



UNDERGRADUATE NURSING STUDENT HANDBOOK

Revised 07/10

MESSAGE FROM THE DEPARTMENT CHAIR

Welcome! Welcome to the Clarke University Nursing Program! Welcome to a community of learners! Welcome to the beginning of or a passage in a rewarding career in professional nursing!

The **Department of Nursing and Health Student Handbook** is intended to be a guide to fulfilling the requirements of nursing education at Clarke University. Read it. It is not intended to stand-alone. It is to be used in conjunction with the current **Clarke University Student Handbook**, the **Clarke University Academic Catalog** and consultation with one's advisor.

Acceptance into the nursing major is a statement of belief on the part of the nursing faculty that you will be successful in the nursing program. Although responsibility for learning resides in you, your advisor and other faculty promise to assist you insofar as possible to be successful. The faculty, your peers and alumni of the program ask your diligence in study, personal accountability and respectful, competent interactions with all the individuals and groups who will assist in your education.

We encourage you to make the most of your baccalaureate education so that you will be superior nurses, while holding dear the best of our past, dare to design a new sort of nursing practice that will not only survive but thrive and attract more people to this profession. Florence Nightingale made changes happen in nineteenth century nursing practice. Intelligent, well-educated nurses who are imbued with a compassionate spirit, a critical approach and a sense of confidence will design the nursing practice of the twenty-first century. You are called to become those nurses.

May your entry into the Clarke University nursing program be part of a wonderfully fulfilling professional journey.

Clarke University Nursing Department
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I. MISSION and PHILOSOPHY

The mission and philosophy of the Department of Nursing and Health flows from the mission of Clarke University published in the Clarke University Catalog, and from the core values of the sponsors of Clarke University, The Sisters of Charity of the Blessed Virgin Mary (BVM). The BVM core values are freedom, education, justice and charity.

Mission. The Department of Nursing and Health faculty, students, staff and alumni are a caring, learning community committed to the development of nursing professionals for entry level and advanced practice positions in the variety of settings in which nursing is practiced. The faculty in the department of nursing and health encourage students in the pursuit of personal and intellectual growth, and promote global awareness and social responsibility by providing students with opportunities to learn and grow in a variety of settings while working with diverse populations. The department provides opportunity for students to deepen their own spiritual values and to gain an increased respect and appreciation for the spiritual values of others. The baccalaureate program prepares men and women to function as generalists and provides the foundation for graduate study. The master's program prepares nurses for advanced practice in a selected specialty area and for doctoral study.

Vision. The Department is dedicated to participating in the creation of a society where health care is accessible, appropriate and affordable, a society where nurses are empowered to make optimal professional contributions. All stakeholders are committed to promoting global awareness, social responsibility, spirituality, aesthetic sensitivity and professional competence.

Philosophy. Beliefs about the concerns of nursing (person, environment, health, nursing, community) and the core institutional values (education, justice, freedom, charity) undergird not only the curriculum but also the policies and practices of the Department.

Each **person** is holistic and unique, a dynamic integration of biological, psychological, social, cultural and spiritual dimensions. Created in the image of God each person has intrinsic dignity and worth which engenders respect. Human beings are social by nature and form communities.

Community is the fabric of supportive relationships woven by persons on a basis of commonality such as that stemming from family, geography, beliefs or mutual interest.

Environment is the geo-bio-psycho-social-cultural milieu in which we live. Persons and communities have a responsibility to be good stewards of the environment, conserving its goodness and repairing areas of damage. Environment has the potential to promote or impede health.

Health is a condition of well-being of mind, body and spirit. It is more a process of becoming than it is a state of being. Reaching one's potential in all dimensions of one's being is optimal health. Health is a condition not only of persons but also of families and communities.

Nursing is a professional discipline that discovers, creates, structures, tests and refines knowledge to use in "the diagnosis and treatment of human responses to actual or potential health problems" (ANA, 1980, p.9). "The same laws of health or of nursing, for they are in reality the same, obtain among the well as among the sick (Nightingale, 1859, p.9). Nursing is the dynamic, caring, relationship in which the nurse assists the client to achieve and maintain optimal health. The practice of nursing is the utilization of an aggregate of critical thinking, communication, assessment and technical skills to promote health, prevent disease, manage illness, comfort the dying, influence policy and design and manage health care systems.

Caring, the moral ideal, central construct and essence of nursing, is the integrating concept of the Clarke University nursing curriculum. Caring is the bond which unites the concerns of nursing with the institutional core values into an organizing framework upon which the curriculum is woven, and against which program outcomes are measured and department policies judged. Closely related to caring is the core value of charity.

Charity, a lived faith and lived hope, deepens spirituality. As embodied in nursing, it demands a constant striving for objectivity and a particular sensitivity to confidentiality, diversity and autonomy. It cannot coexist with apathy or incompetence.

Justice is the principle that helps us recognize the dignity, equality and rights of all persons. It is the conviction that calls us to be faithful to the demands of a relationship (Kames, 1994). It leads us to global awareness and social responsibility.

Freedom is the transcendental capacity to decide who we shall be. To be free is to be open to the higher power in our lives. Freedom enables us “to reach out to others in loving and sensitive ways, to care for one another” (Dunn, 1994)

Education to practice the profession of nursing with a commitment to life-long learning is the primary purpose of the Department. “To be educated is to recognize our gifts and to develop our potential... our interdependence. It is to become whole and integrated” (Murphy, 1994). According to the foundress of Clarke University, “we (faculty) should endeavor to make them (students) think. This should be done with a kind interest, and in a way that will set them thinking, and invite them to express their thoughts.” (Mary Frances Clarke as quoted by Murphy 1994).

References

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II. LEVEL OUTCOMES

Level I Outcomes

At the completion of Level I the student will be able to:

1.	Identify factors supporting the concept that each person is a unique and holistic individual who has dignity and worth.
2.	Identify one's own values regarding Christian caring.
3.	Identify patterns of interpersonal interaction in self and others.
4.	Identify basic principles from the natural and behavioral sciences and liberal arts that support nursing practice.

Level II Outcomes

At the completion of Level II the student will be able to:

1.	Demonstrate commitment to the dignity, worth, and uniqueness of the individual and family by employing the caring process.
2.	Apply the nursing process in caring for individuals and families who are healthy or experiencing maturational or situational crises, in structured primary, secondary, and tertiary health care settings.
3.	Identify and with guidance, use selected cognitive, psychomotor, and affective skills in caring for individuals in a structured setting.
4.	Analyze effective interpersonal interactions to establish therapeutic relationships with individuals.
5.	Apply selected principles, concepts, and theories from the natural and social sciences and humanities underlying the nursing care of healthy individuals in primary and secondary health care settings.
6.	Identify ways in which teaching-learning occurs with individuals and families within nursing practice.
7.	Identify the need for collaboration with other health care providers in the delivery of health care to individuals in health care settings.
8.	Identify the components of professionalism nursing and describe one's role as a professional nurse.
9.	Identify the need for client advocacy and demonstrate client advocacy in a structured setting.
10.	Identify the importance of research as it applies to nursing.
11.	Identify the contributions of leaders and historical events that have influenced the development of professional nursing.

Level III Outcomes

At the completion of Level III the student will be able to:

1.	Apply the concepts of the caring process with individuals, families, peers and other members of the health care team maintaining dignity, worth and uniqueness to nursing care.
2.	Apply the nursing process in caring for individuals and families experiencing maturational and/or situational crises in primary, secondary and tertiary health care settings.
3.	Employ the concepts of the caring process not only with individuals and families but with groups and communities maintaining dignity, worth and uniqueness to nursing care.
4.	Apply cognitive, psychomotor, and affective skills in caring for individuals and families in varied health care settings.
5.	Analyze effective and ineffective therapeutic interactions when working with individuals and families.
6.	Apply the principles, concepts, and theories from the natural and social sciences and humanities underlying the nursing care of individuals and families in varied health care settings.
7.	Combine the principles of teaching-learning in planning and providing nursing care for individuals and families.
8.	With guidance, collaborate with other health care professionals to plan care for individuals and families in varied health care settings.
9.	Describe and critique the research process as it applies to nursing.
10.	Practice professional nursing behaviors based on current legal, ethical and professional standards when caring for individuals and families in various health care situations.
11.	Practice behaviors which facilitate change in one's own nursing practice.
12.	Identify and describe leadership potential and qualities.

Level IV Outcomes

At the completion of Level IV the student will be able to:

1.	Apply the concepts of the individual's dignity, worth, and uniqueness to nursing care of the individual and family, using a holistic approach.
2.	Employ the caring process with individuals, families, groups, and communities.
3.	Apply the nursing process in caring for individuals, families, groups, and communities throughout the life cycle and in a variety of health care settings.
4.	Integrate cognitive, psychomotor, and affective skills in caring for individuals, families, groups, and communities in a variety of health care settings.
5.	Use therapeutic interactions with individuals, families, groups, and communities.
6.	Integrate the principles, concepts, and theories underlying nursing, the natural and social sciences and humanities to the care of individuals, families, groups, and communities utilizing the nursing process.
7.	Implement the teaching role with individuals, families, groups, and communities to promote desired change.
8.	Collaborate with other health care professionals to plan care for individuals, families, groups, and communities in a variety of settings.
9.	Integrate research findings into practice.
10.	Practice professional nursing behaviors of accountability and responsibility based on current legal, ethical and professional standards when caring for individuals and families, and communities..
11.	Practice client advocacy for individuals, families, groups, and communities in rural and urban settings.
12.	Evaluate approaches for affecting changes in nursing practice.
13.	Demonstrate the ability to adapt one's leadership style to a variety of settings.

III. PROGRAM OUTCOMES

At the conclusion of this course of study, it is expected that the graduate will be able to:

1.	Demonstrate critical thinking therapeutic communication, and clinical decision making skills in nursing practice
2.	Demonstrate proficiency in technical skills in the application of the nursing process.
3.	Demonstrate research and theory-based holistic caring to all clients in a variety of settings.
4.	Participate in interdisciplinary practice utilizing ethical, spiritual, and moral principles.
5.	Demonstrate a commitment to lifelong learning.
6.	Participate in community, political, legal, and professional activities related to the nursing profession.

IV. REQUIREMENTS

Degree and other general academic requirements are given in the Clarke University Academic Catalog. Norms of behavior are noted in the Clarke University Student Handbook. The following requirements are either specific to the nursing program or general university requirements restated for your convenience.

A. ADMISSION

Enrollment in the nursing major is limited. Completing pre-requisites does not guarantee admission to the nursing major. Decision regarding acceptance into the nursing major rests with the Department of Nursing and Health Faculty.

Completion of the nursing course of study does not guarantee admission to the registered nurse licensure examination. Anyone whose past behavior {felony conviction} may cause the Iowa Board of Nursing to deny application for licensure is advised to contact the Iowa Board of Nursing prior to application. Chapter 147.3 of the Iowa Code provides for a licensing board to consider past felony convictions of applicants. Previous conviction does not automatically bar an individual from eligibility for licensure; however, the board must determine if the felony relates directly to the practice of the profession before a license is issued. (See Iowa Administrative Code 2.5 (5) page 9).

1. Pre-licensure Students

To be admitted to the nursing major, a student must:

- a. Be admitted to Clarke University.
- b. Have completed a minimum of 30 hours of university work including courses in chemistry and 6 credits of social science courses (i.e. psychology, sociology).
****Summer intensive students** MUST have completed 50 hours of university work including courses in chemistry and 6 credits of social science courses.**
- c. Achieve a 2.75 cumulative GPA or higher on a 4.00 scale and a grade of 1.67 (C-) or higher in each prerequisite or co-requisite course.
- d. Submit written application to the Department of Nursing and Health.
Application includes
 - Application to the major form
 - two letters of recommendation--one from a university professor and one general recommendation from a non-family source,
 - documentation of current CPR status,
 - health records,
 - immunization record: polio, tetanus to include DTaP booster, diphtheria, mumps, rubella (or titre), rubeola, hepatitis B (or signed declination), varicella/chicken pox disease, immunity, or vaccination
 - current TB test (If student is positive or historically positive, the student must provide faculty with written verification from a physician that appropriate treatment has been undertaken and that the student poses no risk to patients or staff members.)
 - Physical examination within 18 months prior to admission
 - Permission to release health information to clinical agencies
 - academic transcripts and
 - evidence of competency in written communication (1 - 2 page statement of goals and the reason for choosing Nursing)
- e. Successfully complete any background checks as required by contract with our clinical site agencies.
- f. Present evidence of nursing assistant certification (CNA). Students who enter the program as an LPN, are exempt from this requirement.

Students who have attended another nursing program may be eligible for advanced placement. The decision regarding advanced placement is made after the chairperson's evaluation of the student's previous work and an interview with the chair or designee.

2. Registered Nurses

Clarke University participates in the Iowa Articulation Plan. There are three options for the registered nurse. These options are discussed and one appropriate for the student is selected at the time of the admission interview.

To be admitted to the nursing major registered nurses must

- a. Be admitted to Clarke University
- b. Have an overall GPA of at least 2.75 on previous university work. (Since RN students are actually Registered Nurses coming to Clarke with a status of Senior Nursing Level, students follow the progression requirement of overall GPA of at least 2.75).
- c. Have a grade of at least C- in courses in anatomy, physiology, microbiology, social science, and chemistry
- d. Submit a written application to the major.

Application includes

- request for admission
 - documentation of current licensure as a registered nurse
 - documentation of current CPR status
 - two letters of recommendation—one from a university professor and one general recommendation from a non-family member
 - documentation of health status
 - Physical examination within 18 months prior to admission
 - Permission to release health information to clinical agencies
 - Immunization record: polio, Dtap, mumps, rubella (or titre), rubeola, hepatitis B (or signed declination), varicella/chicken pox disease, immunity, or vaccination, current TB skin test. If the TB skin test is positive or historically positive, the student must provide the chair with written verification from a physician that appropriate treatment has been undertaken and that the student poses no risk to patients or staff members.
- e. Successfully complete any background checks as required by contract with our clinical site agencies.
 - f. Interview with the Articulation Coordinator

B. PROGRESSION

To progress in the nursing major, all students must

1. Maintain a cumulative GPA of at least 2.75.
2. Achieve at least a 2.0 (C) in a required nursing or health courses
Courses in the major must be taken in sequence and a student may not enroll in any nursing/health course prior to achieving a satisfactory grade in (a) prerequisite course(s)
3. Achieve at least a 1.67 (C-) in required support courses (anatomy and physiology, statistics).
4. Maintain current adult, child and infant CPR and First Aid certification.
5. Have an annual PPD test on file in the Department of Nursing at all times.
If the TB skin test is positive or historically positive, the student must provide the chair with written verification from a physician that appropriate treatment has been undertaken and that the student poses no risk to patients or staff members.
6. Maintain currency of all other health documentation requirements.
7. Purchase clinical practice liability insurance through Clarke University annually.
8. Follow clinical experience performance guidelines as given in this [Handbook](#) and in course syllabi.
9. Complete nursing major requirements within six years of admission.
10. Follow the course sequence in his/her degree plan. Enrollment in nursing/health courses is limited and a student whose planned progress is interrupted is not guaranteed space in a nursing/health course.
11. Achieve the appropriate level outcomes as defined in this handbook.

C. SENIOR PERFORMANCE REQUIREMENT

Meet all requirements of NURS 426 Nursing Synthesis, including successfully completing the clinical component, satisfactory achievement on the comprehensive examination(s) or a written remediation plan approved by the department chair, and any other requirements of the course as stated in the syllabus, satisfies the senior performance requirement for nursing students. Students who do not successfully complete the comprehensive examination on the first attempt, will be required to sign a contract stating the assigned remediation plan and complete a focused review in order to continue in the program.

D. PERFORMANCE STANDARDS¹

Nursing is a practice discipline with cognitive, sensory, affective and psychomotor performance requirements. Students **must** meet both academic and performance requirements. With or without reasonable accommodation, i.e., accommodation which would commonly be found in a clinical practice setting, a student must satisfy the following standards:

Critical thinking – Critical thinking sufficient for clinical judgment. Examples: Identify cause-effect relationships in clinical situations; develop nursing care plans; determine drug dosages and administration rates, process written instructions quickly and accurately, complete written and practice examinations in stated time frames.

Interpersonal – Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, cultural and intellectual backgrounds. Examples: Establish rapport with clients and colleagues.

Communication – Communication abilities sufficient for interaction with individuals and groups in both verbal and written English. Examples: Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client responses; read and process complex information and instructions quickly.

Mobility – Physical abilities sufficient to move from room to room and maneuver in small spaces. Examples: Move about in patient rooms, workspaces, and treatment areas; administer cardiopulmonary resuscitation.

Motor skills – Gross and fine motor abilities sufficient to provide safe and effective nursing care. Examples- Calibrate and use equipment; lift and position clients.

Hearing – Auditory ability sufficient for observation and assessment in nursing care. Examples: Detect monitor alarm, emergency signals, auscultatory sounds, cries for help.

Visual – Visual ability sufficient for observation and assessment necessary in nursing care. Example: Observe client responses, skin color.

Tactile – Tactile ability sufficient for physical assessment and therapeutic interventions. Examples: Perform palpation; insert catheter, administer medication.

E. Iowa Administrative Code 2.5(5)

Iowa Administrative Code 2.5(5) requires that the nursing program shall notify students and prospective students that nursing courses with a clinical component may not be taken by a person:

- a. Who has been denied licensure by the board.
- b. Whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction
- c. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

Individuals seeking enrollment or currently enrolled in nursing programs who are not eligible to take a course with a clinical component because of disciplinary action in any state should contact the Iowa Board of Nursing Enforcement Unit at 515-281-6472. Heads of programs who are aware of individuals to whom this rule applies must contact the Iowa Board of Nursing Enforcement Unit.

If any individual has a past felony conviction or a record of prior disciplinary action, they must have approval from the Iowa Board of Nursing for licensure. To be granted that approval they must have graduated from a board approved nursing program. It is then their choice if they wish to take the NCLEX exam before or after they appear before the board for licensure approval. The Board does not make a decision before they have completed a program. Previous conviction does not automatically bar an individual from eligibility for licensure; however, the board must determine if the felony related directly to the practice of the profession before license is issued.

F. GRADUATION

To earn the degree of Bachelor of Science with a major in nursing the student is responsible for fulfilling the graduation requirements of the university that are in effect at the time of admission. Students are responsible for becoming familiar with the graduation requirements stated in the Catalog and for keeping up to date with any published changes. If requirements change, students can elect to complete the new requirements or continue to fulfill the requirements in effect at the time of initial admission. A student's degree plan includes progression in meeting not only the requirements of the nursing major but also the university graduation requirements. When conferring with their advisors prior to registration each term students need to audit their progress toward meeting degree requirements.

A student successfully completing all required nursing courses is judged to have met the computer literacy requirement. Successful completion of NURS 426 meets the senior performance requirement and successful completion of the clinical component; and successful completion of NURS 322 meets the research requirement.

Students make formal application for graduation one semester prior to their last semester of study. Clarke University posts degrees in May, July and December. Students participating in the annual May commencement are those whose course of study is completed in May or July of that year or in December of the prior year.

Registered nurse students are exempt from the requirement that the last 30 hours ordinarily be taken in residence. Nevertheless, non-residency courses must usually be completed the semester prior to the semester of degree completion, e.g., a registered nurse student completing a required course from a university other than Clarke in the spring semester and completing all other degree requirements no later than the end of the spring semester, will have a graduation date of July.

V. POLICIES

A. PROBATION

If a student's academic, clinical or professional skills do not meet the level outcomes at the end of each semester, the student may be placed on probation within the Department of Nursing and Health. A student who is on probation must improve their status and be removed from probation within one semester or may be dismissed from the program.

A student may only be on probation one time throughout the entire program of study.

B. DISMISSAL

- A student may not earn more than one final grade of less than C in a required nursing/health course during the entire academic program in either the same or two different courses. If a student fails (C- or less) any 2 Nursing/Health courses, they will automatically be dismissed from the program.
- A student who has been placed on probation for one semester and has not improved that status within the following semester in order to be removed from probation will be dismissed from the program.

- A student may be dismissed or placed on probation for unethical or unsafe behavior. This may include, but is not limited to:
 1. breach of confidentiality
 2. exhibiting safety infractions
 3. medication errors, including giving medications, treatments, or procedures without instructor's permission or knowledge
 4. verbally or physically harming a client
 5. coming to clinical unprepared
 6. failure to perform necessary procedures for client
 7. dishonesty in stating cares were performed but were not
 8. negligence in following school or agency policies
 9. use of the client's medications for self or others
 10. disruptive clinical behavior
 11. coming to clinical under the influence of alcohol or drugs
 12. any other activity which places the student nurse, faculty, patient, or peers in physical, mental, or emotional jeopardy
- A student may be dismissed or placed on probation for violations of academic integrity.
- A student may be dismissed or placed on probation for falsifying any materials required for admission to or progression in the program.
- A student may be dismissed or placed on probation for not attaining level objectives.
- A student may be dismissed or placed on probation for not meeting performance standards.

C. LEAVE OF ABSENCE

A student in good standing may request a leave of absence (LOA) from the nursing program. The student requesting a LOA must write a letter to the Department Chair stating the reason for the request and the beginning and ending dates of the LOA and complete a Leave of Absence request available from the Dean of students. The student will be informed in writing of the faculty's response (approved, not approved, conditions) to the request. At the end of a LOA the student follows university policies for re-entering the program.

C. HEALTH

- Students are responsible for meeting and documenting all departmental health requirements.
- All students are required to participate in an educational session on universal precautions that meets OSHA rules and demonstrates understanding of essential material regarding universal precautions. Initial training and education is provided in a sophomore level course that precedes clinical experience. Opportunities for annual review are provided in the learning resource center and within courses. Students may also document annual review through workplace setting.
- Students are expected to use good judgment about their personal health and not expose themselves or others to harm either in clinical or classroom settings.
- Students must provide proof of personal health insurance before they are allowed to participate in any Nursing clinical course.
- Health Related Issues: - Pregnancy, Surgery, Trauma, Infectious Disease or Mental Health: If a student is subject to one or more of the above conditions, the university strongly recommends the student submit a medical doctor's written recommendation as soon as possible for continuation in the nursing theory and clinical courses.. The university is not responsible for illness, injuries, or infectious contacts.
- The Department places no limitations upon how long students may be enrolled when pregnant, provided that they remain able to meet the responsibilities to which they have committed themselves, and provided that the policies of the affiliated agencies to which they are assigned do not prohibit their assignment. Prior to the beginning of each semester, it is essential that students who are pregnant contact their advisor. The advisor will review with each student the clinical assignments and courses for the semester and assist the student in making whatever accommodations may be appropriate, e.g. LOA or altered program, because of the pregnancy.

- The student will give to the advisor and the advisor will place in the student’s advising file the following information:
 1. name and address of her primary prenatal care provider
 2. expected date of delivery
 3. name & phone number of individual to be contacted in case of an emergency
 4. a statement from her care provider that course work including clinical practice will not jeopardize her health status.

- The clinical agency to which a student is assigned may require a drug test of the student. If positive the student may not be allowed entry to the clinical site and the student may thus be unable to meet the course objectives.

- If a student sustains an injury while on the Clarke University campus, the Clarke University Health Service should be notified as soon as possible and university procedure followed. If a student sustains an injury while assigned to a clinical site, the agency protocol should be followed, the injury reported to the clinical instructor and to Clarke University Health Services. Needle pricks and mucous membrane/non intact skin exposure to body fluids constitute an injury. In all instances of injury while on campus or while engaged in required clinical experience, the student should complete an incident report form. Payment for medical treatment necessary following an injury is the student's responsibility.

D. GRADING

The clinical component of a nursing course will be graded on an “S”, satisfactory or “U”, unsatisfactory basis. Guidelines for clinical experience will be strictly adhered to. All students must pass both the class and clinical component of nursing courses in order to progress in the major. A minimum grade of a “C” in the class and an “S” in the clinic is required. Failure in either area will result in a failure in the course.

Letter grade, except as noted, for a nursing course is the grade achieved in the theory component of the course. Contribution of each examination and other evaluatory tool to the final grade is given in the syllabus.

The following grading scale is utilized by the Department of Nursing and Health for undergraduate courses:

Grading Scale

95 - 100 = 4.00 = A	77 - 79 = 2.00 = C
92 - 94 = 3.67 = A-	74 - 76 = 1.67 = C-
89 - 91 = 3.33 = B+	71 - 73 = 1.33 = D+
86 - 88 = 3.00 = B	68 - 70 = 1.00 = D
83 - 85 = 2.67 = B-	65 - 67 = 0.67 = D-
80 - 82 = 2.33 = C+	0 - 64 = 0.00 = F

E. GRIEVANCE

For challenging grades or addressing any other grievance Clarke University policies and procedures are to be followed. The Grievance Procedure is delineated in the Clarke University Student Handbook.

F. PERSONAL APPEARANCE/PROFESSIONAL DRESS

When in a nursing role, students are expected to dress in a professional manner. Students must strictly adhere to the guidelines listed:

GUIDELINES FOR PROFESSIONAL ATTIRE

1. Agency guidelines will be followed.
 2. Overall appearance will convey an image of professionalism.
 3. Jewelry will be minimal: wedding ring, engagement ring, 2 pair of stud earrings only (ears only - no other facial jewelry), no dangling adornment (religious or secular), no observable ornamental device piercing any body part other than the ear; exceptions are made only for cultural or religious mandates.
 4. Tattoos must not be visible when a student is in the clinical area.
 5. Fingernails will be unaugmented, short, without colored enamel.
 6. The hair style will be such as the course instructor deems appropriate to the essential hygiene of the clinical area.
 7. Specific guidelines pertinent to a course will be given to students with other course materials. Dress code policies in addition to these listed in this hand book may be noted in the course syllabus and must also be followed.
 8. Insofar as agency guidelines are not violated, the course instructor is the arbiter of “appropriate” and “unremarkable” as descriptors of attire and general personal appearance.
 9. The course instructor is responsible for sharing with clinical instructors assisting in the conduct of the course, the expectations regarding faculty and student attire in the clinical areas utilized in the course.
 10. The chewing of gum or any other indigestible substance in the clinical area is prohibited.
 11. **Smoking is not allowed during hours a student is working in clinical areas.** Students are not allowed to smoke anywhere on the property of the clinical site they are working in, including cars, etc. Students who are caught smoking during their clinical hours may be placed on probation and this will reflect on their performance evaluation.
 12. The Clarke University pre-licensure student nurse uniform consists of :
 - a) a white vest or lab jacket purchased from an approved vendor
 - b) the approved institutional identification patch worn on the vest
 - c) a white top with collar and white pants/skirt or a white dress with collar
 - d) the approved identification badge (pin)
 - e) white (all white with minimal design or color) shoes. Clogs and Crocs are NOT permitted. Shoes must be closed back shoes.
- **Visiting an agency for purposes other than giving or supervising care of clients**
 1. Faculty and TimeSaver students wear an identification badge (pin) and unremarkable street clothes or attire that is recognizable to the average person as a nurse’s uniform. A lab coat is optional.
 2. Pre-licensure students wear the Clarke University nursing uniform or unremarkable street clothes with a lab coat. If the student elects to wear street clothes and lab coat, the approved institutional identification patch must be visible on the left side of the front of the lab coat and the identification badge (pin) must be worn on the upper left chest area of the lab coat.
 - **Supervising or providing care to clients under the aegis of an agency**
 1. Faculty and TimeSaver Students in traditional in-patient settings on clinical units where nursing staff wear uniforms, wear an identification badge (pin) with attire that is recognizable to the average person as a nurse’s uniform. A lab coat is optional.
 2. Faculty and TimeSaver students in specialty units within institutional settings, for example, mental health units, operating room suites, obstetrical areas, wear an identification badge (pin) with attire that meets the specifications of the unit. For example, street clothes with or without a lab coat may be worn in mental health and managerial areas; scrub suits may be worn in areas such as obstetrics and critical care.
 3. Faculty and TimeSaver students in community settings wear an identification badge (pin) with unremarkable street clothes, with or without a lab coat, as appropriate to the situation. Standard attire such as would be recognizable by the average person as a nurse’s uniform also may be worn.
 4. Pre-licensure students in traditional in-patient settings on clinical units where nursing staff wear uniforms wear the complete Clarke University student nurse uniform.
 5. Pre-licensure students in specialty units within institutional settings, for example, mental health units, operating room suites, obstetrical areas, wear the identification badge (pin) portion of the student uniform with attire that meets the specifications of the unit. For example, street clothes with or without a lab coat with the approved institutional identification patch may be worn in mental health and managerial areas; scrub suits may be worn in areas such as obstetrics and critical care.
 6. Pre-licensure students in community settings wear the approved identification badge (pin) with unremarkable street clothes and whatever other attire is specified by the course requirements, for example, a lab coat with the approved institutional identification patch.

The student who does not adhere to the general and course guidelines for dress in the clinical area will receive a warning for the first violation. A second offense may warrant dismissal from the clinical area for the day and the published corresponding effect on his/her course grade.

G. COMMUNICATION

This Handbook and official university publications are the ordinary means of communicating university and Department policies and regulations. It is the responsibility of each nursing student to obtain a copy of these documents.

Messages and announcements are posted on the bulletin boards beside CBH123A and CBH134. Students are responsible for reviewing posted materials. Significant and time critical announcements may also be made in classes.

All students are required to have a Clarke e-mail account and to check for messages on a regular (frequent) basis. Students are responsible for information, assignments, requests, and all correspondence received at their Clarke e-mail account.

H. ATTENDANCE

It is expected that students will be present for all lecture and clinical learning experiences whether these be at a clinical site or in the nursing resource center. If illness or other serious incident prevents attendance in clinical, the student will contact the instructor and clinical site **at least 1 hour before the experience** is scheduled to begin, and, if possible, have a compensatory learning experience. Failure to comply with this policy or an unexcused absence will result in the course grade dropping one letter grade. **A SECOND FAILURE TO COMPLY WILL RESULT IN A COURSE GRADE OF F.** Determination of an absence as excused or unexcused is at the discretion of the appropriate faculty member.

Specific expectations and details regarding notification of absence and make-up work will be given in each course and may differ from one course to another.

Absences from more than 15% of clinical assignments in a course may result in a grade of failure for the clinical component of a course.

Regular attendance is required for all classes in the nursing program. If you must be absent, you are required to notify your instructor before the beginning of the lecture. You are responsible for all notes, handouts, and assignments from a missed class. **DO NOT** schedule doctor's appointments, trips, etc, which conflict with class time. **DO NOT** take off early for or return late from scheduled university vacations.

Repeated tardiness or repeated absence may constitute evidence of lack of sufficient accountability for continuance in the nursing program. When tardy for clinical, the student will receive a verbal warning for the first occurrence, a written warning for the second occurrence, and the third occurrence will result in the student's grade dropping one letter grade. Further problems may result in dismissal from the nursing program.

I. TRANSPORTATION

Each student is responsible for his or her own transportation arrangements and the cost thereof to all clinical sites. These sites may be located some distance from the university and public transportation may not be available. When engaged in community health nursing, if requested by the cooperating agency, students must present proof of valid driver's license and auto insurance. Students are not permitted to transport clients or other persons during clinical hours.

J. SMOKING

Smoking is not allowed on the Clarke University Campus. Smoking is not permitted during hours a student is working in clinical areas.

K. PROFESSIONAL LIABILITY INSURANCE

Each student will carry professional liability insurance through Clarke University for semesters during which they are enrolled in a clinical course. The fee for this insurance coverage will be billed through the Student Accounts office. This insurance covers students when they are working under the direction of a Clarke University faculty member.

L. NURSING PIN/PINNING CEREMONY

Seniors may purchase a Clarke University nursing pin through the bookstore. Orders for pins are placed at the time designated by the bookstore. A class may choose to receive their pins in a formal pinning ceremony. Planning for the ceremony should begin in the junior year with selection of an appropriate date. Unless there are extenuating circumstances, the ceremony is held on campus. Planning for the ceremony is done in collaboration with the class advisor(s). The class should verify with the department chair the items which the department pays for and the limits on expenditures. Expenses over and above the departmental budget for pinning are borne by the students. **The nursing faculty will make ALL final decisions pertaining to plans for the pinning ceremony.**

VI. STUDENT NURSES ASSOCIATION

The Department hosts a chapter of the National Student Nurses' Association. All nursing majors, including freshman, are eligible to become members. As a cost-saving measure, annual dues are automatically billed through the university each fall for all students admitted to the major. A student who has financial issues regarding this membership may speak with their advisor for alternate arrangements.

IV. SCHOLARSHIPS, AWARDS AND HONORS

Sigma Theta Tau, International, Rho Eta Chapter 413. Qualified undergraduate and graduate students are invited to membership in Sigma Theta Tau.

Tuition Assistance. In addition to scholarships awarded by the university, outside agencies such as the Student Nurses Association and the Iowa League of Nursing offer scholarships to nursing students. When notice of these scholarships are received, they are posted on the scholarship section of the bulletin board.

Internet addresses for tuition assistance include:

<http://discovernursing.com>

<http://www.nln.org>

<http://www.nсна.org>

<http://iowanurses.org>

<http://www.finaid.org>

<http://www.collegeboard.org>

<http://www.fastweb.com>

<http://www.ed.gov>

<http://www.bhpr.hrsa.gov/nursing>

<http://www.iowacollegeaid.org>

Awards. The following awards are specific to the Department of Nursing:

- Catherine Dunn Award for Excellence in Nursing. Established in 1994 by the Clarke University Board of Trustees, this award pays tribute to a decade of extraordinary leadership provided by President Catherine Dunn, BVM. It is presented annually to a nursing student whose academic record and community service have demonstrated excellence.
- Nursing and Health Leadership Award. Established in 1999 by the Faculty of Nursing and Health, this award honors a student who has a consistent record of exceptional leadership in the nursing program and in community endeavors. It may be presented annually.
- William and Ivanelle Murray Nursing Scholarship. Established in 2001 by the seven children of William and Ivanelle Murray, this scholarship pays tribute to their parents who demonstrated a lifelong commitment to caring for others. It is presented annually to an incoming senior majoring in nursing who has a grade point average of 3.0 or above and who has demonstrated a commitment to the nursing profession through academic and clinical performance.
- Spirit of Nursing. Developed by the Army Nurse Corps, in cooperation with the National Student Nurses' Association, the Spirit of Nursing program gives accredited schools of nursing the opportunity to recognize a student who demonstrates a commitment to excellence through community, professional and academic achievements.
- Mercy Alumni Nursing Scholarship. Established in 2002 by the alumnae of the St. Joseph's Mercy Hospital School of Nursing, this scholarship is awarded to a Clarke University nursing student who has completed the second semester of study in the nursing major. Provided the student maintains the required GPA and good standing in the nursing program the scholarship is for a 2-year period.

VIII. GOVERNANCE

Student representatives from each level are selected each academic year to serve on the curriculum, the instructional resources and student affairs committees. These students also are encouraged to attend general faculty meetings. Other students are welcome to attend committee or general faculty meetings. Students are also invited to serve on ad hoc committees. Students are excused from meetings or sections of meetings at which the progress of a specific student is discussed.

Each sophomore class selects a student for membership on the Nursing Department Advisory Board. The student continues membership throughout the program.



CLARKE COLLEGE

DUBUQUE, IOWA

DEGREE PLAN FOR PRE-LINCESURE NURSING MAJORS (beginning fall 2008 freshman)

Fall Semester		Spring Semester			
Freshman Year					
CHEM-107	Intro Organic/Biochem	4	BIOL-132	Microbiology	4
PHIL110	Fundamentals of Philosophy	3	GNED 111	Cornerstone II	3
GNED 110	Cornerstone I	3	PSYC 111	Intro to Psychology	3
NURS111	Perspectives on Nursing	2	RELS100	Foundations of Spiritual Life	3
SOC101	Introduction to Sociology	3	NURS111	Perspectives on Nursing	2
HLTH122	Nutrition	2	HLTH 122	Nutrition	2
SEMESTER TOTAL		14-17	SEMESTER TOTAL		14-17
Sophomore Year					
BIOL211	Human Anatomy/Physiology I	4	BIOL212	Human Anatomy/Physiology II	4
HLTH212/L	Health Assessment	3	NURS226/L	Nursing Care Through the Years (Adult I)	6
MATH220	Statistics and/or Gen Ed Req	3	HLTH212/L	Health Assessment	3
HLTH222	Principles of Pharmacology	3	MATH 220	Statistics and/or	3
	RELS (200) or PHIL (200) Gen Ed Req	3		RELS (200) or PHIL (200) Gen Ed Requirement	
SEMESTER TOTAL		12-15	HLTH 222	Principles of Pharmacology	3
			SEMESTER TOTAL		14-17
Junior Year					
NURS318/L	Family Health Care	8	NURS322	Nursing Research	3
HLTH313	Pathophysiology	3	NURS346/L	Nursing Care Adult Client II	6
NURS 315/L	Mental Health Care or Gen Ed Requirement	5 3	NURS315/L	Mental Health Care or Gen Ed Requirement	5 3
SEMESTER TOTAL		14 - 16	SEMESTER TOTAL		14 - 17
Senior Year					
	Gen Ed Requirement	3		Gen Ed Requirement	3
	Gen Ed Requirement	3		Gen Ed Requirement/elective	3
NURS446/L	Nursing Care Adult III	6		Gen Ed Requirement/elective	3
NURS416/L	Community Health Care	6	NURS499	Profess Nursing/Nursing Issues Capstone	2
			NURS421/L	Nursing Synthesis	4
			NURS426	Prof Nursing Mgmt	2
SEMESTER TOTAL		12-15	SEMESTER TOTAL		14-17

Transfer students could take Nursing Care Through the Years During May Term at the end of Sophomore year, then be integrated with the other students throughout the remainder of the nursing program.

Other important notes:

- *MATH-220 may be taken either first or second semester of Sophomore year. Math proficiency is required prior to enrolling in MATH 220.
- *Microbiology must be completed prior to taking NURS-316 (Junior year).
- *NURS 315 may be taken either first or second semester of Junior year if offered both semesters.
- *Please note that some requirements may vary for transfer students.

Current CPR certification and CNA certification is required before the beginning of sophomore year. Documentation of health status to satisfactorily meet course requirements will be require.

The following courses are taken as either a fall or spring class but not both: NURS 111 (perspectives of Nursing), HLTH 122 (Nutrition) and HLTH 212 (Health Assessment).

