

2017-2018



Undergraduate Nursing Student Handbook

Clarke University

Department of Nursing & Health



A Message from the Chairperson of the Department of Nursing and Health

Welcome to the Clarke University Nursing Program and a community of learners. Today you are beginning or recommitting to your own professional advancement and to being a Registered Nurse. You have selected Clarke University and when you leave you will be and will always remain a Clarke Nurse.

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 and will be a talented and compassionate nurse. 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.

It is my sincere hope that the Clarke University nursing program will be part of a wonderfully fulfilling professional journey and that while you are at Clarke University you will take the opportunity to explore art, culture, and spirituality. We are all here to help you succeed. My door is always open to you.

Jan L. Lee, RN, Ph.D., CNE

Clarke University Nursing Department

563-588-6339

TABLE OF CONTENTS

Mission and philosophy.....	3
Level outcomes	6
Program outcomes.....	8
Program requirements	9
Admission	9
Progression	10
Medatrax	11
Drug Screening.....	11
Attendance	12
Academic Integrity.....	14
Senior Performance Requirement	16
Graduation.....	16
Admission to Registered Nursing Licensing Examination	17
Performance Standards	17
Iowa Administrative Code 2.5(5)	18
Polices.....	19
Probation	19
Dismissal	19
Leave of Absence.....	20
Health.....	20
Grading	21
Grading Scale	21
Testing Policy.....	21
Grievance	22
ATI Testing Services.....	24
Personal Appearance and Professional Dress	25
Preparing for Clinical	25
Transportation	26
Smoking	26
Professional Liability Insurance	26
Civility	27
Communication	29
Social Media	29
Nursing Pin & Pinning Ceremony	30
Student Nurses Association	30
Scholarships, Awards and Honors	30
Governances	31
Degree Plan for Pre-licensure.....	32
Appendix A: Needs Improvement-Clinical.....	34
Appendix B: Civility form	35

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 the core values of 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 key concepts of nursing (person, environment, health, nursing, and community) and the core institutional values (education, justice, freedom, and 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 that 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 that stems 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 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 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). Nursing is the dynamic, caring relationship in which the nurse assists the client to achieve and maintain optimal health. Nursing is a science and as such, its practice requires 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 commonplaces 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.

THEORETICAL FRAMEWORK: Ernestine Wiedenbach's The Prescriptive Theory of Nursing describes nursing as a helping art. Compassionate care and professional commitment based on individual philosophical beliefs are the hallmarks for the prescriptive theory of nursing. There are three essential components that make up the prescriptive theory: (1) the nurse's central purpose, (2) the prescription, and (3) the realities.

Central purpose – Based on the individual nurse's philosophy, which can be perceived as a goal and guide to influence individual decision making.

- Philosophy – Three essential components that construct the nursing philosophy are described as:
 - Reverence for the gift of life.
 - Respect for human dignity, worth, autonomy, and individuality for each human being.
 - The ability to act dynamically in relation to one's belief.

Prescription – The nurse's central purpose and professional commitment for nursing care provides a direction for nursing activity.

- Nature of action – leads to fulfillment of the nurse's central purpose.
- Thinking process – aids in determining actions necessary to fulfill the specific plan relative to the central purpose.

Realities – Encompass the nursing situation and include the physical, physiological, psychological, emotional, and spiritual dimensions of nursing care. The realities run parallel to the nurse's actions and the nurse develops a prescription for nursing care based on his/her central purpose. Found within the immediate situation are the following components:

- The agent – the nurse supplying the nursing action.
- The recipient – on whose behalf the action is taken.
- The framework – includes situational factors that facilitate the nurse's actions for reaching the final end result.
- The goal – the final end product that can be obtained through nursing activity.
- The means – the way in which the nurse reaches the final goal.

❖ Weidenbach's conceptualization of nursing practice contends that nursing practice is an art, is goal directed, and is based on the ideation of helping others.

Nursing practice consists of the following four distinct key nursing actions:

- Reflex – spontaneous
- Conditioned – automatic
- Impulsive – impulsive
- Deliberate – responsible

Nursing practice has three components

- Identification of the patient's need for assistance

- Implementation of the needed interventions
- Validation that the interventions were effective

❖ Weidenbach's theory and nursing's metaparadigm

- Nursing – Is a clinically based practice discipline. The art of nursing is a goal directed activity that requires the application of knowledge and skill for meeting the desired outcomes.
- Health – Does not explicitly define health but affirms the beliefs held by the World Health Organization's definition of health as a "state of complete physical, mental, and social well-being, and not merely the absence of disease and infirmity" (George, 2002, p. 217).
- Environment – Incorporates the environment within the realities of the framework and asserts that the framework is a complex set of extraneous factors and circumstances that make up every nursing situation.
- Individual – The individual possesses unique potential, strives toward self-direction, and needs stimulation.

VALUES The BVM core values are freedom, education, justice and 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 each person "to reach out to others in loving and sensitive ways and to care for one another" (Dunn, 1994).

Education for formation to practice the profession of nursing with a commitment to life- long learning is the primary purpose of the nursing 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, 1884).

References

- American Nurses' Association (1980) *Nursing: A social policy statement*. Kansas City, MO: American Nurses' Association.
- Dunn, C. (August 24, 1994). Clarke University Workshop Address
- George, J.B. (2002). *Nursing Theories: The base for professional nursing practice* (5th edition). Upper Saddle, New Jersey: Prentice Hall.
- Kames, L. (August 24, 1994). Clarke University Workshop Address
- Murphy, M. (August 24, 1994). Clarke University Workshop Address
- Nightingale, F. (1859), *Notes on Nursing: What It Is and What It Is Not*. New York: Appelton, (1914 edition).
- Parker, M. E. (2006). *Nursing theories & nursing practice*. Philadelphia: FA Davis. Adopted 8/92

Level Outcomes

Level I Outcomes (freshman)

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 caring and spirituality.
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.
5.	Identify the contributions of leaders and historical events that have influenced the development of professional nursing.

Level II Outcomes (sophomore)

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

1.	Identify and implement the concepts of spirituality and the caring process not only with individuals and families but with groups and communities maintaining dignity, worth and uniqueness to nursing care.
2.	Identify and implement 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.	With guidance, identify and implement selected cognitive, psychomotor, and affective skills in caring for individuals in a structured setting.
4.	Identify and implement effective interpersonal interactions to establish therapeutic relationships with individuals.
5.	Identify and implement 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 and implement ways in which teaching-learning occurs with individuals and families within nursing practice.
7.	Identify and implement the need for collaboration with other health care providers in the delivery of health care to individuals in health care settings.
8.	Identify and implement the components of professionalism in nursing and begin to formulate one's role as a professional nurse.
9.	Identify and implement the need for client advocacy and demonstrate client advocacy in a structured setting.
10.	Introduce the importance of research as it applies to nursing.

Level III Outcomes (junior)

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

1.	Apply the concepts of spirituality and 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.	Apply cognitive, psychomotor, and affective skills in caring for individuals and families in varied health care settings.
4.	Analyze effective and ineffective therapeutic interactions when working with individuals and families.
5.	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.
6.	Apply the principles of teaching-learning in planning and providing nursing care for individuals and families.
7.	With guidance, collaborate with other health care professionals to advocate and plan care for individuals and families in varied health care settings.
8.	Describe and critique the research process as it applies to nursing.
9.	Apply professional nursing behaviors based on current legal, ethical and professional standards when caring for individuals and families in various health care situations.
10.	Practice leadership behaviors which facilitate change in one's own nursing practice.

Level IV Outcomes (senior)

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

1.	Analyze and evaluate the concepts of spirituality and the caring process with individuals, families, peers, communities and other members of the health care team throughout the life cycle while maintaining dignity, worth and uniqueness to nursing care, using a holistic approach.
2.	Analyze and integrate cognitive, psychomotor, and affective skills in caring for individuals, families, groups, and communities in a variety of health care settings.
3.	Evaluate the use of therapeutic interactions with individuals, families, groups, and communities.

4.	Analyze and evaluate 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.
5.	Analyze and evaluate the teaching role with individuals, families, groups, and communities to promote desired change.
6.	Collaborate with other health care professionals to plan care for individuals, families, groups, and communities in a variety of settings.
7.	Analyze and evaluate research findings as they relate to nursing practice.
8.	Analyze and evaluate professional nursing behaviors of accountability and responsibility based on current legal, ethical and professional standards when caring for individuals and families, and communities.
9.	Analyze and evaluate the incorporation into practice, the need for client advocacy for individuals, families, groups, and communities in rural and urban settings.
10.	Analyze and evaluate leadership behaviors which facilitate change in one's own nursing practice.

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.

PROGRAM 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.

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.

Freshmen students may be admitted directly to the nursing major. These students must meet all requirements for progression, as described below. Students may only apply to the major twice.

Pre-licensure Students: To be considered for admission to the nursing major, a student must:

- Be admitted to Clarke University.
 - Have completed a minimum of 30 hours of university work including organic 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.
- Achieve a 3.00 cumulative GPA or higher on a 4.00 scale and a grade of 2.00 (C).
 - Students must achieve a C or higher in organic chemistry and microbiology.
 - Students must achieve a C- or higher in the six credits of social science requirements.
- Submit written application to the Department of Nursing and Health. Application includes:
 - Application to the major form
 - Two letters of recommendation—one academic and one personal
 - Documentation of current CPR and first aid status
 - Academic transcripts
 - Present evidence of current nursing assistant certification (CNA). Students who enter the program as an LPN, are exempt from this requirement
 - Mandatory reporter training
 - Evidence of competency in written communication (1 - 2 page statement of goals and the reason for choosing Nursing)
 - Successfully complete any background checks as required by contract
 - Successful interview with nursing faculty

- Proof of Health Insurance
- Health Records:
 - Immunization record: polio, tetanus to include DTaP booster (or titer), hepatitis B, varicella titer, MMR
 - 2-Step TB test with a current 1-step TB test. If student is positive or historically positive, the student must provide a negative chest x-ray report
 - Physical examination within 12 months prior to beginning classes
 - Permission to release health information to clinical agencies

PROGRESSION:

To progress in the nursing major, all students ordinarily must:

- Maintain a cumulative GPA of at least 2.75. If the GPA drops below 2.75 the student will be placed on academic probation for up to one semester. If the GPA is not above 2.75, the student may be dismissed from the program.
- 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 prerequisite course(s).
- Achieve at least a 2.00 (C) in required anatomy and physiology, organic chemistry, and microbiology.
- Achieve at least a 1.67 (C-) in the following courses: Statistics and social sciences.
- Purchase clinical practice liability insurance through Clarke University annually.
- Follow clinical experience performance guidelines as given in this Handbook and in coursesyllabi.
- Complete nursing major requirements within six years of admission.
- Follow the course sequence in his/her degree plan. Enrollment in nursing/health courses is limited and a student whose planned progression is interrupted is not guaranteed space in a nursing/health course.
- Achieve the appropriate level outcomes as defined in this handbook.
- Maintain annual HIPAA, blood borne pathogen, and drug testing.
- Maintain updated health records including all required vaccinations and immunizationsand document them in Medatrax tracking system. If a student has a positive TB skin test while in the program, they are requiredto have a chest x-ray for proof of negativity. If health records are not up to date, a student will not be allowed to attend clinical. Missing a clinical will be considered an unexcused absence and the attendance policywill apply.

MEDATRAX:

Clarke University Nursing Department utilizes the Medatrax software for document uploads. Medatrax data tracking system provides on-line tools specifically designed to assist universities, colleges, and allied health students, educators and administrators to record and maintain complex student clinical criteria. Students will be charged a fee through their student fees each semester for this program. Each student is required to complete a training session with Medatrax. Once the training session is completed, the students will receive a certificate that they will upload into the system. All students are required to enter keep up to date demographic and next of Kin information in Medatrax. Students are required to keep up to date health record information in Medatrax during the academic year and during all breaks. Students will have access to all of their information in Medatrax for 18 months after the date of their graduation.

It is the student's responsibility to check Medatrax on a routine basis. The nursing department recommends that students check their account on a weekly basis to ensure that they stay current with all requirements of the program. Failure to have records current in Medatrax will result in the student not being allowed to attend clinical, which result in an unexcused absence for clinical will results in a student being removed from clinical. A student will be removed from clinical and will be dropped one letter grade in the accompanying course.

Students who falsify any information in Medatrax will be required to meet with the admission/progression committee and may be dismissed from the nursing program as a result.

DRUG SCREENING:

Students will be screened annually after being accepted into the nursing program. Random drug screening will occur periodically and without notice thereafter. This screening will be incorporated into the student fees at least once a year. If additional screenings are required, this will be at the expense of the student. The fee may vary in cost dependent on the institution/agency providing the test. Students will have 48 hours after notification of the nursing department to complete the test by providing a urine sample to the designated facility. If the student does not give the sample in the time frame allotted, then the test is considered a (+) drug screen and the student's grade for the clinical course will be dropped one letter grade. A second (+) drug screen will warrant dismissal from the nursing program.

If a student's preceptorship site requires a more extensive/different drug screen, the student will be responsible to pay the additional cost. All clinical instructors, preceptors, or other appropriate clinical agency personnel have the right to request a drug screening from any Clarke nursing student while in the clinical area. All clinical/preceptor agencies have the right to request a drug screening from any Clarke student at any time. Again, any (+) drug screen has serious consequences, up to and including dismissal from the nursing program.

ATTENDANCE:

Clarke University's class attendance policy is consistent with the institution's focus on students as key contributors to the learning that takes place in each class. Students are expected to attend all classes and must be present during finals week. However, Clarke University recognizes that students may sometimes need to miss class.

Clarke University recognizes four types of absences – Officially Excused Absences, Instructor-Excused Absences, Approved Absences, and Unexcused Absences.

Instructor-Excused Absences

Definition:

Instructor-excused absences are handled between the student and the instructor. Each course syllabus outlines the expectations for attendance, which may vary among different instructors and classes. Examples of absences that may be excused by an instructor include missed classes due to a family commitment, severe weather conditions, or a death in the student's extended family. Vacations, late arrivals, or early departures before summer, winter, or other breaks do not constitute excused absences.

Policy:

Students who need this type of excuse are expected to personally inform the instructor in advance of the absence when possible. Instructors may ask for documentation and will use their judgement as to whether or not to excuse the absence. Instructors may allow students to makeup the missed material; they may assign appropriate substitute material, disregard the missed assignment, or make a similar arrangement. Instructors may require students to submit scheduled assignments or complete quizzes or exams before the missed class.

Officially Excused Absences

Definition:

Officially excused absences occur when an unexpected event or a situation beyond the student's control prevents a student from attending class. In these situations, the Academic Affairs Office assists students by directly notifying their instructors of the excused nature of the absence.

Examples of officially excused absences include significant illness or injury that requires hospitalization, or a death in the immediate family.

Policy:

Officially excused absences require the student to provide appropriate documentation to the Academic Affairs Office in advance of the absence, when possible, or as soon as the student returns to the university. The Academic Affairs Office then contacts the student's instructors. Instructors will accommodate these students by allowing them to submit late work or make up missed assignments or exams.

Approved Absences

Definition:

Approved absences are scheduled, university-sponsored events in which students serve as representatives of the university.

Examples of approved absences include musical performances, academic conferences, and athletic competitions. Approved absences do not include practices or rehearsals.

Policy:

Approved absences require the student to personally inform the instructor in advance of the planned absence. This notice must be given no later than one week before the anticipated absence. When unforeseen circumstances prevent this advance notification, the student must make every effort to communicate with the instructor as soon as possible. Instructors will use

their discretion in making reasonable accommodations to minimize the disruption to the student's educational experience. These accommodations may include requiring that the student complete substitute assignments for experiences that happen in class. When possible, instructors may require that scheduled assignments, quizzes or exams be completed prior to the absence.

Students bear the responsibility for all missed class material.

Unexcused Absences

Definition:

Absences which are not approved or excused will be considered unexcused.

Policy:

Faculty members are under no obligation to allow students to complete work missed from unexcused absences. Course syllabi may outline attendance policies that result in a penalty that may affect course grades.

***Attendance is more than being physically present; it involves active listening and appropriate interactions within the class. If you must be absent, it is expected that you notify the instructor prior to class. You are responsible for notes, handouts, and all assignments from missed classes. Instructors will not repeat classes for students who are not present.

DO NOT schedule doctor's appointments, vacation trips, personal appointments, etc., which conflict with class or clinical time.

CLINICAL ATTENDANCE:

Clinical requires attendance and you may make up one and only one excused clinical. A single no show or no call at clinical can result in an automatic F in clinical and the course as this endangers patient care. All violations to this agreement will be brought to the Admission/Progression Committee to determine the appropriate consequence.

If a student is 30 minutes or more late (tardy) for any clinical experience this will be documented as an unexcused clinical and the student will be required to leave the clinical area for the day. It is the student's responsibility to ensure clear communication with the clinical instructor. Refer to the Needs Improvement Form in Appendix A for areas that require documentation to be completed prior to passing the clinical component of the course.

COMMUNITY SERVICE:

There is a requirement that each student must complete 10 hours of service learning in all nursing courses with a clinical component. These experiences need to be approved by the instructor prior to completing any hours. These hours must be volunteer with NO wage compensation and MUST relate to the healthcare profession. These experiences need to be approved by the instructor prior to completing any hours. These hours must be completed prior to the last week of classes for the semester. Student must complete the Community Service Form that is located on the BSN Moodle webpage. This form needs to be completed for each experience. If a student does not complete the 10 hours of service prior to the week of finals, a student will be given either an incomplete in the course or will see the failure to complete reflected in the course grade. Each case will be reviewed on a one-to-one basis by the Admission Progression Committee.

ACADEMIC INTEGRITY:

Clarke University's mission and Catholic tradition call us to act in ways that foster a more just world. Thus, we recognize academic integrity is fundamental to our work together. As a "caring, learning community committed to academic excellence," we cannot tolerate academic dishonesty because:

1. A community is built on personal relationships. Any breach of trust disrupts these relationships and weakens our community.
2. When caring individuals recognize value in another's work or ideas, their choice is to acknowledge and even celebrate it, rather than misrepresenting ownership of the work.
3. Academic excellence depends on a commitment to follow through on our learning. We cannot pretend to be excellent. We must work hard to achieve excellence, and we must assume responsibility to do so.

Students are expected to be aware of and abide by specific principles of academic honesty. Academic integrity specifically prohibits the following forms of academic misconduct:

Cheating

- ❖ Giving or receiving unauthorized assistance (e.g., copying another student's work or using unauthorized notes during an exam; sharing one's work with another student).
- ❖ Consulting another student's work from previous semesters, or checking homework or test answers from previous semesters.
- ❖ Using unauthorized materials, such as a hidden notes, tape recorders, cell phones, cameras, text messages, computers and other equipment.

Plagiarism

- ❖ Using another person's exact language without the use of quotation marks or proper citation.
- ❖ Re-arranging another's ideas or material and presenting them as original work without providing proper citation.
- ❖ Submitting another's work as one's own; this includes purchasing work from other sources, including the Internet.
- ❖ Submitting a translation of someone else's original words claiming them as one's own.

Other forms of academic misconduct

- ❖ Submitting a previously graded assignment without the current instructor's permission.
- ❖ Falsifying, fabricating, or distorting information (e.g., providing an erroneous source, taking a test for another student, altering college documents, forging an instructor's signature).
- ❖ Engaging in misrepresentation (e.g., lying to improve one's grade; turning in another student's work as one's own; falsely claiming to have attended an assigned function such as a theatrical performance, a public speech, a job interview, a home visit, etc.).
- ❖ Seeking unfair advantage (e.g., requesting an extension by using a falsified excuse, obtaining an exam prior to its administration).
- ❖ Denying access to information or material to others (e.g., stealing or defacing print or non-print materials).
- ❖ Stealing, abusing, or destroying academic property (e.g., stealing library materials, vandalism of academic property).
- ❖ Bribing (e.g., offering materials or services of value to gain academic advantage for oneself or another).
- ❖ Engaging in misconduct in research and creative endeavors (e.g., failure to adhere to federal, state, municipal, and university regulations for the protection of human and other subjects).
- ❖ Making unauthorized copies of copyrighted material including software and any other non-print media.

Any violation of this policy will be treated as a serious matter. Penalties ranging from failure of the assignment or exam to failure of the course will be enforced. In cases of repeated or flagrant violations, a student may be dismissed from the university. Faculty will report cases of academic dishonesty to the academic affairs office. If applicable, the student life office will be notified as well for additional disciplinary action.

SENIOR PERFORMANCE REQUIREMENT:

Meet all requirements of NURS 426 and NURS 433, including successfully completing the clinical component, satisfactory achievement on the ATI Capstone Content Review and any other requirements of the course as stated in the syllabus, satisfies the senior performance requirement for nursing students. All students will participate in the ATI virtual tutoring experience after completion of the ATI Capstone Content Review for final preparation for NCLEX-RN, as well as the Live ATI Review. Students should obtain the "green light" status from their ATI Virtual Tutor prior to taking the board exam.

All students must successfully complete a 120 hour preceptorship experience under the supervision of a licensed registered nurse, prior to graduation. Students may work in healthcare facilities in which the university has an approved clinical contract. Students must complete this preceptorship experience in an in-patient healthcare facility. Students who have achieved a GPA of 2.75 or higher at the end of the fall semester junior year are eligible to complete their preceptorship in the summer prior to entering their senior year. Students who wish to complete their preceptorship during the summer before their senior year, must have a passing grade at mid-term in all of their courses to be eligible to sign up for this. A student placed on probation will not be eligible to complete a preceptorship over the summer.

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 and NURS 433 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.

ADMISSION TO THE REGISTERED NURSE LICENSING EXAMINATION:

From the Iowa Board of Nursing: Completion of the nursing course of study does not guarantee admission to the registered nurse licensure examination. The Iowa Board of Nursing requires that all criminal convictions a nursing student applying for licensure has ever received be disclosed on their application for licensure. This includes deferred judgments and expunged cases. Once licensed, nurses are required by law to report all criminal convictions within 30 days of final disposition.

Board staff and the Board itself devote a significant amount of time to reviewing criminal convictions. The largest amount of criminal conviction reviews center around alcohol and drug related offenses. The Board has denied licensure based on alcohol and drug related offenses, or issues an initial license that required that the new licensee spend their first year on probation submitting to drug and alcohol screening. Both of these responses create permanent public discipline for the new licensee, which may limit their ability to obtain work at some employers. Likewise, the Board continues to monitor licensees in the same way and impose similar conditions for licensees who give the Board cause for concern about potential substance abuse issues that may pose a threat to the public. The Iowa Board of Nursing remains committed to ensuring that only competent nurses, free from alcohol and drug addiction, practice within the state.

In summary, nursing students need to understand that their actions outside of the classroom and clinical setting, and outside of their future nursing practice, that result in criminal convictions shall be reviewed by their licensing Board, and may impact their future career in nursing. Nursing students are encouraged to keep this information in mind when making decisions that could affect their future in Nursing. (Adapted from memo from Doug Bartels, Executive Director of Enforcement, Iowa Board of Nursing, and August 1, 2014.)

PERFORMANCE STANDARDS:

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, auscultate sounds, and respond to calls 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, and administer medication.

IOWA ADMINISTRATIVE CODE 2.5(5):

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

- Who has been denied licensure by the board.
- Whose license is currently suspended, surrendered or revoked in any U.S. jurisdiction.
- 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.

POLICIES:

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. Exceptions must be approved by the Nursing Admission-Progression Committee.

Clarke University's academic probation policy will be followed. See Academic catalog for further information.

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 two Nursing/Health courses, they will automatically be dismissed from the program.

If a student fails clinical (receives an Unsatisfactory) then the student also fails the course (lecture portion and receives a C- for that course). The student will need to repeat the course and clinical to progress in the major. If a student receives a C- or below in a course with a clinical then the student will receive an Unsatisfactory in the clinical portion of that course.

- A student may be dismissed or placed on probation for unethical or unsafe behavior. This may include, but is not limited to:
 - Breach of confidentiality and HIPAA violation
 - Does not adhere to the ANA Code of Ethics, <http://www.nursingworld.org/codeofethics>
 - Does not adhere to the Social Media policy, <https://www.ncsbn.org/347.htm>
 - Exhibiting safety infractions
 - Medication errors including giving medications, treatments or procedures without instructor's permission or knowledge
 - Verbally or physically harming a client.
 - Coming to clinical unprepared.
 - Failure to perform necessary procedures for client.
 - Dishonesty in stating cares were performed but were not.
 - Negligence in following school or agency policies.
 - Use of the client's medications for self or others.
 - Disruptive clinical behavior.
 - Coming to clinical under the influence of alcohol or drugs or failure of a drug test.
 - 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.

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.

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 are expected to use good judgment about their personal health and not expose themselves or others to harm either in clinical or classroom setting. Students must provide proof of personal health insurance before they are allowed to participate in any nursing clinical course.

Medical clearance and recommendations from a licensed health care provider are recommended for conditions including, but not limited to pregnancy, surgery, trauma, infectious disease or mental health issues. 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, office manager, and the course instructors. 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 must provide the following to the office manager:

Name and address of her primary prenatal care provider.

Expected date of delivery.

Name & phone number of individual to be contacted in case of an emergency.

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 sticks 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.

GRADING:

The clinical component of a nursing course will be graded on an "S" satisfactory or "U" unsatisfactory. Guidelines for clinical experience will be strictly followed. 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 didactic component of the course. Explanation of grading is provided in the syllabus.

GRADING SCALE:

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

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+	60 - 64 = 0.00 = F

TESTING POLICY:

Guidelines regarding test taking

- Students will be allowed 1.5 minutes per question.
- Students may not have any textbooks, notebooks, food or beverages on the desk at any time during the exam.
- Students must leave all book bags, cell phones, hooded sweatshirts, hats, watches or any other electronics at the front of the testing room.
- Bottled water without a label is allowed.
- All book bags will be placed at the front of the class room during testing.
- There will be no talking of any kind during testing. If you have a question, come to the front of the room to talk to the teacher.
- Students may not leave exams in progress for any reason unless approved by the faculty.
- Students are encouraged to cover their scantron or exam sheet or quiz at all times with test booklet.
- Students are expected to demonstrate honesty and integrity and are not to utilize textbooks, notecards, or personal assistance during the exam process.
- If the instructor is suspicious that cheating is occurring, he/she will pick up the test and an F will be received for that exam. Please refer to Academic Dishonesty Policy.
- When the test is returned, all writing pencils and paper will be away from the exam.

- If the student accidentally marks the scantron or exam sheet different from on the test booklet, the scantron will be the graded answer.
- If a student questions an answer after the test review, he/she may make an appointment to meet with the instructor to discuss. He/she should bring references from required textbooks to refute the answer. **Rebuttal cannot be made from students written notes as this is subjective data.**

Policies on missed exams and late work:

- If a student is absent the day of an examination, it is the student's responsibility to email or call the nursing faculty's voicemail (not the nursing department's office manager or anyone else) BEFORE class begins and leave a voicemail or email message about the absence. The determination of the validity of the reason for the absence is up to the discretion of the instructor. If no message is received BEFORE class begins, or the reason given for the absence is not determined to be valid by the instructor, no exam make-up is allowed, and the student will receive a 0 or F on the exam. If the absence is excused, arrangements must be made by the student to make up the exam within one week of the missed date, or else it will result in a zero score for the exam. The form of the make-up exam may be different from the original exam (i.e. essay questions).
- All exams will take place in the classroom.
- Exams will be returned the following class or when all students have completed the exam. Exams must be returned after you have reviewed your results. Exams are thoroughly reviewed prior to returning them for your review. If a student has questions that the grading of the exam, please see your instructor immediately. If a student has other issues with the exam, he/she must wait 24 hours after the return of the exam to make an appointment with the faculty member.

Faculty Policy

- No more than one take home, open book, group or paired retake test/quiz will be given per course.
- 70% of the course grade will come from tests and quizzes.
- 10% of the course grade will come from ATI.
- Remaining 20% of the course grade will be at the discretion of the faculty member.
- No extra credit will be given in ANY Nursing or Health course.

****NCLEX Blitz, Nursing Synthesis, Health Assessment, Perspectives on Nursing, Nursing Research, Nursing Leadership, Nursing Issues and Pharmacology review are exceptions to the above rules.**

ATI Testing Services: "ATI Nursing Education's learning systems are designed to teach the way individuals learn. Whether it's an RN or a PN program, we're with your students from the beginning of school through the beginning of their nursing career and it's done with the kind of personal caring attention that's synonymous with nursing.

"With our help, students garner great results in high stakes test preparation with pass rates closer to 100% than any other education system in the market. It's no surprise that we're the first choice for more nurse educators, universities and colleges nationwide." www.atitesting.com

ATI Testing Policy for Unlicensed Undergraduate Students

Rubrics Content Mastery Series

4 pts.	
Complete Practice Assessment Remediation: Minimum one hour Focused Review Complete active learning templates and/or three critical points to remember	Complete Practice Assessment Remediation: Minimum one hour Focused Review Complete active learning templates and/or three critical points to remember

Proctored Assessment			
Level 3 4 pts.	Level 2 3 pts.	Level 1 1 pt.	Below Level 1 0 pts.
1 hour Focused Review Active learning template and/or three critical points for each topic to review	2 hour Focused Review Active learning template and/or three critical points for each topic to review	3 hour Focused Review Active learning template and/or three critical points for each topic to review	4 hour Focused Review Active learning template and/or three critical points for each topic to review
2 pts.	2 pts.	2 pts.	2 pts.
Proctored Assessment Retake*			
No Retake (optional)	No Retake (optional)	Retake required	Retake required
Total Points = 10/10	Total Points = 9/10	Total Points = 7/10	Total Points = 6/10

- If the program requires a retake of the Proctored Assessment, and the students meet the program benchmark the student can earn an additional point (for example, a Level 1 student can now achieve an 8/10)
- All ATI proctored exams will be given in the evening on the date outlined in the course syllabus. Any ATI proctored retake exams will be given in the evening, the week of finals.

ATI Focused Review/Remediation: Students must achieve a 90% on practice exams in the required course. An initial focused review must be completed on the practice examination(s). Students will then be allowed to sit for the proctored examination. Upon completion of the proctored course examination, students MUST complete a focused review, regardless of test score. Students may use the active learning templates provided on the ATI website, or may write up a narrative explanation of the critical topics missed on the exam. These documents must be completed and turned in to the appropriate course instructor. All focused review materials must be completed and turned in prior to the proctored assessment retake.

Health Assessment, Adult II, and Pharmacology Review ATI Rubric

4 pts.	
Complete Practice Assessment Remediation: Minimum one hour Focused Review Complete active learning templates and/or three critical points to remember for each topic missed	Complete Practice Assessment Remediation: Minimum one hour Focused Review Complete active learning templates and/or three critical points to remember for each topic missed

Proctored Assessment			
Level 3 4 pts.	Level 2 3 pts.	Level 1 1 pt.	Below Level 1 0 pts.
1 hour Focused Review Active learning template and/or three critical points for each topic to review	2 hour Focused Review Active learning template and/or three critical points for each topic to review	3 hour Focused Review Active learning template and/or three critical points for each topic to review	4 hour Focused Review Active learning template and/or three critical points for each topic to review
2 pts. No further requirements	2 pts. Complete a 5 page remediation (additional 1 pt)	2 pts. Complete a 6 page remediation (additional 2 pt)	2 pts. Complete a 7 page remediation (additional 3 pt)

If the program requires a retake of the Proctored Assessment, and the students meet the program benchmark the student can earn an additional point (for example, a Level 1 student can now achieve an 8/10)

All ATI proctored exams will be given in the evening on the date outlined in the course syllabus. All ATI proctored retake exams will be given in the evening the week before finals.

ATI Focused Review/Remediation: Students must achieve a 90% on practice exams in the required course. An initial focused review must be completed on the practice examination(s). Students will then be allowed to sit for the proctored examination. Upon completion of the proctored course examination, students MUST complete a focused review, regardless of test score. Students may use the active learning templates provided on the ATI website, or may write up a narrative explanation of the critical topics missed on the exam. These documents must be completed and turned in to the appropriate course instructor. All focused review materials must be completed and turned in prior to the proctored assessment retake.

Grievance: For challenging grades or addressing any other grievance, Clarke University policies and procedures are to be followed. These procedures are delineated in the Clarke University Catalog.

Personal Appearance and Professional Dress:

When in a nursing role, students are expected to dress in a professional manner. Students must strictly adhere to the guidelines listed or the student will be sent home and it will be considered an unexcused absence.

Guidelines for professional attire: All students (BSN and RN-BSN) must wear the Clarke uniform when in a clinical settings. Even if a site tells the student the Clarke Uniform is not necessary, it is required unless there is a written instruction to the contrary by the primary course instructor (not the clinical instructor). Overall appearance will convey an image of professionalism.

The uniform for Clarke University nursing students doing clinical is a blue three piece scrub with the Clarke loco purchased through the bookstore. Undergraduates may only wear the waist length lab coat. You need to purchase the approved identification badge (pin) with the department's office manager.

- Shoes must be all white with minimal design or dark color. Clogs and Crocs are NOT permitted. Shoes must be closed back shoes.
- Calf length socks or stockings are required.
- Jewelry will be minimal: wedding ring, engagement ring, 2 pairs 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.
- Tattoos must not be visible when a student is in the clinical area.
- Fingernails will be unaugment, short, without colored enamel.
- The hairstyle will be consistent with what the course instructor deems appropriate to the essential hygiene of the clinical.

Specific guidelines pertinent to a course will be given to students with other course materials if it is other than the Clarke uniform. Dress code policies in addition to these listed in this handbook may be noted in the course syllabus and must also be followed. 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. 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.

The chewing of gum or any other indigestible substance in the clinical area is prohibited.

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, 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. No smoking is permitted in the Clarke uniform.

Preparing for Clinical:

Visiting an agency for purposes other than giving or supervising care of clients. All students wear the Clarke University nursing uniform or unremarkable street clothes with a Clarke lab coat. If the student elects to wear street clothes and lab coat the identification badge (pin) must be worn at all times. The following components are mandatory requirements prior to participating in clinical and must be uploaded into Medatrax:

- Medatrax completed with all the necessary requirements.
- Student Civility Contract signed.

- Health Insurance Portability and Accountability Act (HIPAA) policy reviewed and signed. Blood borne Pathogens completed and signed.
- All necessary skill requirements based on your level of education.

If in an operating room or isolation unit it may be required that the student change into a prescribed uniform, which will be explained. Additionally, some mental health units do not want to portray a medical model and request that professional attire be worn instead of a uniform. This will only be done if specifically requested by the clinic and approved through the department chair. A 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. The second offense may warrant dismissal from the clinical area for the day and will have the published corresponding effect on his or her course grade.

Clinical Rotations: With the increasing number of students, there is a greater possibility that siblings or immediate relatives could possibly be in the same clinical rotations. Faculty and clinical agencies have requested that siblings and immediate family members not be placed in the same clinical group. Students will be assigned clinical rotations to ensure a variety of experiences.

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.

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

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.

Clinical Performance Evaluation/Needs Improvement Form: Each student is provided with constructive feedback throughout the clinical experience. This feedback may take the form of positive reinforcement or constructive criticism in terms of correction of skills, behavior, knowledge, etc. Behaviors warranting a needs improvement form include, but are not limited to; lack of professionalism or preparation, tardiness, poor communication skills with patients and/or health team members and safety infractions. A "Needs Improvement Form" will be used as necessary to document areas needing attention and corrective action. The clinical instructor will fill out the Needs Improvement documentation within one week of the occurrence.

The lead instructor, Undergraduate Coordinator and if necessary, the Admission Progression Committee, will be informed of students receiving the Needs Improvement form.

The Needs Improvement Form is a part of each clinical course syllabus.

Civility

Clarke University School of Nursing Student Civility Contract

According to the American Nurses Association, incivility may be exhibited through behaviors such as rudeness, condescension, passive aggressiveness, bullying, psychological abuse, or deliberate undermining of activities. These types of incivility may lead to a non-supportive organizational climate in which students feel pressured by peers to look the other way, and thus fail to support the person experiencing such incivility. Students in the Department of Nursing and Health are expected to conduct themselves ethically, honestly, and with integrity. This requires the demonstration of mutual respect and civility in academic and professional discourse. Throughout your academic career at Clarke, it is expected that students show the following qualities:

Attentiveness: The student regularly attends class. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is engaged throughout the class period.

Demeanor: The student has a positive, open attitude towards peers, teachers, and others during the course of nursing studies. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.

Maturity: The student functions as a responsible, ethical, law-abiding adult.

Cooperation: The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health team, giving and accepting freely in the interchange of information.

Responsibility: The student has nursing school performance as his/her primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner.

Authority: A student shows appropriate respect for those placed in authority over him/her both within the University and in society.

Personal Appearance: The student's personal hygiene and dress reflect the high standards expected of a professional nurse.

Communication: The student demonstrates an ability to communicate effectively verbally, nonverbally, and in writing with peers, teachers, patients, and others.

Professional Role: The student conducts self as a professional role model at all times and in compliance with the ANA Code of Ethics. The student demonstrates the personal, intellectual and motivational qualifications of a professional nurse.

Judgment: The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.

Examples of uncivil behavior are below but not inclusive:

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging a classmate/professors reputation
- Habitually interrupting as others speak
- Not paying attention or listening to others who address you
- Not responding to email, letters or voice mail that requires a reply

- Sending emails that are inflammatory in nature
- Speaking with a condescending attitude
- Yelling or screaming at instructors, peers, or clinical staff
- Habitually arriving late to class
- Knowingly withholding information needed by a peer, instructor, or clinical staff
- Discounting or ignoring solicited input from instructors/faculty regarding classroom and/or clinical performance or professional conduct.
- Overruling decision without direct discussion and rationale
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned
- Threatening others; this refers to physical threats, verbal/nonverbal threats, and implied threats.
- Displays of temper, tantrums
- Using up supplies or breaking equipment without notifying appropriate staff/faculty

Expectation of Students:

- Follow conventions of good classroom manners and student responsibilities as outlined above.
- Refrain from verbal, emotional or sexual harassment.
- Refrain from electronic harassment via email, facebook, or any other electronic media.
- Listen respectfully to each other. Respond respectfully and reflectively to ideas aired in the classroom.
- Refrain from personal insults, profanity and other communication-stoppers.
- Recognize and tolerate different levels of understanding of complex social and cultural issues among your classmates and the professor.
- Arrive timely to class/clinical sessions.
- Bring the required supplies and be ready to be actively engaged in the learning process.
- Focus on the business at hand – the class, its content, learning and the professor.
- Turn cell phones off or to vibrate before the start of class.
- Refrain from texting during class time.
- Pick up trash upon leaving the room.
- Refrain from sleeping in class.
- Turn in assignments on time.
- Be courteous in class. (This does not mean that you have to agree with everything that is being said; however, your point will be much more credible if conveyed without rudeness, aggression, or hostility. If you strongly disagree with your professor, it is a good idea to speak with him/her after class.)
- Respect the rules of the syllabus. Faculty are not going to negotiate assignments or grades earned.

By signing this contract, I acknowledge receipt and understanding of this contract. I understand that any behavior or action determined to be a breach of this contract may result in my being subject to disciplinary action, including possible dismissal from the nursing program. I have reviewed and provide my signature below that I will uphold the Civility Contract.

Student Name (please print): _____

Student Signature: _____ Date: _____

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 CBH129 and CBH134. Students are responsible for reviewing posted materials. Significant and time critical announcements may also be made in classes, via email, or on Moodle.

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

Social Media: Nursing students may not post any material that could potentially violate patient confidentiality on social media sites. Students may be subject to disciplinary action within the school for comments that are either unprofessional or violate patient privacy. HIPAA regulations apply to comments made on social networking sites, and violators are subject to the same penalty as with other HIPAA violations. The guidelines below are based on the ANA guidelines of social media policy, <https://www.ncsbn.org/347.htm>

Guidelines:

Social media includes but are not limited to blogs, podcasts, discussion forums, online collaborative information and publishing systems that are accessible to internal and external audiences (e.g. Wikis), RSS feeds, video sharing, and social networking sites.

Postings on social networking sites are subject to the same professional standards as any other personal interaction. The permanence, worldwide access, and written of these postings make them even more subject to scrutiny than most other forms of communication.

Restricted postings include but is not limited to protected health information, individually identifiable information (oral, written, or electronic) about a patient's physical or mental health care.

Online postings or discussions or specific patients should be avoided, even if all identifying information is excluded. It is possible that someone could recognize the patient to which you are referring based on the context. Remember, if you wouldn't want YOUR own health information being posted to the Internet, do not post that of anyone else.

Under no circumstances should photos or videos of patients or photos depicting the body parts of patients be taken or displayed online.

Statements made by a student that is not professional or appears to degrade the nursing program will result in an infraction of the civility contract. Statements made by you within online networks will be treated as if you verbally made the statement in a public place.

Electronic communication and information devices are part of everyday life for most people today. However, learning to be a professional nurse includes discriminating when, where, and how technologies are to be appropriately utilized. Students should use hospital or agency computers for patient care related tasks only. Students are not allowed to use hospital

computers for Facebook, personal email or any other use. Staff use always takes priority over student use of the computers. It is important to clarify what access the students will have to the computers with the manager and staff of the clinical site where your students are placed.

Students are not allowed to use electronic devices for personal reasons while in the clinical setting. They may only use their phones on lunch or dinner break, or by special arrangement with the clinical instructor.

Nursing Pin & Pinning Ceremony: Seniors may purchase a Clarke University nursing pin through the bookstore. Planning for the ceremony is done in collaboration with nursing faculty and staff. The nursing faculty will make all final decisions pertaining to plans for the pinning ceremony.

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.

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 bulletin board and emailed to students. The nursing department has websites available to students who are seeking tuition assistance.

Nursing Department Awards:

AWARD
CATHERINE DUNN: 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.
LEADERSHIP AWARD: 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.

NICOLE THING NURSING AWARD: Established in 2015 by Anne Thing, in memory of her daughter, Nicole Thing, who was an outstanding second-year nursing student at Clarke University when she passed away suddenly. Nicole had a passion for helping people, a passion that lives on through her organ donations. The Nicole Thing Award is given to an outstanding first-year nursing student who is encouraging, supportive, giving, and willing to go the extra mile, and a team player, characteristics that describe Nicole's generous personality.
DAISY AWARD: The DAISY in Training Award TM is designed to remind students, even on the hardest days in nursing school, why you want to be a nurse. By recognizing nursing students for the above-and-beyond care and compassion shown to patients and their families we celebrate what it truly means to be a nurse. We honor the nurse-patient connection that makes all the difference to patients and their families in their healthcare experience and that makes great nurses truly great. Clarke University is proud to be a DAISY In Training Award Partner, recognizing one of our Student Nurses with this special honor.
MURRAY SCHOLARSHIP: 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.
MERCY ALUMNI SCHOLARSHIP: 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.
LEONA VANDE VOORDE NURSING SCHOLARSHIP: This scholarship was established in memory of Leona Vande Voorde who was a 54 year career nurse. One of her patients described her as "a once in a lifetime nurse", her family's hope is that this scholarship too will become "a once in a lifetime nurse".
BARBARA KRUSE ENDOWED: The Barbara Kruse Endowed Nursing Scholarship was created by Barbara Kruse in 2014. Barbara is a nurse and, while now retired, remains very close to the field of nursing. It is her desire to assist nursing students with their education.
RICHARD FRIEDMAN ENDOWED: This scholarship was established in 2015 in memory of Richard P. Friedman by his family and friends. Dick was passionate about education. He served on the Clarke University Board of Trustees for a number of years. Dick was a man of strong character, honesty, and integrity. He was a hard worker and loved adventure. He was a devoted husband, father and grandfather who made a daily difference in the lives of his family and friends and will be dearly missed and fondly remembered.

Governance: Student representatives from each level are selected each academic year to serve on the Nursing Advisory Board. When a student is elected attendance is a responsibility.

The faculty select a sophomore level student for membership on the Nursing Department Advisory Board. The student continues membership throughout the program on the board.

CURRICULUM GUIDE FOR PRE-LICENSURE NURSING MAJORS

(This is an example. Not all general education courses are listed or noted.)



YEAR 1

FALL	COURSE TITLE	CREDITS
CHEM 107/ BIOL 132	Introduction Organic/Biochemistry/ Microbiology	4
CU 101	Transitions	1
GNED 110	Cornerstone I	3
HLTH 122/ NURS 111	Nutrition/ Perspectives on Nursing	2
PHIL 110	Fundamentals of Philosophy	3
PSYC 111/ SOC 101	Introductory Psychology/ Introduction to Sociology	3
TOTAL		16

SPRING	COURSE TITLE	CREDITS
CHEM 107/ BIOL 132	Introduction Organic/Biochemistry/ Microbiology	4
GNED 111	Cornerstone II	3
HLTH 122/ NURS 111	Nutrition/ Perspectives on Nursing	2
PSYC 111/ SOC 101	Introductory Psychology/ Introduction to Sociology	3
RELS 100	Foundations of Spiritual Life	3
TOTAL		15

YEAR 2

FALL	COURSE TITLE	CREDITS
BIOL 211	Human Anatomy/Physiology I	4
HLTH 212/L	Health Assessment	3
MATH 220	Statistics and/or General Education Course	3
	General Education Course/RELS 200/PHIL 200	3
	General Education Course	3
TOTAL		13-16

SPRING	COURSE TITLE	CREDITS
BIOL 212	Human Anatomy/Physiology II	4
HLTH 212/L	Health Assessment*	3
HLTH 222	Principles of Pharmacology	3
MATH 220	Statistics and/or General Education Course	3
NURS 226/L	Care through the Years (Adult I)	6
TOTAL		13-16

YEAR 3

FALL	COURSE TITLE	CREDITS
HLTH 313	Pathophysiology	3
NURS 319/L	Childbearing Family	4
NURS 320/L	Childrearing Family	4
NURS 322	Nursing Research OR Fine Arts/Humanities	3
TOTAL		14

SPRING	COURSE TITLE	CREDITS
NURS 315/L	Mental Healthcare	4
NURS 322	Nursing Research OR Fine Arts/Humanities	3
NURS 346/L	Nursing Care Adult Client II	6
	General Education Course	3
TOTAL		16

YEAR 4

FALL	COURSE TITLE	CREDITS
NURS 416/L	Community Health Care	5
NURS 446/L	Nursing Care Adult III	6
	General Education Course	6
TOTAL		11-17

SPRING	COURSE TITLE	CREDITS
NURS 421	Professional Nursing Management	2
NURS 426/L	Nursing Synthesis	3
NURS 433	NCLEX Blitz	1
NURS 434	Pharmacology Review	2
NURS 499	Professional Nursing Issues Capstone	3
	General Education Course	3
TOTAL		14

32

SEE REVERSE SIDE

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 the beginning of junior year.

Please note that some requirements may vary for transfer students.

Health Assessment is usually taken in the fall semester.

Students who take Health Assessment in the spring semester, must take Care of Adult I in the summer.

Documentation of health status is required prior to beginning health assessment.

The Following courses are taken as either a fall or spring class:

- BIOL 132/L (Microbiology)
- CHEM 107/L (Introduction Organic/Biochemistry)
- HLTH 122 (Nutrition)
- MATH 220 (Statistics)
- NURS 111 (Perspectives of Nursing)
- NURS 322 (Nursing Research)

6 credits of Social Sciences is required prior to admission to the major. Appropriate options include:

- PYSC 111 (Introductory Psychology)
- PSYC 121 (Child and Adolescent Development)
- PSYC 122 (Adult Development)
- SOC 101 (Introduction to Sociology)

Appendix A: Needs Improvement Form

BSN Clinical Performance – Needs Improvement

Date

Student

Course

Instructor

Reason for Needs Improvement (circle all that apply)

Tardy

Missed clinical (without notice) Safety

Concerns

Lack of preparation

Communication difficulties

Other (specify)

Details of Incident/area for needs improvement

Recommended strategies for improvement (include specific actions, desired behaviors, timeline)

Instructor signature

Date

Student signature

Date

Appendix B: Civility Form

Civility

Clarke University School of Nursing Student Civility Contract

According to the American Nurses Association, incivility may be exhibited through behaviors such as rudeness, condescension, passive aggressiveness, bullying, psychological abuse, or deliberate undermining of activities. These types of incivility may lead to a non-supportive organizational climate in which students feel pressured by peers to look the other way, and thus fail to support the person experiencing such incivility. Students in the Department of Nursing and Health are expected to conduct themselves ethically, honestly, and with integrity. This requires the demonstration of mutual respect and civility in academic and professional discourse. Throughout your academic career at Clarke, it is expected that students show the following qualities:

Attentiveness: The student regularly attends class. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is engaged throughout the class period.

Demeanor: The student has a positive, open attitude towards peers, teachers, and others during the course of nursing studies. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.

Maturity: The student functions as a responsible, ethical, law-abiding adult.

Cooperation: The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health team, giving and accepting freely in the interchange of information.

Responsibility: The student has nursing school performance as his/her primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner.

Authority: A student shows appropriate respect for those placed in authority over him/her both within the University and in society.

Personal Appearance: The student's personal hygiene and dress reflect the high standards expected of a professional nurse.

Communication: The student demonstrates an ability to communicate effectively verbally, nonverbally, and in writing with peers, teachers, patients, and others.

Professional Role: The student conducts self as a professional role model at all times and in compliance with the ANA Code of Ethics. The student demonstrates the personal, intellectual and motivational qualifications of a professional nurse.

Judgment: The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.

Examples of uncivil behavior are below but not inclusive:

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging a classmate/professors reputation
- Habitually interrupting as others speak
- Not paying attention or listening to others who address you

- Not responding to email, letters or voice mail that requires a reply
- Sending emails that are inflammatory in nature
- Speaking with a condescending attitude
- Yelling or screaming at instructors, peers, or clinical staff
- Habitually arriving late to class
- Knowingly withholding information needed by a peer, instructor, or clinical staff
- Discounting or ignoring solicited input from instructors/faculty regarding classroom and/or clinical performance or professional conduct.
- Overruling decision without direct discussion and rationale
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned
- Threatening others; this refers to physical threats, verbal/nonverbal threats, and implied threats.
- Displays of temper, tantrums
- Using up supplies or breaking equipment without notifying appropriate staff/faculty

Expectation of Students:

- Follow conventions of good classroom manners and student responsibilities as outlined above.
- Refrain from verbal, emotional or sexual harassment.
- Refrain from electronic harassment via email, facebook, or any other electronic media.
- Listen respectfully to each other. Respond respectfully and reflectively to ideas aired in the classroom.
- Refrain from personal insults, profanity and other communication-stoppers.
- Recognize and tolerate different levels of understanding of complex social and cultural issues among your classmates and the professor.
- Arrive timely to class/clinical sessions.
- Bring the required supplies and be ready to be actively engaged in the learning process.
- Focus on the business at hand – the class, its content, learning and the professor.
- Turn cell phones off or to vibrate before the start of class.
- Refrain from texting during class time.
- Pick up trash upon leaving the room.
- Refrain from sleeping in class.
- Turn in assignments on time.
- Be courteous in class. (This does not mean that you have to agree with everything that is being said; however, your point will be much more credible if conveyed without rudeness, aggression, or hostility. If you strongly disagree with your professor, it is a good idea to speak with him/her after class.)
- Respect the rules of the syllabus. Faculty are not going to negotiate assignments or grades earned.

By signing this contract, I acknowledge receipt and understanding of this contract. I understand that any behavior or action determined to be a breach of this contract may result in my being subject to disciplinary action, including possible dismissal from the nursing program. I have reviewed and provide my signature below that I will uphold the Civility Contact.

Student Name (please print): _____

Student Signature: _____ Date: _____