

# BACHELOR OF SCIENCE IN NURSING ENTRY-LEVEL PROGRAM

---

STUDENT HANDBOOK  
2018 - 2019

---



UPDATED: OCTOBER 2018

**NOTRE DAME OF MARYLAND UNIVERSITY  
SCHOOL OF NURSING  
ENTRY-LEVEL BSN PROGRAM  
STUDENT HANDBOOK  
TABLE OF CONTENTS**

<b>I. INTRODUCTION.....</b>	<b>5</b>
<b>II. ORGANIZATION.....</b>	<b>6</b>
History of the School of Nursing .....	6
Entry-Level BSN Program Implementation .....	7
Accreditation.....	7
University Mission Statement.....	6
Mission of the School of Nursing .....	6
School of Nursing Philosophy .....	6
Professional Standards and Guidelines .....	6
Code of Ethics and Professional Conduct Standards.....	7
Nursing Program Valued Ends/Outcomes .....	10
BSN Program Student Learning Outcomes .....	11
Faculty and Staff.....	12
Sigma Theta Tau International.....	14
<b>III. CURRICULUM.....</b>	<b>15</b>
Program Structure .....	15
Traditional BSN Program Overview .....	15
Accelerated Second-Degree BSN Program Overview .....	16
Cultivating Academic success, Responsibility, and Excellence (CARE) Program.....	17
Assessment Technologies Institute (ATI).....	17
Center for Caring with Technology .....	22
Program Fees .....	23
<b>IV. PROGRAM EVALUATION AND ASSESSMENT OF OUTCOMES.....</b>	<b>23</b>
<b>V. ADVISEMENT: FACULTY AND PROFESSIONAL ADVISORS.....</b>	<b>25</b>
Academic Advisement.....	25
Administrative Advisement .....	25
<b>VI. GUIDELINES AND POLICIES: PROGRESSION POLICY .....</b>	<b>26</b>
Admission to the Traditional BSN Program.....	26
Acceptance Criteria for Transfer Students to the Junior Year of the Traditional BSN Program .....	28

Acceptance Criteria for the Accelerated Second-Degree BSN Program.....	30
Junior/Senior Progression in the Nursing Major .....	31
Exam Grade Policy .....	32
Calculation of Course Grades Using Decimal Places.....	32
Academic Nursing Program Probation .....	33
Final Grade Appeal .....	33
Dismissal from the Nursing Major .....	34
Appeals Process for Dismissal from Entry-Level Nursing Program .....	34
Withdrawal from the University .....	36
Graduation Awards .....	36
Latin Honors .....	36
<b>VII. COMMUNICATION GUIDELINES.....</b>	<b>37</b>
Nursing Student-Faculty and Staff Communication.....	37
Cancellation/Rescheduling of Classes .....	37
Inclement Weather Information .....	37
Formal Complaint Procedure.....	37
<b>VIII. CLASSROOM GUIDELINES.....</b>	<b>39</b>
Attendance .....	39
Cell Phones .....	39
Children in Class.....	39
Collaborative Learning .....	39
Grade Appeal for Assignments.....	40
WebAdvisor .....	40
Written Requirements in Nursing Courses .....	40
Exam and Exam Review Policy.....	41
<b>IX. CLINICAL GUIDELINES.....</b>	<b>44</b>
Attendance .....	44
Behavior Expectations in Clinical Setting .....	46
Clinical Course Requirements .....	46
Clinical Evaluation.....	49
Clinical Placements.....	50
Confidentiality .....	51
Dosage Calculation .....	51
Dress Code .....	52
Medication Administration .....	55

<b>X. BEHAVIOR STANDARDS.....</b>	<b>56</b>
Professionalism.....	56
Honor Code.....	57
Academic Standards.....	58
Smoking Policy.....	59
Substance Abuse Policy.....	59
Procedure for Reasonable Suspicion Drug Testing.....	60
Confidentiality of Drug Testing Results.....	61
Consequences of Suspected Substance Abuse.....	61
Appeal Process.....	62
<b>XI. RESOURCES, SERVICES, AND FACILITIES.....</b>	<b>63</b>
Bookstore.....	63
Campus Computer Technologies.....	63
Campus Ministry.....	63
Career and Student Success.....	63
Celebration of Milestones.....	64
Counseling Center.....	65
Food Service.....	65
Help Desk.....	65
Loyola/Notre Dame Library.....	65
Parking.....	66
Service Learning.....	66
Disability Support Services.....	66
Student Association of Nursing at Notre Dame.....	66
Study Abroad.....	67
<b>XII. ENTRY-LEVEL POLICIES.....</b>	<b>68</b>
Social Media Policy.....	68
<b>APPENDIX A.....</b>	<b>70</b>
Traditional Bachelor of Science in Nursing (TBSN) Curriculum.....	70
<b>APPENDIX B.....</b>	<b>72</b>
Accelerated Second-Degree BSN (ABSBN) Curriculum.....	72
<b>APPENDIX C.....</b>	<b>73</b>
Entry-Level BSN Fees.....	73



## I. INTRODUCTION

The purpose of this handbook is to provide guidelines, policies, and procedural information about the School of Nursing to guide students on the journey through the entry-level BSN program. Information contained in this *Entry-Level Nursing Student Handbook* is supplemental to the:

1. Notre Dame of Maryland University Handbook
2. Notre Dame of Maryland University Undergraduate Catalog: Women's College
3. School of Nursing Course Syllabi

The contents of this *Handbook* provide information for the student. Contents are accurate at the time of printing and reflect current guidelines, policies, and procedures, but is subject to change from time to time as deemed appropriate by the university and/or School of Nursing in order to fulfill its role and mission or to accommodate circumstances beyond its control. Changes may be implemented without prior notice and without obligation, unless specified otherwise. Changes are effective when made. The School of Nursing may notify students of any changes through announcements distributed in class, NDMU email, Jole, and/or U.S. Mail. Students are responsible to keep themselves up-to-date with the current information and are accountable to the policies herein.

## II. ORGANIZATION

### History of the School of Nursing

**Overview** — The SON is one of four Schools in the University. The SON offers three programs: an Entry-Level BSN program through the Women’s College, an accelerated RN to BSN program through the College of Adult Undergraduate Studies (CAUS) and a MSN program through the College of Graduate Studies.

**1974** — The Faculty and Administration of the College of Notre Dame of Maryland (now Notre Dame of Maryland University) identified that many adult workers needed more innovative schedules and teaching methods to enable them to pursue baccalaureate education. In response to this need, the Weekend College was initiated. This format, which was the first of its kind in Maryland, combined traditional on-campus classroom experience with guided independent study.

**In 1979**, an RN to BSN nursing program began at the College of Notre Dame, now Notre Dame of Maryland University. This program received approval from the Maryland Board of Nursing in 1985 and in the fall of 1986 the program was accredited by NLNAC. The program is offered through the College of Adult Undergraduate Studies and is taught in a variety of locations, including hospitals and educational centers across the state of Maryland.

**1979-1981** — The first Registered Nurses enrolled in the program in September 1979 with nursing courses first offered in Summer 1980. By August 1981, 30 of the 47 students who finished the nursing courses had completed all the requirements for the Bachelor of Science Degree and received their degrees. During the first 10 years of the program, approximately 1,000 RNs earned their BSN degrees through the Weekend College.

**2003** — Faculty submitted changes to the National League for Nursing Accrediting Commission (NLNAC) and the Maryland Board of Nursing (MBON) for a redesigned curriculum. Both agencies approved the new curriculum and subsequently, the SON admitted its first students.

**Summer of 2006** — The curriculum design for a 21 months long Master of Science in Nursing was completed. It was designed with two concentrations: Leadership in Nursing Education and Leadership in Nursing Administration. The first cohort of the MSN program entered in 2007 with 17 students enrolled in the education concentration and 15 students in the administration concentration. In the following years, the ongoing success of the MSN program has been realized. Partnerships with Anne Arundel Medical Center (AAMC) and the University Center (formerly HEAT Center) allowed the MSN program to expand to new sites across the state of Maryland.

**2007** — MSN program began enrolling students in two concentrations: Leadership in Nursing Administration and Leadership in Nursing Education. The first class graduated with a Master of Science in Nursing in May 2009.

**2009** — RN to BSN program received full (eight years) continuing accreditation and MSN program received initial accreditation (five years)

## **Entry-Level BSN Program Implementation**

**2013** — School of Nursing accepted its first students into the Entry-Level nursing major. The Center for Caring with Technology opened to support the curriculum with simulation and other clinical nursing practice opportunities.

**2014** — Entry-Level BSN program received initial accreditation; RN to BSN received continuing accreditation. Accreditation Commission for Education in Nursing (formerly National League for Nursing Accreditation Commission) and the MSN program received full (eight years) accreditation

**2015** — Inaugural Entry-Level BSN class graduated 26 students.

## **Accreditation**

In 2009, the RN to BSN program received a full eight-year continuing accreditation and MSN program received an initial five-year accreditation. In 2014, accreditation was extended to the newly developed Entry-Level (pre-licensure) program for the baccalaureate program. ACEN re-accreditation for the baccalaureate program (Entry-Level and RN to BSN) was scheduled for 2016-2017. In 2015, School of Nursing faculty and staff agreed to switch accreditation bodies to the Commission on Collegiate Nursing Education (CCNE)\*. It was faculty and staff consensus that CCNE was a better match with the vision and direction of the School of Nursing. An on-site evaluation was conducted in February/March 2017. Subsequently, CCNE granted accreditation to the bachelor of science in nursing program for five years, extending to December 31, 2022.

\*Commission on Collegiate Nursing Education  
655 K Street, NW, Suite 750  
Washington, DC 20001  
P: 202.887.6791  
F: 202.887.8476

## **University Mission Statement**

Notre Dame of Maryland University educates leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University provides a liberal arts education in the Catholic tradition. Distinctive undergraduate and graduate programs challenge women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility.

## **Mission of the School of Nursing**

The School of Nursing educates students to transform nursing and healthcare through authentic presence, caring connections with patients, students, colleagues, and the discipline of nursing, and by preserving care and compassion as the ethical foundation of nursing practice and scholarship.

## **School of Nursing Philosophy**

Nursing and the teaching of nursing is a journey through deep caring connections with patients, students, colleagues, and the discipline of nursing. Nursing is imagined and known through caring authentic presence with others and multiple ways of knowing. Nursing is a presence to life lived with those entrusted to our care, a beacon, attentive to the extraordinary in the mundane and boldly entering questions of meaning. All stories of individuals and of the discipline are valued as necessary to the growth and advancement of the profession. Healing practice is possible in partnership relationships; nursing creates safe welcoming places, encouraging growth, seeking to understand, and knowing each other's hearts.

Nurses are called to care through advocacy, action, 'power-with' and trusting relationships with persons and groups in diverse settings. Nursing embraces diversity and commitment to social justice. With perseverance and fortitude, caring and compassion are preserved as the ethical foundation of nursing practice and scholarship.

A nursing way of being requires reflective practice, a listening, that allows for meaning-making in all dimensions of academic and practice endeavors. Nursing practice is characterized by thoughtfulness and necessarily lived out with intention. This way of being a School of Nursing in all aspects allows for possibilities for our mission to be realized—educating nurses to transform the world.

## **Professional Standards and Guidelines**

The Entry-Level BSN Program utilizes the following documents: *Nursing: Scope and Standards of Practice* (ANA, 2010); *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); *American Nurses Association Code of Ethics* (ANA, 2015); *Institute of Medicine's Health Professions Education, A Bridge to Quality Report* (2003); and *Quality and Safety Education for Nurses Competencies* (2014).



## **Code of Ethics and Professional Conduct Standards**

The BSN Program adopts the American Nurses Association (ANA, 2015) Code of Ethics and the State of Maryland Code of Ethics for Nurses, which is contained within the Nurse Practice Act, specifically Code of Maryland Regulations (COMAR) 10.27.09.02 as a guide for professional nurse behavior. These standards are based on an understanding that to practice nursing as a RN, the student agrees to uphold the trust with which society has placed in the profession. The statements of the Code and Standards provide guidance for the RN student in the personal development of an ethical foundation. They are not limited strictly to the academic or clinical environment, but can assist in the holistic development of the person.

## **Nursing Program Valued Ends/Outcomes**

### *Presence*

Cultivate a caring environment that reveals authentic nursing presence for the provision of meaning making, cultural understanding and reflective practice in diverse settings.

### *Praxis*

Engage in reflective practice through multiple ways of knowing to assure optimal quality of life for those entrusted to our care.

### *Advocacy*

Respond to the call to be an active voice and collaborate with others in the spirit of the welfare of those persons and entities in our care.

### *Scholarship*

Value critical inquiry to promote and advance evidenced based practice.

### *Self-care*

Create a place for healing, personal and professional growth, and a culture of caring for self and others.

### *Leadership*

Inspire excellence in nursing practice and advancement of the profession through shared leadership practices.

(Updated May 2016; Reviewed 2018)

## **BSN Program Student Learning Outcomes**

### *Presence*

Create a space for being with patients, families, communities, and health care colleagues that reveals authentic nursing presence.

### *Praxis*

Demonstrate praxis through the synthesis of an active thoughtful commitment to the watchfulness of safety and quality.

### *Advocacy*

Influence change by serving as an active voice through altruistic behaviors for patients, families, and community regarding health policy and social justice within an ethical framework.

### *Scholarship*

Integrate innovative thinking and multiple ways of knowing to promote a lively spirit of critical inquiry.

### *Self-Care*

Value a place for healing, personal and professional growth, and a culture of caring for self and others.

### *Leadership*

Integrate evidence-based practice with lived experiences to promote excellence in nursing practice.

## Faculty and Staff

The Traditional Entry-Level BSN (TBSN) program and the Accelerated Second-Degree BSN (ABSBN) program operates through the University's Women's College and the College of Adult Undergraduate Studies, respectively. Nursing faculty and staff report to the Dean of the School of Nursing; the Dean reports directly to the Vice President for Academic Affairs. Faculty and staff collaborate with the Admissions Department for recruitment and enrollment activities. The School of Nursing is located in the University Academic Building (UAB). The administrative office is located on the 2<sup>nd</sup> floor of UAB.

### Dean

Kathleen Z. Wisser, PhD, RN, CNE, CPHQ  
410-532-5513; kwisser@ndm.edu; UAB 207-E

### Associate Dean, Entry-Level BSN and Dual Enrollment Nursing Programs

Deborah Naccarini, DNP, RN, CNE Assistant Professor  
410-535-5575; dnaccarini@ndm.edu; UAB 207-D

### Associate Dean, Adult Undergraduate and Graduate Nursing Programs

Sabita Persaud, PhD, RN, Associate Professor  
410-532-5517; spersaud@ndm.edu; UAB 215

### Nursing Faculty

- Diane Aschenbrenner, MSN, RN, Assistant Professor  
410-532-5274; daschenbrenner@ndm.edu; UAB 210
- Jane Balkam, PhD, RN, Associate Professor  
410-532-5538; jbalkam@ndm.edu; UAB 226
- Virginia Byer, MSN, RN, Assistant Professor  
410-532-5227, vbyer@ndm.edu; UAB 217
- Naomi Cross, MSN, RN, Assistant Professor  
410-532-#####, ncross@ndm.edu, UAB 208
- Rodnita Davis, MSN, RN, Assistant Professor  
410-532-5509, rdavis9@ndm.edu, UAB 219
- Kathryn Handy, DNP, RN, CNE, Assistant Professor  
410-532-5273, khandy@ndm.edu, UAB 209
- Diane Lehmann, MSN, RN, Assistant Professor  
410-532-5539, dlehmann@ndm.edu, UAB 214
- Mary O'Connor, PhD, RN, FACHE, Associate Professor  
410-532-5585 moconnor@ndm.edu, UAB 230
- Mary Packard, PhD, RN, Associate Professor  
410-532-5529 mpackard@ndm.edu; UAB 228
- Marleen Thornton, PhD, RN, Associate Professor  
410-532-5506; mthornton@ndm.edu; UAB 213
- Mark Walker, MS, RN, CNL Assistant Professor  
410-532-5541; mwalker@ndm.edu; UAB 212

**Retention and Success Specialist, Entry-Level BSN Programs**

- Jenna Hoffman, MS  
410-532-5587; jhoffman3@ndm.edu; UAB 206

**Center for Caring with Technology Staff**

- Amanda Henson, MSN, RN, Director, Center for Caring with Technology  
410-532-5443, ahenson4@ndm.edu; UAB 325
- Zane Hunter, Simulation & Technology Support Specialist  
410-532-5223, zhunter@ndm.edu; UAB 321
- Amber Renaud, MSN, RN, Clinical Simulation Laboratory Assistant  
410-532-5523; arenaud@ndm.edu; UAB 323

**Enrollment Manager, MSN Program**

- Natalie Scimonelli, BA  
410-532-5183, nscimonelli@ndm.edu; UAB 234

**Adult Student Advisor, RN-BSN and ATB Programs**

- Carol Kurtz-Stack, BA  
410-532-5135; ckurtzstack2@ndm.edu; UAB 115

**Instructional Design Specialist**

- Simone Christian, MA  
410-532-5211, schristian@ndm.edu; UAB 211

**School of Nursing Administrative Assistants**

- Amy Rohrs, Administrative Assistant for the Dean's Office and Clinical Placement Coordinator  
410-532-5526; arohrs@ndm.edu; UAB 207
- Brittany Lawson, Administrative Assistant  
410-532-5326; bhoward@ndm.edu; UAB 207

**Sigma Theta Tau International  
Honor Society of Nursing, Mu Eta Chapter**

Sigma Theta Tau, International Honor Society of Nursing, Mu Eta Chapter, is open to baccalaureate and masters nursing students who have demonstrated superior academic achievement and leadership potential. Membership encourages, fosters, and actively supports further professional development, thus promoting nursing scholarship, leadership, creativity and commitment to nursing.

The School of Nursing Honor Society had its first induction ceremony in May 1987. Through the diligent work of two faculty members, Dr. Katharine Cook and Eileen Fox, the honor society was formed; the goal was to evolve into a chapter of Sigma Theta Tau, International Honor Society of Nursing by 1990. In 1989, Sigma Theta Tau conducted a site visit to the College of Notre Dame of Maryland and recommended chapter status. In April 1990, the chartering ceremony was held at the College of Notre Dame of Maryland, and all honor society members were inducted into the newly formed Mu Eta Chapter of Sigma Theta Tau. The Mu Eta Chapter remains in good standing with Sigma Theta Tau International.

Students with a 3.5 GPA or higher are invited to join during the final half of the program. The annual induction ceremony is held in the fall semester.

### III. CURRICULUM

#### Program Structure

##### Overview of Programs

The SON offers two Entry-Level BSN programs. The *Traditional Bachelor of Science (TBSN) program* admits students through the Women's College. Students admitted to Notre Dame as nursing students complete most, if not all, liberal arts and basic science courses during the first two years of the nursing program. Students who meet the progression criteria, will begin nursing course work in the junior year. See Appendix A.

The *Accelerated Bachelor of Science (ABSN) program* admits students through the College of Adult Undergraduate Studies. Students admitted to the ABSN program have completed a Bachelor degree in another field and the required pre-entrance requirements. See Appendix B.

The Entry-Level BSN programs integrate the academic discipline with reflective clinical practice. Clinical experiences occur in a variety of hospital and community settings serving diverse populations throughout the region. Graduates are prepared as nurse generalists and are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX–RN) in order to secure licensure as a Registered Nurse.

#### Traditional BSN Program Overview

##### General Education Requirements for TBSN Program

- English Composition
- Literature
- History
- Philosophy (200-level)
- Philosophy (Ethics)
- Psychology (Human Growth and Development)
- Religious Studies (200-level)
- Religious Studies (300/400-level)
- Gender Studies

##### Nursing Major Requirements for TBSN Program

BIO-110 Exploring Concepts in Biology	4 credits*
BIO-111 General Biology	4
BIO-253 General Microbiology	4
BIO-260 Genetics and Genomics for Clinical Practice	3
BIO-201 Human Anatomy & Physiology I	4
BIO-202 Human Anatomy & Physiology II	4
CHM-108 Survey of General, Organic & Biochemistry	4
LSP 108 Spanish Language & Culture for Healthcare Professionals	1
MAT-103 Applied Algebra (unless waived)	3
MAT-215 Basic Statistics	3

PSY-101 Introductory Psychology	4
PSY-233 Human Growth & Development	3
PHL-339 Medical Ethics	3
SOC-101 Introductory Sociology	3
NUR-250 Nutrition for Wellness (online)	3**
NUR-301 Holistic Health Assessment	4
NUR-303 Nursing Informatics (online)	2**
NUR-304 Healthy Aging	3
NUR-305 Foundations of a Caring Profession	5
NUR-307 Nursing Research	3
NUR-308 Professional Nursing Care: Psychiatric/Mental Health	4
NUR-310 Pathopharmacology	4
NUR-311 Professional Nursing Care of the Adult I	4
NUR-406 Contemporary Trends and Theory	3
NUR-408 Professional Nursing Care: Maternal and Newborn	4
NUR-409 Professional Nursing Care of the Adult II	4
NUR-417 Professional Nursing Care: Children and Families	4
NUR-431 Community Health Nursing	5
NUR-432 Caring Nursing Leadership	3
NUR-461 Clinical Practicum	6

Total General Education Credits 61/66 (without BIO 110)  
Total Nursing Credits 61  
Total BSN Degree Credits 122-127 credits

\*Some students may be placed into BIO-110 before being able to take BIO-111.

### Accelerated Second-Degree BSN Program Overview

#### General Education Requirements for ABSN Program

Completion of a Bachelor degree in another field 90 credits

#### Pre-Entrance Requirements

BIO-253 General Microbiology	4 credits
BIO-260 Genetics and Genomics for Clinical Practice	3
BIO-201 Human Anatomy & Physiology I	4
BIO-202 Human Anatomy & Physiology II	4
CHM-108 Survey of General, Organic & Biochemistry	4
MAT-215 Basic Statistics	3
PHL-339 Medical Ethics	3

#### Nursing Major Requirements for ABSN Program

NUR-301 Holistic Health Assessment	4 credits
NUR-303 Nursing Informatics (online)	2**
NUR-304 Healthy Aging	3



NUR-305 Foundations of a Caring Profession	5
NUR-307 Nursing Research	3
NUR-308 Professional Nursing Care: Psychiatric/Mental Health	4
NUR-310 Pathopharmacology	4
NUR-311 Professional Nursing Care of the Adult I	4
NUR-406 Contemporary Trends and Theory	3
NUR-408 Professional Nursing Care: Maternal and Newborn	4
NUR-409 Professional Nursing Care of the Adult II	4
NUR-417 Professional Nursing Care: Children and Families	4
NUR-431 Community Health Nursing	5
NUR-432 Caring Nursing Leadership	3
NUR-461 Clinical Practicum	6

Total Bachelor Degree Credits	90
Total Pre-Entrance Credits	25 maximum
Total Nursing Credits	<u>58</u>
Total Credits	148-173 credits

\*\*Nursing Informatics and Nutrition for Wellness are the only nursing courses that are offered on-line. Remaining nursing courses incorporate some on-line classes and/or on-line assignments using Joule learning management system.

### **Cultivating Academic success, Responsibility, and Excellence (CARE) Program**

Professional education in the nursing major can be challenging to students as the skills for success may be unique from those used in prior coursework. In trying to adapt to new expectations a student may struggle and not be initially successful in academic and clinical work. The School of Nursing created the CARE program to promote student success and development. In this program, students will work weekly in small study groups with a coach.

Building on the understanding that frequent use of new information promotes long-term retention and understanding, nursing students will work two hours per week with a coach in a small group. In addition to answering questions about course content, the coach will assist the students in developing skills in time management; study strategies; and observation, synthesis, and application of knowledge to team work, communication, and ultimately in the clinical practice environment.

This program complements assistance offered by the faculty to improve course performance, such as exam reviews or office hours. Students will continue to be encouraged to utilize all available support to improve academic success in every course.

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

The School of Nursing has adopted the use of Assessment Technologies Institute (ATI) to support students' learning throughout the nursing program. These materials are a supplement to the caring curriculum, encouraging students to reinforce nursing content in various ways through technology. The support resources include tutorials, review materials, practice assessments and proctored assessments

geared toward content and concept mastery. Students also take the RN Comprehensive Predictor Exam toward the end of their final semester to help predict their probability of passing NCLEX-RN and to identify specific areas in need of remediation. Students attend a mandatory ATI Live Review in the final semester of the nursing program to further prepare for the NCLEX-RN examination. Students receive an orientation to the ATI product line prior to or at the start of the nursing program.

While ATI products are not a replacement for theory or clinical portions of any nursing course, many courses within the Entry Level BSN program will include assignments from ATI products as supplements to the course. The ATI representative tracks the use of ATI products throughout the nursing program. Entry Level Circle makes decisions about the placement and administration of proctored ATI testing. Faculty believe these products are effective in supporting students as they progress toward NCLEX-RN readiness; therefore, participation is required and counts toward course grades as indicated in course syllabi.

### Tutorials

ATI tutorials provide instruction and testing relevant to specific clinical content areas, professional issues in nursing and strategies for academic success. These tutorials may be assigned or recommended by faculty in accordance with student learning within a nursing course, or based on identified student needs. Students may initiate completion of tutorials independently, at their own discretion based on self-identified learning and growth needs.

ATI Content Mastery Series® Review Materials, Practice, & Proctored Assessments are required in the following courses:

Nursing Course	ATI Content Mastery Series®
NUR 303 – Nursing Informatics	Nursing Informatics
NUR-305 – Foundations of a Caring Profession	Fundamentals
NUR-308 – Professional Nursing Care: Psychiatric/Mental Health	Mental Health
NUR-311 – Professional Nursing Care of the Adult I	Nutrition
NUR-409 – Professional Nursing Care of the Adult II	Adult Medical/Surgical
NUR-408 – Professional Nursing Care: Maternal and Newborn	Maternal-Newborn
NUR-417 – Professional Nursing Care: Children and Families	Nursing Care of Children
NUR-431 – Community Health Nursing	Community Health
NUR-432 – Caring Nursing Leadership	Leadership
NUR 461 – Clinical Practicum	Pharmacology NCLEX Comprehensive Predictor ATI Capstone ATI Live Review Virtual ATI Review

## **Practice Assessments**

These assessments allow students to gauge their own progress in a specific content area. Once they have completed the majority of the course content (usually about 75%), students will take the practice assessment associated with that course. This assessment is taken anywhere the student has a computer with internet access. Students are encouraged to spend time with the ATI review materials in preparation for proctored assessments. Course coordinators may require a specified number of hours of review after the practice test before completing the Proctored Test. The more hours a student practices, the greater the likelihood is for success. Students are required to complete the practice assessments for each content area, per the course syllabi, but results are for feedback purposes, and will not be factored into the course grade.

After the completion of a practice assessment, students generate a focused-review document through ATI that identifies areas for remediation. Remediation of these areas is expected to improve mastery of content and enhance performance on the associated proctored assessments. Practice assessments and focused review requirements are built into some course grades.

## **Proctored Assessments**

Proctored assessments are a summative assessment of the student's mastery of particular content area and are administered in selected courses in the nursing curriculum (see chart above). Once they have completed the majority of the course content (minimum of 85%), students will take the proctored assessment associated with that course. This assessment is proctored by a faculty member in the classroom at a pre-determined time. Students should refer to the syllabi for testing times and locations for each course. Students are encouraged to spend time with the ATI materials, specifically their focused review, in preparation for this assessment. Students are required to complete the proctored assessments for each content area, per the course syllabi. Proctored ATI assessments will count towards 5 % of the course grade in the junior year/1st semester, and 10% in all subsequent semesters.

Results on ATI proctored assessment for each student will include a raw score and proficiency level of 3, 2, 1, or Below 1. Proficiency levels are defined by ATI, based on raw scores, and offer the following conclusions:

**Level 3** – Student is considered to be exceeding most expectations for content in this area; student is likely to exceed NCLEX standards in this content area

**Level 2** - Student is considered to be exceeding minimum expectations for content in this area; student is fairly certain to meet NCLEX standards in this content area

**Level 1** - Student is considered to be meeting absolute minimum expectations for content in this area; student is just meeting NCLEX standards in this content area

**Level Below 1** - Student is considered to be below minimum expectations for content in this area; student is at significant risk for not meeting NCLEX standards in this content area

After completion of an ATI proctored assessment, students will receive a grade for the assessment based on proficiency level as follows:

- Proficiency Level 3 = 95%
- Proficiency Level 2 = 85%
- Proficiency Level 1 = 75%
- Proficiency Level Below 1 = 65%

ATI proctored assessment scores are factored into the course grade after the student has achieved the required 70% exam average on all other course exams. Students who receive a proficiency level of 1 or below 1 are required to meet with faculty and use resources to remediate identified content deficiencies.

### **ATI Capstone Review**

During the *NUR 461 Clinical Practicum* course, all students will be enrolled in the ATI Capstone Content Review and required to complete all components of the review.

The ATI Capstone Content Review will include a Pre and Post Proctored ATI Capstone Comprehensive Assessment, 7 weeks of content review and a Comprehensive Assessment. The Pre ATI Capstone Comprehensive will be administered before the content review, and the Post ATI Capstone assessment will be administered in Week 8 of the course. The ATI Comprehensive Predictor will be administered at the completion of the ATI Capstone content review.

Successful completion of the ATI Capstone Content Review will include:

- completion and evidence of a pre-assignment quiz,
- weekly ATI Capstone assessment either taken at home or in a monitored environment at NDMU,
- focused review after completion of each content area assessment, and a
- quality post-assignment

ATI Capstone content modules include:

- Week 1 – Fundamentals
- Week 2 – Pharmacology
- Week 3 – Medical Surgical
- Week 4 – Maternal Newborn/Women’s Health
- Week 5 – Nursing Care of Children
- Week 6 – Mental Health
- Week 7 – Leadership/Community Health
- Week 8 – Final Review

The ATI Capstone modules and assessments are graded. The total number of points available is 240. The total points earned over the course of 8 weeks is converted to a grade and included in the overall course grade for *NUR 461 Clinical Practicum*, as described in the course syllabus.

## **Comprehensive RN Predictor Exam**

The RN Predictor Exam will be given toward the end of the senior year in *NUR 461 – Clinical Practicum*. This assessment is offered on-campus at a pre-determined time. Students should refer to the syllabus for testing time and location. Students are encouraged to spend time with the ATI materials, specifically their focused review, in preparation for this assessment.

Prior to the proctored assessment, students are required to complete the ATI RN Comprehensive Predictor Practice Examination and complete a focused review. Students are required to complete the Comprehensive RN Predictor Exam per the course syllabi that will account for 10% of the course grade.

### *1st Attempt – ATI Proctored RN Comprehensive Predictor Examination*

Students achieving a score on the RN Comprehensive Predictor that indicates  $\geq 94\%$  probability of passing NCLEX-RN will receive a grade of 95% for the assessment, which will account for 10% of the course grade. Students achieving a score that indicates  $< 94\%$  probability of passing NCLEX-RN will be required to remediate and take a second proctored RN Comprehensive Predictor examination.

### *2<sup>nd</sup> Attempt – ATI Proctored RN Comprehensive Predictor Examination*

Prior to re-testing, students are expected to meet with course faculty to discuss and devise an individualized remediation plan. The second proctored RN Comprehensive Predictor Examination will be a different version than the first test, and it is strongly recommended to allow 14 days between the first and second proctored examinations in order to permit time for remediation.

1. Students achieving a score on the second ATI RN Comprehensive Predictor that indicates  $\geq 94\%$  probability of passing NCLEX-RN will receive a grade of 85% for the assessment, which will count for 10% of the final course grade.
2. Students achieving a score on the second ATI RN Comprehensive Predictor that indicates in the range between 75% and 93% predicted probability of passing NCLEX-RN will receive a grade of 75% for the assessment, which will count for 10% of the final course grade.
3. Students earning a score on the second ATI Comprehensive Predictor below 75% probability will receive a grade of 65% for the assessment, which will count for 10% of the final course grade.

## **Virtual ATI NCLEX Review**

Virtual ATI NCLEX Review is a 12-week program that will begin upon completion of the RN Comprehensive Predictor Proctored Assessment. Students will be assigned a personal NCLEX coach to continue preparation for the NCLEX exam. Students are expected to complete a minimum of 50% of this program prior to graduation, at which point a grade will be assigned and included in the final course grade for *NUR 461 Clinical Practicum*, per the course syllabus. Students are strongly encouraged to complete the Virtual ATI after graduation to improve the likelihood of passing the NCLEX exam on the first attempt.

## **ATI Live NCLEX Review**

Upon completion of the ATI Capstone Content Review in the final semester of the nursing program, all students are required to attend a review course provided by ATI to prepare for the NCLEX. The Comprehensive Live NCLEX Review is an all-inclusive, live study session covering essential nursing content that aligns with the NCLEX test plan. The review is led by a nurse educator through ATI and includes interactive format reviews of all content areas as well as test-taking strategies, critical-thinking exercises, and Q&A practice.

Upon completion of the ATI NCLEX Review course and successful completion of the nursing program, students will be authorized to sit for the NCLEX. Student scores on any assessments associated with the ATI Comprehensive Live NCLEX Review are not factored into any NDMU courses or authorization to sit for the NCLEX.

## **Center for Caring with Technology**

The Center for Caring with Technology (CCT) is a space for learning and practicing the art and science of nursing using simulation technology that is grounded in caring. The CCT is in some part an answer to the call for change in nursing education (Institute of Medicine, 2003). It is a place where learning experiences are created that lead students to uncover and respond to that which matters in patient situations, uncovering patterns of meaning for each person or family member, and what Benner (2010) calls the sense of salience. Spaces within the CCT are intentionally designed to support caring, reflection, learning, multiple ways of knowing, and transformation. Learning opportunities using human patient simulators and/or standardized patients will involve simulation scenarios using best practices of simulation learning.

Simulation, whether low or high fidelity (the level of realism), can have a transformative effect on student learning. The creation of simulation learning experiences for all clinical courses will support the achievement of the School of Nursing program outcomes of Presence, Praxis, Advocacy, Leadership, Scholarship, and Self-care. The philosophy of the caring science curriculum is infused into each simulation experience with an emphasis on authentic human caring and presence.

Every attempt will be made to include all experiential factors to make the students' learning experience realistic and authentic. For enhanced learning, all students are expected to come to the CCT prepared. The faculty will provide students with constructive feedback and debriefing of their performance, while students will self-analyze their performance and use critical thinking during the reflection process.

Located on the third floor of the University Academic Building, The CCT is an 8300 square foot space that includes two health assessment labs, two adult medical-surgical labs, an obstetrical/newborn/pediatric lab with a home health component, and two standardized patient examination rooms.

High fidelity human patient simulators include:

- Two SimMan 3G manikins
- NOELLE with Newborn HAL
- 5 year-old HAL
- SimBaby Infant

Other simulators include:

- SimPad capable Nursing Kelly and Nursing Anne
- Super Chloe
- Advanced Geri manikin

In addition, the CCT has a variety of task trainers and other equipment for clinical skills training and practice. The Center is equipped with a state of the art audio/visual capture system that facilitates design, storage, and management of simulation case scenarios, real-time and archived documentation of participant performance, live streaming capabilities, and other functions such as scheduling, inventory management, and utilization reports.

\*Refer to Center of Caring with Technology Handbook located on the SON Homeroom site for more information regarding policies and procedures.

### **Program Fees**

See Appendix C for fees associated with the Entry-Level BSN programs.

#### IV. PROGRAM EVALUATION AND ASSESSMENT OF OUTCOMES

The Entry-Level BSN Program evaluation processes are folded into current University-wide SON evaluation practices. The purposes of the School of Nursing's program evaluation are to systematically assess curriculum, instruction, student outcomes, identify areas of challenge and opportunities for improvement, and facilitate program improvement. The processes of collecting, analyzing, and providing data for reports to state agencies, accrediting agencies, and governing bodies are essential to program evaluation. Multiple data sources from students, faculty, and employers are used to assess student learning and evaluate the Entry-Level BSN Program. The following table provides a snapshot of these data sources:

<b>Source</b>	<b>Why</b>	<b>Who</b>	<b>When</b>
<i>Assessment of Student Learning Outcomes</i>	Assess student learning	Course faculty	At end of course
<i>SmartEvals</i>	Evaluate faculty's teaching effectiveness.	Students	At end of course
<i>Course Reviews</i>	Evaluate course and offer suggestions for improvement	Course faculty	At end of course and a full review as designated in the Systematic Plan for Evaluation
<i>Clinical Practice Site and Preceptor Evaluations</i>	Evaluate experience and preparation of student	Associate Dean	At end of course
<i>Exit Survey</i>	Evaluate student satisfaction with university and department -related services, for example, student support services, physical facilities, and financial aid	Associate Dean	Annually
<i>Employment Rates</i>	Determine if graduates are employed as RNs	Associate Dean	Six and twelve months after graduation
<i>Completion Rates</i>	Determine if graduates complete within the specified timeframe and if not, reason(s) for not completing program	Associate Dean Retention and Success Specialist	Annually

Data from the above evaluation methods are summarized annually during a nursing faculty meeting and/or SON Annual Progress Report using the *Systematic Evaluation Plan* as a guide. The plan is comprehensive and designed to evaluate all aspects of the program based on CCNE Standards; starting with the mission and philosophy and continuing through with goals and program learning objectives. The Associate Dean, Undergraduate and Graduate Nursing Programs will be responsible for gathering, interpreting and presenting the data to the nursing faculty and the Graduate and Outcomes Circles. Through these mechanisms, the faculty will evaluate the overall curriculum and make appropriate changes.



Students and faculty will be engaged in the on-going process of reflection and self-evaluation to assess their personal and professional development as they develop competencies and apply knowledge. These opportunities for self-evaluation will foster professional independence and critical thinking. Student success will be judged by each student's mastery of the knowledge and competencies, combined with their understanding of the attitudes and values that link their Masters education to responsible professional practice as they continue to develop their professional expertise in an increasingly complex health care environment.

## **V. ADVISEMENT: FACULTY AND PROFESSIONAL ADVISORS**

### **Academic Advisement**

#### **Faculty Advisors**

All first year nursing students are assigned a nursing faculty advisor upon admission to NDMU. Their faculty advisor is also their NDMU-100 course faculty in the first semester. In collaboration with the Retention and Success Specialist, the faculty advisor's primary responsibilities include helping students transition to college, assisting students with their schedules' each semester to ensure they are on track for progression and guiding students toward academic success until they reach the junior year of the nursing program. At which time, the Retention and Success Specialist serves as the student advisor. Transfer students are assigned to the Retention and Success Specialist upon admission to the nursing program.

### **Administrative Advisement**

#### **Professional Advisor**

The Retention and Success Specialist for the Entry Level BSN student serves as the Professional Advisor. Students in the nursing program are introduced to the Retention and Success Specialist following admission to the university, and will continue to contact their advisor as needed throughout the course of the nursing program. Primary responsibilities of the Retention and Success Specialist are: establishing caring relationships with students to help guide them on their academic journey, counseling students regarding academic and life balance/integration issues, advising students concerning the academic program, tracking student progress toward a degree, responding to student questions and concerns, developing a success plan for at-risk students.

## VI. GUIDELINES AND POLICIES: PROGRESSION POLICY

### Admission to the Traditional BSN Program

Students are admitted to Notre Dame of Maryland University (NDMU) as nursing students. Please see the criteria for admission to the university at <http://www.ndm.edu/womens-college/admissions-aid/what-we-look-for>. During the first and second years, students take liberal arts and sciences, general education requirements, and program requirements for the nursing major.

Admission to NDMU does not automatically ensure progression to the junior year of the nursing program; however, all students who meet the minimum academic criteria will be able to progress to the junior year.

Students will meet the following criteria year-to-year for progression to the junior year:

#### *Freshman year*

- Cumulative grade point average of 2.5
- Science courses with a BIO or CHM designation may be repeated one time each **for a grade less than C or for a course withdrawal**. Students repeating a BIO or CHM course must meet with the Academic Success and Advising Coordinator for additional academic support.
- Students placed into BIO-110 Exploring Concepts of Biology must receive a grade of C+ or better to advance to all subsequent Biology courses. BIO-110 Exploring Concepts of Biology is a non-repeatable course.
- Completion of the Test of Essential Academic Skills (TEAS) exam is required to be submitted by the end of the fall semester freshmen year. Students who have had success in the program typically have had TEAS scores at the national average given by ATI. Register for ATI TEAS at <https://www.atitesting.com/Home.aspx>

#### *Sophomore year*

- Cumulative grade point average of 2.8 in order to progress to junior year
- Science courses with a BIO or CHM designation may be repeated one time each **for a grade less than C or for a course withdrawal**. Students repeating a BIO or CHM course must meet with the Academic Success and Advising Coordinator for additional academic support.
- Over the course of freshmen and sophomore year, each of the following courses must be completed with a minimum grade of “C:”
  - BIO-111 Fundamentals of Biology
  - BIO- 201 Human Anatomy and Physiology I
  - BIO- 202 Human Anatomy and Physiology II

- CHM-108 Survey of General, Organic & Biochemistry
  - BIO-260 Genetics and Genomics for Clinical Practice
  - NUR-250 Nutrition for Wellness
  - BIO-253 General Microbiology
  - ENG-101 College Writing
  - MAT-100 Algebra Applications or MAT 103 Applied Algebra (unless waived)
  - MAT-215 Basic Statistics
  - PSY-233 Human Growth and Development
  - PHL-339 Medical Ethics
- The following prerequisite courses must be completed; select courses may be completed during the junior and senior year if the remaining courses are compatible with the schedule of the nursing courses.
    - NDMU-100 First Year Seminar
    - ENG- Literature general education requirement
    - PHL-201 Introduction to Philosophy
    - PSY-101 Introductory Psychology
    - RST-201 Introduction to Biblical Studies
    - HIS- History general education requirement
    - SOC-101 Introductory Sociology
    - RST- 300/400 Elective
    - Gender Studies requirement
  - **Academic records of all students are reviewed every semester by the Admissions and Progression Circle.** A student will be placed on program probation when her record reveals:
    - overall cumulative GPA below 2.5 at the end of freshmen year
    - overall cumulative GPA below 2.8 during the sophomore year
    - Received one grade below a C in a science course (BIO or CHM designation). Receiving a second grade below a C in a science course would make the student ineligible to progress to junior year in the nursing major.
  - Students placed on Nursing program probation due to a GPA below the requirement must re-establish overall cumulative GPA of 2.8 to be eligible for progression to junior year.
  - If a student is not meeting all criteria, but believes that her grades and/or TEAS score do not accurately reflect her abilities, it is recommended that the student submit two letters of recommendation. The letters must be submitted by previous educators. An interview may be requested. The Nursing Admission and Progressions Circle will carefully review this information and consider progression on a case-by-case basis.

- Students in the Traditional BSN program who are unsuccessful in a course may not retake that course in the Accelerated BSN curriculum, nor may they transfer into the Accelerated BSN program. Students in the Accelerated BSN program who are unsuccessful in a course may opt to join the Traditional BSN program for the remainder of their studies. Once an Accelerated BSN student moves to the Traditional BSN program, the student may not transfer back to the Accelerated BSN program.

### **Acceptance Criteria for Transfer Students to the Junior Year of the Traditional BSN Program**

Students may apply for admission to Notre Dame of Maryland University in the Women's College and can subsequently apply as a nursing major. Students who meet the criteria for acceptance are welcomed on a space available basis. Students interested in transferring into the Nursing program must:

- Submit the Women's College application which includes a writing sample and official transcripts from all institutions attended.
- Complete the Supplemental School of Nursing Application and submit to the Notre Dame of Maryland University, Women's College Office of Admissions.
- To receive priority consideration for each fall semester, nursing applications must be submitted by **February 15<sup>th</sup>**. However, we will accept late applications if all required information is submitted.
- Cumulative grade point average of 2.8

Each of the following required courses must be completed with a minimum grade of “C”:

- General Biology
- Human Anatomy and Physiology I
- Human Anatomy and Physiology II
- Survey of General, Organic & Biochemistry
- Genetics and Genomics for Clinical Practice
- Nutrition
- General Microbiology
- College Writing
- Applied Algebra (unless waived)
- Basic Statistics
- Human Growth and Development
- Medical Ethics
- Science courses with a BIO or CHM designation may be repeated one time each **for grade less than C or for a course withdrawal.**

- Students are waived from General Biology if they have already completed Anatomy and Physiology successfully.
- The following additional courses must be completed; select courses may be completed during the junior and senior year if the remaining courses are compatible with the schedule of the nursing courses.

Nursing requirements:

- Introduction to Psychology
- Introduction to Sociology

General Education requirements:

- Literature
- Introduction to Philosophy
- Introduction to Biblical Studies
- History
- Religious Studies 300/400 Elective
- Gender Studies

- Completion of the Test of Essential Academic Skills (TEAS) exam is required and included as part of the admissions process. Applications will not be reviewed without the ATI TEAS exam results. The score received on the test will be included in the admissions process. Register for ATI TEAS at <https://www.atitesting.com/Home.aspx>
- Interview upon request
- Anatomy and Physiology I and II and Microbiology must be taken no more than five years prior to NUR-301 Holistic Health Assessment and NUR-305 Foundations of a Caring Profession.
- Only nursing courses earned in nationally accredited programs will be considered for transfer into Notre Dame of Maryland University nursing program. If a student is transferring from another Baccalaureate Nursing Program, a letter from her current nursing program confirming good academic standing and that there were no ethical violations on the student's record is required. If a student has more than one nursing course grade of a D or F, she is not eligible for acceptance to the nursing major.
- If a student is not meeting all criteria, but believes that her grades and/or TEAS score do not accurately reflect her abilities, it is recommended that the student submit two letters of recommendation. The letters must be submitted by educators. The Nursing Admission

and Progressions Circle will carefully review this information and consider admission on a case-by-case basis.

### Acceptance Criteria for the Accelerated Second-Degree BSN Program

The accelerated second-degree BSN program (ABSN) is designed for students who have completed a bachelor's degree in a non-nursing field and want to change career direction.

Students who have completed all pre-entrance courses may apply to Notre Dame of Maryland University in the College of Adult Undergraduate Studies (CAUS) and then subsequently apply as a nursing major. Students who meet the criteria for acceptance are welcomed on a space available basis. Students interested in applying to the Accelerated Second-Degree Bachelor of Science in Nursing Program must:

- Submit the CAUS application, writing sample optional, and official transcripts from all institutions attended.
- Complete the Supplemental School of Nursing Application and submit to the Notre Dame of Maryland University, CAUS Office of Admissions
- The deadline for consideration for the Summer semester is **November 15**. Applications received after this date will not be considered.
  - Cumulative grade point average of 3.0

Each of the following required courses\* must be completed with a minimum grade of “C”:

- |  |           |
|--|-----------|
| • MAT-215 Basic Statistics                           | 3 credits |
| • CHM-108 Survey of General, Organic, & Biochemistry | 4 credits |
| • BIO-253 Microbiology                               | 4 credits |
| • BIO-201 Anatomy & Physiology I                     | 4 credits |
| • BIO-202 Anatomy & Physiology II                    | 4 credits |
| • BIO-260 Genetics and Genomics                      | 3 credits |
| • PHL-339 Medical Ethics                             | 3 credits |

\*Pre-entrance courses may require pre-requisite courses. It is the responsibility of the student to be successful in all pre-requisite requirements. Upon evaluation of transcripts, additional pre-requisite courses may be required.

- The school of nursing requires that science course work be completed within the last 5 years or that the applicant have relevant employment experience.

### *Length of time*

The Accelerated BSN program will take 15 months to complete, excluding required pre-entrance courses. The number of required pre-entrance courses will vary from student to student depending on coursework completed for the initial baccalaureate degree.

### *Entry point at NDMU*

Students will apply to, and be accepted through, the College of Adult Undergraduate Studies (CAUS).

### *Requirements for Accelerated BSN Degree*

- Bachelor's degree in any major from an accredited college or university
- Minimum GPA of 3.0
- Successful completion of required pre-entrance courses prior to admission to the nursing program.

### *Outcome*

Upon successful completion of the program, graduates are eligible to apply for licensure as a registered nurse. Graduates must pass the National Council Licensure Examination (NCLEX-RN) to practice as licensed registered nurses.

## **Junior/Senior Progression in the Nursing Major**

Students must meet the following criteria in order to progress in the nursing major:

- Adhere to the *NSNA Code of Ethics for Nursing Students—Code of Academic and Clinical Conduct*. See <https://www.nsna.org/nsna-code-of-ethics.html>
- Maintain a cumulative grade point average of 2.8 in nursing courses.
- Achieve a grade of C or better in all nursing courses.
  - Satisfactorily complete the clinical component of each nursing course. A clinical failure constitutes failure of the entire nursing course regardless if a passing grade was obtained in classroom theory tests.
  - In select nursing courses, a minimum of 70% examination average must be met before other assignments are considered in order to pass the course. Once the examination average of 70% is met, all other assignment grades will be factored. These select courses include:
    - NUR-301 Holistic Health Assessment
    - NUR-305 Foundations of a Caring Profession
    - NUR-308 Professional Nursing Care: Psychiatric Mental Health
    - NUR-310 Pathopharmacology
    - NUR-311 Professional Nursing Care of the Adult I
    - NUR-408 Professional Nursing Care: Maternal and Newborn
    - NUR-409 Professional Nursing Care of the Adult II
    - NUR-417 Professional Nursing Care: Children and Families
    - NUR-431 Community Health Nursing



- Only one nursing course (NUR designation) may be repeated—and only one time. Failure of a second nursing course results in dismissal from the nursing program.
- Students are limited to repeating one science course (for a grade less than C) and one nursing course (for a grade less than C) throughout the entire program of study.
- Students are limited to two withdrawals from nursing courses during their course of study.
- Students who withdraw from the program due to non-academic reasons may be reinstated on a space available basis. Students must have withdrawn in good academic standing with a cumulative GPA of 2.8 or above in all nursing courses. University admission policies are followed.
- Students in the Traditional BSN program who are unsuccessful in a course may not retake that course in the Accelerated BSN curriculum, nor may they transfer into the Accelerated BSN program. Students in the Accelerated BSN program who are unsuccessful in a course may opt to join the Traditional BSN program for the remainder of their studies. Once an Accelerated BSN student moves to the Traditional BSN program, the student may not transfer back to the Accelerated BSN program.

### **Exam Grade Policy**

An average test score of 70% is required in all clinical courses and other nursing courses as specified in the syllabus.

### **Calculation of Course Grades Using Decimal Places**

Individual exam grades will be recorded in the faculty gradebook as reported by PARScore® scoring system, i.e. a full number and two decimal places after the decimal point. They will not be rounded up or down at this time.

At the end of the semester the average of all of the exams will be computed. At this time the mathematical rules for rounding will be used to determine the nearest whole number upon which the final course grade will be based. If the number in the hundredth place is 5 or greater it will round up the tenth place. If the number in the hundredth place is 4 or less it will not affect the tenth place. Next, the tenth place will be considered; if it is 5 or greater the final grade will be rounded up to the nearest whole number. If the tenth place is 4 or less it will be rounded down to a nearest whole number.

*Example 1*

The average of 3 exams is 69.45%

This will be rounded to 69.5%

The tenth place is five and rounds to 70 as the nearest whole number; 70% is the exam average.

### *Example 2*

The average of 3 exams is 69.44%

The hundredth place is not rounded up, grade to be considered is 69.4%

The tenth place is less than five and rounds down to 69 as the nearest whole number; 69% is the exam average.

### *Example 3*

The average of 3 exams is 69.29%

This will be rounded to 69.3%

The tenth place is less than five and rounds down to 69 as the nearest whole number; 69% is the exam average.

## **Academic Nursing Program Probation**

Students are placed on academic program probation when:

- A grade less than C is earned in any nursing course. A student who earns a grade less than C in any nursing course must repeat the course.
- Cumulative GPA is less than 2.8. Students have one semester to raise their GPA to 2.8. If a student is unable to raise her GPA after the probationary semester, she will be dismissed from the nursing major.

Students placed on academic probation in the nursing program must create a success plan with the Retention and Success Specialist to be implemented immediately.

## **Final Grade Appeal**

### **Reasons for Appeal**

- Only final grades may be appealed. A final grade may be appealed if there is evidence that the grade was not given in accordance with the grading policies set forth in the course syllabus or announced syllabus modifications.
- The principle of seeking a reasonable, fair and speedy resolution prevails throughout the process. All information related to the appeal and the appeals process will remain confidential.

### **Process for Final Grade Appeal**

- When a student wishes to appeal a final grade, the student must email/write to the faculty member setting forth the basis for the appeal, evidence documenting the alleged discrepancy between the syllabus grading policy and the grade received, and the remedy sought. Note that a text message about a grade appeal is not an acceptable form of communication between student and NDMU faculty. The student should also submit a copy of the appeal materials to the

department Associate Dean, or in the case of an interdisciplinary (IDS) course, to the director of the program in which the course is offered. The appeal must be made within two weeks of the official posting of grades on WebAdvisor. The faculty member will respond in writing to the student's appeal within two weeks.

- If not satisfied with the faculty member's response, the student may, within two weeks of the response, appeal to the department Associate Dean or program director. The student makes the appeal in writing, setting forth the basis for disagreement with the faculty member's response. The Associate Dean or program director informs the Dean of the school delivering the course. The Associate Dean also informs the faculty member of the student's appeal and obtains a copy of the course syllabus and the faculty member's written response to the student. The Associate Dean then reviews the written record. The Associate Dean writes a response, including a report on the steps taken in the review process. The written response of the Associate Dean is sent to the student, the faculty member, and the Dean within two weeks of the conclusion of the review process.

If not satisfied with the response made by the Associate Dean, the student or faculty member may appeal in writing within two weeks to the Dean of the school delivering the course. The Dean then asks for a written statement and a copy of all relevant materials. Within two weeks of receiving the appeal, the Dean forwards his or her decision in writing to the student, the faculty member, and the department Associate Dean. The decision of the Dean is final.

- If a grade change is authorized, the registrar will be directed in writing to make the change in grade.

### **Dismissal from the Nursing Major**

Students are dismissed from the nursing major when:

- a second grade less than C in a nursing course is earned.
- a cumulative GPA of 2.8 is not achieved by the end of their probation semester.

Students may be dismissed from the nursing major when:

- The student commits any violation of the Code of Ethics for Nurses (2015), in addition to any violation of the Standards of Conduct found in the NDMU Student Handbook (Section VI, pp 8-12). Violations will be reviewed on a case-by-case basis.

### **Appeals Process for Dismissal from Entry-Level Nursing Program**

Students have the right to appeal dismissal from the nursing major. Students who wish to submit an appeal must adhere to the process below.

- Upon receipt of letter of dismissal, the student may write a letter of appeal to the Associate Dean of the Entry-Level BSN Program. The letter of appeal must be received by the Associate Dean within 7 business days of receipt of notification.
- The letter of appeal includes the following:
  - Submission of a formal letter to the Associate Dean, both electronically and in hard copy.
  - Identification of any extenuating circumstances leading to academic difficulty. The student uses her judgment as to what information is shared in the letter.
  - Proposal of a plan for success.
- Once the Associate Dean receives the letter, the Reinstatement Circle composed of nursing faculty convenes to review the appeal. As part of the review process, the committee will have access to the student’s academic record, letter of appeal, and all other documents provided by the student. The Reinstatement Circle members will also reach out to faculty of courses the student has taken, and may reach out to the Retention and Success Specialist if additional information is needed.
- The chair of the Reinstatement Circle will notify the student of the date and time of the appeal meeting.
- The student may invite a faculty member (e.g. their advisor) or a staff member (e.g. the Retention and Success Specialist) to be present at the meeting to provide support. This person will not be an active participant in the meeting.
- The student will meet with the Reinstatement Circle as an opportunity to engage in caring conversation directed toward the academic welfare of the student. During this conversation, the student may advocate for self and elaborate on submitted materials. This is also an opportunity for the committee to ask questions of the student for increased understanding.
- After a full review, the Reinstatement Circle makes a recommendation to the Associate Dean and Dean regarding appeal decision.
- The Dean and Associate Dean will notify the student and appropriate faculty in writing of the appeal decision. This decision of the Dean is final.

**Timeline**

Action	Fall semester	End of Term I* Fall and Spring	Spring Semester
Student notified of dismissal decision and process for appeal.	Within 7 days of the posting of final course grades and before the university closes for winter break	Within 7 days of the posting of final course grades	Within 7 days of the posting of final course grades
Student submits appeal packet to the Associate Dean (electronic and hard copy).	Within 5 business days after receiving letter of dismissal		

Associate Dean notifies Reinstatement Circle members of appeal and forwards materials.	Within 1 business day after receiving student appeal
Reinstatement Circle agrees on date and time to meet. Student is notified by the chair. Circle convenes to deliberate. Student participated in an invited portion of the Circle meeting.	The Circle meets within 5 business days after notification of appeal
Reinstatement Circle Chair communicates in writing to the Associate Dean and Dean.	Within 24 hours of Reinstatement Circle meeting
Associate Dean and Dean write response to student's letter with decision about appeal and notify appropriate faculty of the decision.	Within 3 business days of receiving the recommendation from the Reinstatement Chair

a  
 Students are not permitted to progress to Term II nursing clinical courses; students may continue in any semester long courses already in progress. However, these credits will not count toward completion of the nursing degree program. Students must take responsibility for dropping any Term II clinical nursing courses.

### **Withdrawal from the University**

The University reserves the right to request at any time the withdrawal of a student for reasons of poor scholarship, attendance policy violations, or unsatisfactory conduct. Students who voluntarily withdraw from the University for any reason must file an official withdrawal request form with the Dean of the School of Nursing. The date when the form is submitted will be the one used to determine whether a refund of tuition is applicable.

Failure to notify the University of withdrawal will prompt termination of enrollment. A student who withdraws from the University or who requests a leave of absence on or before the official withdrawal date forfeits credit for the work done in that semester. A grade of "W" will be recorded in all courses for the semester. A student who withdraws from the University or requests a leave of absence after the official withdrawal date will be responsible for all course work and graded accordingly.

## Graduation Awards

All undergraduate BSN students in the Entry-Level BSN and RN to BSN programs are eligible for School of Nursing Graduation Awards. During commencement week, nursing faculty recognize students for outstanding achievement.

*Nursing Presence Award* – Recognizes a student who best demonstrates authentic nursing presence and caring humanistic approach to nursing.

*Nursing Praxis Award* – Recognizes a student with outstanding caring approaches and clinical abilities who best integrates the art, science, and the spirit of nursing.

*Advocacy Award* – Recognizes a student who exhibits initiative, enthusiasm, and compassion to promote social justice and welfare of others.

*Nursing Scholarship Award* – Recognizes a student with a deep curiosity for life-long learning, a lively spirit of critical inquiry, and whose academic performance has been judged to be outstanding.

*Self-Care Award* – Recognizes a student who best exemplifies a strong commitment to the values of civility, resilience, and professional development based on reflective practice.

*Katherine Cook Legacy Award for Leadership* – Recognizes a student demonstrating outstanding commitment, caring leadership, and service to the profession of nursing.

## Latin Honors

The University confers Latin honors upon undergraduate students who achieve the following grade point average based on work at Notre Dame of Maryland University:

3.90 for the distinction *Summa Cum Laude*

3.70 for the distinction *Magna Cum Laude*

3.50 for the distinction *Cum Laude*

To earn honors at graduation, students must earn a minimum of 60 credits in graded coursework at NDMU. This excludes credits earned in Pass/Fail courses (including standardized testing, petitioning for credit and transfer). Students are limited to four Pass (P) grades on graded courses.

## **VII. COMMUNICATION GUIDELINES**

### **Nursing Student-Faculty and Staff Communication**

All messages for students in the BSN program are provided through NDMU email including announcements posted on Joule course sites. Some communications may also be handled by the U.S. Postal Service or announced in relevant courses.

All email communication will be through NDMU student email accounts. E-mail is the primary means of communication. Students are expected to check NDMU email on a daily basis and notify relevant SON staff and faculty if email/internet access is disrupted for any reason.

Students may send messages to nursing faculty/staff through the University voice mail or email systems; email is the preferred method of communication.

### **Cancellation/Rescheduling of Classes**

Class cancellations and delays will be determined by NDMU. Any class canceled due to inclement weather will be made up by arrangement of the faculty. Text-alert message notifications for University closings or delays are available. NDMU offers a mass notification system. The system sends messages instantly and simultaneously to registered text-message-capable cell phones, and email addresses. For information, and to sign up for this service, visit the University website at [www.ndm.edu](http://www.ndm.edu). Click on “**Campus Life,**” then “**Campus Security,**” and then “**e2security.**”

Cancellation of classes for reasons other than weather will be communicated to students via an announcement on the course site in Joule and NDMU email.

### **Inclement Weather Information**

For information about the University closing, call the **NDMU Weather Line at 410-532-5151** or listen to WBAL-AM 1090, WPOC-FM 93.1, WIYY-FM 98, WCAO-AM 600, WQSR-FM 105.7, WLIF-FM Lite 102, WCBM-AM 680, or watch WJZ-TV Channel 13, WBAL-TV Channel 11 or WMAR-TV Channel 2 for announcements regarding the closing of the University. In the Washington D.C. area, listen to WTOP-AM 1500.

Under adverse weather conditions, students are expected to make a reasonable attempt to be on time for class. However, students must exercise their own judgment for safe driving under these conditions.

### **Formal Complaint Procedure**

The SON defines a formal complaint as a written expression of serious dissatisfaction related to any aspect of NDMU nursing programs. A formal complaint is distinguished from a dispute about a grade in a course or other course evaluation matter, which is handled under the NDMU academic appeal

procedures and harassment complaints, which are handled in accord with guidelines and policies set forth in the University Student Handbook.

When a NDMU faculty member or administrator receives a formal complaint, the Associate Dean, Entry-Level and Dual Enrollment Programs is notified within a reasonable timeframe. The Associate Dean initially screens the formal complaint, unless the complaint directly involves the Associate Dean, in which case it is screened by the Dean, School of Nursing. After initial screening, the complaint is channeled to the individual or group judged to be most directly relevant and appropriate.

Our guiding principle is to settle disputes in a prompt and fair manner. If appropriate, the Dean or Vice President of Academic Affairs may appoint an ad hoc panel to seek resolution of the complaint. The Dean or Associate Dean conveys a written response to the initiator of the complaint within 60 days. Anonymous complaints are not accepted.



## VIII. CLASSROOM GUIDELINES

### Attendance

Students are expected to attend and participate in every class; however, faculty understand that extreme circumstances may occur. In these cases, exceptions may be granted and faculty may assign additional assignments/activities to ensure that course outcomes and/or unit objectives are met. The responsibility for coursework missed due to any type of absence rests with the student. Students are expected to attend scheduled classes prior to holidays and University breaks, and as well schedule vacations and other discretionary events outside of the class schedule. Students are also expected to arrive on time and remain in class for the entire period scheduled.

Students are expected to notify faculty of an absence(s) from class as soon as possible and to turn in all assignments on time or at a time agreed by the faculty. Tardiness and early departure disrupts the educational process. Students are expected to arrive for class on time and to remain until the class has ended. Course faculty may have additional or modified attendance requirements, which will be noted in course syllabi and/or announced in class.

### Cell Phones

Students are asked to keep all cell phones, pagers, and other electronic devices in the silent mode and are expected to return phone calls during the break or after class, unless the call is an emergency. Texting, emailing, or checking email during class is not permitted. Students engaging in these activities may be asked to leave the classroom until they are prepared to fully participate in the class.

### Children in Class

No children are allowed to accompany students inside the classroom or in the hallways. Children are not to be left unattended at any time when visiting the campus.

### Collaborative Learning

Collaborative learning is an integral part of the classroom experience in the BSN program. The following chart explains how a collaborative learning classroom might be different from previous classroom experiences.

<b>Traditional</b>	<b>Collaborative</b>
Student is listener / note-taker/ observer	Student is contributor / discussant / problem-solver
Source of authority – professor & text “sage on the stage”	Source of authority – group of which professor is a member
Low – Moderate class preparation	High expectations for class preparation
Learning independently	Learning interdependently
Attendance by personal choice	Attendance by group expectation

Private classroom presence	Public classroom presence
Competition with peers	Collaboration with peers
Some engagement with peers	Committed to supporting and encouraging one another

In summary the characteristics of collaborative learning are:

- Active participants who engage in active listening, discussion, and conversation rather than speech making and debate
- Learning partnerships equalizes the relationship between professor and student
- Community created where divergent opinions are tolerated
- Locus of knowledge is in the community and each member develops a sense of commitment and responsibility to the group for learning
- Creation of knowledge by examining and challenging each other's ideas; judging each other's ideas not the person them self.

### **Grade Appeal for Assignments**

A student has a seven (7) day period of time, beginning with the date a graded assignment, exam, etc. is returned, to question the assigned faculty member about a grade received. After this time period, grades are final.

### **WebAdvisor**

WebAdvisor is real-time information for students that provides grades, class schedules, advisor information and email contact, request forms for transcripts and enrollment verifications, and financial aid award information.

### **Written Requirements in Nursing Courses**

Written work in all nursing (NUR) courses follows the guidelines set forth by the American Psychological Association in the *Publication Manual of the American Psychological Association*. Resources and tutorials for APA HELP are available in course Joule sites, Loyola/Notre Dame Library (LNDL) website, and APAstyle.org.

### **University Resources for Writing Assistance**

#### ***University Writing Center***

Services are available for all students by appointment or on a drop-in basis. Peer tutors are available to help in the development of essay topics, increase significance and depth of presentation, improve and support development of ideas, better organize material for writing/presentation cohesiveness, and more.

Gibbons Hall, Room 504

Dr. William Davis, Director  
410-532-5113

### ***Smarthinking***

Smarthinking is an online tutoring program connecting students to live educators from any computer that has Internet access. Students work one-one in real time with a tutor communicating using a virtual whiteboard technology. Students can submit a paragraph or essay for individualized critique by expert writing tutors.

### ***Turnitin***

*Turnitin* is an Internet-based plagiarism-detection service that allows both students and instructors to check written work for originality of text. The purpose of *Turnitin* is to aid in the detection and monitoring of plagiarism. By checking the originality of text, students and instructors can work together to improve the level of scholarly work and limit the dangers of plagiarism. Please refer to course syllabus for requirements of each course.

## **Exam and Exam Review Policy**

### **Exam Attendance Policy**

Student expectations:

- Complete all exams on the scheduled dates.
- Arrive 10 minutes prior to exam time to stow personal items, turn off cell phones, settle in seats, breathe deeply
- Notify faculty prior to the exam for extenuating circumstances that will prevent you from taking the exam. Acceptable absences include: significant illness/injury/hospitalization of student or immediate family member or death in immediate family.
- Missed exams must be re-scheduled with the faculty within 3 business days.
  - Failure to schedule a make-up exam within 3 days may result in a grade of zero.

### **General Exam Policy**

- Bring your student ID # to the exam.
- At your desk you are allowed only a pencil, highlighter, the exam, and the Scantron. You will be provided with a calculator, if needed, and a sheet of scrap paper, which will be turned in with your exam.

- **Be on time for the exam.**
  - You will arrive and be seated and ready for the exam 10 minutes before the exam.
  - Exams start at the scheduled time. It is disrespectful and disruptive to your classmates when you arrive late.
  - If you arrive late, you will not be given extra time to finish the exam.

### **Exam Security Policy**

- No drinks will be allowed at your desk during the exam - this includes, but is not limited to, bottled water, soda, or drinks in a re-usable container. Finish your drinks before entering the room.
- The answer on the Scantron is final; no adjustments will be made if the answer on the exam booklet does not match your Scantron. **CAREFULLY** review your Scantron markings - because that is your exam grade. It is strongly suggested that you purchase a #2 pencil (not mechanical) with a solid eraser for exams. It is also suggested that you circle your answers in your exam booklet first, then pencil in the Scantron towards the end of the exam time.
- You may *not* wear anything on your heads - no ball caps, hoodies, scarves, etc. If you wear a head cover for religious or cultural reasons, please let your faculty know prior to the exam. However, you must follow the same guidelines as you would for clinical – the head covering must be secured in the back and off your collar. It may not be tucked into your shirt and cannot cover any portion of your face or potentially cover any portion of the desk/exam/Scantron.
- Technology:
  - Cell phones must be turned off and placed in your book bag. If you have a reason to need your cell phone on during the exam – sick family members, etc – you may leave your cell phone on vibrate and place it on the table at the front of the room with the faculty member. Should your phone vibrate, faculty will alert you as to the caller to determine if it is an emergency.
  - Any jewelry or other device which allows internet/texting access must be removed and stowed in book bag/purse.
- All book bags, purses, and other personal items will be placed on the floor along the walls of the room prior to the exam.
- Expect faculty to walk around the room. Consider wearing noise cancelling headphones or earplugs.

### **Exam Review Policy**

- Exam review is scheduled at the discretion of the faculty.
- This is the **ONLY** time you will have to review your exam. If you do not come to the initial exam review, you waive your right to review your exam. Individual appointments to review your exam

with your faculty are at the discretion of the faculty member and must be scheduled within 3 business days of the date of the exam review.

- You must be in the room at the appointed time. Anyone arriving late may not be allowed in the room.
- All exam security measures will be followed for exam review. In addition, no pens, pencils, or paper are allowed at your desk during exam review.
- The process of exam review is left to the discretion of the faculty.
- Students must address their questions and comments in a professional and respectful manner. The faculty reserves the right to collect all exams and end the exam review if the faculty perceives that students are exhibiting rude, argumentative, and/or disrespectful behaviors.

## **IX. CLINICAL GUIDELINES**

### **Attendance**

#### **Clinical/Campus Center for Caring with Technology**

- The student must notify the faculty with as much time as possible prior to the start of clinical or simulation lab experience if she will be absent. Students are expected to give at least 24 hours' notice for any absence, and should notify faculty via email or preferred phone number given by the faculty.
- The student should make every attempt to notify the faculty if she will be late. Students will receive a Clinical Warning for more than one episode of lateness regardless of faculty notification.
- An excused absence from a clinical or simulation lab experience is defined as an absence with notification of the faculty and which is unavoidable such as:
  1. Death of a loved one
  2. Personal illness (a primary health care provider's note may be requested)
  3. Jury duty
- Faculty may request written verification of excused absence.
- Students will receive a Clinical Warning for an unexcused clinical absence. A repeated unexcused clinical absence may result in failure of the course.

Examples of unexcused absences are:

  - Absence from clinical without notification of the faculty
  - Leaving the clinical area prior to the completion of the clinical day without permission of the clinical faculty member
- Failure to meet course requirements will result in an unexcused absence. For example, not being appropriately registered for the course, failure to comply with non-academic requirements for clinical courses, such as not having a valid CPR card or up-to-date PPD.
- All clinical/lab/simulation absences, excused or unexcused, regardless of reason may require an alternate experience to meet clinical objectives. Examples may include: full clinical day, simulation experience, clinical observation experience, or written assignment. Please note that students may only have make-up experiences for one absence during a clinical rotation. More than one absence during a clinical rotation will require consultation with the clinical instructor and may result in the student not being able to complete clinical course objectives.
- All alternate experiences must be completed prior to the end of the course. Students will receive an Incomplete as a course grade until the make-up experience is completed. The clinical instructor determines a timeframe for the completion of the alternate clinical experience.

- Absence due to Religious Holidays—The School of Nursing honors the celebration of our diverse student body. Absence for a religious holiday is considered an excused absence. Students who miss class or clinical due to observance of religious holidays must give prior notice to faculty at the beginning of the semester. As with all clinical absences, students may receive a grade of Incomplete (I) until missed time can be completed.
- Absence for Student Athletes – Nursing students who participate in NCAA-sanctioned sports are excused from class and may make alternative arrangements for clinical experiences. Student athletes who miss class or clinical due to a NCAA-sanctioned sporting event must give prior notice to faculty at the beginning of the semester. As with all clinical absences, students may receive a grade of Incomplete (I) until missed time can be completed
- Absence due to Cancellations or Delays—In the event of inclement weather, cancellation or delays in classes, clinical, and campus laboratories will be announced through selected media (radio, television, campus hot line, web site).
  - Classes and clinical will be cancelled when the university is closed. In the event that the university opens late due to weather-related or other emergency conditions, classes and clinical will commence at the announced opening time and resume the normal schedule thereafter for the remainder of the day. Clinical faculty may make alternative arrangements for clinical time. In an instance where clinical starts before the university announcement has been made, the course faculty and clinical instructor will issue guidance concerning clinical.
  - Students and faculty engaged in clinical placements may not attend clinical until the university has opened and therefore should discuss the handling of emergency situations and university opening late at the beginning of the clinical rotation. Both the requirements of the program and the safety of persons involved should be considered in planning a course of action in those cases where students are expected to report to off-campus locations. Additional learning experiences may be scheduled to facilitate achieving course outcomes.
  - In the event a clinical faculty must cancel a clinical day due to illness or some other emergency, the faculty will make every effort to notify students as early as possible. The clinical faculty member will then arrange for a clinical make-up day/assignment with the clinical group.
- Medical Clearance Note
  - Students who are pregnant are required to provide written medical clearance from the obstetrician to participate in hospital and community-based clinical experiences. This medical clearance is to be provided to the the Associate Dean for the Entry-Level BSN Program. Additionally, the student is required to notify the course coordinator of each clinical course of the pregnancy, as well as the clinical instructor.

- Students are required to have medical clearance before returning to school from childbirth, injury, surgery, or other restricted health issue. The note must specify that there are no restrictions for participation in the clinical component of the program.

### **Behavior Expectations in Clinical Setting**

The Maryland Nurse Practice Act states that the Nursing Program Administrator and faculty are responsible for “*developing and implementing a written plan that provides that all students participating in clinical practice settings are physically and mentally competent at all times to provide safe patient care.*”

Any student participating in a clinical experience is expected to demonstrate behaviors that lead faculty to believe that the student is physically and mentally competent to provide safe patient care. Examples of behaviors that might be indicative of potential threats to patient safety include: slurred speech, uncoordinated movements, ineffective attention, inability to follow simple commands, and/or an odor of alcohol. Inappropriate behaviors, including repeated violation of critical behaviors identified on the clinical evaluation tool, will be considered detrimental for patient safety, trust, and security. The jeopardy to the patient’s physical and psychological safety will be immediately addressed at the discretion of the clinical faculty and the student may be asked to leave the clinical setting. Nursing faculty will be available to the clinical agency via cell phone for consultations, emergencies or issues of inappropriate student conduct.

A decision to allow a return to the clinical setting will be made on a case-by-case basis. Recommendations from the student’s health care provider may be requested and considered in the final decision. See Classroom and Clinical Policies and both the University’s and School’s Substance Abuse Policy for additional information.

### **Clinical Course Requirements**

All students *must* comply with the following requirements by July 15 prior to the start of the junior year of the nursing program. Students are responsible for all fees/payments associated with these clinical requirements, as well as for submitting all data to Castle Branch.

Documentation of accountability for all academic and clinical policies must be submitted to Castle Branch (formerly known as Certified Background) by uploading the signed acknowledgement form by the deadline posted on the Castle Branch website: [www.castlebranch.com](http://www.castlebranch.com).

**Current CPR Certification** – Must be the American Heart Association’s or an approved CPR provider’s, *Basic Life Support (BLS) for Healthcare Provider Course* or its equivalent. This course includes the skills of CPR for victims of all ages (including ventilation with a barrier device, a bag-mask device, and oxygen); use of an automated external defibrillator (AED); and relief of foreign body airway obstruction (FBAO). Students must submit a copy of both the front and back of the card verifying this certification; all signatures, including the students’, must be present. Certification must remain current while in the program.



**Immunity to Hepatitis B** – Students may either submit evidence of vaccine series with follow-up positive titer or a signed School of Nursing declination form.

**Immunity to Measles, Mumps, Rubella (MMR)** – If born after 1957, must submit proof of both initial MMR vaccine and second measles vaccine following second birthday. If born prior to 1957, students must provide titer results that show immunity to the three diseases. Any student may provide titer results. If titers do not demonstrate immunity, vaccine is required.

**Immunity to Varicella** – May provide positive titer results or documentation of the dates Varicella Vaccine was received. If titer does not demonstrate immunity, vaccine is required.

**TB Status Report – TB Status Report**

Students must provide documentation of one of the following:

1. Two-step TB skin test (1-3 weeks apart within the past year)

Or

2. If a positive result for TB has been obtained in the past, then provide a clear chest x-ray taken within the past five years (Report or Employee Health Department documentation is required); and
3. Symptom check sheet within the past year

**Tdap (Tetanus, Diphtheria, Pertussis) Vaccine** – Must provide documentation that vaccine was received within the last 10 years.

**Influenza Vaccine** – Students in clinical experiences must have verification of receiving the flu vaccine. Students will not be allowed to enter the clinical site without adhering to the requirements of the institution. This may mean wearing a mask while on the premises or not continuing with the experience.

**Indemnity Agreement** - All students must sign a *Nursing Clinical Rotation Release, Waiver and Indemnity Agreement* prior to beginning their clinical experience.

**Standard Precautions** - All students must sign a form indicating they have received instruction and will use Standard Precautions.

**Confidentiality Form** – All students must sign a Confidentially Agreement prior to beginning their clinical experience.

**Physical Examination** –Required to be completed prior to the start of the nursing major

**Drug Screening/ Background Checks** –The dominant accrediting body for healthcare organizations and programs, The Joint Commission (TJC), mandates that criminal background checks be performed on all persons having any opportunity for patient interaction at its accredited organizations. This includes employees and volunteers as well as students. A criminal

background check revealing a conviction for certain crimes could result in a ban from participation in clinical rotations and thus prevent graduation/completion of the nursing program. Based on the updated TJC accreditation standards, the Notre Dame of Maryland University has put into place the following policy:

All students entering the nursing program will be subjected to a criminal background check. Students will be directed to use Castle Branch (formerly known as Certified Background) when submitting a criminal background check. Students may not request to be assigned to sites that do not require a criminal background check and/or drug screening. Students are responsible for all costs incurred with the criminal background check and drug screening.

The criminal background checks must be completed prior to participating in clinical rotations. This may also be the case if a drug screening is requested by the clinical site.

A positive test on the drug screening could result in dismissal from the clinical site with the result of preventing completion of the course/clinical objectives and ultimately graduation from the nursing program. The same would hold true for a criminal background check, which may affect a student's eligibility to participate in a clinical rotation, practicum or other clinical experience and ultimately the ability to graduate from or complete the nursing program.

Both the criminal background check and the drug screening will be performed just prior to the beginning of clinical coursework. Background checks must be done annually. The student will be responsible for all costs incurred. Each student will still be required to meet any request to complete additional criminal background checks and/or drug screenings from specific clinical sites they are assigned for clinical experiences. Students are encouraged to contact the Clinical Placement Coordinator in the School of Nursing if they have questions.

The clinical agency will make the decision to accept or deny the student for clinical placement. If a student is rejected by a clinical agency, the clinical faculty will make one additional attempt to place the student at another clinical agency. If the student is rejected by the second clinical agency, the student will not be able to meet the program requirements and will not be able to continue in the nursing major.

**Health Insurance** – All students are required to show proof of health insurance. If desired, insurance may be obtained through the university.

**Mandatory Clinical Site Training** – Some clinical agencies may require documentation of additional health-related requirements. Health-related requirements could include, but are not limited to, mandatory events training. Students will be notified of these requirements as soon as possible and payment will be embedded in the student's nursing fees. Students will complete annual training modules through Learning Harbor, a web-based program that healthcare professionals and students use to comply with mandatory regulations.

*Students who do not present updated documentation in a timely manner will be unable to attend clinical until the proper documentation is recorded in Castle Branch.*

## **Clinical Evaluation**

A course specific Clinical Evaluation Tool (CET) will be used to appraise the student's progress in meeting the clinical course valued ends/objectives and the related clinical behaviors as indicated in this evaluation tool. Documentation will indicate that the student either met clinical outcomes (Pass) or did not meet the clinical outcomes (Fail).

To achieve a passing grade in clinical courses, students must meet all clinical outcomes. A student with a passing grade for the clinical experience will receive the theory grade earned for the course grade. A student with a final failing grade for the clinical experience will fail the course and receive an F for the final course grade, even if the theory grade is passing. A failure of either clinical or theory will require the student to repeat the entire course.

The evaluation process offers the opportunity for the student and clinical instructor to have critical dialog around progress in caring with and for patients – including all of the dimensions as identified on the CET. Clinical faculty will provide a weekly synopsis of the student's clinical performance and provide a formative evaluation at the midpoint and a summative evaluation at the end of the course; students will offer a self-critique.

Students are required to adhere to professional behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade.

### ***Criteria for Clinical Evaluation***

Students will earn a Satisfactory (S), Needs Improvement (NI) or an Unsatisfactory (U) rating for each of the criteria listed under the valued ends/clinical objectives. Students who meet all objectives at the satisfactory level by the final day of clinical will pass the clinical portion of the course.

#### ***SATISFACTORY (S):***

A student who receives a satisfactory rating is capable of: independently performing identified behaviors; efficiently managing time and resources; consistently displaying safe behaviors in the clinical setting; consistently displaying professional behavior that is in accordance with NDMU Honor Code and the ANA Code of Ethics; efficiently communicating with faculty, patients, patient care team members, and other students. (Refer to CET)

#### ***NEEDS IMPROVEMENT (NI):***

A student who receives a needs improvement rating needs assistance with: performing identified behaviors; managing time and resources; displaying safe behaviors in the clinical setting; displaying professional behavior that is in accordance with NDMU Honor Code and the ANA Code of Ethics; communicating with faculty, patients, patient care team members, and other students (as noted on page 3 of the CET).

A rating of 'NI' in any area will result in a written Plan for Success. All 'NI' ratings must be resolved by the end of the clinical rotation.

***UNSATISFACTORY (U):***

A student who receives an unsatisfactory rating does not consistently demonstrate, despite remediation and coaching, the following behaviors: performing identified behaviors; managing time and resources; displaying safe behaviors in the clinical setting; displaying professional behavior that is in accordance with NDMU Honor Code and ANA *Code of Ethics*; communicating with faculty, patients, patient care team members, and other students (as noted on the CET).

A rating of ‘U’ in any area will result in a Clinical Warning and a written Plan for Success. All ‘U’ ratings must be resolved by the date noted on the Plan for Success, which may or may not coincide with the end of the clinical rotation. Repeated behaviors requiring a Clinical Warning may result in failure of the course. Students must meet with the course coordinator within 48 hours, or at the discretion of the course coordinator, of receiving a Clinical Warning.

NOTE: There are times when a ‘U’ rating will result in immediate failure of the course, as noted on the CET.

### **Clinical Placements**

Students are placed in clinical rotations in an effort to ensure an optimal learning experience in a variety of settings. It may be deemed advisable to separate siblings, family members and/ or close friends into separate clinical groups. Student requests for placement in the clinical area should not be expected based on child-care needs, parking fees, proximity to employment site, car pool requests, or other personal preferences. Clinical days and hours may vary from course to course. The student is responsible for providing her own transportation to all clinical sites. Fees incurred during the clinical rotation are the responsibility of the student (i.e., parking, badges, and deposits).

Please note that a minimum grade of B must be achieved in both NUR-311 *Professional Nursing Care of the Adult I* and NUR-409 *Professional Nursing Care of the Adult II* in order for the student to be placed in a non-medical/surgical environment for NUR-461 *Clinical Practicum*. Additionally, a student who requests a specialty placement in pediatrics, obstetrics, or psychiatric/mental health nursing, must have achieved a grade of B in the corresponding specialty course.

### **Clinical Assignment/Preparation**

Clinical preparation is individualized by course as described in each course syllabus. Students are expected to be prepared and in appropriate uniform/clothes for each clinical day.

For the students’ own protection, it is recommended that students who are pregnant notify their clinical faculty.

Students may be requested to leave the clinical area for the following reasons (not all-inclusive):

- Inadequately prepared for clinical assignments
- Unable to apply knowledge and skills from previously completed units/courses.
- Mentally or physically unable to perform nursing care safely

- Seek supervision from other than the NDMU nursing faculty member, without permission, when performing nursing interventions
- Lack of adherence to guidelines, policies, and procedures as stated in the NDMU Student Handbook
- Unable to apply knowledge and skills expected at the appropriate course level.

### **Confidentiality**

Information concerning patients is privileged and must remain confidential. Appropriate information regarding patients, which needs to be shared among team members or for educational purposes, will only be discussed in a private setting away from patient care areas. Nursing students must abide by *Nurses Code of Ethics* as well as state and federal laws, and agency regulations to safeguard patient information. Students may be held legally responsible for disclosure of information. Faculty will maintain strict confidentiality with regard to both personal and academic information about students.

### **Dosage Calculation**

#### ***Dosage in NUR-305***

Nursing students in NUR-305 *Foundations of a Caring Profession*, must master nursing dosage calculations prior to progressing to second semester courses in which medication administration is required. Students will complete the Dosage Learning Module in the summer prior to beginning the Foundations course. After completing the Dosage Learning Module, students will have **three** attempts to pass a mastery dosage test with a score of 95% or greater. After each unsuccessful attempt, students will have the opportunity to meet with a math tutor and/or instructor for remediation.

#### ***Continuing Students***

Prior to each semester, students must pass a dosage mastery test in order to continue with courses. Students will have three (3) attempts to pass a dosage mastery test with a score of 95% or higher. Students will be encouraged to take only one test per day. If students begin testing on the first testing date, they will have three (3) opportunities to pass. Students who do not achieve a grade of 95% or higher after three (3) attempts will be required to withdraw from the course.

Students may use a calculator provided by faculty during testing. A maximum of 60 minutes will be allowed for the completion of each test. It is the student's responsibility to start testing at the first scheduled opportunity in order to take advantage of all three tests.

## Dress Code

### Clinical Setting

In order to maintain a professional demeanor and presence, it is the responsibility of each student to maintain a complete, properly fitting, clean, and pressed student uniform. Students are required to follow the uniform policy for each course. The appearance of the student must meet the approval of the faculty in the clinical practice area including laboratory simulation. Students will be asked to leave the clinical site if faculty or agency official has determined the attire is not appropriate. Students who are not in compliance with the uniform dress code will receive a Clinical Warning. Repeated offenses may result in failure of the clinical course. Full uniform is required for clinical and simulation days. Laboratory jacket over appropriate attire is required upon entry to the lab on practice and testing days.

*Uniform* – The NDMU Nursing program designated uniform is to be worn. Closed toe non-permeable shoes in solid white, navy, black, or brown are acceptable. No cloth shoes, sandals, Crocs, or clogs are acceptable.

Undergarments must be worn. Students working in special rotations (i.e. pediatrics, day care, mental health, long term care, or community health) may be subject to special exceptions to the uniform dress code. Students will be notified of the exceptions prior to the planned experience as outlined in specific course syllabi. Students are permitted to wear the NDMU scrub jacket for additional warmth in the clinical environment, but may not wear long-sleeve shirts or sweatshirts.

*An NDMU Picture ID badge* must be clearly displayed for clinical experience. Students may also be required to wear an ID badge from the clinical agency to which they are assigned.

*Other required items* – Students are required to bring the following to the clinical practice setting: bandage scissors, curved or straight hemostat, pen with black ink, pocket-sized notebook, watch (must record seconds), pen flashlight, and dual head stethoscope.

*Jewelry* – A watch with a second hand is required. Other jewelry should be limited to a band ring, and a single small set of post/stud pierced earrings (no larger than a dime). No dangle or hoop earrings are permitted. No jewelry is to be worn in any other pierced areas (i.e., nose, lip, eyebrow, or tongue). No other observable jewelry is allowed.

*Grooming* – Uniform will be clean and intact. Hair will be neat, controlled, out of the face, off the collar, and held back to prevent contamination of the work field. Make-up may be worn in moderation. Nails will be short and clean. Acrylic nails, tips, gels, or overlays are not permitted. Tattoos must be covered. Chewing gum is not permitted. Proper hygiene is essential to avoid body odor. Fragrances of any kind are not permitted (e.g., perfume, strongly scented lotions). Please note that individual clinical facilities may have additional policies which must be followed.

*Electronic Devices* – The use of electronic devices is permitted in the clinical setting or Center for Caring with Technology for educational uses only. Students must put the devices in silent mode so as not to disturb the patient care and teaching/learning environment. The clinical

instructor may advise students regarding agency policy for electronic devices in the clinical setting.

The SON considers the following clothes options as non-professional attire and unacceptable when representing the SON and/or the nursing profession in public forums, such as Lighting of the Lamp, Pinning, BSN Symposium, and community-related experiences:

- miniskirts, jeans, shorts, pajama bottoms, sweatpants, jeggings;
- slacks, skirts or pants that expose skin at the waist;
- sweatshirts, tee shirts, tank tops, tube tops, halter tops, spaghetti string or off the shoulder tops; and
- clothes that are torn, sheer, low cut, revealing or tops that do not cover to the waist.

### **Center for Caring with Technology**

The CCT is designed to allow the student an opportunity to master the psychomotor abilities necessary to competently and safely perform nursing skills. Success is built on preparation, practice and application. Students are expected to all attend labs and simulations as scheduled, bring any necessary supplies, and wear proper attire. Students must maintain professional standards, civility, and the NDMU Honor Code at all times.

It is the responsibility of each student to maintain a complete, properly fitting, and clean student uniform. The appearance of the student must meet the approval of the faculty in the clinical practice area, including lab sessions and simulation experiences. Full uniform is required for ALL clinical and simulation days. The alternative uniform should be worn during skills lab sessions, practice, and testing days.

Full uniform includes:

- Scrub top with NDMU logo and scrub pants
- NDMU lab jacket
- Shoes must have closed toes, solid in color, with minimal decorations

Alternative uniform may include (worn to skills lab sessions and practice **only**):

- Slacks or knee length skirt
- NDMU polo shirt
- NDMU lab jacket
- Solid color shoes with closed toes

**Jewelry:** A watch with a second hand is required. Other jewelry should be limited to a band ring, and a single small set of post/stud pierced earrings (no larger than a dime). No dangle or hoop earrings are permitted. No jewelry is to be worn in any other pierced areas (i.e., nose, lip, eyebrow, or tongue). No other observable jewelry is allowed.

**Grooming:** Uniform will be clean and intact. Hair will be neat, controlled, out of the face, off the collar, and held back to prevent contamination of the work field. Make-up may be worn in moderation. Nails will be short and clean. Acrylic nails, tips, gels, or overlays are not permitted. Tattoos must be covered. Chewing gum is not permitted. Proper hygiene is essential to avoid body odor. Fragrances of any kind are not permitted (e.g., perfume, strongly scented lotions).

## **Classroom Setting**

Dressing with a professional image in mind is a simple act, which may have a transformative effect on students and the larger university community. As students begin the journey to the practice of professional nursing, it is wise to consider that one's outward appearance and manner of dress convey a message that may be judged by others. Students are encouraged to dress in a casual yet professional manner when in and around the SON classroom environment.



## Medication Administration

### General Guidelines

Students will follow all medication administration guidelines as directed by each clinical course and as allowed in the clinical settings.

### Special Considerations for Medication Administration

1. Students will administer medications in the presence of the clinical instructor or clinical preceptor only.
2. Nursing students will **not**:
  - a. Administer
    - IV cardioactive medications (e.g., Procainamide, Dobutamine)
    - chemotherapeutic agents
    - medications in an observation experience
    - controlled substances to children less than two years old
  - b. Initiate or titrate medication infusions including but not limited to heparin, dopamine, and insulin
  - c. Initiate, program, or maintain pitocin or magnesium sulfate in labor and delivery situations
  - d. Initiate, program, or re-program patient controlled analgesia (PCA) pumps
3. Central line flushes: refer to agency policy for central line flushes and infusing central line medications.
4. Medication Orders
  - a. Due to agency regulations, neither the clinical faculty member nor the student will personally contact the physician for changes to medication orders. Calls to physicians regarding medication orders may be made by the charge nurse or primary nurse assigned to the patient.
  - b. Although students are expected to review the electronic and/or paper medical record for update orders, clinical faculty and students are not to obtain new orders, transcribe or input new orders, or acknowledge or verify medication orders.
5. Medication Errors
  - a. Medication errors must be documented on the agency's incident form, as well as on the NDMU incident form.
  - b. Students who fail to adhere to this policy will be subject to appropriate disciplinary action.

## X. BEHAVIOR STANDARDS

### Professionalism

Professionalism is defined as the active demonstration of the attributes of a professional. These attributes include knowledge and skills of the profession, commitment to self-improvement of skills and knowledge, service orientation, pride in the profession, covenantal relationship with patient, creativity and innovation, conscience and trustworthiness, accountability for one's work, ethical sound decision making and leadership.

Professional socialization is the process by which an individual develops the attitudes, values and beliefs of a professional. The goal of professional socialization is to develop professionalism as described below and this process must begin at the beginning of an individual's professional education. Therefore, as consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in the School of Nursing.

*Communication and interpersonal interactions encompass the student:*

- Using appropriate verbal and non-verbal communication;
- Communicating assertively – actively and appropriately engages in dialogue or discussion;
- Demonstrating an attitude of open-mindedness towards others and situations; does not “stereotype” others or prejudge situations;
- Demonstrating regard for self, standardized patients, peers, faculty, staff and University property;
- Appreciating others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others;
- Using diplomacy by showing fairness and tactfulness in all dealings with patients, peers, faculty and staff;
- Acting and communicating in a self-assured manner, yet with modesty and humility;
- Acting cooperatively in a non-argumentative manner; and
- Expressing truthfulness in all interactions by being straightforward.

*Work Ethic*

- Is punctual, reliable, dependable, accountable for one's actions
- Behaves in an ethical manner
- Produces quality work
- Accepts constructive criticism and modifies behavior if necessary
- Is self-directed in undertaking tasks, self-motivated
- Handles stress – remains calm, levelheaded and composed in critical, stressful or difficult situations
- Is an active learner – seeks knowledge; asks questions, searches for information, takes responsibility for own learning
- Follows through with responsibilities – if task is left incomplete or problem is not resolved, student seeks aid

Adapted with permission from the School of Pharmacy, NDMU

## Honor Code

### Introduction

The Honor Code of Notre Dame of Maryland University has been a tradition since 1936. It is founded on a pledge each student takes to act with integrity in academic and personal life. Based on the personal integrity of the individual and an active concern for others, the Honor Code is motivated by personal values, religious conviction, good taste, and the common good. Its purpose is to establish a University community founded on personal honor and mutual trust. This combination of personal commitment and community responsibility helps to strengthen each student as an individual and helps to develop mature powers of judgment and reason, and intellectual and social honesty. The Honor Code signifies the ideal of academic and personal integrity that each student is expected to model. Living the Honor Code strengthens the entire community and cultivates an atmosphere of unity founded on trust.

Belonging to the Notre Dame community is both a privilege and a responsibility. It is a privilege to those who qualify and carry the responsibility to abide by the Honor Code. Adhering to the Honor Code is a responsibility shared by the entire campus community. Its effectiveness depends upon individual acceptance of responsibility and the reciprocal cooperation of students, faculty, staff and administration. Ultimately, each member of the community is expected to assume responsibility for her/his own conduct and to assume reasonable responsibility for the conduct of others. This results in mutual respect and a commitment of each member of the community toward civility. Within the spirit of the Honor Code, this may mean kind and courteous admonition when one observes another's inappropriate conduct. At other times, it means cooperation when authorities are investigating allegations of violations of academic or behavioral standards or encouraging the violators to report themselves.

Notre Dame of Maryland University School of Nursing students are expected to achieve and display high standards of character. Honesty and ethical behavior are hallmarks of the nursing profession and are essential qualities for any person who aspires to be a professional nurse. The nursing profession requires Registered Nurses and nursing students to be of impeccable character, living professional and private lives that exemplify high standards of ethical conduct.

### Honor Pledge

With a keen sense of responsibility, I accept this symbol of my entrance into the world of scholarship. And I give this pledge of my purpose to wear it worthily.

I shall try to follow all truth,  
I shall try to see all beauty,  
I shall try to be all goodness,  
and thus to come to that Eternal Wisdom  
Which is the Word of God.

## **Honor Commitment**

I agree to adhere to academic and social integrity in furthering my education, as well as the welfare of University of Notre Dame, my classmates, and myself. In fulfilling my obligations under the Honor Code, I agree to abide by all academic and social policies and standards at Notre Dame of Maryland University and School of Nursing.

*Refer to Notre Dame University Honor Code policy for full information.*

## **Academic Standards**

In order to participate as a student at Notre Dame of Maryland University, a student is required to, and agrees to, maintain academic integrity. The University's Honor Code requires academic honesty, and it is expected that all work submitted by a student is his/her own. Therefore, it is agreed that all nursing students will:

1. Sign a pledge on quizzes, tests and papers that affirms the student's pledge of academic honesty. The pledge shall be "*I hereby affirm that I have neither given nor received unauthorized help on this exam, paper, or assignment.*" (Signature). Refusing to sign this statement is a violation of the Honor Code.
2. Abide by the following testing guidelines:
  - Punctuality – Students are to be seated and ready to take an examination at the posted starting time for the exam. Students arriving after that time may be seated only at the discretion of the instructor. Students arriving after a classmate has finished the exam and left the room will not be seated. Individual faculty may have additional stipulations, refer to course syllabi.
  - Leaving a Test in Progress – When seated for a test, students are expected to remain seated until they have completed the test. Student requests to leave the room of a test in progress require the approval of a proctor. If allowed, a proctor may accompany the student until they are prepared to complete the test.
  - Cell Phones and Other Electronic Devices – All cell phones, calculators, smart watches, and other devices that support electronic communication and/or alpha character programming will be turned off and placed with other personal effects during all examinations.
  - Test Protocol – Prior to beginning a test, students are expected to remove caps, hoods, and scarves. If you wear a Hajib for religious or cultural reasons, you must follow the same guidelines as you would for clinical – the hajib must be secured in the back and off your collar. It may not be tucked into your shirt and cannot cover any portion of your face or potentially cover any portion of the desk/test/scantron.
  - All personal effects will be placed in a designated space in the room as instructed by the faculty. Additional procedures may be required at the discretion of the faculty.
  - Conversation – no conversation is permitted during the testing period.

- Faculty/Staff will proctor paper and pencil tests in the Entry-Level BSN program. This guideline differs than the University Honor Code and policies therein.

*Refer to the Notre Dame University Handbook Academic Standards policy for full information.*

### **Smoking Policy**

The University and the School of Nursing is committed to providing a healthy, comfortable environment for students, faculty, staff, and guests. Smoking, including cigarettes, cigars, pipes, and electronic smoking devices (“vaping”) is prohibited in all buildings on the University campus. Individuals who wish to smoke or use other tobacco products must do so outside and at least thirty feet away from any building, or in any designated areas, in a manner that does not in any way block building entrances, and minimizes others’ exposure to the second-hand effects of tobacco use. Cigarette ashes and butts should be placed only in designated receptacles. Tobacco chew should not be expectorated onto the ground. Smoking is not permitted in any University vehicles.

### **Substance Abuse Policy**

The SON adheres to the University’s Substance Abuse Policy contained in the *NDMU Student Handbook*. Please see notation at the beginning of the *Honor Code* section.

In accordance with the Maryland Nurse Practice Act (§8-316, [7]), a nurse is prohibited from providing “professional services while (i) under the influence of alcohol; or (ii) Using any narcotic or controlled dangerous substance, as defined in §5-101 of the Criminal Law Article, or other drug that is in excess of therapeutic amounts or without valid medical indication.”

Students in the Notre Dame of Maryland University’s Nursing Program are considered to be providing professional services during all clinical labs and while participating in all aspects of designated clinical experiences.

For health and safety concerns, students, faculty, and staff must conduct health care and educational activities fully in control of their manual dexterity and skills, mental facilities, and judgment. The presence or use of drugs or alcohol, lawful or otherwise, which interferes with the judgment or motor coordination of nursing students, faculty, and staff in a health care setting, poses an unacceptable risk for patients, colleagues, the University, and affiliating clinical agencies. The SON recognizes its responsibility to provide a safe, efficient academic environment for students, faculty, and staff and to cooperate with clinical agencies in providing for the safe and effective care of their patients during nursing students’ clinical experiences in their facilities. Therefore, the following policy has been adopted to:

1. Prevent substance abuse and/or activities or behaviors a) that are prohibited by the University’s Drug-Free Workplace Policy, state or federal laws or b) which may subject the involved student, other individuals, and the University to legal penalties or consequences, or c) which may cause a deterioration of the atmosphere and circumstances under which the care of patients and the nursing educational programs are conducted;

2. Cooperate with affiliating clinical agencies by requiring nursing students, faculty, and staff reporting to such agencies to consent voluntarily a) to allow those agencies to drug test the student in accordance with their policies, and b) to disclose any drug testing results to appropriate SON officials; and
3. Require all students enrolled in clinical and practicum courses in the SON to submit to mandatory drug testing based upon reasonable suspicion of substance abuse. Reasonable suspicion testing means that evidence exists which forms a reasonable basis for concluding that it is more likely than not that a student, faculty, or staff has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.

### **Procedure for Reasonable Suspicion Drug Testing**

1. Any student who demonstrates behavioral changes reasonably suspected to be related to substance abuse as defined herein will be subjected to testing. A decision to drug test based on reasonable suspicion of substance abuse may be made by a faculty/staff member and/or the clinical agency. The nursing student request to drug test will be documented and may be based on a variety of factors, including but not limited to:
  - a. observable phenomena such as direct observation of drug use and or physical symptoms or manifestations of being under the influence of a drug;
  - b. erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, or deterioration of work or academic performance;
  - c. information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional; and
  - d. substance abuse-related conviction by a court, or being found guilty of a substance abuse-related offense in another administrative or quasi-legal proceeding.
2. Drug testing for reasonable suspicion will be arranged by the SON, unless done in cooperation with the affiliating clinical agency. The cost of this drug testing will be assumed by the student.
3. Drug testing will be conducted by a certified collector in accordance with established methods and procedures. Confidentiality of the student as well as the validity of the sample will be protected by the testing facility. The procedure for collection as determined by the collection site, will involve a witness to the voiding of the urine sample, securable urine containers, and chain of custody procedures. This procedure ensures that the samples identified to a student, faculty, or staff actually contain materials from that individual, that the samples are protected from tampering, and that the analysis of them is done in accordance with federal guidelines.
4. The test shall screen for the use of drugs whose use is either illegal, or which are prone to abuse (including alcohol), as determined at the discretion of the Medical Review Officer of the testing

facility, clinical facility, SON, or for the use of any drugs which are reasonably suspected of being abused or used by the student.

5. Non-negative test results will be confirmed by additional testing. If the test is positive, the entirety of the relevant available evidence, including health history, will be used to determine the presence or absence of substance abuse. Positive test results shall be documented in the student's record in the SON.
6. The Dean of the SON will notify a student who has a positive drug test. If the results of a student tests confirms the presence of a prescribed drug (verified negative) the person may be required to obtain a written statement from the prescribing physician or a Substance Abuse Professional (at the discretion of the Dean) stating that the drug level is within prescribed limits and that the level does not indicate abuse. The prescribing physician or a Substance Abuse Professional must indicate that the drug will not interfere with safe practice in the clinical area.
7. If the initial screening test is negative, that fact will be noted in the student's record. Unless there is compelling evidence to do otherwise, the preliminary investigation will cease and the student will be released from further action.
8. Failure to submit to drug testing for reasonable suspicion may result in dismissal from the program or termination from the SON.
9. A positive substance abuse test may result in dismissal from the program or termination from the SON.

### **Confidentiality of Drug Testing Results**

All drug testing results will be treated by SON as information that is received in confidence and shall not be disclosed to third parties unless disclosure is required by law, the information is needed by appropriate school officials to perform their job functions, disclosure is needed to override public health and safety concerns, or the student, faculty, or staff has consented in writing to the release of the information. The SON and the University shall have the right to use and disclose the results of drug testing required by this policy in connection with internal academic purposes and in connection with the defense of any student grievance and any claims filed by a student or by his/her personal representative, in any court of law or with any state or federal administrative agency.

### **Consequences of Suspected Substance Abuse**

Students who are suspected of substance abuse or appear impaired\* while providing professional services as a nursing student will be subjected to actions that include, but are not limited to:

- Immediate dismissal from the lab/clinical setting;
- Reporting the incident to the Dean of the SON;
- Informing Director of Student Rights and Responsibilities;
- Initiating drug testing if reasonable suspicion is present; and

- Development and implementation of a course of action in compliance with the NDMU
- Substance Abuse Policy.

The student will not be permitted to return to the lab/clinical setting and the corresponding classes until a thorough assessment has been completed and an intervention plan has been developed and implemented.

\*Impaired means that a person's mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon chemical substances.

### **Appeal Process**

A student may appeal the SON's decision to dismiss or not re-admit a student through the established Formal Complaint procedure.

Substance Abuse policy adapted with permission:  
Christie Shelton, PhD, RN, CNE, NEA-BC  
Dean, School of Health Professions & Wellness  
Jacksonville State University



## **XI. RESOURCES, SERVICES, AND FACILITIES**

### **Bookstore**

The Triangle Bookstore, located in the lower level of Gibbons Hall, sells textbooks, school supplies, snacks and a variety of personal items for students. Purchases in the bookstore may be charged to MasterCard, Visa or Discover. Textbooks may be purchased at the bookstore or ordered on-line. Contact the Bookstore at 410-532-5395 for hours of operation, etc. For questions pertaining to books for specific BSN courses please call 410-532-5838. To determine the required books and their cost for a BSN course visit <http://www.ndm.edu/studentservices/bookstore/> and follow the directions for ordering books.

### **Campus Computer Technologies**

The networked computer labs feature 70 workstations in the IBM and Mac labs. All PC and Mac workstations support current computer applications including word processing, databases, graphics, multimedia and many specialty applications. Both networks include laser printers, scanners, CD-ROM and ZIP drives. Using the latest web tools, students may browse the Internet and also access the Loyola/Notre Dame electronic library system, as well as send email to and receive email from other users around the world.

From various locations on campus, students have the ability to access the Internet and their personal email accounts. These locations include the campus computer labs located in Technology Hub in UAB, Rice Hall, Doyle and Meletia Lounges, and appropriately configured classrooms.

### **Campus Ministry**

The primary mission of the Office of Campus Ministry at Notre Dame of Maryland University is to strengthen the faith tradition upon which the University is built and to foster the spiritual development of the entire campus community. Campus Ministry provides such opportunities as Eucharistic liturgies, ecumenical and sacramental prayer services, discussion and prayer groups, retreats, counseling and spiritual direction. Community Service is also a vital part of Campus Ministry, providing students with opportunities to volunteer in Baltimore and throughout the mid-Atlantic region. Several student organizations are integral to the office of Campus Ministry: the student Campus Ministry Team, the Community Service Organization, Peer Ministry, and the Liturgical Music Group. Catholic in its truest sense, Campus Ministry welcomes people of all faiths.

### **Career and Student Success**

#### **Student Success Services**

These services include individual and small group tutoring to assist students in acquiring a command of a subject. Students may receive assistance with a specific assignment, prepare for an exam, or develop

more effective study strategies. Tutoring is available for students enrolled in full and part-time programs and is free of charge. Tutoring is provided by appointment in the [Tutoring Office](#). The [Tutoring Office](#) also offers supplemental instruction. This student support service provides on-going peer academic support for students enrolled in courses that have a history of being especially challenging; academic skill workshops and resources; and mentoring and academic support for students on academic probation. The Tutoring Office also collaborates with the Office of Accessibility and Health Promotion to provide support for students with disabilities and may need accommodations. The link to schedule an appointment is: <https://www.ndm.edu/office-academic-affairs/tutoring-services> or email: <mailto:tutoring@ndm.edu>

### **Career Success Services**

These services include individual and small group career advising sessions; career advising for undeclared majors; administration and interpretation of career interest inventories. The Career Center also provides career advising and support for students and alumnae seeking internships/experiential learning sites through resume preparation/review; mock interviews; coaching regarding professional appearance and attire. These internships provide opportunities for students to apply theories learned in class in practical settings. Students also develop strategies to support informed career decision making and major selection through information interviews with professionals in areas of career interest, career site visits, internships and participation in the Career Center's various Job Fairs, Employer Meet & Greet Sessions and Workshops.

### **Celebration of Milestones**

#### **Lighting of the Lamp Ceremony**

This ceremony, held in the fall semester, officially welcomes new junior nursing students in the Entry-Level BSN program into the School of Nursing in the presence of faculty, staff, and the School Sisters of Notre Dame. In the tradition of Florence Nightingale, each student lights a flame to symbolize their decision to devote themselves to the care of others through the art and science of nursing.

#### **Pinning Ceremony**

This ceremony encourages faculty, staff, students, and loved ones to rejoice in the accomplishments of our BSN graduates. Students don the NDMU School of Nursing pin in celebration of their program completion and graduation. The ceremony typically takes place the week of commencement.

#### **Blessing of the Hands**

The School Sisters of Notre Dame gather to anoint with oil the hands of all graduating nursing students in the entry-level BSN, RN to BSN, and MSN programs the week of commencement. Students are blessed individually as they prepare to embark on the next phase of their nursing career. This event typically takes place a few days prior to commencement.

## **Counseling Center**

The Counseling Center offers confidential services to all full-time students at no cost, and to part-time students for a modest fee. Primary services provided are individual counseling (both brief and long-term) and group counseling (with topics varying depending on client needs). Consultations, referrals, and programs/workshops are offered as well. The Counseling Center is committed to promoting the psychological and emotional wellness of students and, as such, is well utilized throughout the academic year.

## **Food Service**

The campus dining hall is located in Doyle Hall and is open to all students, faculty, staff and guests. Part-time students may purchase individual meals at a flat rate. Faculty, staff and non-resident students may also purchase the declining balance plan for use in the dining hall. Meal plans can be found on the website at <http://www.sagedining.com/sites/notredame/?page=home>.

## **Help Desk**

The Information Technology Help Desk is available to answer campus technology questions regarding campus software, email, Joule, etc. from students, faculty or staff. Other services provided by the Help Desk include production and distribution of the official Notre Dame ID card, distribution of email account information, and assistance with phone mail. For information and hours, call 410-532-5200 or send email to [HelpDesk@ndm.edu](mailto:HelpDesk@ndm.edu).

## **Loyola/Notre Dame Library**

In the valley below Knott Science Center is the Loyola/Notre Dame Library, which provides the information services and resources required to support the education programs of the two institutions. The Library's website is the gateway to a wealth of information, including numerous full-text databases, the Library's shared catalog (books from 3 other college/university libraries can be requested online and will be sent within 48 hours), and the full resources of the Internet; it also provides links to many other Internet sites that are particularly useful to students. Databases the Library subscribes to can be accessed from any computer on the campus network and are also available off-campus to current students. The Library's collection consists of 440,000 volumes, 1800 print and 14,000 electronic periodical subscriptions, and 30,000 media items (many of which are videos, DVDs, and CDs). Books or articles not owned by the Library can be acquired through interlibrary loan. Reference librarians are available seven days a week to guide students using the Library and its resources. You can contact the Library at 410-617-6800 or [www.lndl.org](http://www.lndl.org).

## **Parking**

Students must register their vehicle with the security office located in the front hallway of Gibbons. Students may park in any area designated for student parking, except those posted as reserved. No parking is allowed in areas designated with white painted curbs or painted in non-traditional parking lanes. Illegally parked or unregistered cars may be ticketed or towed at the owner's risk and expense. A student's grades may be withheld until outstanding parking tickets are paid.

## **Service Learning**

Educational experiences are also directed toward enhancing multidisciplinary collaboration, strengthening professional integrity, and deepening the social and ethical commitments of the student. Integrating service learning in the teaching-learning process may promote personal transformation for the student—often strengthening empathy, deepening social commitments, and creating a deeper and broader understanding of complex societal issues.

The School of Nursing is committed to providing experiences for academic service-learning. Through service-learning projects/opportunities, academic course work is linked with service to select community agencies. The teaching and learning process is enriched for students and faculty, and the agencies receive valuable resources from the students and faculty.

## **Disability Support Services**

Learning support services and accommodations are available to students covered under the Americans with Disabilities Act. If a student requires accommodations in a course, she must immediately contact the Director of Accessibility and Health Promotion at 410-532-5401. The Director will schedule a time to meet and review the disability documentation and discuss the services offered and identify any accommodations required for specific courses. It is extremely important that a student begins this process at the beginning of the semester. Students are encouraged not to wait until the first test or paper. It is the student's responsibility to share the accommodation plan with the instructor of the course prior to the due date for tests or other assignments.

## **Student Association of Nursing at Notre Dame**

The Student Association of Nursing at Notre Dame (SANND) is a local chapter of the National Student Nurses' Association. This student-led organization lives NSNA's mission "*to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession*" (<http://www.nsna.org/AboutUs.aspx>). Student leaders, in conjunction with faculty and staff advisors, organize activities that promote scholarship and camaraderie within the School of Nursing student body. Regular meetings are scheduled throughout the school year in addition to special events.

## **Study Abroad**

The SON offers study abroad opportunities that partially fulfill requirements for select entry-level nursing courses such as NUR-431 *Community Health Nursing*. During the 2018-2019 academic year students have the opportunity to serve and learn in Haiti. For information on the study abroad opportunities, please contact Brittany Lawson, Administrative Assistant, and Dr. Mary Packard, PhD, RN for Haiti.

Occasionally, nursing faculty plan alternative spring break service learning opportunities. Contact the Associate Dean of Entry Level and Dual Enrollment Programs for additional information.

## **XII. ENTRY-LEVEL POLICIES**

### **Social Media Policy**

Nursing students are expected to conduct themselves in accordance with standard professional and ethical practices and abide by state and federal laws regarding privacy and confidentiality at all times. Social networking sites can be an effective way to collaborate with colleagues and enhance learning. While this creates new opportunities for communication and collaboration, it also creates vulnerabilities for individuals and institutions. Violations of privacy and confidentiality may occur intentionally or inadvertently and may result not only in dismissal from the nursing program but also possible civil and criminal penalties.

Use of social media is prohibited while performing direct patient care activities unless social media use in these areas has been previously approved by SON faculty. Social media includes, but is not limited to:

- Blogs, and microblogs such as Twitter and Instagram
- Social networks, such as Facebook
- Professional networks, such as LinkedIn
- Video sharing, such as You Tube and vlogs (video weblogs)
- Audio sharing, such as podcasts
- Photo sharing, such as Flickr and Photobucket
- Social bookmarking, such as Digg and Reddit
- Public comment sections on WebPages (such as those for online news sites)
- User created web pages such as Wikis and Wikipedia, and
- Any other internet-based social media application similar in purpose or function to those applications described above.

The following guidelines are intended to assist NDMU nursing students in adhering to professional and ethical standards for social media. Students will first exemplify the following:

- Maintain professional boundaries surrounding the nurse-patient relationship in the online environment in addition to the classroom and testing areas.
- Promptly report any identified breach of confidentiality of privacy to clinical faculty.
- Familiarize themselves with and use conservative privacy settings regardless of the content on their social media profiles.
- Practice restraint when disclosing personal information on social networking sites. Even seemingly innocuous pictures and comments can impact the respect and trust patients and peers have for students, now and in the future.

In accordance with the Nursing Code of Ethics, it would be a violation of human rights if students:

- Take any pictures in any clinical, laboratory, or practice site without approval.

- Share, post, or transmit any personal information, health information, or images of other by way of any electronic media. Sharing this information is a violation of patient rights to confidentiality and privacy.
- Engage in communication with patients and their family members or legally appointed decision makers on social networking sites.
- Post on behalf of NDMU or present as an official representative or spokesperson for the University or School of Nursing.
- Refer to anyone or any group in a disparaging, disrespectful, or threatening way, even if the person or group has not been identified. This includes, but it is not limited to patients, families, faculty and staff.
- Access websites and/or applications in a manner that interferes with or disrupts classroom, clinical, or simulation lab instruction.
- Violate the Information Management policies or clinical agencies.
- For more information, please refer to the National Council of State Boards of Nursing (NCSBN) White Paper: A Nurse's Guide to the Use of Social Media found at the website below:
- The National Council of State Boards of Nursing. (2011). A nurse's guide to the use of social media. Retrieved from [https://www.ncsbn.org/Social\\_Media.pdf](https://www.ncsbn.org/Social_Media.pdf)

## APPENDIX A

### Traditional Bachelor of Science in Nursing (TBSN) Curriculum

#### Suggested Curriculum Plan with BIO-110 Exploring Concepts in Biology

FALL	SPRING
<b>FIRST YEAR</b>	
*MAT-100 Algebraic Applications OR 4	CHM-108 Survey of General, Organic & Biochemistry 4
*MAT-103 Applied Algebra (unless waived) 3	♦BIO-111 Fundamentals of Biology 4
NDMU-100 First Year Seminar 3	ENG- English Literature 3
ENG-101 College Writing 3	PHL-201 Introduction to Philosophy 3
BIO-110 Exploring Concepts in Biology 4	PSY-101 Introductory Psychology 4
HIS- History Requirement 3 <i>[13/17 credits]</i>	<i>[18 credits]</i>
<b>SECOND YEAR</b>	
BIO-260 Genetics and Genomics for Clinical Practice 3	BIO-253 General Microbiology 4
NUR-250 Nutrition for Wellness (Online) 3	BIO-202 Human Anatomy & Physiology II 4
PHL-339 Medical Ethics 4	SOC-101 Introductory Sociology 3
BIO-201 Human Anatomy & Physiology I 3	PSY-233 Human Growth & Development 3
RST-201 Introduction to Biblical Studies	MAT-215 Basic Statistics 3
LSP-105 Spanish Language & Culture for Professionals I (unless waived) 1 <i>[16/ 17 credits]</i>	LSP-106 Spanish Language & Culture for Professionals II (unless waived) 1 <i>[17/18 credits]</i>
	Winterim/Summer: RST-300/400 Upper Level RST Course Requirement <i>[3 Credits]</i>
<b>THIRD YEAR</b>	
NUR-301 Holistic Health Assessment 4	NUR-304 Healthy Aging 3
NUR-303 Nursing Informatics 2	NUR-311 Professional Nursing Care of the Adult I 4
NUR-305 Foundations of a Caring Profession 5	NUR-307 Nursing Research 3
NUR-310 Pathopharmacology 4 <i>[15 credits]</i>	NUR-308 Professional Nursing Care: Psychiatric/Mental Health <i>[14 credits]</i>
<b>FOURTH YEAR</b>	
NUR-406 Contemporary Trends and Theory in Nursing 3	◊LSP-108 Spanish Language & Culture for Healthcare Professionals 1
NUR-408 Professional Nursing Care: Maternal and Newborn 4	NUR-431 Community Health Nursing 5
NUR-409 Professional Nursing Care of the Adult II 4	NUR-432 Caring Nursing Leadership 3
NUR 417 Professional Nursing Care: Children and Families 4 <i>[15 credits]</i>	NUR-461 Clinical Practicum 6 <i>[15 credits]</i>
	Total General Education Credits 65/70
	Total Nursing Credits 61 <i>[126/131 total credits]</i>



## **Additional TBSN Curriculum Information**

Gender and Cross-Cultural Studies General Education Requirements- In addition to the general education requirements listed in the curriculum, all NDMU students must satisfy a Gender Studies requirement and a Cross-Cultural Studies Requirement.

Students who take both MAT-100/103 and BIO-110, will need to fit a general education requirement into a winterim or summer semester (these students will meet with their advisor to make a plan for completing the requirement).

### **\*Math Requirement**

- If nursing students place into MAT-100 Algebraic Applications on the math placement test, then they are required to take MAT-100.
- If nursing students place into MAT-103 Applied Algebra, then they are required to take MAT-103, however if they place into MAT 107 or higher, then MAT-103 may be waived.

### **◆General Biology Requirement**

- BIO-111 General Biology requires permission of instructor to take without BIO-110 Exploring Concepts of Biology as a pre-requisite course.

### **◇Foreign Language Requirement for Nursing Majors only**

- LSP-108 Spanish Language & Culture for Healthcare Professionals is a requirement of the nursing major.
- Students will take a Spanish placement test that determines whether or not LSP-105 Spanish Language & Culture for Professionals I and/or LSP-106 Spanish Language & Culture for Professionals II is required to take prior to LSP-108.
- If students place into LSP-105 on the placement test, then they are required to take LSP-105, LSP-106 and LSP-108.
- If students place into LSP-106 on the placement test, then they are required to take LSP-106 and LSP-108.
- If students place into LSP-108 on the placement test, then they are required to take LSP-108 only.

*Updated June 2018*

## APPENDIX B

### Accelerated Second-Degree BSN (ABSN) Curriculum

<b>CREDITS AWARDED FOR BACHELOR DEGREE</b>		<i>90 Credits</i>
<b>PREREQUISITE COURSES</b>		
	Cr	Cr
BIO-260 Genetics and Genomics for Clinical Practice	3	BIO-202 Human Anatomy & Physiology II
PHL-339 Medical Ethics	3	BIO-253 General Microbiology
BIO-201 Human Anatomy & Physiology I	4	MAT-215 Basic Statistics
		CHM-108 Survey of General, Organic & Biochemistry
		<i>Maximum Total 25</i>
<b>NURSING COURSES</b>		
<b>JUNIOR YEAR – SUMMER 1</b>		Cr
NUR-301 Holistic Health Assessment	4	<b>JUNIOR YEAR – FALL</b>
NUR-303 Nursing Informatics	2	NUR-304 Healthy Aging
NUR-305 Foundations of a Caring Profession	5	NUR-307 Nursing Research
NUR-310 Pathopharmacology	4	NUR-308 Professional Nursing Care: Psychiatric/Mental Health
<i>Total</i>	<i>15</i>	NUR-311 Professional Nursing Care of the Adult I
		<i>Total 14</i>
<b>SENIOR YEAR – SPRING</b>		Cr
NUR-406 Contemporary Trends and Theory in Nursing	3	<b>SENIOR YEAR – SUMMER 2</b>
NUR-408 Professional Nursing Care: Maternal and Newborn Nursing	4	NUR-431 Community Health Nursing
NUR-409 Professional Nursing Care of the Adult II	4	NUR-432 Caring Nursing Leadership
NUR-417 Professional Nursing Care: Children and Families	4	NUR-461 Clinical Practicum
<i>Total</i>	<i>15</i>	<i>Total 14</i>
		Bachelor Degree Credits      90 Total Prerequisite Credits      25 Total Nursing Credits <u>58</u> <i>152-173 credits</i>

## APPENDIX C

### Entry-Level BSN Fees

	Description	Estimated Cost
Uniforms	1 top, 1 pants, 1 polo shirt, 1 blue jacket	\$130.00
	Lab Coat	\$ 45.00
Equipment	Blood pressure cuff, pen light, scissors	\$ 40.00
	Stethoscope: Littman or MDF dual-head	\$55.00-120.00
	Lab kit	\$125.00
Clinical Requirements	CastleBranch	\$ 95.00
	CPR Certification	\$ 80.00
Textbooks and Technology	Dosage book for summer prior to junior year	\$ 25.00
	Textbooks for entire program	\$1900.00
	ATI Education Resources (\$562.50/semester)	\$2250.00
	Electronic Health Record Software (\$45/year)	\$ 90.00
<b>Total Fees</b>		<b>\$4900.00</b>

*Fees are subject to change. These are the best estimates at the time this Handbook was updated for the 2018-2019 academic year.*

