Mrs.," or "Ms."
- Maintain patients' privacy and confidentiality at all times in accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations. For detailed information regarding HIPAA refer to <https://www.hhs.gov/hipaa/>
- Conduct patient/client reports and discussions only with other healthcare workers actually caring for the patient and only in appropriate designated areas
- Avoid the use, possession, and/or sale of alcoholic beverages; alcoholic beverages are strictly prohibited during class and clinical. A student violating this policy will be immediately dismissed from the nursing program.
- Avoid the use, possession, and/or sale of controlled substances; controlled substances are strictly prohibited during class and clinical. A student violating this policy will be immediately dismissed from the nursing program.
- Not chew gum or smoke while on the clinical site.
- Maintain integrity in documentation; falsification of any patient or resident records is grounds for dismissal from the program.
- Remain at the clinical site as scheduled; students must not leave the clinical unit without the instructor's approval. Leaving the unit without approval will result in dismissal from the program. Breaks/lunches are at the discretion of the clinical instructor. Students are not permitted to leave the clinical campus during the lunch hour.
- In the clinical area, social conversations between students are to be avoided.
- Speak professionally in English at all times. Alternative languages should be avoided, except where necessary to render patient care.

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

## **Health Insurance and Portability and Accountability Act of 1996 (HIPAA)**

The Health Insurance and Portability and Accountability Act of 1996 is commonly called “HIPAA”. It is legislation that was enacted in 1996 under President Bill Clinton to provide data privacy and security provisions to safeguard patients’ medical information.

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

Patients have a legal right to confidentiality related to all aspects of their care. 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, classmates, family, and/or friends. 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.

Patients’ privacy and confidentiality is to be maintained at all times in accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations. For detailed information regarding HIPAA refer to <https://www.hhs.gov/hipaa/>

## **Student Practice Guidelines and Regulations**

In addition to the Dominican University and the College of Health Sciences guidelines and regulations, nursing students practice within the boundaries of the Illinois State Board of Nurse Practice Act - <http://nursing.illinois.gov/nursepracticeact.asp> , the ANA Code of Ethics for Nurses - <http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html> , and the policies and regulations of the clinical site where they are assigned for clinical learning.

Examples of undesirable practice behaviors include, but are not limited to:

- Refusal of an assignment based on the client’s race, culture, religious preference, sexual orientation, or medical diagnoses.
- Denies, covers-up or does not report own errors in clinical practice.
- Ignores and/or fails to report dishonest or unethical behavior in others.
- Practices invasive skills on any live subject (human or animal) in the lab setting.
- Assumes patient care tasks/skills for which the student has not yet received the education, or competence/validation to perform; or lack of preparation for clinical practice.
- Interacts inappropriately with clinical site staff, peers, patients/clients, families, and/or faculty.
- 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.
- Removes drugs, supplies, equipment, or medical records from the clinical setting.
- Abandonment: Leaves clinical agency or patient assignment without notification.

## **Transportation**

Each student is expected to have a working vehicle *or* a reliable method of transportation to attend clinical rotations. Classroom and clinical experiences are provided at a variety of settings around the Chicago-area region. Students are required to arrange for their own transportation to and from these settings. Car-pooling is encouraged. Students are expected to abide by the parking regulations outlined by the assigned clinical site. Any parking fees at the clinical sites are the responsibility of the student.

## **Online and Clinical Orientation**

Prior to clinical practicums, an orientation is generally required onsite and/or via online to familiarize the student to the clinical site and computer platforms (varies per clinical site). Attendance, or evidence of completion, is mandatory. If a student misses a clinical orientation session, or does not have proper online orientation requirements completed, he/she will not be allowed to attend clinical.

## **Clinical Injury and Insurance**

All students are expected to carry their own health insurance. If a student is injured in the clinical area, the following steps are to be taken:

1. The student must notify the instructor immediately of injury. If a student is unable to notify faculty due to the nature of the injury, another student in the group must inform faculty.
2. The faculty member will take the student to the emergency room for appropriate treatment at the expense of the student.
3. In cases of needle-sticks and blood borne pathogen exposure, the faculty and student will comply with the clinical site policies and procedures, including but not limited to reporting, documentation, and follow-up with the site's occupational health/wellness department if required by the clinical site.

## **Immunization Requirements and Infectious Disease**

In accordance with the Illinois Department of Public Health, OSHA, and the CDC, the BSN Program complies with recommendations for vaccinations, including those specifically for healthcare personal. Proof of compliance is required. Please see the National Vaccine Center for details <http://www.nvic.org/Vaccine-Laws/state-vaccine-requirements/illinois.aspx>

## Standard Precautions

The BSN program complies with the standards of practice and regulations in accordance with federal, state, and local agencies, the CDC, and each clinical site. For infection control basics and standard precautions for all patients, refer to the CDC website:

<https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html>

## Clinical Cancellation / School Closure

In the event the University campus is closed due to weather, power outage, etc. information will be available through the following:

- 720 AM WGN Radio
- Online at the DU Support Center at <https://supportcenter.dom.edu/news> or via myDU Emergency Notification System at [https://jicsweb1.dom.edu/ICS/Home.jnz?portlet=Sign\\_Up\\_for\\_Text\\_Message\\_Notifications](https://jicsweb1.dom.edu/ICS/Home.jnz?portlet=Sign_Up_for_Text_Message_Notifications)
- DU Emergency Notification Email communication to students' DU email account.
- DU Emergency Notification text message.
- ***Students are expected to complete and maintain current emergency contact information in the DU Emergency Notification System.***
- Call the switchboard at 708-366-2490

If the Dominican University campus is closed, all clinical site attendance is also cancelled. In the event of inclement weather and DU is not closed, the clinical instructor in collaboration with the Executive Director of Nursing will determine if clinical activities will be cancelled or delayed until additional information can be assessed.

# Classroom & Didactic Expectations

## Attendance

Regular attendance is required in all nursing classes. Students are expected to arrive **on-time** and **prepared** for classes. Class preparation includes completing all required activities, readings, and assignments as indicated in the course syllabus **before** arriving for class. Classroom time is an opportunity to review and clarify content, ask questions, and make connections between learned content and understanding for application of knowledge – all of which cannot be done without preparation. Students are expected to communicate absences with instructor

## Course Syllabus

Students will be provided an in-depth course syllabus for each course that outlines the basic course information, course description, required textbooks and materials, course objectives, requirements (readings, course activities, assignments, quizzes, and exams), and the tentative calendar of topics. The course syllabus is like a roadmap; it provides the students directions to navigate the course and finish with success.

The course syllabus functions as a **contract** between faculty and students. The course expectations and standards are written in the syllabus so that both students and professors can abide by the requirements to meet the course objectives and determine the course grade(s).

Students are expected to:

- Read the entire course syllabus prior to the first scheduled class of each course.
- Ask questions and clarify anything in the course syllabus that he or she does not understand.
- Use the course syllabus to keep track of course activities, assignments, and exams dates. Professors are not responsible to remind students of upcoming due dates. It is recommended that students use a calendar or planner to note due dates for **all** courses based on syllabi to assure meeting all responsibilities.
- Review the course syllabus at the beginning of each week to guide preparation for class, including but not limited to meeting assignment deadlines.
- Accept responsibility and accountability of course syllabi requirements.

## Guidelines for Written Work

All written work is to be submitted on the announced due date and time unless the student has made previous arrangements with the faculty member. Penalties will apply to late submissions and be noted in each course syllabus and assignment rubric. ***Assignments will NOT be accepted after 3-calander days from due date.***

***APA style/format is required for all written work. For detailed information and help on APA Style see <http://www.apastyle.org/index.aspx>***

## Student Responsibilities in College Classes

**Attendance** – (see attendance policies and previous information). The expectation is that students do not arrive to class late *and* do not leave class before the end of class. Missing class should be a rare occurrence. Students regularly missing class generally receive a failing grade as success is linked to good attendance and class participation. If a student misses a class, he/she should:

- Not ask the professor for copies of notes/lesson plan.
- Ask a classmate for notes.
- Accept responsibility to obtain the missed content.

**Respect** – students are expected to remain polite and respectful to the professor and other students. Rude and disrespectful behavior will not be tolerated; students will be asked to leave class resulting in an absence and/or a zero for any activities or quizzes/exams for that class time. Rude and disrespectful behaviors, include, but are not limited to:

- Talking or carrying on a conversation when the professor or another student is talking (“Talking out of turn”).
- Arguing.
- Shouting.
- Using electronics during class such as a mobile phone, tablet, or lap top. ***Electronic devices may be used during class when instructed to use such as in polling, surveying, or test taking.***
- Eating.
- Making unsolicited noises such as gum chewing, humming, singing, etc.

**Follow Directions** – students are expected to follow written and verbal instructions, including but not limited to how an assignment should be completed, due dates, and course activities. Being absent, not listening, not understanding without clarifying, and/or not reading are excuses; not following directions and making excuses are ways you put yourself at risk of failing.

**Keep Track of Your Progress/Grades** – students are responsible for tracking their own progress and grades. Syllabi describe how activities, assignments, quizzes, and exams are weighted. Students can track their progress by being attentive to the syllabi and calculating their grades. Students should **schedule** an office appointment as needed (see *Office Hours*).

## Requesting and Receiving Accommodations

Students requesting accommodation are required to submit documentation identifying their disability and need for accommodation to the Dean of Students:

<http://www.dom.edu/literacy/disability>

Once the required documentation is received in the Dean of Students' Office, students will be able to work with a Learning Disability Specialist for an individualized plan. For more information on disability services view the Disability Support Services webpage at [https://jicsweb1.dom.edu/ics/Campus\\_Life/Dean\\_of\\_Students\\_Office/Disability\\_Support\\_Services.jnz](https://jicsweb1.dom.edu/ics/Campus_Life/Dean_of_Students_Office/Disability_Support_Services.jnz)

Each student requiring accommodations will have accommodations based on their individual needs and documentation, intake interview and other provided information. Approved accommodations will be documented on the *Academic Accommodation Approval* form provided to the student each semester. Documentation and exam forms can be found at:

[https://jicsweb1.dom.edu/ICS/Campus\\_Life/Dean\\_of\\_Students\\_Office/Disability\\_Support\\_Services.jnz?portlet=Documentation %26 Exam Forms](https://jicsweb1.dom.edu/ICS/Campus_Life/Dean_of_Students_Office/Disability_Support_Services.jnz?portlet=Documentation%26ExamForms)

Most requests for accommodations need to be made four weeks in advance to ensure time to facilitate accommodations. If the professor has not received an *Academic Accommodation Approval* form and a student requests an accommodation, the professor should direct the student to the Disability Support Services (DSS) office within the Academic Enrichment Center (AEC).

***It is the student's responsibility to follow through with requesting accommodations each semester through DSS.***

**Examples of Academic Accommodations** (Note: not all students are entitled all these accommodations):

- **Permission to record lecture or lab:** It is the student's responsibility to provide their own tape recorder and tapes. In some classroom situations, such as nursing classes where specific patients may be discussed (although we understand patients should not be identified), the need for confidentiality may take precedence over this accommodation. When this occurs the Coordinator for DSS may work with the professor to find another accommodation that gives the student access to the material. If there is any concern about the need for confidentiality, the student and/or professor should contact the Coordinator for DSS to discuss the situation.
- **Note taker:** Students should be able to find their own note taker by asking someone in the class they already know. On occasion, students may need assistance with locating a note taker. If this should happen, the student may contact the Office of Disability Support Services (DSS) to ask for help. The student with a disability may contact the volunteer note taker after class to arrange the exchange of notes. Volunteer note takers can make copies of their notes or obtain NCR paper in the DSS office. If there is a problem with the accuracy of the notes, notetaking style, or inconsistent notes, the student should first contact the note taker to explain the issue so they can come to a resolution. If the problem continues, the student can contact the Coordinator for DSS.

- **Assignments and handouts in alternative format:** Students may need printed materials in alternative format in order to access the material. Alternative format may include enlarged print, Braille or documents on disk. Students should contact DSS within the first two weeks of the semester if they will need this accommodation. The DSS office can help transfer materials to other formats as needed. Materials should be brought to the DSS office at least three days in advance for a four to six-page document (larger documents will require more advanced notice).

*Absences/Incompletes: Excessive absences due to a disability may not necessarily be accommodated and requests for absences from class should be considered on an individual basis.*

Federal law requires colleges and universities to **consider reasonable modification** of attendance policies if required to accommodate a student's disability. In making this determination, two questions must be answered:

- Does the student have a documented disability that directly affects his/her ability to attend class on a regular basis? Disability Support Services will make this determination based on a review of documentation from the student's physician or psychologist and provide verification in a letter the student presents to the instructor.
- Is attendance an essential part of the class? Would modification of attendance policies result in a fundamental alteration of the curriculum? Faculty makes this determination in consultation with Disability Support Services.

The Office of Civil Rights (OCR) has provided the following guidelines to assess if attendance is an essential part of a class:

- Is there classroom interaction between the instructor and students and among students?
- Do student contributions constitute a significant component of the learning process?
- Does the fundamental nature of the course rely on student participation as an essential method for learning?
- To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
- What does the course description and syllabus say?
- Which method is used to calculate the final grade?
- What are the classroom practices and policies regarding attendance?

Disability Support Services recommends that students with a disability-related need for flexibility in attendance meet with their instructors to discuss the extent to which modification in attendance policies may be reasonable for a particular class. The student and instructor should have a clear understanding of what accommodation can be made for disability-related absences. In cases where attendance is an essential part of the class, a medical or mental health withdrawal may be considered a reasonable accommodation if absences become excessive. For more information, please contact our offices at 708-524-6822.

The course syllabus should outline expectations and assignments with due date so the student has notification of expected course work and can work on assignments well in advance. The student should be aware of the potential adverse impact absences may have on learning the material and

on course completion. If a proportion of the grade is dependent on classroom participation or attendance, and the student has or may have too many absences, then the student should contact the professor to explore what accommodations (if any) might be possible. It is the student's responsibility to obtain any missed lecture or other information if not in class. The professor may want to work with the student to make reasonable due date adjustments for assignments with short turn around time, such as assignments given that day in class and due the following day. If at all possible, the student should plan ahead and attempt to address the issue of absences before any absence occurs.

The University's academic policy regarding withdrawals and incompletes must be followed. If a student has gained the major portion of the information disseminated to the class and has failed to complete a final exam, project or paper due to mitigating circumstances, the professor can choose to give that student an incomplete. The Dean of Students (DOS) may act as liaison as needed. If the condition is such that it may not be possible to complete the coursework in one year, the DOS may encourage the student to petition a withdrawal from the course so the student's GPA will not be penalized by an incomplete, which becomes an F. Dependent upon the student's financial aid, an incomplete could affect the financial aid for the upcoming semester or academic year. Please refer to the satisfactory progress policy in the University Bulletin <http://bulletin.dom.edu/> for information on financial aid.

## Exam Accommodations

***Test-taking Accommodations:*** The DSS office has limited space for students to take tests. Students taking tests in the DSS office are not allowed to bring any personal items into the testing room, except as permitted by the professor or as otherwise permitted. ***The professor must identify any other materials allowed during the exam on the Exam Accommodation Form.*** Students will not have the opportunity to ask clarifying questions during an exam. Tests will be online and delivered to the DSS office prior to the exam time. The DSS office proctor will provide scratch paper as needed for the exam. Faculty is responsible for providing a blue book or Scantron when needed.

***It is the student's responsibility to let the professor and the DSS office know when they will be taking exams in the DSS office. Students should sign up with DSS for a test at least one week ahead of time to help ensure that space is available in the DSS. Students must give the Exam Accommodation Form to their professor at the beginning of the semester.*** Generally, the test should be taken during the normal class time. If the DSS office testing locations are full, then arrangements should be made with the professor's permission to give the student the exam during another time or at another location.

Examples of Exam Accommodations:

- ***Extra time on exams:*** Extra time does not mean unlimited time. For most students extra time may be one and a half times the normal allotted time.
- ***Quiet Location:*** Some students with disabilities need a quiet location for exams to reduce distractions.
- ***Readers for exams:*** The reader will read only what is written on the exam and are not to offer clarification. To request a reader during the exam, the DSS office must be notified at least one week in advance.

- ***Scribes for exams:*** Scribes are to write accurately what the student dictates and are not to offer clarification. To request a scribe during the exam, the DSS office must be notified at least one week in advance.
- ***Computer for exams:*** Some students may need to use a computer due to physical limitations impacting writing or other disabilities. The DSS office has computers available for testing purposes. To request the use of a computer for an exam, the DSS office must be notified at least one week in advance.
- ***Exams in Alternative Format:*** Alternative formats may include oral, multiple choice, or essay exams that differ from the exam given to the rest of the class. Documentation should be provided to support the need for an alternative testing format, and this should be discussed with the professor. If the professor can demonstrate that the alternative format considerably changes the nature of the course, then the professor has the right to refuse to provide such an accommodation. Students should contact DSS as soon as possible if they want to request an alternate format. Discussion of changes to alternative formats should begin as soon as possible, but in no event later than the second week of the semester. Discussions should include the professor, student, Dean of Students and the LD Specialist.

### **Proctor Guide for Accommodations**

1. Only students scheduled to attend the proctored session are permitted to attend the session.
2. The student must provide proper identification (school issued ID or Driver's License) to the Proctor before the exam.
3. All personal belongings must be stored out of reach. This included coats, jackets, hats, sunglasses, with discretionary allowances for religious apparel.
4. Students are not allowed to bring any additional materials to the test location. This includes but is not limited to: books, notes, iPads, drinks in disposable cups, water bottles, candy, food, etc. **No electronics** of any kind are permitted.
5. If calculations are needed, a school issued calculator will be provided by the nursing department for use on the exam.
6. Students are not allowed food and/or drinks during the exam.
7. Students may have one writing instrument of their choice to use during the exam.
8. The Proctor will provide one blank piece of paper to the student for use on the exam. At the end of the exam, the student will return the paper to the Proctor, with the student's name and class written on top of the paper.
9. Students should use the restroom prior to the start of the exam.
10. Students cannot leave the testing room without proctor approval.
11. No communication is permitted among students during the assessment.
12. Students are expected to work independently at all times.
13. Proctors are not permitted to answer questions concerning the content of the assessment.
14. Students may leave the room after they have completed their exam.

## **Testing Requirements**

1. Students must bring a fully charged laptop and power cord to the testing center.
2. The student is responsible for downloading the Respondus application in order to utilize the Canvas Lockdown Browser.
3. Individual student testing accommodations will be provided for each student testing.
4. The proctor will provide the specific accommodations granted to each student as outlined on the student's accommodation form.
5. Deviation from the listed accommodations is not permitted.
6. Continual, in-person monitoring of the student is required until the conclusion of the test.

*Contact the Nursing Department for more information on accommodations at the main contact number: Ext. 6634*

## Graduation Requirements and NCLEX Eligibility

Dominican University College of Health Science awards the Bachelor of Science in Nursing (BSN) degree. It is conferred at the end of the semester with satisfactory completion of all requirements.

Upon request to sit for the NCLEX-RN exam, the Executive Director of the BSN Program will complete and provide the ED-NUR (Certificate of Education) form [https://www.continentaltesting.net/downloads/ED\\_NUR.pdf](https://www.continentaltesting.net/downloads/ED_NUR.pdf) (IL 486-1031) to the student. The ED-NUR form completed provided the student has completed the university and BSN Program requirements in good standing:

1. The student has attained a minimum of a 78% or “C” in all nursing courses.
2. The student has completed the required credit hours designated in the curriculum.
3. The student has successfully completed all required ATI required content, exams, and programs (see *ATI Policy*). ***Students not achieving a passing score on ATI Comprehensive Predictor (CP) exam with a 90% or better prediction must complete the Virtual ATI (VATI) program at their own expense. Students enrolled in VATI must achieve the required “green light” for each module prior to being cleared for degree conferral and receipt of the ED-NUR form.***
4. The student does not have a hold or outstanding balance with the Office of Student accounts.
5. The student files intent to graduate form with the Office of the Registrar. Official transcripts from previous colleges attended must be on file with the registrar’s office.

*See additional graduation requirements at <http://www.dom.edu/news-events/commencement/accounts>*

## **Section II: Policies and Procedures**

## ADMISSION TO THE BSN PROGRAM

### PURPOSE:

To outline the processes of qualifying for admission to the Bachelor of Science in Nursing (BSN) Program at Dominican University College of Health Science. The BSN Program admits only those students who have *first* been admitted to Dominican University.

### POLICY:

In addition to meeting the admission requirements of Dominican University, students applying to the BSN Program must meet the following additional requirements:

1. Completion of all eight (8) prerequisite courses for the nursing major with a final grade of C or better.
2. Cumulative GPA of 2.75 or higher on a 4-point scale.
3. Passage of the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) with an academic preparedness level demonstrating proficiency as decided by the BSN faculty.
4. Completion of a comprehensive background check.

### PROCEDURE:

***Prerequisite Courses*** must be completed with a final grade of “C” or better:

- BIOL 152 – Human Anatomy & Physiology I
- BIOL 252 – Human Anatomy & Physiology II
- BIOL 160 – Elementary Microbiology
- PSYC 212 – Life Span Development Psychology
- MATH 130 – College Algebra
- MATH 211 – Principles of Statistics
- NUTR 250 – Nutrition
- CHEM 120 – General Chemistry I
- BIOL 260 – Introduction to Human Pathophysiology

### ***Science Course Outdates***

1. Chemistry and Biology courses must be completed within five (5) years of the application deadline.
2. If course is outdated the course must be repeated unless a CLEP Exam is available.
3. If a CLEP Exam is available for the outdated course, the student must earn a numerical value equivalent to the required prerequisite grade of a “C” or better.
4. Applicants may not CLEP or transfer nursing courses.

## ***Assessment Technologies Institute (ATI)***

The ATI Test for Essential Academic Skills (TEAS) has proven to be a reliable admissions tool to predict future health science academic success. The TEAS exam was developed based on the 9-12 grade science, reading, math, and English language usage standards identified as important for students to possess upon entry into a health science program. The TEAS test is guided for nursing and allied health programs and provides both the student and the prospective program with critical information needed to succeed in a health science program.

The ATI TEAS test must be taken before admission to the BSN Program:

1. The TEAS score must meet or exceed the national average.
2. Prospective students are responsible to create an account with ATI at <https://www.atitesting.com/Home.aspx>
3. ATI TEAS are proctored exams and may be taken at Dominican University if dates/seats are available at the time of scheduling through the ATI website.
4. Prospective students are financially responsible for all testing fees.
5. An ATI TEAS can be repeated once, with the highest score being applicable for the BSN Program application.
6. ATI TEAS must be within one (1) year of the application date.

## ***Criminal Background Checks and Drug Screening through CastleBranch Services***

1. All applicants **MUST** register for services with <https://www.castlebranch.com/> and enter Package Code **DD68** for Dominican University.
2. Choose option “Nursing Applicants”.
3. Submitted background checks from CastleBranch will not be accepted if more than one year from the submitted application for the subsequent application cycle.
4. Applicants with a felony conviction of any kind can contact the Illinois Department of Financial and Professional Regulation (IDFPR) to see if they can obtain a license to practice nursing by completing a request for a Non-Binding Advisory Opinion. Forms and instructions can be obtained on the IDFPR website at <http://www.idfpr.com/Forms/F2035.pdf>
5. Students accepted into the BSN must submit to a 10-panel drug screen after admission to the program and before the start of courses. The 10-panel drug screen must be completed again for the second year of courses.
6. A clinical site may request a random drug screen or background check at any time during the student’s plan of study; students must comply with clinical site request for continued eligibility to remain in the program.
7. Students with a positive drug screen will not be eligible for admission or continued enrollment in the BSN Program.

## ***Health and CPR Requirements***

1. Students accepted for admission must submit a Health Statement, including an up-to-date immunization record and a current valid CPR card (see *Health and Safety* policy for details).
2. Health and CPR requirements are coordinated with the Clinical Placement Manager. All health and CPR questions should be directed to the Clinical Placement Manager.
3. Students enrolled in the BSN program must have certain functional abilities and be able to perform essential skills (see *Functional Abilities & Essential Skills* policy)

*Admission to the BSN Program is very competitive. Once all above requirements are completed and the prospective student's application is complete, the Nursing Admissions and Progression Committee reviews the entire application. Acceptance for admission for an open seat in the BSN Program is first given to candidates with the strongest academic profile and ranks. Although a candidate may meet all the admission requirements, there may be a candidate with a more qualified academic profile resulting in a prospective nursing student being "wait-listed". If a student is wait-listed he or she is responsible for contacting the BSN Program Admissions Coordinator for any questions or concerns.*

## AUDIO-VISUAL RECORDING

### **PURPOSE:**

To record in real-time the interactions, behaviors, and skills of Pre-licensure nursing students. Recordings will be used for debriefing and future learning. Audio-visual recordings enrich faculty teaching and student learning by providing analysis of the experiences in a more objective learning method.

### **POLICY:**

Students will be required to record and upload audio-visual recordings for assignments, validation of manual skills, and/or remediation in various courses throughout the program.

Students are responsible for using devices compatible with Dominican University's platforms, including but not limited to Canvas® and Panopto® platforms. Students are responsible to contact the manufacturer of the device and/or DU's IT Help Desk for all compatibility issues.

Audio-visual recording of others is highly sensitive. The simulation team, faculty, staff, and students are expected to protect and respect the privacy of recordings. All videotaped recordings will be stored in the simulation library and/or DUs platforms and will be password protected.

Dominican University will comply with *The Equity Act* (2010) by providing any information and communication of the reason(s) for videotaping with regard and respect of nursing student disability, sex, gender, race, ethnic origin, age, relationship status, religion, and/or faith.

**The BSN program requires that all faculty and students adhere to the guidelines described in this policy.**

All faculty must be trained in the use of high fidelity manikins before independently operating the manikins.

### **PROCEDURE FOR VIDEOTAPING IN THE SIMULATION LABORATORY:**

1. A written audio-visual informed consent will be explained and signed by all nursing students during the program orientation process. This form will be maintained in the students' academic file. *Students are not allowed to participate in simulation activities without signed written consent in file.*
2. Audio-visual recordings will demonstrate the students' skills in performance of patient assessments, nursing interventions, inter-personal communication skills with patients,

- families, and other health care team members, and making clinical decisions while utilizing high-tech sophisticated computerized manikins.
3. Clinical simulations will be conducted with at least one faculty member and the simulation staff present in the lab. ***No student is allowed into the simulation department without clinical simulation staff and/or faculty present.***
  4. Reflective learning is facilitated by debriefing of scenarios ***after each*** simulation. The audio-visual recordings may be used to evaluate and discuss students' performance.
  5. All simulations will require documentation of the simulation patient utilizing the DocuCare® electronic health record system.
  6. The number of students in the simulation lab will be limited to those participating in the scenario and as designated to participate.

### **PROCEDURE FOR VIDEOTAPING SKILLS FOR VALIDATION:**

1. A written audio-visual informed consent will be explained and signed by all volunteers of recording assessments and skills. This consent must be completed and on file ***before*** recording. ***Students are not allowed to record volunteers without signed written consent in file.***
2. Volunteers ***must be 18 years or older.***
3. Audio-visual recordings will demonstrate the students' skills in performance of patient assessments, nursing interventions, inter-personal communication skills with patients, families, and other health care team members, and making clinical decisions while utilizing standardized patients.
4. Audio-visual recordings will be conducted using a volunteer of the students' choice provided he/she is at least 18 years old and signs the volunteer release consent.
5. Students will be required to complete a self-evaluation SWOT analysis after each recording. ***Students will be able to delete the recording and re-record if it does not meet standards of nursing practice based on the SWOT analysis.*** Students can re-record as many times as needed to demonstrate proficiency.
6. When the student is satisfied with the recording and SWOT analysis, he/she is responsible for uploading the recording to the appropriate Canvas® and Panopto® platforms by the required due date per syllabi and/or faculty instructions.
7. Students can expect evaluation of his/her performance within seven (7) business days from submission.
8. If a Nursing Department tablet/device is needed to record, students may sign out a device for 45 minutes. Nursing department tablets/devices are available on a first come, first serve basis.
9. Students may work together, however each student will need to submit their own video of required skills.
10. Nursing uniforms are not required for open lab skills' video recordings ***except in the case of the final head-to-toe health assessment.***

## ATI TESTING POLICY

### **PURPOSE:**

To outline the processes utilization of Assessment Technologies Institute (ATI) resources following the Dominican University BSN Program *ATI Curriculum Alignment*.

### **POLICY:**

Assessment Technologies Institute (ATI) offers resources designed to enhance student academic and NCLEX (National Council Licensure Examination) success. The ATI comprehensive program offers multiple assessment and remediation activities. These activities include assessment indicators for academic success, critical thinking, learning styles, online tutorials, online practice testing, and proctored testing of the major content areas in nursing.

The BSN Program at Dominican University partners with ATI to utilize these tools in combination with the nursing program content to assist students to effectively prepare to be a safe generalist nurse graduate.

Students are responsible for self-learning of the navigation of the ATI Student pages. Students are also responsible for completing assigned ATI activities per nursing courses' syllabi that utilize the ATI resources. These may include Modular Study, Tutorials, Assessments, Active Learning & Remediation, and other specific activities as assigned and available.

#### *Modular Study*

ATI provides review modules (books, eBook, and video) in all major content areas. Students are encouraged to use these modules to supplement their course work and individual learning needs. Instructors may assign modular materials during courses and/or as part of active learning and/or remediation following assessments.

#### *Tutorials*

ATI offers online tutorials such as the *Nurse Logic* and *Learning System* to teach students how to "think like a nurse" and promote clinical decision-making. Online practice tests allow students to gain confidence in understanding major content. Tutorials may be assigned as part of the design of a course.

#### *Assessments*

Assessments help students to identify what areas they know well, and where they need to focus on learning and understanding specific content. Assessments may be self-practice or proctored assessments scheduled throughout the program. *Topics to Review* are areas that will require student remediation.

#### *Focused Reviews, Active Learning, and Remediation*

Active learning and remediation are processes of reviewing content in an area that was not learned or understood with proficiency to be successful in courses and on the NCLEX.

Students' individual assessment reports will contain a list of *Topics to Review* based on their specific learning needs. Students are expected to remediate using a *Focused Review* after the completion of all practice and proctored exams. These remediation tools assist the student to review important content areas that the student requires more learning in order to demonstrate proficiency.

Faculty and staff have online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. In other words, faculty can monitor students' time spent in ATI activities. Faculty may require ATI activities as part of the course learning activities. Faculty may require written documentation ("My Transcript" and "My Results") as proof that ATI work was completed by the student as assigned in the course work.

***Students need to refer to their individual courses syllabi for required ATI activities, assessments (practice & proctored), and content.***

#### **PROCEDURE:**

##### *Content Mastery Series (CMS) Practice Assessments*

1. Students are expected to complete the ATI practice assessments in courses requiring an ATI Content Mastery Series (CMS) proctored exam (Fundamentals, Adult Medical Surgical, Community Health, Mental Health, Maternal Newborn, Nursing Care of Children, Nutrition, and Pharmacology).
2. Following a practice assessment, students will receive an individual assessment reports containing a list of *Topics to Review* based on their results indicating individualized specific learning needs.
3. Students are expected to remediate using their individual assessment and complete a *Focused Review* utilizing the *Topics to Review* and completing required active learning activities *and* identifying three critical points for each topic needing review.
4. **Students will NOT be granted access to the CMS proctored examination if a focused review is not completed and written document with three critical points for each topic needing review is provided as "ticket" to enter exam class.** Faculty will monitor students' time spent in the review process/activities.

##### *Content Mastery Series (CMS) Proctored Examinations*

1. Students are required to complete an ATI Content Mastery Series (CMS) proctored exam in each of the following courses: Fundamentals, Adult Medical Surgical, Community Health, Mental Health, Maternal Newborn, Nursing Care of Children, Nutrition, and Pharmacology.
2. **Students will NOT be granted access to the CMS proctored examination if a focused review has not been completed. Faculty may require written documentation as proof of completion of the ATI Focused Review.**

3. Each initial proctored CMS exam will count as **10%** of the final course grade for that course:
  - a. Level 3 = 10/10
  - b. Level 2 = 8.5/10
  - c. Level 1 = requires remediation and retest of proctored exam
  - d. Below Level 1 = requires remediation and retest of proctored exam  
*Students requiring retake of proctored exam for Level 1 and below see “Retake Requirements” below (#6).*
4. Proficiency is measured in four levels:
  - a. Below Level – indicates a lack of proficiency in the content area. Requires students to complete a rigorous plan of focused review in order to achieve knowledge and comprehension of the content. ***Student is required to retake the CMS proctored exam after completing a focused review, including the identification of three critical points for each topic needing review and four (4) Active Learning Templates on the “Topics to Review” with the lowest scores.***
  - b. Level 1 – indicates minimum proficiency in the content area. Requires students to complete a rigorous plan of focused review in order to achieve knowledge and comprehension of the content. ***Student is required to retake the CMS proctored exam after completing a focused review, including the identification of three critical points for each topic needing review and two (2) Active Learning Templates on the “Topics to Review” with the lowest scores.***
  - c. Level 2 – indicates greater than minimum proficiency in the content area. Requires students to engage in a continuous plan of focused review in order to improve their knowledge of the content. ***Student is NOT required to retake the CMS proctored exam. However, student is required to complete a of focused review, including the identification of three critical points for each topic needing review and complete two (2) Active Learning Template on the “Topics to Review” with the lowest scores.***
  - d. Level 3 – indicates expectations exceed proficiency in the content area. Recommend students to engage in a continuous plan of focused review in order to maintain and improve their knowledge of the content. ***Student is NOT required to retake the CMS proctored exam. However, student is highly encouraged to complete a focused review, including the identification of three critical points for each topic needing review.***
5. Students achieving a “Below Level” or “Level 1” on the initial proctored exam will be required to retake the exam after completing the required remediation.
6. ***Retake Requirements:*** Retake of proctored CMS exam will count as **10%** of the final course grade for that course:
  - a. Level 3 on retake:
    - i. Initial > Level 1 = 8/10
    - ii. Initial Level 1 = 9/10
  - b. Level 2 on retake:
    - i. Initial > Level 1 = 7/10
    - ii. Initial Level 1 = 8/10
  - c. If student scores less than a Level 2 on retake; the higher of the two scores will be counted as the 10% proctored exam grade for that course.

### RN Comprehensive Predictor (CP) Practice Assessments

1. Students are required to complete the RN Comprehensive Predictor practice assessment.
2. After the CP practice assessment, students are required to complete a **focused review**, including the identification of three critical points for each topic needing review.
3. **Students will NOT be granted access to the CP proctored examination if a focused review has not been completed. Faculty will require written documentation as proof of completion of the ATI Focused Review following the CP Assessment in the form of a printed transcript and written documentation identifying three critical points for topics needing review. The printed transcript & critical points document will be the ticket to entrance for the proctored CP exam.**

### RN Comprehensive Predictor (CP) Proctored Examinations

1. Students are required to complete an ATI RN Comprehensive Predictor (CP) proctored exam in NURS 446.
2. **Students will NOT be granted access to the CP proctored examination if a focused review and documentation of three critical points has not been completed. Faculty may require written documentation as proof of completion of the ATI Focused Review (i.e. transcript of results/completion as ticket to enter proctored exam).**
3. Proficiency is measured in four levels:
  - a. 95% or above predictability of passing NCLEX
  - b. 90% or above predictability of passing NCLEX
  - c. 85% or above predictability of passing NCLEX
  - d. 84% or below predictability of passing NCLEX
4. Students **MUST score 90% or above predictability** as the benchmark.
5. The CP exam will count as **10%** of the final course grade for NURS 446:
  - a. 90% or above predictability of passing NCLEX = 10/10
6. **Students scoring less than 90% are required to complete remediation:**
  - a. Students must review their personal ATI Performance Profile based on the CP exam and highlight the “Topics to Review” **with the lowest scores.**
  - b. Students scoring 84% or above predictability of passing NCLEX must complete an ATI *Active Learning Template* on nine (9) of the “Topics to Review” ***after obtaining approval from the course instructor of topic approval.***
  - c. Students scoring 85% or above predictability of passing NCLEX must complete an ATI *Active Learning Template* on five (5) of the “Topics to Review” ***after obtaining approval from the course instructor of topic approval.***

7. *Active Learning Template* on **approved topics** must be presented to the instructor proctoring the second/repeat CP exam.
8. Students **MUST score 90% or above predictability** as the benchmark.
9. ***Students scoring less than 90% on the second are required to enroll in Virtual ATI (VATI) RN-NCLEX review at their own expense.*** VATI is a 12-week online modular program in which students will engage in a personalized remediation plan requiring a “green light” before systematically progressing through assessment modules. Details on VATI will be provided to students requiring remediation for scoring less than 90% on the CP.
10. Students scoring less than 90% on the CP exam will not be eligible to graduate/have degree conferred without completing VATI.
11. Upon successful completion of VATI, students will have degree conferral provided all obligations are met with the University and Office of Registrar and Student Accounts: <http://www.dom.edu/news-events/commencement/accounts>
12. The Second CP exam will count as **10%** of the final course grade for NURS 446:
  - a. 90% or above predictability of passing NCLEX = 9/10
  - b. 85% or above predictability of passing NCLEX = 8/10
  - c. 84% or below predictability of passing NCLEX = 7/10

## ATTENDANCE POLICY: CLASS & LAB

### PURPOSE:

To outline the required attendance schedule for didactic and laboratory participation for students within the BSN Program.

### POLICY:

Students are expected to consistently attend classes and scheduled laboratory sessions. Students are expected to arrive on-time and prepared for the class or lab. Punctuality and preparedness enhance the educational preparation of the Dominican University BSN student by ensuring the student nurse meets program and course objectives.

### PROCEDURE:

1. If a student will be absent from a scheduled class or laboratory session, he/she must notify the clinical instructor via email *prior* to the scheduled class/lab time.
2. Students will be expected to make up the full missed lab hours.
3. The clinical instructor will:
  - a. Initiate a *Request for Date Change for Missed Requirement* form on the first business day after the missed lab session.
  - b. Inform the Executive Director of the absence from lab and the tentative make-up lab date. The Executive Director and Lab Instructor will discuss options and determine the final plan for the missed requirement.
  - c. Maintain the working *Request for Date Change for Missed Requirement* until the missed requirement is satisfied and documented on the form.
  - d. Provide the original copy in the student's academic file after the Executive Director signs the form. The student will be provided the pink copy after the requirement is satisfied and acknowledged by the Executive Director.
4. Absence due to illness may require a physician's note to return to class/lab in cases of contagious illnesses and traumatic accidents that may pose safety risks.
5. Extended absences may be granted by faculty with the approval of the Executive Director. In such cases of illness or personal emergencies, the situation will be considered on an individual basis.
6. Absences in that the student cannot make-up the lab hours will result in an INCOMPLETE. Students will need to make-up the lab hours after the semester if available faculty and lab resources. Students will not be able to progress to the next level course until the incomplete is resolved satisfactorily.
7. An absence on a scheduled exam day will be handled on an individual basis.
8. Should a student miss a class/lab day without proper notification to the faculty members, or a situation be not deemed as excused, the absence will automatically be termed as "unexcused" and any missed class work or exam will be given a grade of zero ("0").

## ATTENDANCE POLICY: CLINICAL

### PURPOSE:

To outline the required attendance schedule for clinical participation within the BSN Program.

### POLICY:

Students are expected to attend all scheduled clinical days. Absence or tardy from clinical experience must be reported to the clinical instructor, the clinical unit, and the school (708-524-6634) as instructed by clinical faculty. Attendance at scheduled all clinical rotation shifts enhances the educational preparation of the Dominican University BSN student by ensuring the student nurse meets program and course objectives.

### PROCEDURE:

1. If a student will be absent from a scheduled clinical experience, he/she must notify the clinical instructor, clinical unit, and or clinical preceptor at least 90 minutes *prior* to the scheduled shift following the instructions provided in the course syllabi and/or instructor. *Email and telephone notification should be considered in tandem as a preferred method of communication. Students should make every effort to confirm receipt of the notification of the absence to assure proper communication.*
2. Students will be expected to make up the full missed clinical hours during Week 16 of the semester (Week 8 for courses that run eight weeks).
3. The clinical instructor will:
  - a. Initiate a *Request for Date Change for Missed Requirement* form on the first business day after the missed clinical.
  - b. Inform the Executive Director of the absence and the need to coordinate a clinical make-up day or alternative assignment. The Executive Director and Clinical Instructor will discuss options and determine the final plan for the missed requirement.
  - c. Maintain the working *Request for Date Change for Missed Requirement* until the missed requirement is satisfied and documented on the form.
  - d. Provide the original copy in the student's academic file after the Executive Director signs the form. The student will be provided the pink copy after the requirement is satisfied and acknowledged by the Executive Director.
4. Absence due to illness may require a physician's note to return to clinical in cases of contagious illnesses and traumatic accidents that may pose safety risks.
5. Extended absences may be granted by faculty with the approval of the Executive Director. In such cases of illness or personal emergencies, the situation will be considered on an individual basis.

6. Absences in that the student cannot make-up the clinical hours will result in an INCOMPLETE. Students will need to make-up the clinical hours after the semester if available clinical faculty and site. Students will not be able to progress to the next level course until the incomplete is resolved satisfactorily.
7. **It is the responsibility of faculty to protect clients and students. Therefore, faculty may prohibit students from clinical areas due to illness, injuries, lack of preparation for practice, inappropriate attire, or any other situation deemed unsafe.**

## CLINICAL DRESS CODE

### **PURPOSE:**

To assist nursing students in projecting a professional image and facilitate identification of the professional student nurse. Professional dress and appearance standards promote safety for the student and the patient.

### **POLICY:**

Nursing students are expected to present a professional, nurse-like image to all clients, patients, visitors, and the public community. Acceptable dress and appearance includes wearing of assigned uniform or business attire, proper hygiene, and grooming. Students are expected to comply with dress standards, including dress requirements of individual clinical sites. Faculty will dismiss student in violation of dress code.

### **PROCEDURE:**

#### *General Standards*

1. A professional neat, clean appearance free from unnecessary distractions.
2. Hair is to be neatly combed, off the face and collar. Long hair is to be pulled back and secured. Extreme hair color and styles are inappropriate in the clinical setting.
3. Jewelry is limited to a watch, wedding band, and one set of post earrings.
4. No visible body piercings or tattoos. ***This includes facial piercings.***
5. Fingernails are to be neatly trimmed, no longer than fingertip. Artificial/acrylic nails are not allowed. No nail polish is allowed.
6. Females: If make-up is used, it should be natural and conservative portraying a professional appearance.
7. Males: Face is clean-shaven or facial hair is neatly groomed and trimmed.
8. Perfumes and/or heavily scented soaps/toiletries are not allowed in consideration of patient sensitivities.

#### *Uniforms*

1. Official Dominican University BSN Program Uniform is purchased through CINTAS at <http://uniformstoyou.com/>
2. Uniforms are to be clean and wrinkle-free.
3. The Dominican University emblem patch is neatly sewn to the upper left sleeve of the uniform top and lab coat.
4. Top is a white scrub top; bottoms are navy blue scrub pants.
5. White stockings/socks and white closed toed leather shoes.
6. Dominican University student ID and if required clinical site ID.

#### *Required Equipment*

1. Wristwatch with a second hand
2. Stethoscope
3. Penlight
4. Bandage scissors
5. Note pad and pen/pencil

## FUNCTIONAL ABILITIES & ESSENTIAL SKILLS

### PURPOSE:

To ensure the safety of nursing students and patients/clients.

### POLICY:

Students enrolled in the BSN Program must possess functional abilities and be able to perform essential skills in order to deliver quality safe patient care. If a student believes he or she cannot meet the standards without accommodations, the nursing program must determine (on an individual basis) whether reasonable accommodations can be made for the student. Determination regarding reasonable accommodation will comply with Federal and state laws, professional standards of practice, and the preservation of patient safety.

### PROCEDURE:

Nursing students must be able to provide direct patient care *without* restrictions. At a minimum students will be required to lift patients, stand for several hours at a time, and perform bending activities. The clinical experience places students under considerable physical, mental, and emotional stress as they undertake responsibilities and duties providing direct patient care. Students are responsible to communicate and provide written documentation should abilities be restricted, even if temporarily restriction inhibit functional abilities and essential skills.

Nursing students must be able to safely perform the following functional abilities:

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.	<ul style="list-style-type: none"><li>• Assisting with ambulation of clients</li><li>• Administering CPR</li><li>• Assisting with turning and lifting patients</li><li>• Providing care in confined spaces such as treatment room or operating suite.</li></ul>

<b>Functional Ability</b>	<b>Standard</b>	<b>Examples of Required Activities</b>
<p>Perceptual, Sensory-Motor Abilities &amp; Manual Dexterity</p>	<p>Perceptual/sensory ability to monitor and assess clients.</p> <p>Demonstrates fine motor skills sufficient for providing safe nursing care.</p>	<ul style="list-style-type: none"> <li>• Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, etc.</li> <li>• Motor skills sufficient to handle small equipment, such as insulin syringes</li> <li>• Able to manually perform administration of medications by all routes.</li> <li>• Able to perform tracheotomy suctioning.</li> <li>• Able to insert urinary catheters.</li> <li>• Visual acuity to read calibrations on syringes and diagnostic/assessment equipment.</li> <li>• Visual acuity to assess skin 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>
<p>Communication</p>	<p>Ability to communicate in English with accuracy, clarity, and efficiency with patients, their families, and other members of the health care team.</p> <p>Required communication abilities, including speech, hearing, reading, writing, language skills, and computer literacy.</p>	<ul style="list-style-type: none"> <li>• Able to give, receive, and follow verbal directions to/from other members of the healthcare team</li> <li>• 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>• Provides information to clients 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> </ul>

		<ul style="list-style-type: none"> <li>Recognizes and reports critical patient information to other caregivers.</li> </ul>
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<b>Functional Ability</b>	<b>Standard</b>	<b>Examples of Required Activities</b>
<p>Cognitive/ Conceptual/ Quantitative Abilities</p>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>read and understand written documents in English.</li> <li>solve problems involving measurement, calculation, reasoning, analysis, and synthesis.</li> <li>gather data.</li> <li>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.</li> <li>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>

<b>Functional Ability</b>	<b>Standard</b>	<b>Examples of Required Activities</b>
<p>Behavioral/ Interpersonal/ Emotional</p>	<p>Ability to relate to colleagues, staff, and patients with honesty, civility, integrity, and nondiscrimination.</p> <p>Capacity for development of mature, sensitive, and effective therapeutic relationships.</p> <p>Interpersonal abilities sufficient for interaction with individuals, families, and groups from various social, emotional, cultural, and intellectual backgrounds.</p> <p>Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.</p> <p>Negotiate interpersonal conflict.</p> <p>Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.</p>	<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>
<p>Environment</p>	<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>

<b>Functional Ability</b>	<b>Standard</b>	<b>Examples of Required Activities</b>
Safe environment for patients, families and co-workers	<p>Ability to:</p> <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	<p>Ability to adhere to all policies, procedures and requirements as described in the Student Nurse Handbook, college catalog and student handbook and course syllabus.</p>	<ul style="list-style-type: none"> <li>• Attends class and clinical on time.</li> <li>• Submits assignments on time.</li> <li>• Is prepared for class and clinical according to syllabi and schedules.</li> <li>• Reads, understands, and adheres to all policies related to classroom and clinical.</li> </ul>

## GRADING

### PURPOSE:

To outline the summative evaluation of didactic instruction, laboratory skills, and clinical competencies.

### POLICY:

The nature of nursing requires a rigorous evaluation of course and program outcomes. The grading scale of the BSN Program is more stringent than that of some other departments within Dominican University. Summative grades are recorded as straightforward letter grades of A, B, C, D, F, or W. The BSN Program does not use (+) or (-) letter grades. The BSN Program grade scale is:

A	92 to 100%	4.0
B	85 to 91%	3.0
C	78 to 84%	2.0
D	71 to 77%	1.0
F	70% or below	
W	withdrawal	

Students must meet a grade of 78% (C) in nursing courses to remain in the program. A final grades in any nursing course less than 78% is considered failure in the BSN Program and will result in dismissal from the program in which the student may be eligible for reinstatement (see *Reinstatement* policy).

### PROCEDURE:

#### *The "78%" Rule – Exams/Tests and Quizzes*

1. Nursing students **must** achieve a minimum average of 78% on all course exams/tests and quizzes in order to remain eligible to progress in the program.
2. Exam/test and quiz grades are **not rounded** to the nearest whole.
3. All nursing courses (except NURS 323) exams/tests and quizzes are conducted electronically on a **student-supplied computer**.
4. All other assignments' grades will not be applied to the final grade until **after** the cumulative exam/test and quiz grade is determined to be at the minimum 78% or better.

#### *The "78%" Rule – Final Grade*

1. The final grade will be calculated **at the end of the semester** for students who have met the minimum of 78% exam/test and quiz average.
2. The course grade must also meet a minimum of 78% or better in order to remain in the program and eligible for progression.
3. A final grade in any nursing course less than 78% is considered failure in the BSN Program and will result in dismissal from the program in which the student may be eligible for reinstatement (see *Reinstatement* policy).
4. Final course grade **will be rounded** to the nearest whole number.

### *Clinical Evaluation Grades*

1. Clinical summative evaluation includes a formal evaluation tool regarding clinical competency.
2. The clinical evaluation tool evaluates students' abilities to meet the minimum standards of clinical competency and ability to provide safe patient care.
3. Summative evaluation for clinical performance is either "satisfactory" or "unsatisfactory".
4. A student earning an unsatisfactory in a clinical course will be assigned a final grade of "D" for that course.
5. Any course resulting in a D for clinical will require that the student repeat the entire course (didactic and clinical) should he or she be eligible for reinstatement (see *Reinstatement* policy).

***Students earning less than a 78% in any nursing course must meet with his or her advisor for guidance on the possibility of reinstatement (see Reinstatement policy). Failing students are responsible for initiating this communication with the BSN Program staff of his or her desire to continue in the program in another cohort. Reinstatement includes a mandatory and systematic remediation plan coordinated with the Clinical Simulation Manager in order to remain eligible for reinstatement after remediation.***

***Although every possible attempt will be made to obtain a clinical placement for students who do not progress with his/her cohort, clinical placement is not guaranteed for the out-of-sequence nursing student.***

## MEDICATION DOSAGE & CALCULATION PROFICIENCY PROGRESSION

### **PURPOSE:**

To outline the minimum proficiency in medication dosage and calculation to ensure patient safety.

### **POLICY:**

The safe dispensing of pharmaceuticals is an essential task of the practicing nurse. Appropriate dosing and administration of medications and intravenous (IV) fluids is required for safe quality patient care. The ability to accurately calculate medication dosage and administration rates is one of the many important skills for the nursing student to master for safe patient care. Medication dosage or calculation errors could lead to potential complications, possibly even the death of a patient. Therefore, nursing students must meet minimum standards of proficiency in the administration of medications to remain enrolled and continue progression in the BSN Program.

### **PROCEDURE:**

#### *Level I Medication Dosage and Calculation Requirement*

1. Students enrolled in clinical course NURS 314 (Adult Nursing Fundamentals) are required to complete a Fundamental Dosage & Calculation Proctored Assessment examination administered prior to the Week 8 of the course.
2. Passing is defined as a score of 90% or above; failure is defined as less than 90%.
3. This requirement must be successfully completed prior to administering medications in NURS 314 clinicals.
4. Students may use basic calculators for the exam, however, no other resources (e.g. cell phones, textbooks, scientific calculators, etc.) may be used.
5. Students that fail to achieve a passing grade (90%) on the examination will receive an academic warning and be required to undergo mandatory remediation before subsequent examination scheduling.
6. The method of remediation will be discussed between the student and faculty (e.g. self-study, use of tutors, etc.).
7. The student will then retake the exam as scheduled by their instructor following completion of remediation.
8. Failure to achieve a 90% on a second attempt will result in an F for the clinical course **and** dismissal from the program.

### *Level II Medication Dosage and Calculation Requirement*

1. Students enrolled in clinical course NURS 324 (Adult Nursing II: Medical & Surgical) are required to complete a Medical Surgical Dosage & Calculation Proctored Assessment examination that will be administered prior to Week 6 of the clinical course.
2. Passing is defined as a score of 90% or above; failure is defined as less than 90%.
3. This requirement must be successfully completed prior to administering medications in NURS 324 clinicals.
4. Students may use basic calculators for the exam, however, no other resources (e.g. cell phones, textbooks, scientific calculators, etc.) may be used.
5. Students that fail to achieve a passing grade (90%) on the examination will receive an academic warning and be required to undergo mandatory remediation before subsequent examination scheduling.
6. The method of remediation will be discussed between the student and faculty (e.g. self-study, use of tutors, etc.).
7. The student will then retake the exam as scheduled by their instructor following completion of remediation.
8. Failure to achieve a 90% on a second attempt will result in an Unsatisfactory (or F) for the clinical course and dismissal from the program

## MISSED REQUIREMENT

### PURPOSE:

To outline the processes for remediation of missed didactic, laboratory and/or clinical requirements for students within the Bachelor of Science in Nursing (BSN) Program.

### DEFINITIONS:

*A missed requirement includes but is not limited to an examination, quiz, written assignment, oral/visual presentation, clinical experience, simulation, or laboratory experience.*

### POLICY:

1. A student has the responsibility to notify the faculty member or designated clinical preceptor **before** a class or clinical requirement is missed. Communication of the expected deficiency should be delivered by email and with a call to the faculty member or designated clinical preceptor's office/cell phone.
2. The student has 24 hours after the missed requirement to arrange for remediation.
3. Remediation of the requirement will be at the discretion of the faculty member or designated clinical representative and may not be in the same format as the original requirement.
4. Failure to properly inform the faculty or designated clinical representative will result in a "0" or "F" (fail) grade for the requirement.
5. Only students with excused absences will be allowed to remediate the missed requirement.
6. Absences due to illness require an excuse from a medical provider.

### PROCEDURE:

1. A student request to miss a designated requirement will require the student to complete a *Request for Date Change Missed Requirement* form.
2. Completion of this form should be initiated as soon as a situation presents.
3. Representatives of the department of Nursing will attempt to meet the request of the student.
4. The faculty or designated clinical representative reserves the right to deny any and all part(s) of a student request.
5. The Department of Nursing reserves the right to request documentation related to all missed requirements. It is the responsibility of the student to provide the requested documentation as requested.
6. The Executive Director of Nursing will be notified of all missed clinical and lab days. Final approval for remediation of missed clinical and labs will be acknowledged by the Executive Director of Nursing by signature.

## REMEDIATION PLAN

### PURPOSE:

To outline the processes for remediation in cases of unsatisfactory performance, withdrawal from a course, and/or failing grades within the BSN Program nursing courses.

### POLICY:

Students who withdrawal from a course, have an exam average below a 78% or “C”, and/or receive an *Early Warning Notice* in two or more nursing courses will need to complete a remediation plan with the Clinical Simulation Manager before enrolling in the next courses to progress.

### PROCEDURE:

1. Students will be informed by their Faculty Advisor, a faculty member coordinating or leading the course, or the Executive Director of the need for remediation.
2. Students needing remediation will be responsible for contacting the Nursing Department within 48 business hours of withdrawal or failing grade to arrange for an initial remediation advising meeting with:
  - a. Executive Director of the BSN Program\*
  - b. Clinical Placement Manager\*
  - c. Clinical Simulation Manager\*

*\*Students must meet with all three nursing leaders.*
3. At the initial remediation meeting:
  - a. the Clinical Simulation Manager will initiate the *Dominican University BSN Program Remediation Plan* form.
  - b. The student will complete a self-evaluation of the reason(s) that resulted in a need for remediation.
  - c. The Clinical Simulation will assign the recommended referrals for the student’s individualized remediation plan.
4. Students will be required to complete assignments and referrals as agreed upon with the Clinical Simulation Manager, faculty, and Executive Director.
5. When remediation is complete, the Clinical Simulation Manager will forward to the Executive Director for acknowledgement.
6. The original will be maintained in the student’s academic profile; a copy will be provided to the student.

## REQUIREMENTS FOR ENTRY INTO CLINICAL COURSES

### PURPOSE:

To outline the required elements needed for entry into clinical courses for students within the Bachelor of Science in Nursing (BSN) Program.

### POLICY:

All students must present evidence of having met specific health and safety requirements prior to engaging in clinical experiences. The listed requirements are mandated by the Illinois Department of Public Health and the affiliated clinical agencies. The requirements are used as documentation for admittance for clinical experiences. The list of required documents is subject to change based upon the affiliated agency requirements. Students who are unable or unwilling to provide the required documentation will not be registered or permitted to continue in registered nursing courses.

All required documentation must be submitted by no later than the last day of the first week of a course requiring clinicals. Failure to comply within the defined deadline will result in prevention of enrollment or administrative withdrawal from clinical courses.

### PROCEDURE:

#### *I. Health Requirements*

Every student is required to submit an up-to-date complete history and physical examination and titers showing immunity for Measles, Mumps, Rubella, Varicella, and Hepatitis B. If vaccination boosters are necessary, documentation must be included on the health record:

1. Two negative Tuberculin Skin Tests (TST), administered one to three weeks apart at admission to the nursing program (commonly referred to as a Two-step TB Test). A negative QuantiFERON TB Gold test is adequate in lieu of the initial two-step or annual TST.
2. A negative TST annually.
3. A student who tests positive for a TST must provide the following:
  - a. Medical letter stating the date of the positive test and the result in mm
  - b. A clear chest X-ray report dated after the TST positive date
  - c. A TB Signs and Symptoms form completed after that visit and yearly signed by the provider or a negative QuantiFERON TB Gold Test
4. Tetanus/diphtheria vaccination/booster within the past 10 years.
5. Annual flu vaccination.

Students must meet essential mental and physical qualifications of the nursing program, including but not limited to the following:

1. Be able to work in a standing position and perform frequent walking
2. Physically perform up to twelve (12) hours in the clinical setting
3. Possess fine motor skills and manual dexterity and adequate strength in order to:
  - a. Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to three feet.
  - b. Lift and transfer a patient from a stooped position to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
  - c. Physically apply up to 10 pounds of pressure to bleeding sites or for performing CPR.
4. Possess adequate hearing in order to respond and react immediately to auditory stimuli.
5. Possess adequate vision in order to discriminate depth and color perception and perform both close and distance visual activities.
6. Discriminate opposing tactile sensations such as sharp/dull and hot/cold.
7. Possess ability to detect odors.
8. Perform mathematical calculations for medication preparation and administration.
9. Communicate effectively both orally and written using proper grammar, vocabulary, and word usage.
10. Make appropriate and timely decisions under stressful situations.
11. Possess the ability to consistently and dependably engage in critical thinking in order to make safe and ethical clinical decisions.

*Health requirements are necessary to meet the expectations of each clinical site and the Illinois Department of Public Health. Any changes of students' health status warrants medical clearance to ensure safety in the clinical setting.*

## **II. Ten-Panel Drug Screen**

1. Dominican University, in conjunction with area health care agencies, is a drug-free environment. As part of the clinical agreement contracts for clinical experiences, clinical partners require that all students utilizing the facility must submit to a drug screen prior to beginning a clinical rotation.
2. A ten-panel substance abuse drug screen is required at admission to the BSN program and annually while enrolled in the program.
3. ***A student with a positive drug screen result forfeits admission to or continued enrollment in the nursing program.***
4. A clinical site and/or the BSN Program reserve the right to request a random drug screen at any time during the program if there is reasonable suspicion for substance abuse.

## **III. Valid BLS/CPR Healthcare Provider Certification** (American Heart Association)

## SATISFACTORY ACADEMIC PROGRESSION

### PURPOSE:

To outline the academic conditions, which are considered unsatisfactory and jeopardize a student's scholastic standing at Dominican University within the Bachelor of Science in Nursing (BSN) Program. Unsatisfactory academic performance may result in probation or dismissal from the BSN program.

### POLICY:

Nursing students are expected to achieve satisfactory evaluations in didactic, laboratory, and clinical competencies in order to progress through the BSN program and be deemed competent to apply for the National Council Licensure Examination (NCLEX).

All required nursing courses must be completed satisfactorily before a student can progress. A student must maintain the University and Department of Nursing standards of scholarship and conduct for each semester. These standards include:

1. Maintenance of a 2.00 cumulative GPA.
2. Satisfactory completion of all courses with a minimal grade of "C" (courses with a theory and clinical component require a minimum grade of "C" in theory/didactic and a "Pass" in clinical).
3. Adherence to the University Student Code of Conduct and the American Nurses Association (ANA) Code of Conduct.

### GRADING:

1. Nursing students must maintain a minimal **exam average** of a "C" in all nursing courses per the following grading scale:

A	92 – 100%
B	85 – 91%
C	78 – 84%
D	71 – 77%
F	70% and below

2. Components of the course **exams are unrounded** to the nearest tenth. For example, a 77.32% = 77.3% and a 77.56% = 77.5%.
3. The final course **cumulative grade** is rounded up or down to the whole number. For example, a cumulative grade of a 77.32% = 77% and a 77.56% = 78%.
4. Passing grade for both exams and overall course grade is an average of 78% (see above grading scale).
5. Failure to meet or maintain a course grade of a "C" will result in an individualized remediation plan that includes a meeting with his or her academic advisor within the BSN Program to develop an *Individualized Academic Remediation Plan (IARP)*.

6. Restructuring of the plan of study does not guarantee the student placement within the next didactic and/or clinical cohort. Available space is given priority to students who have maintained satisfactory academic progress without the need for an IARP.

### **MIDTERM WARNING**

1. At course midterm, students in jeopardy of unsatisfactory performance in a nursing course will receive an *Undergraduate Warning Notice* from the course faculty or academic advisor. ***Faculty may choose to issue an Undergraduate Warning Notice prior to midterm if the student's exam grade average falls at 78% or lower.***
2. A midterm term academic warning is assigned to any student for reasons including, but not limited to, a course grade lower than a "C"; unsatisfactory, unsafe, unethical clinical performance; and/or poor attendance.
3. Absence of a midterm warning does not guarantee a student will pass the clinical or didactic portion of the course.
4. It is the responsibility of the student to monitor their own progress in the course to ensure they are performing at a satisfactory level.

### **ADMISSION PROGRESSION COMMITTEE**

The Admission Progression Committee reviews student progress at the end of each term. The Admission Progression Committee will notify students who do not meet academic standards. Failure to meet academic standards may result in a student's placement on probationary status or dismissal.

### **PROBATION OR DISMISSAL**

A student is placed on probation status any time a grade below a "C" is earned or when a student does not maintain satisfactory academic progress in the BSN program.

Students will remain on probation until they retake and pass the failed course and have earned a cumulative GPA of 2.0 in undergraduate courses.

Students who are unsuccessful in a course after two attempts will be dismissed from the program. Being unsuccessful is described as earning a grade below a "C". Students will also be dismissed if they are not meeting one or more satisfactory academic progression criteria after the probation period.

Unsafe clinical practice, unprofessional behavior, or violation of the Student Code of Conduct and/or the ANA Code of Conduct may also result in dismissal from the program. A student who engages in unsafe practice in the clinical/practicum area may not be permitted to continue in the clinical/practicum component of the course and may receive a failing grade for the course. The student who engages in unsafe clinical practice or unprofessional behavior may also be prevented from repeating the course and/or be dismissed from the program.

## **Section IV: Acknowledgements**

**Dominican University College of Health Science  
BSN Program  
Student Handbook Acknowledgement**

The Bachelor of Science in Nursing (BSN) Student Handbook can be found online at the Dominican University BSN program webpage at <http://www.dom.edu/departments/nursing/bsn-student-handbook>.

The BSN handbook is designed as a supplement to the information in the Dominican University 2017-2018 *Online Undergraduate Bulletin*, which can be found at <http://bulletin.dom.edu/>.

In addition, nursing course syllabi contain important information regarding students' requirements and expectations. Students are expected to read the entire course syllabus prior to the start of each course. Students are expected to come prepared to the first class of each course with any questions or concerns regarding the syllabus. Failure to clarify syllabus content with the course faculty will indicate students' understanding of the content, requirements, and expectations.

Should you have any questions or concerns regarding the content in the BSN Student Handbook, see your academic nursing advisor or a representative of leadership in the BSN Program.

*I, \_\_\_\_\_ have received my copy of the BSN Handbook. I have been informed about the content, requirements, and the expectation to read the entire content on my own as a condition of my continued admission in the BSN Program at Dominican University College of Health Science. I have received a copy of the handbook and agree to abide by the guidelines and policies as a condition of my continued admission in the BSN Program at Dominican University College of Health Science. I understand that if I have questions, at any time, regarding the contents of the handbook, I will consult with my immediate faculty or the leadership team within the BSN Program.*

*My signature acknowledges, as a student in the BSN Program, I have received the BSN Student Handbook and I understand that I am accountable for knowing the content and abiding by the BSN Program policies and processes outlined in the handbook.*

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Student Name (printed)

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Student Signature

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Date

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Signature of BSN Program Representative

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Date



**Dominican University College of Health Science  
BSN Program  
Authorization for the Release of Student Information Acknowledgement**

Clinical agencies may require that the names of students who will be participating in clinical experiences at their facility. Additionally, clinical agencies may request personal health information (PHI) 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 a current 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 College of Health Science BSN Program does not guarantee an alternative clinical placement. If an alternative clinical placement is not 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.

*I, \_\_\_\_\_ hereby authorize Dominican University College of Health Science Bachelor of Science Program to release my PHI as requested by the various clinical sites. I understand that it is my responsibility to obtain the required information at my own expense should a clinical site require any clarification of my PHI from my primary care provider (PCP). I understand that failure to comply in a timely manner may result in my dismissal from the program.*

\_\_\_\_\_  
Student Name (printed)

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of BSN Program Representative

\_\_\_\_\_  
Date



**Dominican University College of Health Science  
BSN Program  
Student Simulation Lab Confidentiality and Consent Form**

Every student in the Dominican University College of Health Science BSN Program will read and sign the *Simulation Lab Confidentiality and Consent Form* for audio-visual recordings prior to utilizing the Simulation Lab and equipment.

*I, \_\_\_\_\_ agree to keep all information regarding and surrounding the clinical simulation(s) in which I participate confidential until such time that all students in my current class(es) have completed the simulation experiences. I agree not to discuss the simulation in any way, with any member of the BSN Program, until he/she has completed the simulation(s).*

*I, \_\_\_\_\_ hereby authorize Dominican University College of Health Science Bachelor of Science Program to record my participation and appearance in clinical simulation videos. I understand that audio-visual recordings will be used for educational and instructional purposes only within the BSN Program.*

\_\_\_\_\_  
Student Name (printed)

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of BSN Program Representative

\_\_\_\_\_  
Date



**Dominican University College of Health Science  
BSN Program  
Student Verification Form for Audio-Visual Recordings**

I, \_\_\_\_\_, acknowledge my understanding that as part of my participation in the BSN Program at Dominican University College of Health Science, I am required to obtain an authorization and waiver/release with respect to every individual (student/volunteer) who appears or participates in any recording (audiovisual, audio, visual, photographs, etc.) I make for use in the BSN Program at Dominican University College of Health Science, and agree to do so in the form and format provided to me by Dominican University College of Health Science BSN Program. I understand and agree that all individuals who appear or participate in any recording must be at least 18 years old at the time of recording.

I, \_\_\_\_\_, also acknowledge my understanding that the authorization and waiver/release form provided will allow the individuals appearing in my recording to choose to permit me to share those recordings with faculty, staff, and students within my program. I acknowledge that I am solely responsible for submitting and using recordings consistent in the manner authorized by each individual appearing in my recordings in his/her written authorization and waiver/release form.

I, \_\_\_\_\_, also acknowledge my understanding that the only manner in which I am permitted to use any recordings I make as part of my participation in, and submission of materials to, the BSN Program, is as part of my fulfillment of the BSN Program coursework, as articulated and communicated to me by the BSN Program. As such, I further agree that I will not use any of the aforementioned recordings for any reason or in any manner, without limitation, other than as part of my coursework fulfillment in the BSN Program.

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Student Name (printed)

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Student Signature

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Date

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Signature of BSN Program Representative

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Date



